

## IMPROVING STUDENTS' LITERACY READING SKILL USING E-BOOK SYSTEM ON THE TWELVETH GRADE AT SMA BOSOWA SCHOOL MAKASSAR

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### ABSTRACT

This study aimed to determine to improve students' Literacy Reading skill Using E-Book System of twelveth grade students of SMA Bosowa School Makassar. This study used a pre-experimental method. The Subject of this study were students of twelveth grade SMA Bosowa School Makassar semester in the academic year 2023/2024, with a sample of 10 students. Data collection was reading text using E-Book System. The research data collected through the test showed that the student's reading ability after the research was conducted, students were more interested in using the E-Book System in reading English text. Based on the results of the data analysis, it can be seen that the student's results in the pre-test were 64.00. Then after getting treatment, the students' pre-test scores increased to 85.55 in the post-test. It can be concluded that students' reading skills are improved on the students'. So it can be concluded that using the E-Book System can improve students' learning ability in reading English texts at SMA Bosowa School Makassar

**Keywords:** *E-Book System, Student ability, Reading text*

### INTRODUCTION

Reading is a complex process, complex to learn and complex to teach (Carnine, Silbert, and Kameenui: 2004). The reading skills becoming very important in education field, students need to be exercise and trained in order to have a good reading. Another fact with resulted in lower reading skills of the students did not like to read English book. Since they did not consider reading as an exciting activity.

The student would not practice their reading unless the teacher assigned them to read. In addition, the teacher dominated most of the reading activity, therefore the student were passive and dependent on the teacher in the process of comprehension. Indonesian student often find problem in reading English book since English is a foreign language for them and different from Indonesian.

Students in this class have a low ability in reading English book. Low interest in reading students is not separated from the culture in families and school. The lack of self-motivation and encouragement from parents and the lack of facilities in the school library are obstacles that make students' interest in reading low.

This is shown from the few students who visit in the library to read, they will go to the library if they have a class in literacy class. Other than that based on from the observations it is known that students feel bored when reading books in the library. This is because the reading book feels less interesting. Teachers in

school as facilitators, motivators, mentors, and encouraging students in the learning process so that it can take place effectively (Ibrahim and Ishartiwi 2017). Related to this function, one of the teacher's efforts to increase students' reading skill is through literacy classes. One form of literacy class implementation is the manufacture of E-Book as reading materials for students.

E-Book are books designed in an electronic system. Due to the sophistication of technology and information, nowadays E-Book can be designed into an attractive electronic book with an interesting accompaniment background so that it can increase students' motivation in reading. Reading sources that are equipped with pictures or interesting activities can increase students' reading interest. E-books have the advantage of being able to accessed online.

E-Book can be purchased and downloaded at any time, easy to update, and does not require a lot of storage big space. The use of E-Book can also reduce the use of trees as materials raw material for making paper, so that it can save the cost of printing books, more practical and easier to carry everywhere (Octamela, Suweken, and Ardana 2019). In tune with the opinion of (Nikmah, dkk 2020) that the use of mobile-based media is more attractive students' attention in learning.

## METHOD

This research used the pre-experimental design research method to obtain more comprehensive facts about the use of E-Book System as a medium in improving students' reading skills. This research was conducted as SMA Bosowa School Makassar in the academic year 2022/2023. The participant of this research were 10 students of the twelfth of SMA Bosowa School Makassar academic year. This The data collected

## FINDINGS AND DISCUSSIONS

The writer conducted a pre-test to know the prior knowledge of the students' reading skill and conducted post-test after giving treatments. The presentation of data in this part was obtained through reading test. Below is the table show the students' scores in a pre-test and a post-test

Table 1. Students' score in Pre-test

No	Students' initial	Score Pre-test	Classification
1.	APA	55	Poor
2.	ASP	65	Enough
3.	HDT	45	Poor
4.	MAA	85	Excellent
5.	NNJ	75	Good
6.	RRR	55	Poor
7.	SM	65	Enough
8.	ZZT	60	Enough
9.	AKM	75	Good

10.	A	60	Enough
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(Data Source: Pre-test Score)

The Table 1 shows the students score of Pre-test. Based on the result of the Pre-test that show on the table 1 the total of students was 10 students. There were 1 student got 85-100 score classified as excellent classification, 2 students got 70-84 score classified as good classification, 4 students got 60-69 score classified as enough classification, 2 students' got 50-59 score classified as poor classification and 1 students got <50 score classified as very poor classification. Those to know students' classification in pre-test it can be seen in table 2

Table 2 The Percentage of Students' Pre-test Score

No	Classification	Score	Frequency	Percentage
1.	Excellent	85-100	1	10%
2.	Good	70-84	2	20%
3.	Enough	60-69	4	40%
4.	Poor	50-59	2	20%
5.	Very Poor	<50	1	10%
<b>Total</b>			<b>10</b>	<b>100%</b>

(Data Source: Pre-test Score)

The table 2 presents that there is 1 (10%) students' who are classified as a excellent, there are 2 students' (20%) who are classified as good, there are 4 students' (40%) who are classified as enough, and there are 2 (20%) who are classified as poor, and there are 1(10%) students' who are clasified as very poor. As mainted on the pre-test, the researcher find out that there were many students' have less interest in reading, for various reasons such as feeling bored and lacking motivation. After did the pre-test and provided treatment, the researcher did the post-test. The results of students' reading score on post-test can be seen in the following table:

The results of students speaking score on post-test can be seen in the following table:

Table 3 Students' score in post-test

No	Students' Initial	Score Post-test	Classification
1.	APA	80	Good
2.	ASP	90	Excellent
3.	HDT	75	Good
4.	MAA	100	Excellent
5.	NNJ	90	Excellent
6.	RRR	85	Excellent
7.	SM	80	Good
8.	ZZT	85	Excellent
9.	AKM	100	Excellent
10.	A	70	Good

(Data Source; SMA Bosowa School Makassar)

Table 3 shows that there are 6 students' who got score 85-100 classified as excellent classification, there are 4 students' who got 70-84 score classified as good classification. The highest score in post-test is 100 and the lowest score is 70. Thus, to know students' classification it can be seen in table 4.4 below:

**Table 4 Students' Classification in Post-test**

No	Classification	Score	Frequency	Percentage
1.	Excellent	85-100	6	60%
2.	Good	70-84	4	40%
3.	Enough	60-69	-	-
4.	Poor	50-59	-	-
5.	Very Poor	<50	-	-
<b>Total</b>			<b>10</b>	<b>100%</b>

The table 4 presents that out of 10 student, there are 6 students (60%) who are classified as excellent classification, there are 4 students (40%) who are classified as good classification, and there is no students who are classified as enough, poor and very poor classification. After the researcher provided the treatment, the students' reading skill improved.

**Table 5 The Students' Score Pre-test and Post test**

No	Students' Initial	Score Pre-test	Classification	Score Post-Test	Classification
1	APA	55	Poor	80	Good
2	ASP	65	Enough	90	Excellent
3	HDT	45	Very Poor	75	Good
4	MAA	85	Excellent	100	Excellent
5	NNJ	75	Good	90	Excellent
6	RRR	55	Poor	85	Excellent
7	SM	65	Enough	80	Good
8	ZZT	60	Enough	85	Excellent
9	AKM	75	Good	100	Excellent
10	A	60	Enough	70	Good

(Data Source: Post-test Score)

According on the table score, the total of students was 10 students' shows that score in pre-test there are 1 student got <50 score classified as very poor classification, there are 2 students got 50-59 score classified as poor classification, there are 4 students got 60-69 score classified as enough classification, there 2 students got 70-84 score classified as good classification, there are 1 student got 85-100 score classified as excellent classification.

Score in post-test shows that there are 6 students got 85-100 score classified as excellent classification, there are 4 students got 70-84 score classified as good classification, and there are no students who are classified as enough, poor, very poor classification. The improvement is based on students' test in post-test. In post-test students such as more interest in reading and reading ability

greatly improved. After calculating the result and standard deviation were presented in the table 6 :

**Table 6 Descriptive Statistics**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	10	45	85	6400	64.00	11.737
Posttest	10	70	100	8550	85.55	9.846
Valid N (listwise)	10					

According to pre-test and post-test in this page, it shows that there is a significant influence of using E-Book System on students' reading skill in pre-test and post-test through treatment of students by reading English book " The old man and The sea" and " The Psychology of Money". In the pre-test, the mean score was 64,00 and the standard of deviation was 11,737. While, in the post-test, the mean score was 85,55. Furthermore, this result shows that the average value of the post-test was higher that value of the pre-test.

In this research, the researcher conducting the students' score in pre-test and post-test in experimental class and uses t-test to find out the hypothesis. T-test is test which aim to quantify whether there is a significant between the result of the mean score of the students on pre-test and post-test. The researcher uses SPSS version 24 to anayze the t-test inferential or significance test.

In this research, the H0 states that there is no significant effect of using E-Book System on the reading skill of twelveth class at SMA Bosowa School Makassar in the academic year 2023/2024. While the H1 states that there is significant effect of using E-Book System on the reading skill of twelveth class at SMA Bosowa School. If the significance value is 2 or sig. (2-tailed) is lower than 0.05, H1 accepted and H0 rejected.

**Table 7. Paired Sample Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Post-Test	-21,500	6,2583	1,9790	-25,9769	-17,0230	-10,864	9	,000

The table 7 shows that sig. (2-tailed) was 0.000. Based on the result above which provided that the sig. (2-tailed) table was lower than the level of significance. It means that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Based on the result of the data of pre-test and

post-test in paired sample test there was significant effect of using E-Book System on students' reading skill.

In this section also present about the result of questionnaire that given after post-test. There are 15 questions which asked about students' opinion about the using E-book System as media on their Reading skill. The researcher collected the data by using a brief rating scales questionnaire (Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)) to ask about students' opinion after know about E-Book System media on students' reading skill. The answer of all the questionnaire items from 10 respondents (samples) are the data of this research. In analyzing the data, the researcher calculates the percentage of each response to each questionnaire by using percentage computation.

**Table 8 The Responses of Qustionnaire (%)**

NO	STATEMENTS	SA	A	N	D	SD
1	It's a good idea for the teacher to introduce the E-Book System in class/ <i>ada baiknya guru memperkenalkan system E-Book di kelas.</i>	50%	40%	10%		
2	The use of the E-Book System supports the teaching and learning process/ <i>penggunaan system E-Book mendukung proses belajar mengajar.</i>	50%	40%	10%		
3	I feel motivated and excited when I reading book on E-Book/ <i>saya merasa termotivasi dan bersemangat ketika saya membaca buku di E-Book.</i>	20%	50%	30%		
4	Through the E-Book System I can be interest in reading/ <i>melalui system E-Book saya tertarik membaca.</i>	30%	30%	40%		
5	I enjoy reading on E-Book System/ <i>saya menikmati membaca pada system E-Book.</i>	20%	50%	30%		
6	Through the E-Book System, I can improve my reading skills/ <i>melalui system E-Book, saya dapat meningkatkan kemampuan membaca saya.</i>	30%	30%	40%		
7	Through the E-Book System, I can improve my reading technique/ <i>melalui system E-Book, saya dapat meningkatkan teknik membaca saya.</i>	20%	50%	30%		
8	Through the E-book System, I know many books/ <i>melalui system E-Book, saya tahu banyak buku.</i>	50%	40%	10%		
9	Reading Book on E-Book System is	40%	40%	20%		

	interesting/ membaca buku pada system E-Book memang menarik.					
10	Through the E-Book System I can grow my vocabulary/ melalui system E-Book saya dapat mengembangkan kosa kata saya.	50%	50%	10%		
11	Through E-Book System improves concentration and the ability to focus/ melalui system E-Book meningkatkan konsentrasi dan kemampuan focus.	20%	50%	30%		
12	Through the E-Book System, I can improve literacy/ melalui system E-Book, saya dapat meningkatkan literacy.	50%	40%	10%		
13	Reading on E-Book System can improve imagination/ membaca pada system E-Book dapat meningkatkan imajinasi.	70%	20%	10%		
14	Reading on E-Book System, make me feel happy/ membaca di system E-Book, membuat saya merasa senang.	30%	30%	40%		
15	Reading on E-Book System can improve writing skills/ membaca pada system E-Book dapat meningkatkan keterampilan menulis.	20%	40%	20%	10%	10%

Source: Students' Responses of Questionnaire

In the 1<sup>st</sup> statement which states, "it's a good for the teacher to introduce the E-Book System in class", there were 50% students strongly agreed, 40% agreed, and 10% students neutral.

The 2<sup>nd</sup> statement shows that there were 50% students who were strongly agreed, 40% agreed, 10% students neutral about, "The use of E-Book System supports the teaching and learning process".

Statement about, "I feel motivated and exited when I reading book on E-Book", there were 50% students strongly agreed, 40% agreed, 10% students neutral.

The 4<sup>th</sup> statement states that, "Through the E-Book System I can be interest in reading". There were 30% students strongly agreed, 30% agreed, 40% students neutral.

Statement about, "I enjoy reading on E-Book System", the result shows that there were 20% students strongly agreed, 50% agreed, and 30% students neutral.

In the 6<sup>th</sup> statement states that, "Through the E-Book System, I can improve my reading skills". There were 30% students strongly agreed, 30% agreed, and 40% students neutral.

In the 7<sup>th</sup> statement shows that there were 20% students strongly agreed, 50% agreed, and 30% students neutral about," Through the E-Book System, I can

improve my reading technique”.

In the 8th statement states that, “Through the E-Book System, I know many books”. There were 50% students strongly agreed, 40% agreed, and 10% students neutral.

Statement about, “Reading book on E-Book System is interesting”. The result shows that there were 40% strongly agreed, 40% agreed, and 20% students neutral.

The 10th statement shows that there were 50% strongly agreed, 40% agreed, and 10% students neutral about, “Through the E-Book System I can grow my vocabulary”.

In the 11th statement which state that, “Through E-Book System improves concentration and the ability to focus”, the result shows that there were 20% strongly agreed, 50% agreed, and 30% students agreed.

Statement about, “Through the E-Book System, I can improve literacy”. There were 50% students strongly agreed, 40% agreed, and 10% students neutral.

The 13th statement shows that there were 70% students strongly agreed, 20% agreed, and 10% students neutral about “Reading on E-Book System can improve imagination”.

In the 14th statement there were 30% students strongly agreed, 30% agreed, and 40% students neutral about “Reading on E-Book System, make me feel happy”.

Statement about, “Reading on E-Book System can improve writing skills”, the result shows that there were 20% students strongly agreed, 40% agreed, 20% students neutral, 10% disagree, and 10% students strongly disagree.

## DISCUSSION

Relating to the data collected through the data pre-test and post-test it is shown the students Reading test of SMA Bosowa School Makassar very good. It was supported by frequency and rate percentage of the result of the students score of pre-test and post-test the students after presenting Read English book using E-Book System is better than before the treatment was given to the students, they were also very interested in Learning reading by using E-Book System.

The description of the data gathered through the test and questionnaire which described in the previous section presents that there is significant effect of using E-Book System on students’ reading skill. It is supported by the researchers experience when doing pre-test and post-test, also supported by the students’ responses in answering questionnaire.

In pre-test almost all the students felt lack of reading skill and not interested in reading test. The mean score in pre-test was 64,00, there was 1 student (10%) who was classified as excellent, there were 2 students (20%) who was classified as good, there were 4 students (40%) who was classified as enough, there were 2 students (20%) who was classified as poor, and there were 1 student (10%) who



was classified as very poor. From the results of the pre-test, many students had a hard time reading, after did pre-test, there was treatment.

In the treatment section, the students were paid attention and enjoyed when the researcher explaining about what the definition of E-Book System and how to put Kindle Book Application on their phone. Meanwhile, in the post-test after treatment given, the mean score was 85,55. There were 6 students (60%) who was classified as excellent, and there were 4 students (40%) who was classified as good.

The value of students after treatment shows better that before treatment given. As recorded on the average value of the pre-test and post-test, it is known that the average value of the pre-test is 64,00 which is classified in enough category, while the post-test average value is 85,55 which is classified as excellent.

In the first meeting in this research, the researcher conducted pre-test, the researcher provided reading test to the students to find out students' ability in reading by do reading test. After provided pre-test, the researcher did treatment. In the first meeting introduced what is E-Book System and how to put Kindle Book Application on their phone. In the second on the third meeting, the researcher asks students to read English book "The Old Man and The Sea" and "The Psychology of Money". In the last meeting, the researcher did post-test, the researcher provide the same test when the writer did the pre-test. In the last meeting the researcher also provides the questionnaire to the students' which consist of 15 question to find out the opinion of students E-Book System on their reading skill. The responses if questionnaire shows that:

In the 1st statement which states, "it's a good for the teacher to introduce the E-Book System in class", there were 50% students strongly agreed, 40% agreed, and 10% students neutral.

The 2nd statement shows that there were 50% students who were strongly agreed, 40% agreed, 10% students neutral about, "The use of E-Book System supports the teaching and learning process".

Statement about, "I feel motivated and exited when I reading book on E-Book", there were 50% students strongly agreed, 40% agreed, 10% students neutral.

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Statement about, "Reading on E-Book System can improve writing skills", the result shows that there were 20% students strongly agreed, 40% agreed, 20% students neutral, 10% disagree, and 10% students strongly disagree

## CONCLUSION

Based on the result of data analysis and the discussion of the result in the previous chapter, the writer concluded that. Improving students' literacy reading using E-Book System on the twelve grades at SMA Bosowa School Makassar was enhance of the students' achievement significantly. The findings indicated that the mean score of students' post-tests is higher than the mean score of the students' pre-test. In addition, E-Book System can improve the students' reading skill in terms of findings the specific information of the text dealing in main ideas and sequence events at the students of twelve grade at SMA Bosowa School Makassar. Moreover, it can improve the students' reading skill in terms of findings the creative reading of the text dealing in characterization and conclusion of the students' twelve class at SMA Bosowa School Makassar

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