

**TEACHERS' PERCEPTION OF DIGITAL BOOK TO IMPROVE  
STUDENTS' READING SKILL**

**( A Study on the Eleventh Grades of SMA SULTAN AGUNG 1  
SEMARANG in the Academic Year of 2022/2023)**

**A FINAL PROJECT**

**Submitted in Partial Fulfilment of the Requirements  
to Obtain the Degree in English Education**



**Written by:**

**NUR JANNAH**

**31801600621**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE AND COMMUNICATION SCIENCE  
SULTAN AGUNG ISLAMIC UNIVERSITY**

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**APPROVAL**

A Final Project entitled

**TEACHERS' PERCEPTION OF DIGITAL BOOK TO IMPROVE  
STUDENTS' READING SKILL**

Prepared and Presented by:

**NUR JANNAH**

**31801600621**

This final project has been approved by the advisor and to be examined by  
the Board of Examiners

Semarang, August 23<sup>rd</sup> 2023

Advisor



**Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd.**  
**NIK. 210813021**

## VALIDATION

A Sarjana Pendidikan Final Project on

### TEACHERS' PERCEPTION OF DIGITAL BOOK TO IMPROVE STUDENTS' READING SKILL

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Prepared and presented by:

**NUR JANNAH**

**31801600621**

Defended before the Board of Examiners

On August 23<sup>rd</sup>, 2023

And Declared Acceptable

Board of Examiner

Advisor : Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd. 

Examiner 1 : Nani Hidayati, S.Pd., M.Pd. 

Examiner 2 : Mega Mulianing Maharani, S.Pd., M.Pd. 

Semarang, ..... 2023  
The Dean of Faculty of Languages  
and Communication Science  
Sultan Agung Islamic University



**Trimarah, S.Sos., M.Si.**  
**NIK. 211109008**

## STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works or part of the works of the people, except those which were cited in the quotations and references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.

Semarang, August 23<sup>th</sup>, 2023  
The Researcher



**Nur Jannah**  
**NIM. 31801600621**

*” Dreams will never work unless you do “*

**DEDICATION**

*This study is dedicated to:*

*My father (alm) and mother*

*My all families*

*My best friends*



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Finally, the researcher hopes this research can be useful for the readers, further studies, and the English Education Study Program students. The suggestion and constructive criticism for improving the final project was accepted.

Semarang, August 23<sup>th</sup> 2023



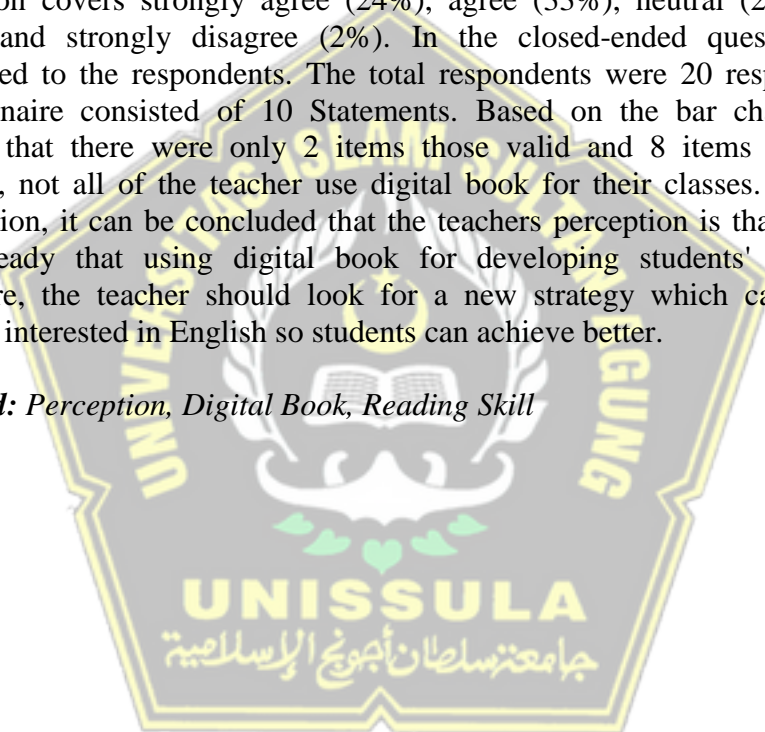
**Nur Jannah**  
**NIM: 31801600621**

## ABSTRACT

**Jannah, Nur. 2023.** “Teachers’ Perception of Digital Book to Improve Students’ Reading Skill”. A final project. English Education Study Program, Faculty of Language and Communication Science, Sultan Agung Islamic University, Advisor: Dr. Kurniawan Yudhi Nugroho, SPd., M.Pd.

The aim of this study was to describe teachers’ perception of digital book to improve reading skill. This study involved 20 English teachers. Descriptive quantitative method with questionnaire as the instrument used in this study. The result in this study indicated that teachers gave positive perception. The positive perception covers strongly agree (24%), agree (33%), neutral (25%), disagree (16%), and strongly disagree (2%). In the closed-ended questionnaire was distributed to the respondents. The total respondents were 20 respondents. The questionnaire consisted of 10 Statements. Based on the bar chart, the result showed that there were only 2 items those valid and 8 items those invalid. Because, not all of the teacher use digital book for their classes. Based on the explanation, it can be concluded that the teachers perception is that they did not really ready that using digital book for developing students' reading skill. Therefore, the teacher should look for a new strategy which can make their students interested in English so students can achieve better.

**Keyword:** *Perception, Digital Book, Reading Skill*



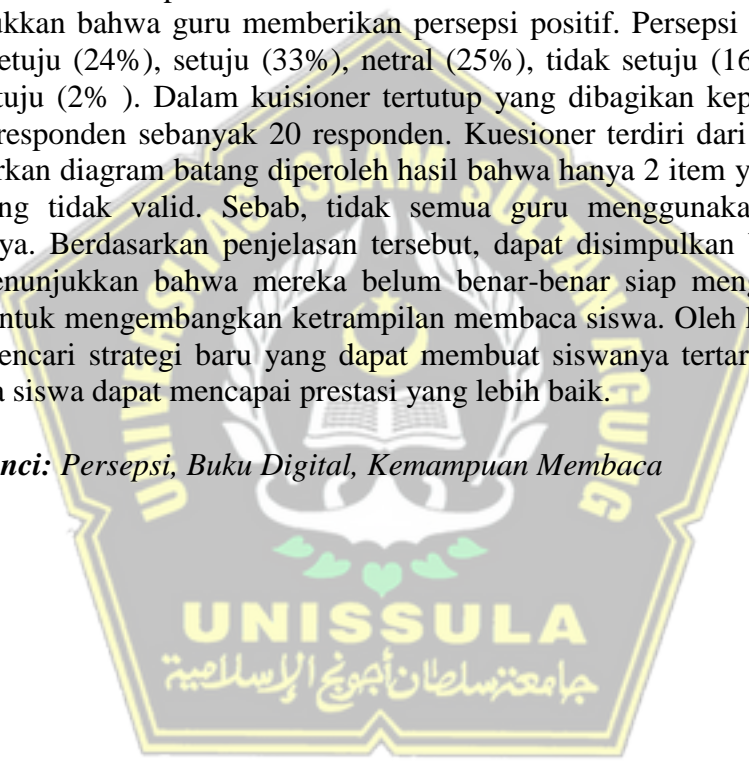


## INTISARI

**Jannah, Nur. 2023.** “Persepsi Guru Terhadap Buku Digital untuk Meningkatkan Kemampuan Membaca Siswa”. Sebuah Tugas Akhir, Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung, Pembimbing: Dr. Kurniawan yudhi nugroho, S.Pd, M.,Pd.,

Tujuan dari penelitian ini adalah untuk mendeskripsikan persepsi guru terhadap buku digital untuk meningkatkan kemampuan membaca. Penelitian ini melibatkan 20 guru bahasa Inggris. Metode kuantitatif deskripsi dengan instrumen yang digunakan dalam penelitian ini adalah kuesioner. Hasil penelitian ini menunjukkan bahwa guru memberikan persepsi positif. Persepsi positif meliputi sangat setuju (24%), setuju (33%), netral (25%), tidak setuju (16%), dan sangat tidak setuju (2%). Dalam kuisisioner tertutup yang dibagikan kepada responden. Jumlah responden sebanyak 20 responden. Kuesioner terdiri dari 10 pertanyaan. Berdasarkan diagram batang diperoleh hasil bahwa hanya 2 item yang valid dan 8 item yang tidak valid. Sebab, tidak semua guru menggunakan buku digital dikelasnya. Berdasarkan penjelasan tersebut, dapat disimpulkan bahwa persepsi guru menunjukkan bahwa mereka belum benar-benar siap menggunakan buku digital untuk mengembangkan ketrampilan membaca siswa. Oleh karena itu, guru harus mencari strategi baru yang dapat membuat siswanya tertarik pada Inggris sehingga siswa dapat mencapai prestasi yang lebih baik.

**Kata Kunci:** *Persepsi, Buku Digital, Kemampuan Membaca*



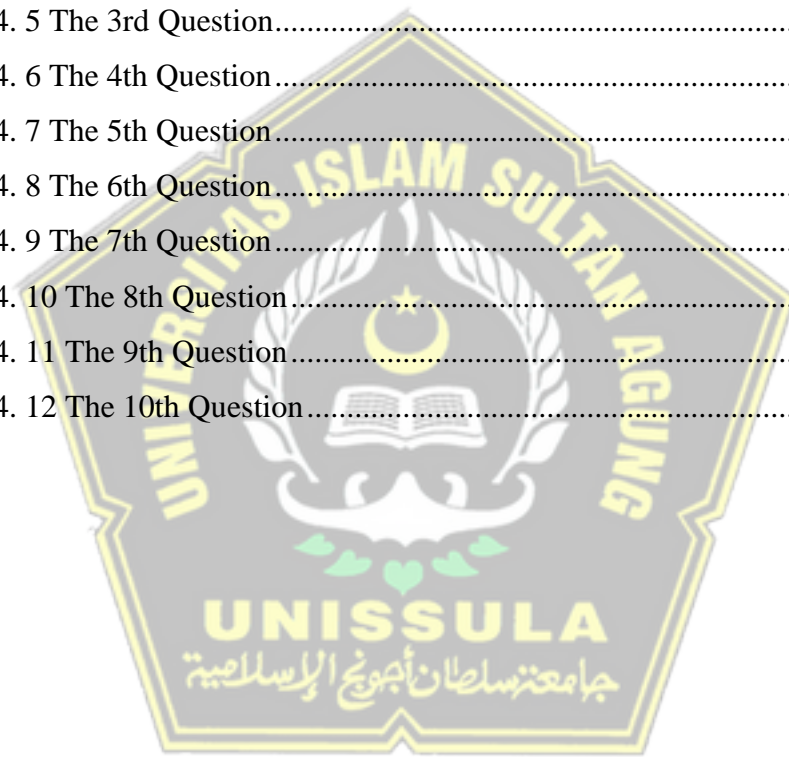
## TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>APPROVAL</b> .....	<b>Error! Bookmark not defined.</b>
<b>VALIDATION</b> .....	ii
<b>STATEMENT OF WORK’S ORIGINALITY</b> ..	<b>Error! Bookmark not defined.</b>
<b>MOTTO</b> .....	iv
<b>ACKNOWLEDGEMENTS</b> .....	vi
<b>ABSTRACT</b> .....	viii
<b>INTISARI</b> .....	ix
<b>TABLE OF CONTENTS</b> .....	x
<b>LIST OF TABLE</b> .....	xii
<b>CHAPTER I INTRODUCTION</b> .....	1
1.2 Reasons for Choosing the Topic .....	3
1.3 Question of Study .....	4
1.4 Objectives of the Study .....	4
1.5 Hypotheses of the Study .....	4
1.6 Limitation of the Study .....	5
1.7 Significances of The Study .....	5
1.8 Outline of the Study .....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	9
2.1 Perception .....	9
2.1.1 The Definition of Perception .....	9
2.1.2 Process of Perception .....	10
2.2 General Concept of Reading .....	11
2.2.1 Definition of Reading .....	11
2.2.2 Types of Reading .....	13
2.2.3 Purpose of Reading .....	15
2.2.4 Technique in Teaching Reading.....	16
2.3 Digital Book .....	21
2.3.1 Definition of Digital Book .....	21

2.3.2	Formats of Digital Book Design: .....	22
2.4	Comparison Between Digital Books and Printed Books .....	25
2.5	Advantages and Disatvantages of Digital Book .....	25
2.5.1	Advantages .....	26
2.5.2	Disadvantages .....	27
2.6	Previous Research .....	28
<b>CHAPTER III RESEARCH METHOD .....</b>		<b>30</b>
3.1.	Design of the study .....	30
3.2.	The Subject of the Study.....	30
3.2.1	Population .....	30
3.2.2	Sample.....	31
3.3.	The Variables of the Study .....	31
3.4.	The Instrument of the study .....	32
3.5	Validity and Reliability .....	33
3.5.1	Validity.....	33
3.6	Procedure of the Reseach.....	35
3.7	Data Analysis Technique .....	36
<b>CHAPTER IV ANALYSIS RESULTS AND DISCUSSION .....</b>		<b>38</b>
4.1	Reseach Findings.....	38
4.1.1	Validity .....	38
4.1.2	Reliability.....	39
4.2	Discussion.....	49
<b>BAB V CONCLUSSION AND SUGGESTION .....</b>		<b>51</b>
5.1	Conclusion .....	51
5.2	Suggestion.....	52
<b>REFERENCES .....</b>		<b>53</b>
<b>APPENDIXES .....</b>		<b>56</b>

## LIST OF TABLE

Table 3. 1 Positive and Negative Statement of Linkert Scoring .....	33
Table 3. 2 Level of Standrad Reliability .....	35
Table 4. 1 Validity of the Questionnaire .....	38
Table 4. 2 Reliability of the Questionnaire .....	39
Table 4. 3 The 1st Question .....	40
Table 4. 4 The 2nd Question .....	41
Table 4. 5 The 3rd Question.....	42
Table 4. 6 The 4th Question.....	43
Table 4. 7 The 5th Question.....	44
Table 4. 8 The 6th Question.....	45
Table 4. 9 The 7th Question.....	46
Table 4. 10 The 8th Question.....	47
Table 4. 11 The 9th Question.....	48
Table 4. 12 The 10th Question.....	48



# CHAPTER I

## INTRODUCTION

This chapter discusses the Background of the Study, the Reason for Choosing the Topic, the Study's Question, the Study's Hypothesis, the Study's Limitations, the Study's Significance, the Study's Definition of Key Terms, and the Outline of the Study.

### 1.1. Background of the Study

In this globalization era, English is an important language. It has become an international language because many people in several countries use it to communicate with one another. Not only becomes an International language, it also becomes a second language in several states. Indonesia is one of the countries that use English as a foreign language. Seen from the background, Indonesia is a historic country and has cultural diversity that makes Indonesia a foreign tourist destination.

As the world appears to have no meaningful boundaries, we can connect with one another, exchange cultures and languages, and establish cooperation on a global scale. This is what we call the globalization process, and the trend of using English as the world's language appears to be growing. As a result, English is not only used in English-speaking countries but also on other continents around the world. Even in some non-English speaking countries such as the Netherlands, Denmark, Germany, and so on, it is no longer considered a foreign language but rather a second language ( Brene, 2019). English is needed when we communicate

with others, do business, and study abroad. Moreover, we already study English from kindergarten until college.

In school, English becomes a compulsory lesson besides mathematics. Students feel difficult when they study English because it is not our daily language. Cameron (2003) stated that it is difficult for children to use language for speaking language. On the other hand, we have to master it because many technology, books, and also movies use English. The school also should make careful planning and preparation to make students become focused on the learning process.

Technology has been integrated into our lives greatly. It is arguably on the information transformation. The traditional way to transfer information is through printed documents. Most of the students do not like printed information. They prefer digital information to printed information because they use their gadgets daily to get information. Not only to get information, they can also use many things with gadgets. A gadget is a small electronic device that performs a specific function (Mufaro'ah et al., 2019; Primayana & Dewi, 2020).

Digital book in the Oxford dictionary mentioned that " a digital version of a printed book that can be read on a computer." According to James Ohene Djan (2003), that digital book is a digital information unit network that consists of text, graphics, video, animation, or voice, and the questions that are all packaged in from flash animation visualizations that are integrated into one program and equipped with sound, color, and music. This media innovates in order to help



teachers implement learning. Almost all students can use that media because they have mobile phones.

According to Harmer (2003), Reading is one of the most important skills in English. Nevertheless, the four language skills are interconnected. Every student must know about those skills because they are very important in English teaching-learning. Reading aims to develop fundamental skills so that students can read and comprehend general -understand texts. Reading skills can help them improve their critical thinking.

Mobile phones play a very important role in students' lives; they have managed to interest youngsters and communicate (Hamdan et al., 2012). In this era, mobile phones have become one of the tools that people always use. When we use it, we can find and look for the information. In the learning process, the teacher usually uses it as media. Because now the students are seldom to read in the printed book. They prefer using a mobile phone to study than using printed books. They enjoy studying on mobile phones because it has many application to study, so they feel energized.

## **1.2 Reasons for Choosing the Topic**

The researcher chooses the tittle “The Use of Digital Book to Improve Students’ Reading Skill” because of the following reasons:

1. Reading is an important skill for students that must be learned because that skill is one of the receptive skills to study. In SMA Islam Sultan Agung 1 the students were very lazy to read moreover the printed book so they get less information and knowledge. Digital book had not been used in that school.

2. Teacher must have quality learning materials in order to produce effective and fun learning. The teaching materials can be in the form of multimedia (digital book). Most of the students will like study in the digital because they can enjoy the learning.
3. Digital book can improve students' reading skill. The teacher give them interesting book so the student will not be bored to read. They also can read whenever and wherever they want. Because all of the time they often bring mobile phone.

### **1.3 Question of Study**

Related to the background of the study above, the question of the research is:

“Is digital book effective in improving students' reading skills for the eleventh grades students of SMA Islam Sultan Agung 1 Semarang in the academic year of 2022/2023?”

### **1.4 Objectives of the Study**

Based on research question, the objective of this study would be:

To find out whether the teacher perceptions' of using digital books are effective in improving students' reading skills for the eleventh grades students of SMA Islam Sultan Agung 1 Semarang in the academic year of 2022/2023.

### **1.5 Hypotheses of the Study**

The hypotheses of this study are stated as follows:

H0: The use of Digital books is not effective in improving students' reading skills.

H1: The use of Digital books is effective in improving students' reading skills.



## 1.6 Limitation of the Study

To make the problem easy to be discussed deeply, this research will focus into two points as follows:

1. The subject is some junior and senior high school teachers limited to the eleventh grades of SMA Islam Sultan Agung 1 in Dukuhseti, Pati, Semarang in which reading English has been integrated into curriculum.
2. The study will only focus on reading comprehension by using digital books.

## 1.7 Significances of The Study

The writer hopes that the result of the research will be useful to provide input for:

### 1. Pedagogical Significance

#### a. The Teachers

The teachers will have a new effective teaching process by using a digital book strategy for students, especially in reading skills.

#### b. The Students

The student hopefully finds learning and mastering reading skills easy by applying digital books; they participate more in the teaching-learning process.

#### c. The Further Researcher

This research gives further researchers interested in the same topic references trough.

## 2. Practical Significance

### a. The Teachers

Digital books can help teachers, especially those who taught XI grade of SMA Islam Sultan Agung 1 Semarang, to improve their reading skills.

### b. The Students

For the students, it is useful to get the opportunities to improve their Reading, specifically in understanding, developing, and explaining the text's main idea.

### c. The school

d. The benefits for school increase because of the efficacy of the teachers and students after applying digital books.

## 1.8 Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

### 1. Perception

According to Robbins and Judge (2013), the process by which humans organize and comprehend their sensory impressions in order to make connections with their surroundings is known as perception. Furthermore, according to Roediger, as cited in Apriani (2009), state that perception is an assessment of sensory data related to the brain from the receptor organs such as the nose, eyes, ears, skin and mouth, organized image of the environment is produced.

## 2. Digital book

Astuti et al., (2017) state Digital book are electronic editions of printed books, but some books are only published in digital form and not in print. Shiratuddin and Landoni (2003) define a digital book as a type of portable information in digital format that can take many forms, ranging from compact disc to the internet.

## 3. Reading skill

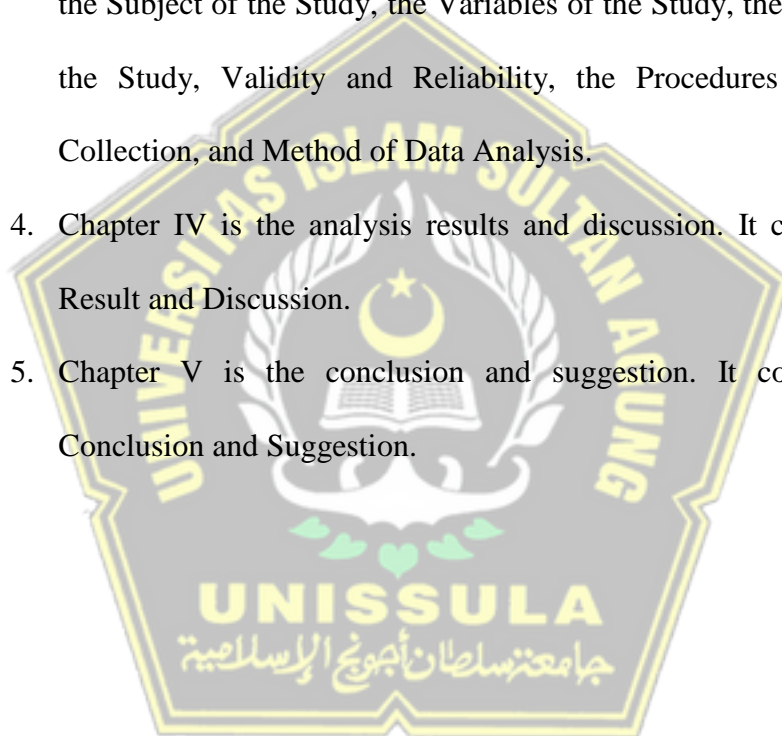
Reading is one of the most important keys to improve student achievement. It is one of the most basic methods of acquiring information in society and for academic purposes (Al-Jarrah & binti Ismail, 2018). Mickulecky and Jeffries (2004) say that reading is an important skill that can help students improve their general language skills in English, think in English, improve their writing, expand their English vocabulary, and it can be a good way to find experiences, facts, and new ideas.

### 1.8 Outline of the Study

The outline of the study is arranged to facilitate and make the reader understands more about this study. This study is arranged into three chapters.

1. Chapter I is the introduction. It presents the Background of the Study, the Reasons for Choosing the Topic, the Question of the Study, the Objectives of the Study, the Hypothesis, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Outline of the Research.

2. Chapter II is a Review of Related Literature; It consists of the Teachers' Perception, the Definition of Reading, the Technique in teaching Reading, the Definition of Android-based digital books, the advantages and disadvantages of using Android-based digital books, and Previous Research.
3. Chapter III is the research method. It consists of the Research Design, the Subject of the Study, the Variables of the Study, the Instrument of the Study, Validity and Reliability, the Procedures of the Data Collection, and Method of Data Analysis.
4. Chapter IV is the analysis results and discussion. It consists of the Result and Discussion.
5. Chapter V is the conclusion and suggestion. It consists of the Conclusion and Suggestion.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses the Review of Related Literature used in this study. They are the definition of Reading, the types of Reading, the purpose of Reading, the technique in teaching Reading, the definition of digital books, the formats of digital book design, the comparison between electronic and printed books, the advantages and disadvantages of using digital book, the previous research.

#### 2.1 Perception

Perception is the first keyword in this title. It becomes the sub-chapter in chapter two that covers the definition of perception, and the processes of perception.

##### 2.1.1 The Definition of Perception

Angel (2015) states that the conscious sense is perception. In other words, perception is the way people think about something in their surroundings. A perception is a formed beginning with the eyes, then the eyes stimuli, and it produces physiological process that results in our perception. Perception is the process by which an individual evaluates an object. According to Yunita & Maisarah (2020), Perception has two definition namely perception in a broad sense and perception in a narrow sense. Perception in a narrow sense, perception is defined as a seeing how each individual sees an object. In other side, a broad sense is defined as a view or understanding or how individual perceive and interpret a particular object. perception is defined in philosophy, psychology, and

cognitive science as the process of becoming aware of or comprehending sensory information (Qiong, 2017).

Jacob et al (2004) mentioned that one of the most important factors underlying effective teaching and learning is perception. Learning can only occur after exposure to stimuli and each person is constantly exposed to a variety of stimuli that affect the various senses. Furthermore, Normadewi (2020) said perception is defined as an activity that involves a cognitive process for understanding the environment, which may include object, symbol or signs. Perception can be defined as a person's expectation of a specific object such as people, institutions, places, or things. If someone wants to know the community's desires and expectations about an educational institution, he or she can do it by understanding the community's perception of an educational institution (Akbar, 2015).

### **2.1.2 Process of Perception**

Qiong (2017) states that there are three stages of the perception process, as follows :

a. Selection

In this stages, the environmental stimulus turn to meaning full experience.

b. Organization

After getting an information, it needs to be arranged in a certain way by finding meaningful pattern. There are two stages in this part. First, the organizing process provides the structure of human

perception. Second, the process shows that the human perception has students' ability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus become more durable.

c. Interpretation

This third stages refers to the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

d. Perception

It is the psychological ability to process or use the information received through organs. In other meaning, it is psychological ability possessed to process and analyzed the event that has been done or has happened.

## 2.2 General Concept of Reading

In this part, the researcher delivers some detail information about the definition of reading, the types of reading and the purpose of reading.

### 2.2.1 Definition of Reading

According to Richards & Schmidt (2002), language skills include listening, speaking, reading, and writing. Analyzing and listening are examples of passive or receptive skills, whereas speaking and writing are examples of active or productive skills. Richards and Schmidt (2002) define that In foreign language training, especially with adults, reading ability is defined as the methods for skillful Reading, such as identifying main concepts, understanding sequence, identifying specific details, comparing



data, making judgments, and making predictions. Sometimes, these skills are taught independently.

Woolley (2011) reading is one of the most important functions of education according to the author. Reading is not only for pleasure; it is also a way to find information that has been well investigated, collected, and documented. Reading is a task with a purpose since it provides new knowledge and skills. A person can read for information, to confirm what they already know, to criticize a writer's ideas or writing style, and for many other reasons. A person can read for pleasure or to better their understanding of the language that they are reading.

Another definition of Reading comes from Tennant (2013). He says that Reading is the main focus of words, from simple recognition of the character letters and how these letters structure a unique phrase for each phrase, not just on an individual level but as a text component. It can be concluded that Reading is an important skill that has to focus on recognizing the words.

Gebhard (2006) noted that Reading means understanding meaning in written language through bottom-up (to comprehend written language, we rely on our ability to comprehend words, phrases, and sentences) and top-down processing (as well as on our prior knowledge of the subject matter of what we are reading), as well as the application of techniques and skill. It also involves understanding in a social context, meaning in print and script.



According to Mickulecky and Jeffries (2004), reading is an essential skill because it can improve students' general language skills in English, such as assisting students in thinking in English, such as supporting students to think in English, improving their writing, and increasing students' writing vocabulary. It can be a useful way to get about facts, ideas, and experiences. As a result, reading ability has been viewed as the easiest way to help students enrich their understanding of English. It can be summarized that through Reading, the student can improve their skills, such as in writing, vocabulary, and knowledge.

From the explanation above, reading skill is one of four basic skills that must be prepared to learn usefully and clearly. Consequently, Reading is crucial for students because it is one of the most important things they can do to improve their knowledge of English. It also helps students to think in English, improve and expand their writing, and learn new information and experiences.

### **2.2.2 Types of Reading**

According to Patel and Jain (2008: 117-119), there are some types of reading such as intensive reading, extensive reading, aloud reading and silent reading.

- a. Intensive reading is a kind of reading that is related with a progress in language proficiency under the direction of the teacher. That is focused on the idioms and phrases that the instructor used to teach in the classroom and that may be found in poems, novels and other

literary works. For instance, the students concentrate on linguistic or semantic nuances of a reading while ignoring details of the reading's structure, such as grammar.

- b. Extensive reading is kind of reading includes newbies analyzing texts for enjoyment and to improve universal reading skill. That is related to the effort to teach the student to examine immediately and fluently in the target language for enjoyment, except the resource of the teacher. For example: the students read as many different types of books as they can, such as journals, newspapers, and magazines, especially for pleasure, and only need a general understanding of the contents.
- c. Aloud reading is defined as reading aloud and clearly. That is related to a way to help college students in getting admission to the material, creating students capabilities as active, make the reader more focused on the reading material and helps them to memorize facts. For example: reading poetry, dialogue, and other type of text.
- d. Silent reading is intended to teach college students to read without using their voices so that they can listen to their interests or even understand the texts. The reader is most likely to enjoy what they and when they are reading silently. For example : The students reading a text by heart.

### 2.2.3 Purpose of Reading

According to Risdianto (2012: 94), there are some purposes for Reading, that are:

- a. Reading to learn. According to Risdianto (2012: 94), the other purpose of Reading needs cautious and patient Reading. Once the student has a common concept about the material he desires to learn, he will read the part carefully. After reading the chapter or section carefully, the student will return and evaluate the material to see if he can reply to questions about the text. Reading to learn can improve students' knowledge.
- b. Reading for pleasure or private reasons to discover general information such as what a book is mainly about. The readers want to enjoy the sound and rhythm or rhyme of the text. The text being read is written originally to offer enjoyment, for example, reading narrative text.
- c. To discover a specific subject matter in a book or article. Reading for gist is done to get the main points of the text; it is done by skimming. Reading to get information is done to find specific information that is done by scanning. Reading for study is necessary in any situation where the reader may have to study text in the English language.
- d. To analyze the situation relies on what is required for a class. Reading in the class helps the students to make sense of the

challenging text and is a good building block for critical Reading.

The students must learn and be fluent in the reading section.

For the purpose above, the researcher used reading for learning in SMA Islam Sultan Agung 1 Semarang. It is expected to solve the reading problems of the students. Reading is important because it can improve students' focus, memory, empathy, and communication skill. Students who read independently have higher reading comprehension, verbal fluency, and general knowledge than those who do not.

#### **2.2.4 Technique in Teaching Reading**

As we know, in teaching, Reading takes work. Teachers must have some information on methods to make students capable of interpreting or understanding the notion and concept of the entire text. The technique is the implementation that takes area in a classroom. It is a specific trick, stratagem, or contrivance to accomplish an immediate objective.

Iskandarwassid and Sunendar (2008) state that five techniques can be applied in teaching reading comprehension, they are:

1. Brainstorming

The teacher usually uses brainstorming before moving on the main point of a lesson. If the teacher is going to teach about reading, she will use brainstorming before going to the reading section as the main subject in the class. Brainstorming is normally used by teachers to inspire students and to generate the students questioning and wondering about the subject which will be

discussed. This is used to make the students no longer absolutely pressured about the topic.

According to Iskandarwassid and Sunendar (2008), students must complete a brainstorming exercise to keep the problem from spiraling into another. It is employed to stimulate discussion among students. Then, because there are many students in a class, this can lead to many questions or ideas no brainstorming occurs prior to moving on the main theme or subject. It is also intended to make students aware of their historical understanding of the subject matter to be read, as well as to stimulate memorization and expectation. All answers not be counted as incorrect they can also appear to the teacher or different students.

According to this explanation, during brainstorming, readers want to use their reminiscence in order to memorize their prior knowledge related to the topic so that they can have may some expectations and concepts that may be mentioned in the text.

## 2. Summarizing

In Reading, of course, you often find a very long discourse. Understanding a long discourse takes work. However, that does not mean you cannot understand it. Long discourse can be interpreted and understood by making a summary.

Making a summary has been finished while sitting on the school bench; some activities require a summary. Some instructors even inform their college students to summarize chapters on certain subjects. Making a summary or summarizing can be stated to make a quick presentation of the authentic essay or text. Summarizing is an excellent tool for helping students to find the main concepts in a text, get them fired up, cut out repetitions, combine ideas, and remember more of what they have read. In this process, instructors will monitor, evaluate, and arrange their perception while reading. Students recognize how well they understood the text after writing what they learned in reading. They can read the text if their comprehension is impaired. Furthermore, this method is commonly used after students have read the entire text in class and have to summarize it so that it is easier to understand what the text is discussing.

### 3. Close Procedure

The close procedure is a technique for removing phrases from a passage based on a word count technique or set of criteria. According to Naseri, Assasi, and Zoghi (2013), the close procedure's goals are to identify students' knowledge and comprehension of the reading process, to identify the cueing tool that readers most effectively use to extract that information from print, to assess the depth of students' vocabulary and subject



knowledge, to motivate students, to demonstrate that ability while reading, and to encourage students to think deeply and analytically about text and content.

#### 4. Group Work Technique

Group work is a teaching method by conditioning learners in a group or group as a whole and giving the task to be discussed in the group. Therefore teachers are required to provide lesson materials that are manipulatively able to involve children in collaboration and group collaboration. The application of group work methods requires teachers to be able to group students wisely and proportionally.

Based on Iskandarwassid and Sunender (2008), working in groups can encourage students to talk about subjects other than English that they have never talked about before. The group work method is at the heart of a student-centered approach because it allows students to interact with one another without interference from the teacher and provides them with the time and space to learn, solve problems, and make decisions. Because students have various levels of knowledge of English skills, even in a stratified category such as advanced or high intermediate. When they work together to solve a reading problem, they can help each other. If this group requires the teacher's expertise, they will request it. Every crew must recognize what needs to be done in order to

complete their tasks. The teacher wishes to be specific and detailed in his or her objectives for the groups. If the students understand what to do, they must be able to do it on their own.

#### 5. Semantic Mapping

Semantic mapping is a method for demonstrating the relationships between ideas that can be used in any discipline. Semantic mapping represents knowledge that is related to one another. It is also a visual representation of knowledge, a representation of knowledge a representation of conceptual relationship. According to Zaid (1995), semantic mapping can be used to improve students' reading comprehension and written expression as well as their vocabulary. Semantic mapping can also assist students in the conceptualizing the ideas in the paragraph, making it easier for them to read.

Semantic mapping learning strategy is a learning that has visualizations in the form of diagrams, graphs that describe a word called subject (main idea) through the writing of several sub-sub-ideas describing the subject. These sub-ideas can take the form of words or phrases that are certainly interconnected with the subject. The shape of the subject's represents and its sub-sub ideas can be placed inside a shape such as a triangle, circle, or square. Or with a more interesting visual Semantic mapping can also be presented in the form of a tree whose subject is a trunk while the



sub-sub idea is on the branch. Elaboration of sub-ideas is on the branches.

## **2.3 Digital Book**

This sub-chapter contains Definition of Digital Book and Formats of Digital Book Design.

### **2.3.1 Definition of Digital Book**

Armstrong E. & Lonsdale (2002) define that regardless of size or composition, a digital book is a component of any digital book text. Originally an electronic replica of a printed textbook, the digital book has evolved into a versatile multimedia tool that includes audio narration, music, animation and sound effects. Digital book is any piece of electronic text regardless of measurement or composition. These digital books at first were a digital model of the printed textbook. However, current digital books consist of specific multimedia mode, which consists of animation, audio narration, song, and sound effects.

Lambert (2009) states that a digital book is a model of a book with digital or textual content that has been uploaded to the World Wide Web, created digitally from a physical book, or exists in another digital format. For digital book readers, it is recognized as a digital book or e-reader. A digital book is described as a digital model of a book initially posted in a paper or book created immediately in digital format. It can find different corporations developing these units in the world.

Rouse (2017) argues that a digital book is any of a variety of electronic books created from printed books that can be read online using a computer, smartphone, or other device. A digital book reader can be a laptop the size of a book that is exclusively used for Reading, or it can be a network software application like the free reader app from Microsoft. Readers can buy digital books on floppy disks or CDs; however, the most famous technique of getting digital books via the purchase of files that can be downloaded from digital books (or different analyzing materials) from a Web website to study from a laptop or analyzing device. Frankly, digital books can be downloaded in five minutes or much less.

Today's technological sophistication not only contributes to the industrial-economic field but is also used as a valuable device for learning design, and can make a contribution a lot to the way students study and how teachers teach. Technology has also transformed printed books into electronic ones. With their numerous advantages, e-books, have envolved into learning tools that are valued in the digital age. Sackstein, Spark, jump, and Jenkins (2015) stated that tablets and digital books are appropriate equipment for reading and learning and can thus be used for academic work.

### **2.3.2 Formats of Digital Book Design:**

Sensoy and Baki (2010) decided the formats and types used to design digital book files into three main types:

- 1) Digital book in a (PDF) Portable Document File format

PDF is the more famous format for digital books, simpler to use and most broadly used; it depends on its creation and reading on Adobe Acrobat software program produced by using the Adobe global company; this kind of file is featured through how easy to add and download it from or to the internet with all internet web browsers, which makes it no needs for exceptional system to read, in addition to the opportunity of exhibiting it on all operating systems, both on Windows, Mackintosh or Android. Adobe Company works persistently on growing Adobe Acrobat applications in order to facilitate its utilization which makes it simpler to modify PDF files through these applications with no need to reproduce it again.

2) Digital book in a (RTF) Rich Text Format

This type of digital book file format is individual by using is easy to regulate and provides an opportunity to read with word processing applications. It can be used properly for newspapers and magazines and books that can be printed in an arranged structure such as the arrangement used for printed books.

3) Digital book in HTML or CHM formats

This type of digital book file format is used when digital book measurement is huge; this type of digital book is used to produce assist files for software and laptop application, this type

of format needs ability and experience in webpages growing the use of HTML programming language, and it needs a specific reader and additionally can read it through internet web browsers

The examples of digital book:



Writer : Mahrukh Basyir

#### 2.4 Comparison Between Digital Books and Printed Books

In this sub-chapter, the researcher will explain the difference between a digital book and a printed book. It aims to find out the difference between the two, which one is better or not. Each has advantages and disadvantages. Here, the following is a table of differences between the two books.

Basis for Comparison	Printed Book	eBook
Meaning	A printed book is a literary publication comprising of pages certain collectively along single aspect and, included by a cover.	A book that is modified into digital form, for reading on a dedicated e-reader or laptop and handheld devices, is known as an eBook
Book cover	Printed books have front covers and back covers.	eBookooks have front covers.
Layout	Static	Dynamic
Cost	High	Comparatively higher
Footnotes and end-notes	Printed books contain both footnotes and end-notes	Digital books contain end-notes
Storage	Storage space is required.	A device or application can contain many digital books.
Speed	After buying a book or picking it from the library, one can immediately start reading it.	It may require some time to load
Sharing	Easy to share.	Sharing is not possible as a paid e-reader supports only one account.
Weight	Depends on the volume	Light weight
Search	Searching is a bit difficult	Searching is extremely easy

#### 2.5 Advantages and Disatvantages of Digital Book

In this sub-chapter, the researcher will explain the advantages and disadvantages of using digital books. The advantages and disadvantages of digital books include:

### 2.5.1 Advantages

Interesting features. According to Jones & Brown, 2011; Larson, 2010; Vaala & Takeuchi, 2012. Font size manipulation, text-to-speech tools, dictionaries, automatic page turning, and animation hotspots are all digital book features that can have a significant impact on childrens' literacy skill. It means that the features of digital book features are more comprehensive and exciting. The presence of interesting features in the digital book can boost reading motivation.

Liaw & Huang (2016), Jones & Brown (2011) state that the digital book is very convenient to be carried and accessed somewhere and anytime. The digital book is very portable, simply discovering the comfortable place and reading can be started. It does not take a long time to find the theme of the digital book that you want to read.

Low lighting. Vaala & Takeuchi (2012) argues that gadgets needed to get admission to the digital book. It no longer requires illumination when using the device because the gadget has its own light. Reading digital book on a device can be done in low light or even in complete darkness.

Save world. Vaala & Takeuchi (2012) digital books are differ from traditional books. The digital book is an electronic book that can be accessed via a device or computer. Books are made up of many sheets of paper and ink. It means that the more people who use digital books, the fewer trees are cut down.it is possible to argue that digital book reduce the use of paper and ink.



### 2.5.2 Disadvantages

Digital books also known as electronic books, have been shown to have numerous advantages over textbooks. On the contrary, based on Nicholas and Lewis (2010) digital book also have some disadvantages, they are:

- a. The device, everything is made more the device m convenient and practical. On the other hand, the system's battery life is limited and it needs to be charged. In a different instance, the cost of the invention exceeds that of the printed book.
- b. Internet connection, to access the digital book, it needs the web connection. Sometimes, the reader may have technical problems, and the person would not have access to the digital book. Internet connection is not always reachable in the remote area.
- c. Eyestrain, reading digital books on a device always has an impact on the readers' eyes, especially if the reader does it for an extended. Many readers experience eye strain after finishing of a digital book. Change apprehension. There are numerous new technologies in this cutting-edge era.
- d. Gadget innovated. some people try it out simply because it is new, while others avoid changing their core habit. As with the digital book, some people experiment with it, but others prefer printed book.

## 2. 6 Previous Research

This sub chapter is discusses some matters that deal with the topic. There are some researchers who had conducted research by using digital book.

The first previous study was conducted by Mohammed Ahmed Abied and Shima Ahmed Abdul Rahman (2015) entitled “The effect of interactive digital book on students' achievement at Najran University in computer in education course”. This research is a quasi-experimental study designs. The study focused to increase the chances of using digital books either within different public academic levels or in higher education institutions. The population of this research was the fifth level at Najran University in Saudi Arabia. The researcher states that the group students whose study with digital book is significant.

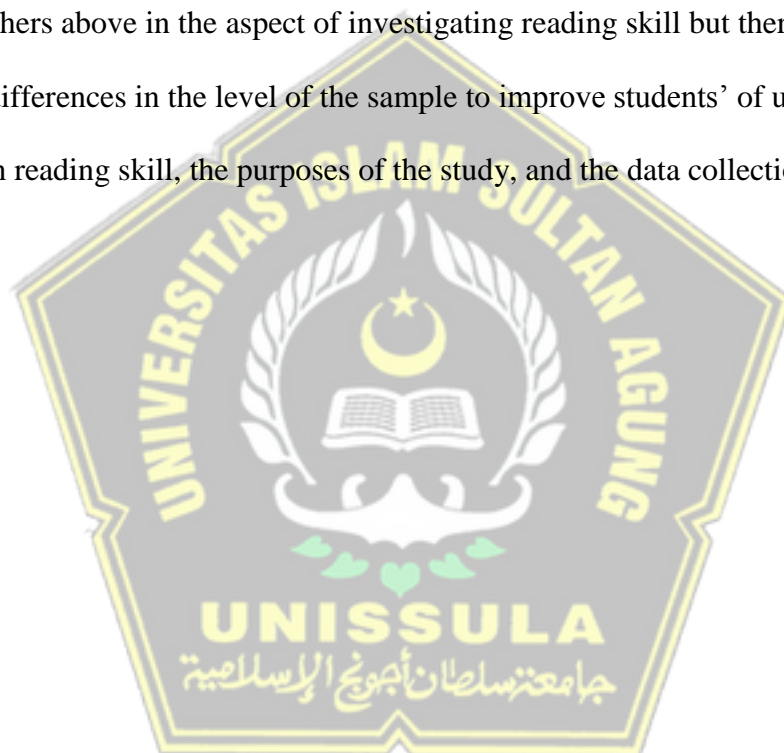
The second previous study was conducted by Muhammad Hanif (2019) entitled “The Impact of Using the Interactive digital book on Students' Learning Outcomes”. This research use experimental study. This research was conducted on the seventh class of junior high schools. The research concluded that the differences in the scores between the control group and the experimental group are significant. Hence, the interactive digital book media is effective to be used to improve the students' knowledge in the social subject of the seventh class.

The third previous study was conducted by Lynn Silipigni Connaway (2003) entitled “Electronic Books (eBooks): Current Trends and Future Directions”. This research Locating relevant information in a timely manner is critical for both the researcher and the information professional. Electronic books (eBooks) are one way to enhance the digital library with global 24-hours-a-day



and 7-days-a-week access to authoritative information, and they enable users to quickly retrieve and access specific research material easily, quickly, and effectively.

On the other hand in this study, the writer investigated relating to the studies above, improving students' of using digital book in reading skill. There are some similarities among the writer's investigation with some previous researchers above in the aspect of investigating reading skill but there are also some differences in the level of the sample to improve students' of using digital book in reading skill, the purposes of the study, and the data collection instrument.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consists of the Design of the Study, the Subject of the Study, the Variables of the Study, the Instrument of the Study, the Procedures of the Data collection, the Method data Analysis.

#### **3.1. Design of the study**

According to Sekaran (2000), the most important thing to do before starting a study is to decide on a study design. It is to find out the teachers' perception of digital book to improve students' reading skill. A systematic and organized effort to investigate a specific problem in order to provide a solution is known as research. Its goal is to add new knowledge, develop theories, and gather evidence to prove generalizations.

According to Airasian and Gay (2000), the quantitative method is based on the activity of gathering and analyzing numerical data, which is commonly obtained through questionnaires, tests, and checklists. Furthermore, dependent and independent variables are commonly used in experimental research design.

#### **3.2. The Subject of the Study**

This sub chapter consists of population, and sample. One of the most important factors that determines the research accurate results is sampling process.

##### **3.2.1 Population**

According to Siyoto (2015), the population consists of subject and object with specific characteristics in the generality area that are chosen by

the researcher to study and create the results. The population of this research is the teachers of English Education and Literature in Junior High School and Senior High School at Pati, Demak, and Semarang.

### 3.2.2 Sample

Selection of the sample is a critical step in conducting a research study. A sample is one of the components of a population. Etikan et al., (2016) mentioned that sample is a subset or component of a larger the population. A population must be represented by a sample, (Arikunto 2006:109). It means that a good sample should be as representative of every person as possible, so that the sample of this research can be generalized.

### 3.3. The Variables of the Study

Bandele (2004), describe that a variable is a symbol or property that takes on different values from a predefined set of values at different times or under different conditions. The domain of the variable is the prescribed set of values. To a reasonable extent, the researcher reserves the right to define the separation of the variable's domain.

The variables in this research were divided into two:

#### 1. Independent Variable

According to (Hartono, 2015), independent variable (able to call the treatment, causal, or manipulated variable) is the intended cause of the dependent variable (also called the effect, outcome, or criterion variable).

And the independent variable of this study (X) is teachers' perception of digital book to improve students' reading skill.

## 2. Dependent Variable

According to (Hartono, 2015), dependent variable or outcome variable, attitudes toward school, depends on how well the two types of reinforcement function. The dependent variable of this study (Y) is learners' improvement in reading skill.

### 3.4. The Instrument of the study

An instrument is a tool or device that is used to carry out a specific task (Oxford: 231). In research, the instrument is very important. The data can be obtained by researchers using instruments. The goal of the research is to acquire measurements and make assessments on a specific object. A good instrument was also required to obtain accurate measurement results and data.

According to Ary (2010), a questionnaire is a tool that allows respondents to write answers to questions or mark items that indicate their responses. The researcher in this study used a questionnaire to collect the data for this study because the answers will be by using questionnaire, the answer will be well organized.

According to Cresswell (2012), there are three types of the questions:

1. Close-ended question is the research asks a question and gives participant pre-set response options.
2. Open-ended questions are those in which researchers do not provide response options and instead participants respond on their own.

3. Semi-closed-ended questions. This type of question combines the advantages of both open-and closed-ended questions. The technique is to start with a closed-ended questions and then move on to an open-ended question.

In this research, teachers' perception of digital book to improve students' reading skill will be measured by using a closed-ended questionnaire. In the closed-ended questionnaire, there is table consist of questions by using scale that indicate strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). This rating scale is very easy to analyze and calculate the students' perception.

**Table 3. 1 Positive and Negative Statement of Linkert Scoring**

<b>Positive and negatife statement</b>	<b>Score</b>
Strongly agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree	2
Strongly disagree	1

### **3.5 Validity and Reliability**

This sub – chapter consists of Validity and Reliability.

#### **3.5.1 Validity**

Ghozali (2013) state that a validity test is used to determine whether or not a questionnaire is valid. A questionnaire is considered valid if the questions can reveal something that the questionnaire will measure. As a result, the validity test seeks to determine whether the questions in the questionnaire can measure what the researcher desires to measure.

In this research, the questionnaire was tested for construct and content validity with the expert judgements rubrics. Cohen and Swerdik (2018) state that the content validity refers to how representative the test or items was for measured the behaviour under study. While construct validity referred to how well a test assesses the topic being evaluated.

### 3.5.2 Reliability

According to Ghozali (2013) the reliability test is a tool for measuring the reliability of a questionnaire that is used as an indicator of a variable. A questionnaire is considered reliable if the response to a statement is consistent or stable over time, and the response should not be random because each question measures the same thing.

This study used Cronbach Alpha Formula on SPSS version 25. When the responses are consistently steady or progressively stabilizes, the questionnaire was considered dependable.

This research will use formula to measure the reability of the questionnaire. The formula as follow:

$$r_{11} = \left( \frac{k}{(k - 1)} \right) \left( 1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right)$$

$R_{11}$  = Reliability of the questionnaires

$k$  = Number of questionnaire

$\sum \sigma_t^2$  = The sum of item variance

$\sigma_t^2$  = Total variance



Ghozali (2002), explain that if the obtained coefficient value is  $> 0.60$ , the instrument has a high level of reliability. After entering the data into the SPSS formula. To avoid subjectivity, the next step is to analyze the coefficient of that result using the following reliability standard:

**Table 3. 2 Level of Standard Reliability**

Score	Standard
$> 0.90$	Very highly reliable
$0.80 - 0.90$	High reliable
$0.70 - 0.70$	Reliable
$0.60 - 0.69$	Minimally reliable
$< 0.60$	Unacceptably low reliable

### 3.6 Procedure of the Research

The procedure of the study are used to help the study arrange well. This study take some steps for conducting research. The sequence procedures of the study are as follows:

#### 1. Identifying the Population and Sample

The first procedure is to identify the study's population and sample. The study's population and sample are determined by teachers' perception of digital book to improve students' reading skill. Following that, the able to qualify population and sample became the subject of this study.

#### 2. Creating the Questionnaire

The second procedure is to create questionnaire. The questionnaire was designed depend on some considerations such as external factor that influencing the teachers' motivation to learn English independently.



### **3. Testing Validity and Reliability of the Questionnaire**

The third procedure is to assess the questionnaires' validity and reliability. In this step, the questionnaire was distributed to the other teachers which are not including in sampling in order to assess the reliability of the questionnaire. After the questionnaire was stated valid, then the data is inputted in SPSS program to know its validity and reliability. The result analysis of coefficient the data will be determined whether the questionnaire valid and reliable or not.

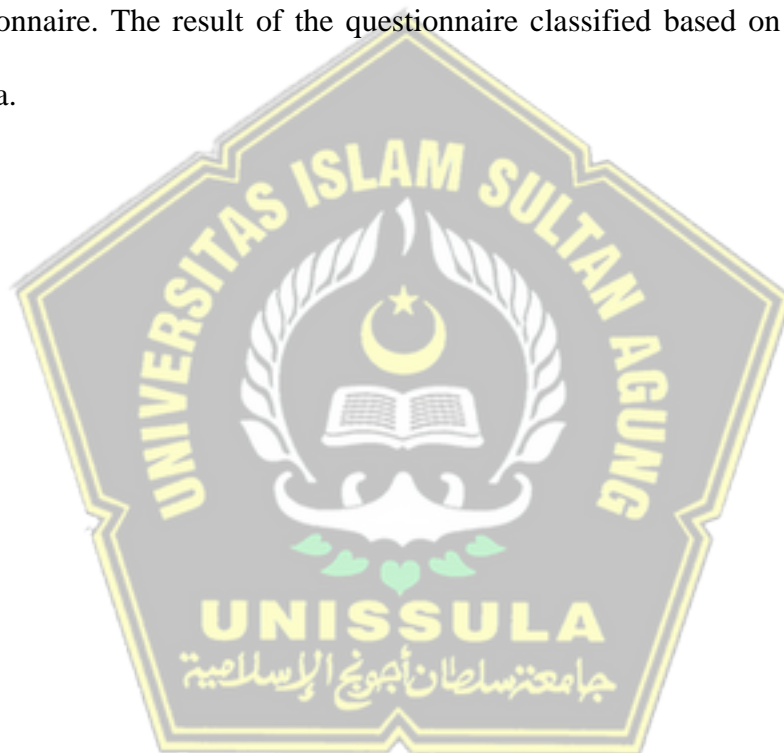
### **4. Distributing Questionnaire to the Respondents**

The last procedure is to distribute the questionnaire to the responders. After the questionnaires are determined to be valid and reliable, the questionnaire are ready to distribute to the respondents in the following day. The respondents were chosen on purpose, and they completed the questionnaire by marking the answer based on their opinion. The questionnaire collects the information about the teachers' perception of digital book to improve students' reading skill.

### **3.7 Data Analysis Technique**

Data analysis is the process of the research to analyze the data. The study will use quantitative data analysis with data from the questionnaire. The process included collecting data on students' questionnaire result by using SPSS application to determine descriptive statistic such as means, frequency, and percentages to find out teachers' perception of digital book to improve students' reading skill.

There are some steps which need to take to analyze the data after the questionnaire is collected. Firstly, after collecting the data, the result of the questionnaire calculate by using SPSS to find out how many percentage of teachers' and students' perception in each statement. Secondly, the data questionnaire analyzed based on the SPSS result whether it is positive or negative. Finally, the conclusion describe depending on the result of questionnaire. The result of the questionnaire classified based on the following criteria.



## CHAPTER IV

### ANALYSIS RESULTS AND DISCUSSION

This chapter discusses about the analysis results and discussion. For the result, it concludes Analysis of Validity and Reliability of the Instrument, and Analysis of the Result of Questionnaire. The interpretation of the results will be explained on the discussion.

#### 4.1 Reseach Findings

This sub-chapter will analyze about validity and reliability of the instrument and the result of data obtained of the questionnaire.

##### 4.1.1 Validity

The validity of the questionnaire had been analyzed before being distributed to the respondents. It was done for ensuring wether the intrument is valid to be used. The instrument was calculated by using SPSS. The validity result is showed below:

**Table 4. 1 Validity of the Questionnaire**

Items	r-value	r-table 5%	Description
Item 1	0,379	0,468	Invalid
Item 2	0,077	0,468	Invalid
Item 3	0,760	0,468	Valid
Item 4	0,365	0,468	Invalid
Item 5	0,463	0,468	Invalid
Item 6	0,052	0,468	Invalid
Item 7	0,217	0,468	Invalid
Item 8	0,595	0,468	Valid
Item 9	0,332	0,468	Invalid
Item 10	0,368	0,468	Invlid

Based on the table above, the instrument that was used in this study was defined as valid. In calculating the validity test, it was determined by r-value that

must be higher than r-table (r-table at  $n=20$  is 0,468). Based on the table above, r-value from each item was higher than r-table (0,468). Therefore, it can be concluded that the instrument was valid and can be used to the next step.

#### 4.1.2 Reliability

After conducting the calculation of the validity of the instrument, the next step was to calculate the reliability of the instrument. The reliability was conducted to find the consistency of the test result. The instrument can be reliable if the result is higher than 0,60. This reliability used the Cronbach Alpha formula and calculated by using SPSS. Based on the calculation, the result of the reliability was 0,267. It can be stated that it was higher than 0,60. Therefore, the instrument was reliable to be used. The level standard reliability of 0,267 was included in very high reliability criteria. The calculation of reliability was showed as follows:

**Table 4. 2 Reliability of the Questionnaire**  
**Reliability statistic**

Reliability	Statistic
Cronbach Alpha	N of items
0.626	14

#### 4.1.3 Analysis Questionnaire Results

In this part explained the result of closed-ended questionnaire. It was likert scale with twentysix statements. There were fiftysix respondents who had responded by choosing one of the answers with categorized scale option: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The result of the answer can be seen in the following table on per-tem of the questionnaire:

**Table 4. 3 The 1st Question**  
**Digital book makes it easier for teachers to do deliver the materials.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly Agree	6	30,0	30,0	30,0
	Agree	9	45,0	45,0	75,0
	Neutral	4	20,0	20,0	95,0
	Disagree	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

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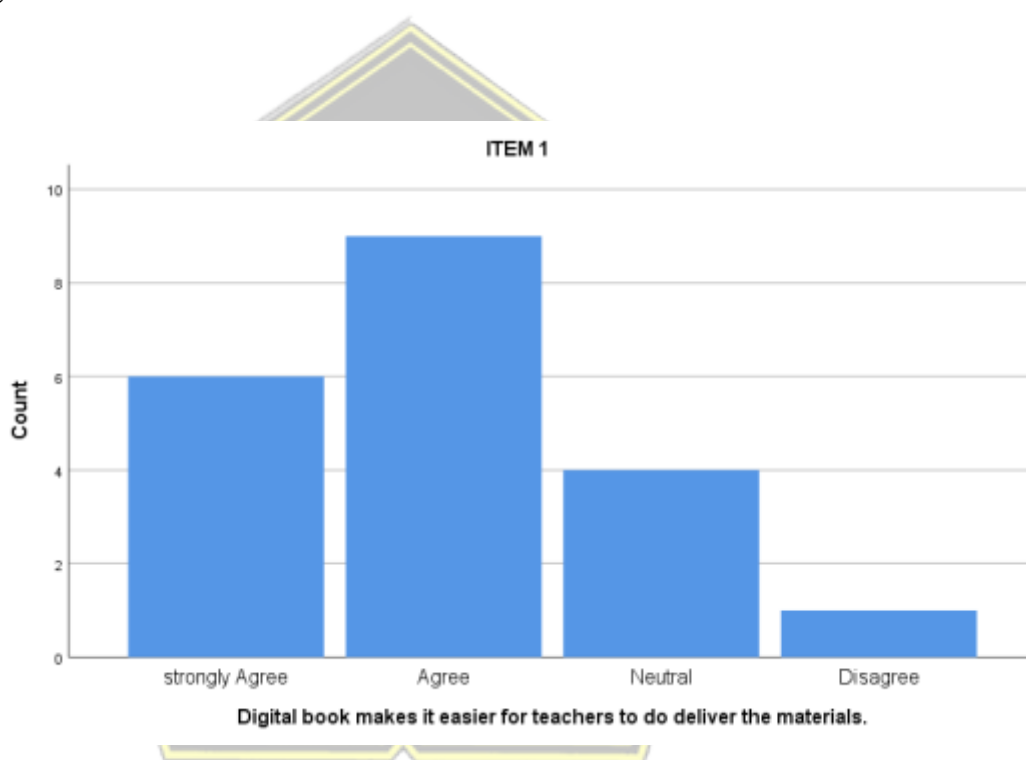
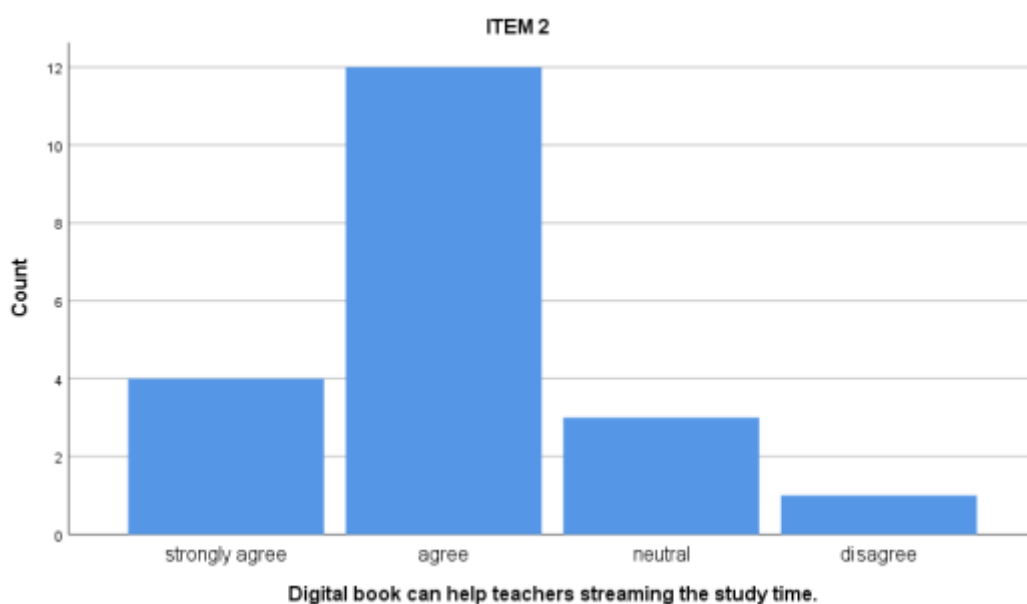


Table above showed the score of item 1 that the scale “Strongly Agree” has 6 respondents or 30%. The scale “Agree” has 9 respondents or 45%. “Neutral” scale has 4 respondents or 20%. While “Disagree” scale has 1 respondents or 5%. There is no respond of the scale of “Strongly Disagree”.

**Table 4. 4 The 2nd Question**  
**Digital book can help teachers streaming the study time.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	20,0	20,0	20,0
	Agree	12	60,0	60,0	80,0
	Neutral	3	15,0	15,0	95,0
	disagree	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

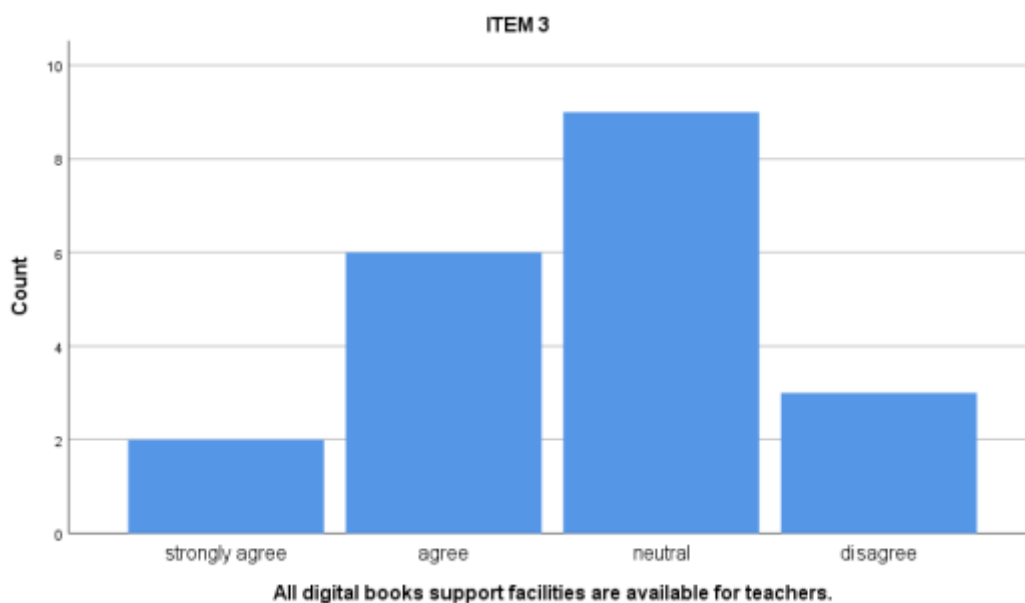


The table score of item 2 showed that the scale “Strongly Agree” has 4 respondents or 20%. The scale of “Agree” has 12 respondents or 60%. The scale “Neutral” has 3 respondents or 15%. The scale “Disagree” has 1 respondents or 5%. There is no respond of the scale of “Strongly Disagree”.



**Table 4. 5 The 3rd Question**  
**All digital books support facilities are available for teachers.**

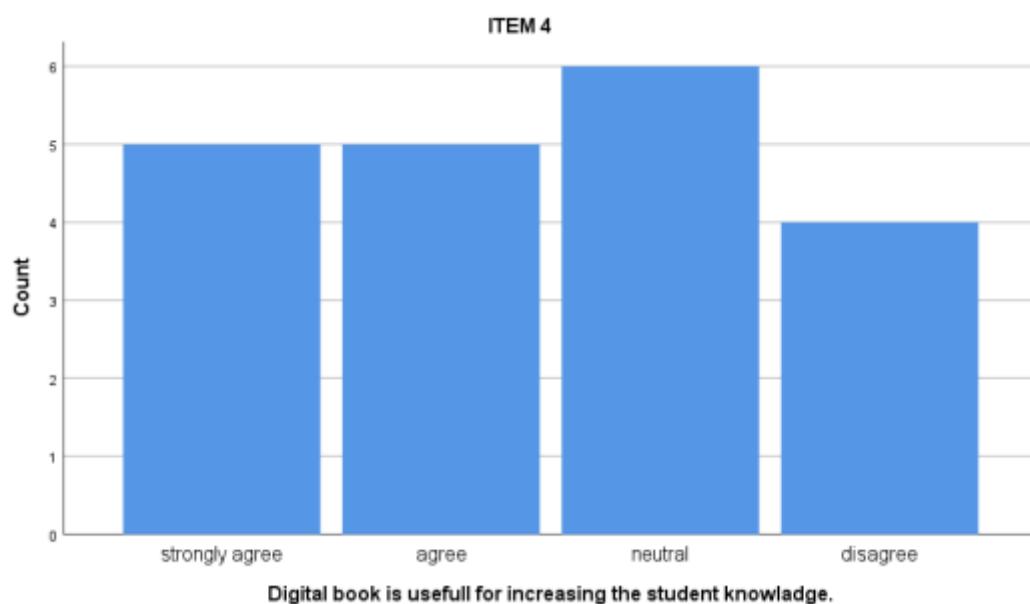
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	10,0	10,0	10,0
	agree	6	30,0	30,0	40,0
	neutral	9	45,0	45,0	85,0
	disagree	3	15,0	15,0	100,0
	Total	20	100,0	100,0	



The table above showed the score of item 3 that the scale “Strongly Agree” has 2 respondents or 10%. The scale “Agree” has 6 respondents or 30%. “Neutral” scale has 9 respondents or 45%. While “Disagree” scale has 3 respondents or 15%. There is no respond of the scale of “Strongly Disagree”.

**Table 4. 6 The 4th Question**  
**Digital book is usefull for increasing the student knowledge.**

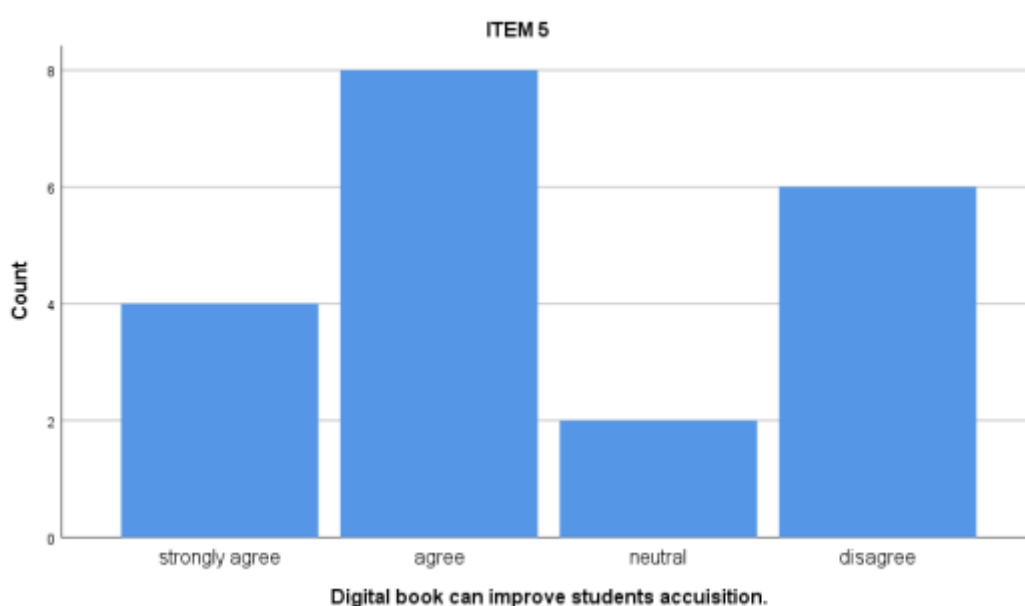
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	5	25,0	25,0	25,0
	agree	5	25,0	25,0	50,0
	neutral	6	30,0	30,0	80,0
	disagree	4	20,0	20,0	100,0
	Total	20	100,0	100,0	



The table score of item 4 showed that the scale “Strongly Agree” has 5 respondents or 25%. The scale of “Agree” has 5 respondents or 25%. The scale “Neutral” has 6 respondents or 30%. Then, the scale of “Disagree” only have 4 respondent or 20%. There is no respondent who gave the response in the scale of “Strongly Disagree”.

**Table 4. 7 The 5th Question**  
**Digital book can improve students accuisition.**

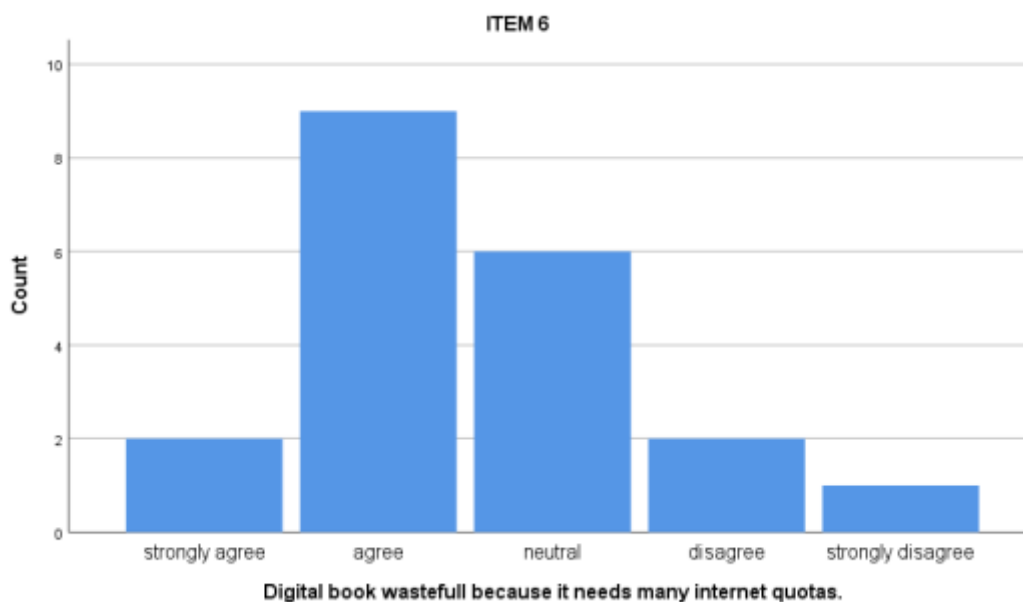
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	20,0	20,0	20,0
	Agree	8	40,0	40,0	60,0
	Neutral	2	10,0	10,0	70,0
	Disagree	6	30,0	30,0	100,0
	Total	20	100,0	100,0	



The table above showed the score of item 5 that the scale “Strongly Agree” has 4 respondents or 20%. The scale “Agree” has 8 respondents or 40%. “Neutral” scale has 2 respondents or 10%. While “Disagree” scale has 6 respondents or 30%. There is no respondent who gave the response in the scale of “Strongly Disagree”.

**Table 4. 8 The 6th Question**  
**Digital book wastefull because it needs many internet quotas.**

		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	10,0	10,0	10,0
	Agree	9	45,0	45,0	55,0
	Neutral	6	30,0	30,0	85,0
	Disagree	2	10,0	10,0	95,0
	strongly disagree	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

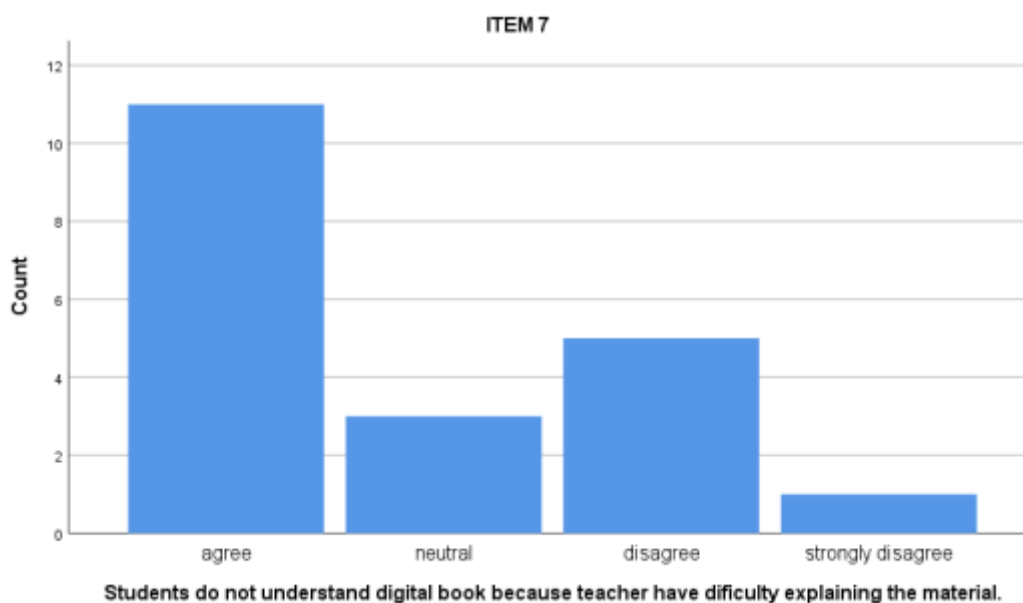


The table above showed the score of item 6 that the scale “Strongly Agree” has 2 respondents or 10%. The scale “Agree” has 9 respondents or 45%. “Neutral” scale has 6 respondents or 30%. While “Disagree” scale has 2 respondents or 10%. The scale “Strongly Disagree” has respondents or 5%.

**Table 4. 9 The 7th Question**

**Students do not understand digital book because teacher have difficulty explaining the material.**

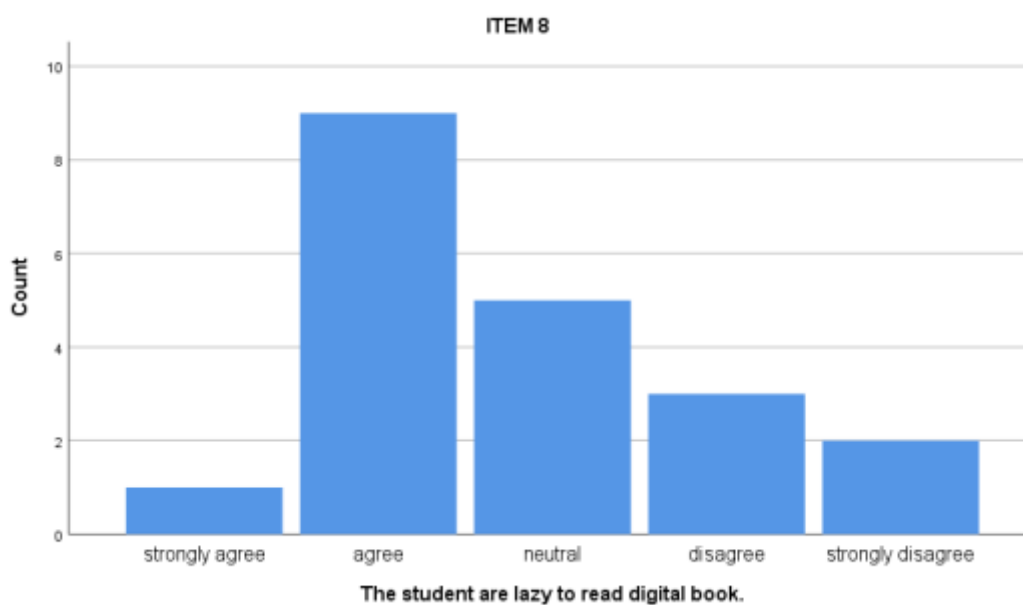
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	55,0	55,0	55,0
	Neutral	3	15,0	15,0	70,0
	Disagree	5	25,0	25,0	95,0
	strongly disagree	1	5,0	5,0	100,0
	Total	20	100,0	100,0	



The table score of item 7 above showed that the the scale “Agree” has 11 respondents or 55%. “Neutral” scale has 3 respondents or 15%. While “Disagree” scale has 5 respondents or 20%. The scale “Strongly Disagree” have 1 respondent or 5%. There is no respondent who gave the response in the scale of “Strongly Agree”.

**Table 4. 10 The 8th Question**  
**The student are lazy to read digital book.**

		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5,0	5,0	5,0
	Agree	9	45,0	45,0	50,0
	Neutral	5	25,0	25,0	75,0
	Disagree	3	15,0	15,0	90,0
	strongly disagree	2	10,0	10,0	100,0
	Total	20	100,0	100,0	



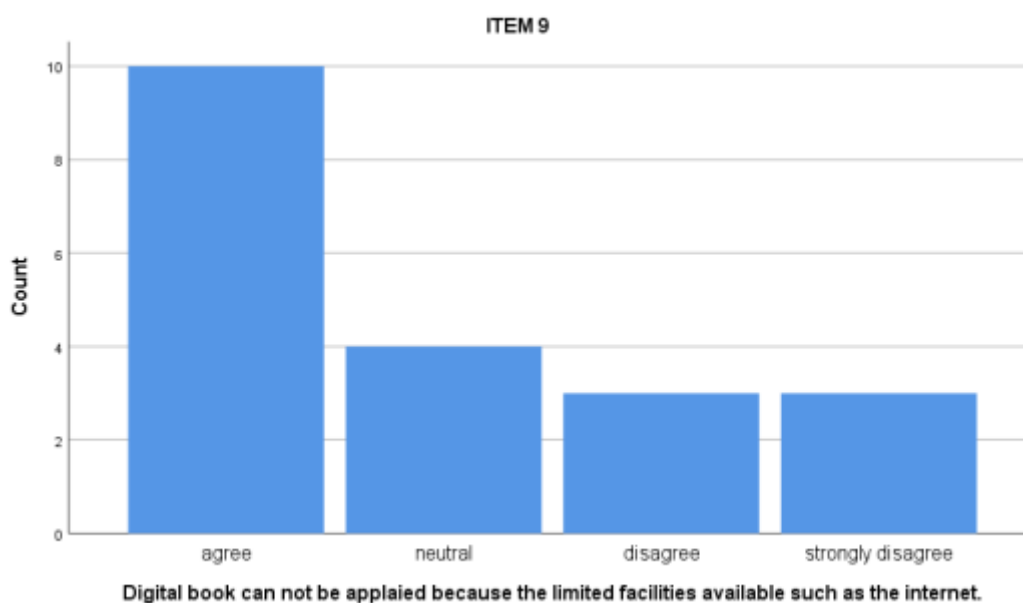
The table score of item 8 above showed that the the scale “Strongly Agree” has 1 respondents or 5%. The scale “Agree” has 9 respondents or 45%. “Neutral” scale has 5 respondents or 25%. While “Disagree” scale has 3 respondents or 15%. The scale “Strongly Disagree” have 2 respondent or 10%.



**Table 4. 11 The 9th Question**

**Digital book can not be applied because the limited facilities available such as the internet.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	50,0	50,0	50,0
	Neutral	4	20,0	20,0	70,0
	Disagree	3	15,0	15,0	85,0
	strongly disagree	3	15,0	15,0	100,0
	Total	20	100,0	100,0	

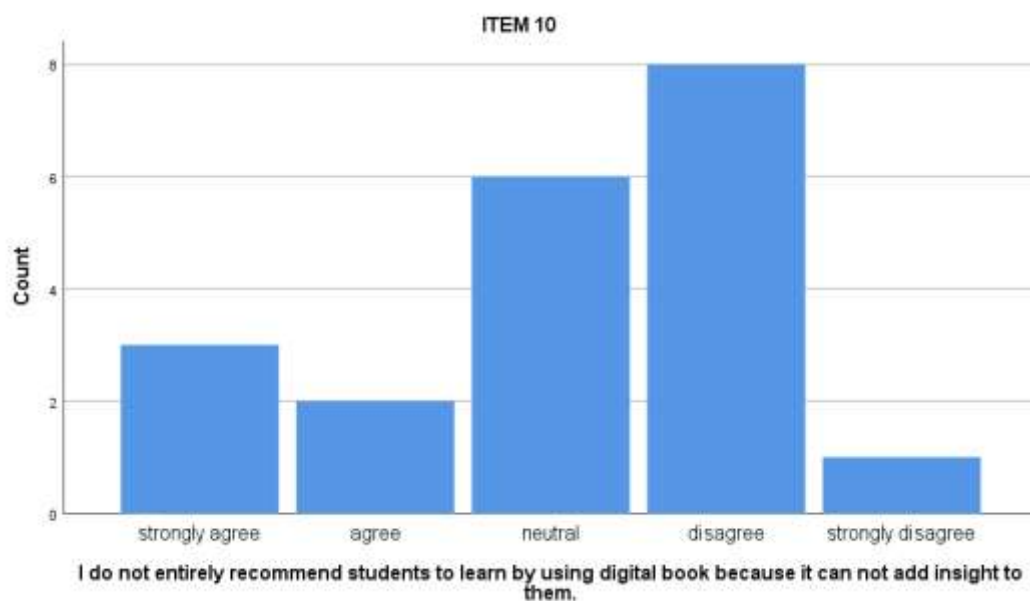


The table score of item 9 above showed that the scale “Agree” has 10 respondents or 50%. “Neutral” scale has 4 respondents or 20%. While “Disagree” scale has 3 respondents or 15%. “Strongly Disagree” scale has 3 respondents or 15%. There is no respondent who gave the response in the scale of “Strongly Agree”.

**Table 4. 12 The 10th Question**

**I do not entirely recommend students to learn by using digital book because it can not add insight to them.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	3	15,0	15,0	15,0
	Agree	2	10,0	10,0	25,0
	Neutral	6	30,0	30,0	55,0
	Disagree	8	40,0	40,0	95,0
	strongly disagree	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

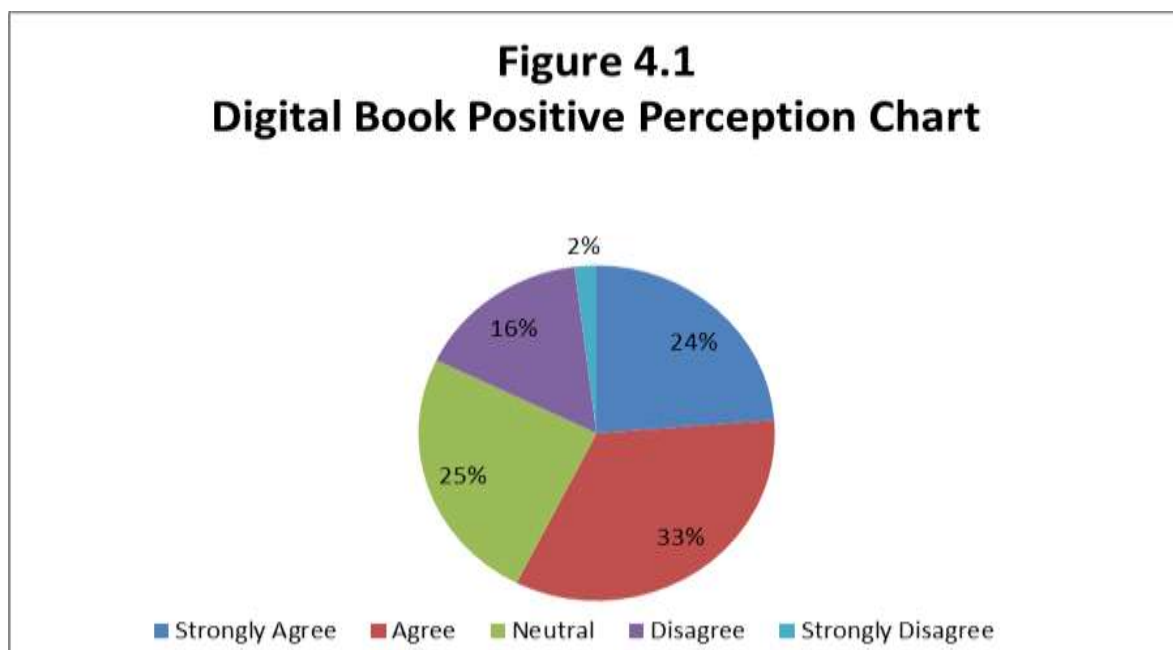


The table score of item 10 above showed that the the scale “Strongly Agree” has 3 respondents or 15%. The scale “Agree” has 2 respondents or 10%. “Neutral” scale has 6 respondents or 30%. While “Disagree” scale has 8 respondents or 40%. The scale “Strongly Disagree” have 1 respondent or 5%.

## 4.2 Discussion

After analyzing the research findings, the results of the students’ responses to positive statement as follow:

**Figure 4.1**  
**Digital Book Positive Perception Chart**



From the figure 4.1 above it can be seen that the total response of positive perception covers strongly agree (24%), agree (33%), neutral (25%), disagree (16%), and strongly disagree (2%). It can be concluded that the students gave more positive perception than negative perception.

This study was conducted to find out the teachers' perceptions of digital book to improve students' reading skill. To answer the question of this study, then the closed-ended questionnaire was distributed to the respondents. The total respondents were 20 respondents. The questionnaire consisted of 10 Statements.

Based on the bar chart, the result showed that there were only 2 items those valid and 8 items those invalid. Because, not all of the teacher use digital book for their classes. Based on the explanation, it can be concluded that the teachers perception is that they did not really ready that using digital book for developing students' reading skill.

## BAB V

### CONCLUSSION AND SUGGESTION

This chapter is presents the conclusion and the suggestion of the research. The conclusion is based on the presentation and description of the findings discussion and analysis the data.

#### 5.1 Conclusion

Based on the results and the discussion of the data analysis previously, the writer takes conclusion as follows:

The using of digital book for improving students reading skill in the academic year of 2022/2023 is still low and their capability to understand some text is low. In the otherhand, they think that English is not important for their life. Therefore, they did not pay attention well. From that problem, it is going to be home work to the teacher for developing mentality and for developing learners' ability in English especially in reading comprehension. Otherwise, the teachers do not really ready for using digital book to improve reading skill.

Digital book has no significant role to improve reading comprehension ability of the students based on the perception of the data. Because when the researcher gave item about the digital book, only 2 data were valid, the students did not enjoy the class. And they were not interested in studying English reading comprehension by using digital book. In otherhand, teachers have not been ready for using digital book for their learning. Therefore , the teacher should look for a new strategy which can make their students interested in English so students can achieve better.

## 5.2 Suggestion

Based on the conclusions, there are suggestions for the following parties as follows:

### 1. English Teachers

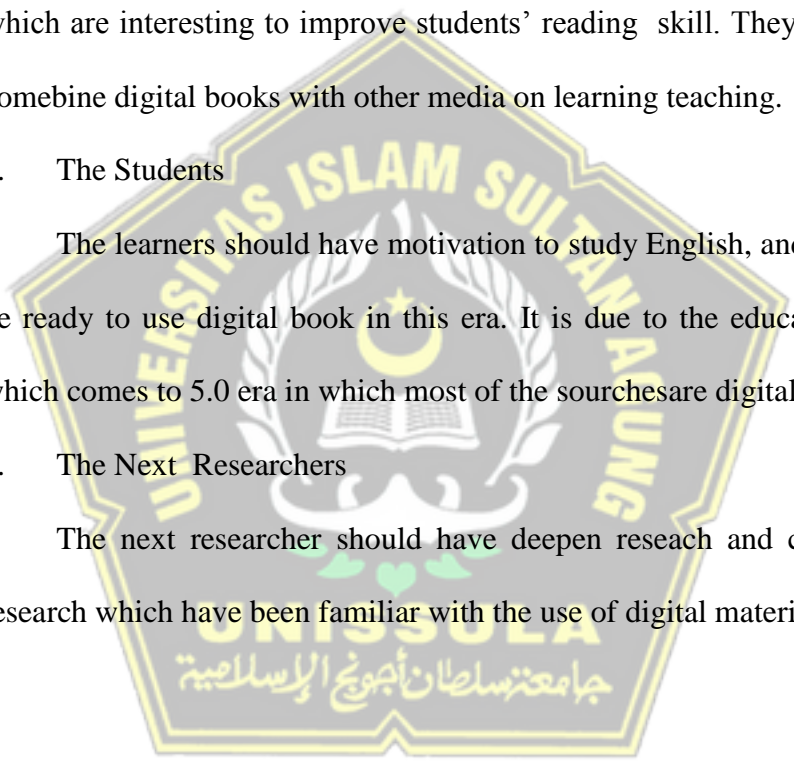
Based on the reseach result that digital books were not used to teach reading comprehension, therefore teachers should try to use digital books which are interesting to improve students' reading skill. They should also comebine digital books with other media on learning teaching.

### 2. The Students

The learners should have motivation to study English, and they should be ready to use digital book in this era. It is due to the educational world which comes to 5.0 era in which most of the sourches are digitalized.

### 3. The Next Researchers

The next researcher should have deepen reseach and choose target research which have been familiar with the use of digital material.



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