

**MANUSCRIPT (NASKAH PUBLIKASI)**

**“THE STUDENTS’ ATTITUDE TOWARD READING E-BOOKS AT SMA  
ISTIQAMAH MUHAMMADIYAH SAMARINDA”**

**“SIKAP SISWA TERHADAP MEMBACA BUKU ELEKTRONIK DI SMA  
ISTIQAMAH MUHAMMADIYAH SAMARINDA”**

**ADE ISMAIL RAMADHAN HAMID<sup>1</sup>, LISHA AMELIA<sup>2</sup>**



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**ENGLISH LANGUAGE EDUCATION PROGRAM  
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***“Sikap Siswa Terhadap Membaca Buku Elektronik di SMA Istiqamah  
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Demikian surat pernyataan keaslian tulisan ini saya buat.

Samarinda, 22 Agustus 2023



(Lisha Amelia)



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## **The Students' Attitude Toward Reading E-Books at SMA Istiqamah Muhammadiyah Samarinda**

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### **ABSTRACT**

This study aimed to determine students' attitudes toward reading electronic books at school. The population of this study was students at SMA Istiqamah Muhammadiyah Samarinda in academic 2022/2023 with a total population of 132 students. The sample of this study was made up of 11th-grade students using the purposive sampling technique; 21 students were selected as the sample of this study. The descriptive-quantitative approach was used in this study, with students accessing an English e-book website. The instrument employed in this study was a questionnaire to determine the attitudes acquired. The data in this study was analyzed using quantitative data analysis techniques. The findings of this study provide an encouraging perspective on students' attitudes towards reading e-books, the data highlighted positive result towards reading e-books practices. For instance, with 47.6% of students agreed that they read digitally extensively at home, the study underscores the students' preference for putting digital reading into their daily routines. The results showed that students' attitudes toward reading e-books were positive where 21 items with an average value above 3 with a total percentage of 87.5% and an average value below 3 as many as 3 items with a total percentage of 12.5%. Thus, students of SMA Istiqamah Muhammadiyah Samarinda had shown a positive attitude toward reading e-books.

**Keywords: Students' Attitude, Reading, E-Book**



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## **1. INTRODUCTION**

### *1.1. Introduction*

Attitude is about a person's feelings or behaviour towards something. Some attitudes are negative, and some are positive. It depends on how a person responds to it. Youssef (2012), an attitude is a general feeling (varying from positive or negative) or appraisal (good

or poor) of oneself, other people, things, or events. Attitudes are not just actions or reactions to things. It is also an assessment or character building towards oneself. The attitude of students at school is influenced by the learning process taught by the teacher; therefore, the method utilized has a huge influence on their attitude, especially when reading.

Reading is an effective tool for lifelong learning, improve one's life quality and connect with others (Igbokwe et al., 2012). Reading improves the quality of life by providing experience and increasing motivation, particularly in language study. It will also provide a wealth of information. The Ministry of Education and Culture's Education Research Centre determined in the INAP and AKSI programs that the proportion of Indonesian students' reading outcomes is only 47.11%, which is categorized as sufficient (2016). The predicament This demonstrates that students reading abilities in Indonesia are still very low and need to be improved. The aim of Indonesia becoming an advanced nation is certainly tough to realize if its population's reading interest remains relatively low. Reading interest may be developed from a young age in the home and school setting.

According to certain research, the following reasons contribute to Indonesians' poor interest in reading: According to Muslimin (2018), there is a lack of reading resources, a poor classroom atmosphere, and a scarcity of reading materials. The teacher's role at school is as a facilitator, motivator, guide, and encourage students in the learning process so that it can take place effectively (Ibrahim & Ishartiwi, 2017). Thus, as a teacher, must be able to provide understanding and do anything to make students love to read. One of them is the use of sophisticated technology now not only able to increase interest but also can be a medium in learning.

Mobile device reading has grown after the worldwide COVID-19 (coronavirus) pandemic began in 2020. Online reading, particularly reading on mobile devices, is increasing significantly in many nations, while traditional book sales are declining rapidly as a result of the lockdown and social isolation (Global English Editing, 2020). The rapid development of technology now makes everyone spend a lot of time playing on smartphones and the internet. Technology has evolved into a valuable and vital instrument for gaining knowledge, and electronic books are one sort of technological device that has many characteristics that can drive students to increase their learning ability. The definition of "e-book" means to a book-based text identical to a printed book, but in a digital format and viewable on a computer's screen (Al-Arishi & Askool, 2003).

E-books can include a huge quantity of text-based material as well as digital graphics,

interactive visuals, video chains, audio recordings, and text-complementary noises. E-books are not subject to any printing regulations. The cost of duplicating e-books is insignificant when compared with the expense of printing and packing paper books. To effectively read e-books, you must first install an e-book reading device, such as an e-reader, and programs that can do text searches and give links, expert advice, and an online dictionary (Al-Arishi & Askool, 2003).

In the context of achieving an interest in digital reading, the role of attitude as an internal student factor is very decisive. This internal factor of student attitudes must be a serious concern in the digital reading process, especially e-books for students. Students who have a more positive reading attitude will be more motivated to do reading activities. Furthermore, positive attitudes toward reading were consistently found to be related to achieving good reading learning achievement, and encouraging more reading frequency.

Ramadhani (2017), attitude is an element of psychology; therefore, the notion of attitude is related to psychological aspects. In addition, it is also a manifestation of psychology. The definition of attitude has been put forward quite a lot by psychology and education experts. Attitude, often known as attitude in English, is a style of reacting to stimulus. The proclivity to respond in a particular manner to an object or scenario encountered. Hornby (1989), stated that reading is an activity of a person who reads a text through reading activities; students are necessary to have excellent engagement with the texts, as well as greater attention from the reader, for students to receive the precise or close meaning of the texts. Weber & Cavanaugh (2006), an e-book is a type of electronic publication that contains multimedia elements such as photos, animation, sounds, video, audio, and hyperlink that may be viewed via laptops, desktop computers, and mobile devices.

There were three previous studies to support this study. Asrowi et al., (2019) “The Impact of Using the Interactive E-Book on Students’ Learning Outcomes” also determined that students using interactive eBooks had higher learning outcomes on social issues compared with students using printed course books. This study is the experimental research method at seventh class of junior high schools. This research focuses on social studies, with an experimental method because it wants to see the impact of using e-books. The subjects were seventh grade students, the results of which were able to use e-books to increase student knowledge in social studies students. This also makes researcher interested in doing research on English language learning, especially in the field of reading.

Alhammad & Ku (2019) “Graduate students’ perspectives on using e-books for



academic learning” found that graduate students preferred eBooks to printed texts, citing that eBook gave rapid feedback, prompted them to verify their learning status, attracted attention to critical knowledge, and saved time. This research focuses on the experiences of graduate students. The result of this study show that students prefer e-books, it turns out that when they prepare for the exam, they still use printed books because the e-book itself must need to add more content that is suitable even more than printed books. from this study, the authors are also interested in examining students’ attitudes if they learn to read English using e-books at school.

Jolselt (2019) “Undergraduate Students’ Attitude Towards Reading E-Book in Selected Kwara State Universities, Nigeria” found that the attitude of students at Kwara State University. Most respondents agreed that e-books can relieve stress. E-books are good in academics and helpful as a supplement to the printed format. Students claimed to be very satisfied reading through e-books. This study used a survey to collect data and the sample in this study were 200 students. Therefore, this research focuses on the library at the university. It also examines not only attitudes, but also issues, and such as what types of e-books are preferred. Thus, it is almost the same as the author’s research plan.

The three previous related studies focus on students who are already accustomed to the use of mobile phones in universities. Where e-books can facilitate them and reduce stress, but every advantage also has disadvantages. E-books have not been able to help them prepare for exams so they still need printed books. Therefore, what if the use of e-books is done at the student level in schools.

### *1.2. Research Questions*

Based on the statement in background of this research, to make this research more focus, the questions in this research are formulated as follows: (1) How are the students’ attitude toward reading on e-books? (2) What are the difficulties when reading through e-books?

### *1.3. Significance of the study*

This research is expected to see the value of e-books as a tool for learning using new technologies, particularly portable and mobile devices, and applications. It also sheds light on how students feel about a technological advancement that could reduce the weight of traditional books, storage requirements, and environmental effects.

## 2. METHOD

### 2.1. Research Design

This research used Quantitative Research, with a survey as a method with a questionnaire as the instrument in collecting the data. Fowler (2018), asserts that survey techniques give a quantitative or numerical depiction of a group's trends, attitudes, or views by analyzing a sample of that population. This study is conducted at SMA Istiqamah Muhammadiyah Samarinda. Population of the study 132 students in academic 2022/2023. The sample of this study was eleventh grade students as many as 21 students. The sample selection technique used purposive sampling. Purposive sampling is a sampling technique with certain considerations in (Sugiyono, (2016: 85).

The instrument in this study used a questionnaire, the researcher chose Adult Survey of Reading Attitude (ASRA) questionnaire as the main instrument in data retrieval. Adult Survey of Reading Attitude (ASRA) itself was an instrument developed by (Smith, 1991) and was adapted by (Haneefa K, 2020) with modification which includes 24 statements related to their enjoyment, anxiety, modality, and difficulties they feel when reading digital. Likert scale in this study Strongly Agrees (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) and used 1-5 point. The model conduct to analysis quantitative data is Descriptive Statistics (Mean and Standard Deviation).

### 2.2. Samples/Participants

This study was conducted at SMA Istiqamah Muhammadiyah Samarinda. Sample refers to each group from which information is obtained. The research sample was taken using the total population sampling technique. The sample of this study is tenth grade students. The sample selection technique used *purposive sampling*. *Purposive sampling* is a sampling technique with certain considerations in Sugiyono, (2016: 85). Thus, the sample taken is tenth grade because they have the same characteristics or both students who are in eleventh grade as many as 21 students. The samples had the same attribute of being taught to read through e-books.

### 2.3. Instruments

This research used a questionnaire where the researcher chose Adult Survey of Reading Attitude (ASRA) questionnaire as the main instrument in data retrieval. Adult Survey of Reading Attitude (ASRA) itself was an instrument developed by (Smith, 1991) and was adapted by (Haneefa K, 2020) with modification which includes 24 statements related to their enjoyment, anxiety, modality, and difficulties they feel when reading digital.

#### 2.4. Data analysis

This research applied a quantitative Survey analysis or Descriptive Analysis. The data were submitted through five points Likert Scale questionnaire survey. The five points were strongly agree, agree, neutral, disagree, and strongly disagree. In this research, the respondents were 11th grade at SMA Istiqamah Muhammadiyah Samarinda. The questionnaire was distributed to them, then calculated using SPSS 25 to determine the mean and standard deviation of the gathered data.

### 3.FINDINGS AND DISCUSSION

#### 3.1. Findings

To answer the research questions, the researcher conducted a survey by spreading a questionnaire to a group of students at SMA Istiqamah Muhammadiyah Samarinda. The results of the questionnaire are presented on Table 4 below.

**Table 4. Data Presentation**

No	Statement	Responses					Mean	Std. Dev
		1	2	3	4	5		
1	Digital reading is one of my favourite activities	2 (9.5%)	2 (9.5%)	13 (61.9%)	3 (14.3%)	1 (4.8%)	2.95	0.921
2	I get really excited about what I have read digitally	1 (4.8%)	2 (9.5%)	10 (47.6%)	6 (28.6%)	2 (9.5%)	3.29	0.956
3	I spend a lot of my space time for digital reading	1 (4.8%)	4 (19.0%)	10 (47.6%)	5 (23.8%)	1 (4.8%)	3.05	0.921
4	Digitally I read a lot, when I am at home	1 (4.8%)	2 (9.5%)	7 (33.3%)	10 (47.6%)	1 (4.8%)	3.38	0.921
5	I like to read digitally whenever I have free time	1 (4.8%)	2 (9.5%)	8 (38.1%)	9 (42.9%)	1 (4.8%)	3.33	0.913
6	I can access up-to-date information through digital reading	1 (4.8%)	1 (4.8%)	1 (4.8%)	9 (42.9%)	9 (42.9%)	4.14	1.062
7	Digital reading helps me to get information 24 x 7 hours	1 (4.8%)	1 (4.8%)	3 (14.3%)	8 (38.1%)	8 (38.1%)	4.00	1.095
8	I quickly forget what I have read digitally even if I have just read it	1 (4.8%)	2 (9.5%)	9 (42.9%)	6 (28.6%)	3 (14.3%)	3.38	1.024
9	I try very hard, but I just cannot read digitally very well	1 (4.8%)	1 (4.8%)	3 (14.3%)	10 (47.6%)	6 (28.6%)	3.90	1.044

10	I get upset when I think about having to read digitally	0 (0%)	1 (4.8%)	4 (19.0%)	11 (52.4%)	5 (23.8%)	3.95	0.805
11	Encountering unfamiliar words is the hardest part of digital reading	3 (14.3%)	4 (19.0%)	9 (42.9%)	4 (19.0%)	1 (4.8%)	2.81	1.078
12	When I read digitally, I usually get tired and sleepy	2 (9.5%)	4 (19.0%)	9 (42.9%)	5 (23.8%)	1 (4.8%)	2.95	1.024
13	I often feel anxious when I have a lot of digital reading to do	0 (0%)	0 (0%)	7 (33.3%)	9 (42.9%)	5 (23.8%)	3.90	0.768
14	I need a lot of help in digital reading	0 (0%)	3 (14.3%)	9 (42.9%)	3 (14.3%)	6 (28.6%)	3.57	1.076
15	Digital reading is one of the best ways for me to learn new things	1 (4.8%)	1 (4.8%)	6 (28.6%)	7 (33.3%)	6 (28.6%)	3.76	1.091
16	There are better ways to learn new things than by digital reading	1 (4.8%)	2 (9.5%)	11 (52.4%)	5 (23.8%)	2 (9.5%)	3.24	0.944
17	Digital reading makes me more relaxable	0 (0%)	2 (9.5%)	6 (28.6%)	10 (47.6%)	3 (14.3%)	3.67	0.856
18	It is easier for me to understand what I read digitally if pictures, audio & video are included	0 (0%)	1 (4.8%)	6 (28.6%)	6 (28.6%)	8 (38.1%)	4.00	0.949
19	I like digital reading very much	1 (4.8%)	1 (4.8%)	10 (47.6%)	8 (38.1%)	1 (4.8%)	3.33	0.856
20	Digital reading is a very difficult exercise	1 (4.8%)	0 (0%)	4 (19.0%)	12 (57.1%)	4 (19.0%)	3.86	0.910
21	I get a lot of enjoyment from digital reading	1 (4.8%)	0 (0%)	11 (52.4%)	7 (33.3%)	2 (9.5%)	3.43	0.870
22	Digital reading is very informative	1 (4.8%)	1 (4.8%)	7 (33.3%)	8 (38.1%)	4 (19.0%)	3.62	1.024
23	Digital reading gives me more fun	1 (4.8%)	1 (4.8%)	7 (33.3%)	9 (42.9%)	3 (14.3%)	3.57	0.978
24	Digital reading needs a lot of hard work	1 (4.8%)	1 (4.8%)	8 (38.1%)	8 (38.1%)	3 (14.3%)	3.52	0.981
<b>Average</b>							<b>3.52</b>	<b>0.961</b>

Based on table 4. The results of the questionnaire on students' attitudes towards reading e-books show an average value of "3.52" and a standard deviation of "0.961". The findings of this study provide an encouraging perspective on students' attitudes towards digital reading. A majority of students demonstrated a balanced disposition towards digital reading, as evident from the responses to several items. Notably, around 61% of students held a neutral view towards the statement "digital reading is one of my favorite activities,"

suggesting a lack of extreme opinions. Similarly, responses to items like "I get really excited about what I have read digitally" and "I spend a lot of spare time for digital reading" indicated a moderate engagement level, with approximately 47.6% of students adopting a neutral standpoint.

Furthermore, the data highlighted positive result towards digital reading practices. For instance, with 47.6% of students agreeing that they read digitally extensively at home, the study underscores the students' preference for putting digital reading into their daily routines. In addition to the overall balanced attitudes, the findings also show favorable aspects of digital reading. Around 42.9% of students acknowledged the benefits of accessing up to date information and increasing their vocabulary through digital reading. Similarly, 47.6% of students expressed agreement that digital reading contributes to a sense of relaxation, indicating a positive impact on their emotional state. The data also suggested that students find digital reading informative (38.1% agreement) and enjoyable (42.9% agreement), adding to the positive outcomes of this mode of learning from students at SMA Istiqomah Muhammadiyah Samarinda.

Moreover, this study also showed that a significant proportion of students disagreed with the statement "Digital reading requires a lot of hard work," suggesting that the majority do not perceive digital reading as laborious, especially when comprehension remains intact. These findings collectively emphasize the potential advantages of digital reading, supporting its role as a valuable tool for both learning and leisure among students at SMA Istiqomah Muhammadiyah Samarinda.

### *3.2. Discussion*

The findings from the survey regarding students' attitudes and preferences towards digital reading reveal a range of perspectives and inclinations. In the first item, where students were asked about their likeness for digital reading, 61% responded neutrally, indicating a balanced stance devoid of pronounced interest. Other finding highlights the perceived advantage of accessing up to date information through digital reading as the impact of it, with 42.9% of students agreeing or strongly agreeing, particularly in the context of English language improvement. This is in line with Asrowi et al (2019) study in which they want to see the impact of using e-books and found that students using interactive e-books had higher learning outcomes on social issues compared with students using printed

course books.

Moreover, study from Alhammad & Ku (2019) entitled “Graduate students’ perspectives on using e-books for academic learning” found that graduate students preferred eBooks to printed texts, citing that e-book gave rapid feedback, prompted them to verify their learning status, attracted attention to critical knowledge, and saved time. It is in line with the findings of this study where item 7 found that it explored into the continuous accessibility of information through digital reading, with 31.8% of students agreeing or strongly agreeing.

Furthermore, other finding which stated that “Digital reading makes me more relaxeable.” The outcome of the data for this statement indicates agreement from 47.6% of participants. This signifies that students appreciate how digital reading contributes to their state of relaxation and relieves stress. Also, Item 23, “Digital reading provides me with additional enjoyment.” The findings from this statement demonstrate agreement from 42.9% of respondents. This suggests that when students engage with e-books or digital content, they derive increased enjoyment from the experience. It is in line with Jolselt (2019) entitled “Undergraduate Students’ Attitude Towards Reading E-Book in Selected Kwara State Universities, Nigeria” found that the attitude of students at Kwara State University. Most respondents agreed that e-books can relieve stress. E-books are good in academics and helpful as a supplement to the printed format. Students claimed to be very satisfied reading through e-books.

Therefore, this study in accordance with the discussion above shows that most students answered neutral towards the use of e-books for reading English. We can also see this in the explanation in each item of the questionnaire statement table in the findings. Based on these results, the attitude of students reading e-books at SMA Istiqamah Muhammadiyah Samarinda is positive with a total of 24 questionnaire items. This clearly answers that the attitude of students reading e-books is positive.

## **4. CONCLUSIONS**

### *4.1. Conclusion*

This research shows that Students’ attitudes towards reading e-books at SMA Istiqamah Muhammadiyah Samarinda in grade 11, based on data results from the mean and standard deviation. It is concluded based on the results, students’ attitudes towards reading

e-books have a positive attitude with an average score of 3.52 and a standard deviation of 0.961 from 24 statements in the questionnaire. Moreover, the importance of using technology in the teaching and learning process in schools. Using e-books as learning media can help students to increase their reading interest in English. In addition, the e-book's website with pictures and audio can make students more enthusiastic in learning.

#### 4.2. Suggestions

E-books serve as versatile educational tools to ignite students' interest in reading. They offer opportunities for independent exploration, fostering self-guided learning, and enabling teachers to infuse creativity into their lessons through technology integration. Students, in turn, are expected to not only engage with e-books but also exhibit a heightened interest in English reading overall. The anticipation is for students to proactively practice reading English via e-books, building language proficiency through self-directed efforts. These practices are designed to prevent any feelings of monotony and ensure continued enthusiasm for reading.

Additionally, researchers are encouraged to explore diverse methods and strategies to enhance student engagement in learning English. Furthermore, they are invited to extend the study's findings to influence pedagogical approaches in various subjects, enhancing the overall education landscape.

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### JADWAL BIMBINGAN NASKAH PUBLIKASI

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NIM : 1911102421022  
Program Studi : S1 Pendidikan Bahasa Inggris  
Judul : The Students' Attitude Toward Reading E-Books at SMA Istiqamah Muhammadiyah Samarinda

No.	Tanggal	Materi Bimbingan	TTD Pembimbing
1	23 Agustus 2023	Pembahasan naskah publikasi	
2	25 Agustus 2023	penyusunan naskah publikasi	
3	27 Agustus 2023	Revisi dan diskusi	
4	30 Agustus 2023	Finalisasi dan pambsubmit	

  
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Menyatakan bahwa artikel ilmiah yang berjudul "*The Students' Attitude Toward Reading E-Books at SMA Istiqamah Muhammadiyah Samarinda*" telah di submit pada jurnal ACITYA pada tahun 2023, <https://journals.umkt.ac.id/index.php/acitya/submissions>

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## BUKTI PENGIRIMAN (SUBMIT) ARTIKEL LUARAN PENELITIAN

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### 1. Screenshot Submit Artikel

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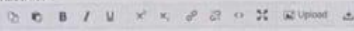
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Subtitle

The approval subtitle will appear after a review (3), following the main title.

Abstract \*



This study aimed to determine students' attitudes toward reading electronic books at school. The population of this study was students at SMA Istiqamah Muhammadiyah Samarinda in academic 2022/2023 with a total population of 132 students. The sample of this study was made up of 11th-grade students using the purposive sampling technique; 21 students were selected as the sample of this study. The descriptive-quantitative approach is used in this study with students accessing an English e-book website. The instrument employed in this study was a questionnaire to determine the attitudes acquired. The data in this study was analyzed using quantitative data analysis techniques. The results showed that students' attitudes toward reading e-books were positive.

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