

CHAPTER 1

INTRODUCTION

A. Background of the Study

English is a foreign language in Indonesia. It has attracted many researchers to research this area to contribute to the world of education. This research is one way of looking at the issues of teaching English as a foreign language in higher education. English is used worldwide to communicate with people from different countries and cultures. It has a long and complex history and many regional and social variations. Henry (2001) define English as a language system consisting of sounds and signs used to communicate. English also has a distinctive grammar and vocabulary. These days, English is the most frequently studied foreign language abroad. The four fundamental skills of English are speaking, listening, writing, and reading. Writing and speaking are useful abilities while reading and listening are receptive abilities. In her book, Nida Husna (2019) claims that reading is an active talen. Readers do not play a passive role. Instead, reading is an active job that requires many skills and efforts to combine them to gain an understanding of the text. Reading also requires recognizing words, connecting ideas and capturing implicit and explicit meanings. Reading is the process of deriving or creating meaning from words or cluster words, according to Seyler (1984). According to the reading, this task focuses on developing the ability to deduce meaning

from printed words in reading materials. According to Seyler (1984), reading is a talent that entails deriving meaning from text and crafting meaning word by word to extract information and messages.

In this section, the writer focuses on reading skills. Reading in today's technology is increasingly sophisticated; many people read by switching to electronic books or E-books because the use of sophisticated technological innovations will make it easier for students to receive material and knowledge in the learning process. Digital books, often known as E-books, are student learning media that implement technological and communication developments with the involvement of users who are widely produced today (Hartanti, 2013). An E-book is a form of digital information organized and arranged to be presented to readers (Landoni, 2003). Thanks to government initiatives, E-books have become a popular learning medium in recent years.

E-books or electronic books are the evolution of printed books we usually read daily (Subiyantoro, 2014). One of the applications for creating this e-book is electronic publication (E-book), one of the digital book formats agreed upon by the International Digital Publishing Forum (IDPF) in October 2011. Every learning process takes place, and educators must be creative in using learning media such as e-books; there are many advantages of e-books, e-books can searched so that readers can find specific words or phrases. Searches can be on each book or all in the collection. E-books are easily accessible and suit the reader's preference or

improve readability. E-books no longer need to be printed, and old titles can be digitized and returned to circulation. By using e-books, students can be more enthusiastic about learning because of this. If students still use printed books, they feel they need to be more energized to bring printed books because printed books require larger storage space and are heavy to carry.

In contrast to accessibility, e-books are easier to access and carry everywhere because they only require electronic devices such as smartphones or laptops. Nowadays, people will always carry smartphones wherever they go. Apart from their benefits, e-books come with several drawbacks. Some disadvantages of e-books, according to Walters (2014), include that they can only be helpful if you have a device to read them on. The battery life of the reader device is limited, and it must "Remember the following text: 'be charged.'" However, e-books also require electrical power and an internet connection to be downloaded or read, but not when e-books can be downloaded and stored in smartphone files. Printed books do not depend on these things, so they can be read anytime and anywhere without worrying about running out of battery.

In addition, learning resource books are not provided in printed books and are diverted to using e-books as learning resources. Based on some of the descriptions above, In order to optimize average student scores and generate high-quality graduates, it is imperative to innovate in the usage of e-book learning media that assist students in the learning

process and prevent them from becoming bored or lazy. This will enable students to acquire subject information swiftly and precisely. And produce quality graduates. Kissinger, J.S. (2013) states that applying e-books can help students learn and allow them to work in groups. E-books are in demand because of their small size compared to printed books, and also generally have a search feature, so words in electronic books can be quickly searched and found. (Widodo 2016). E-books as digital products, besides having advantages, also have disadvantages the benefits are more practical and easy to carry everywhere. Second, e-books are environmentally friendly. Simultaneously, printed books require trees as the primary material for making paper. (Ruddamayanti, 2019). Third, e-books are durable and can even be said to be eternal. It will not be damaged and is different from printed books, which get yellowed and damaged. The disadvantage of e-books is that they are a matter of convenience. Reading printed books has its comfort, although reading them for a long time is almost without complaints of eye pain. E-books support independent and collaborative learning. Also, there are some complaints from readers who cannot understand well when reading e-books. Besides that, if reading e-books using smartphones and not turning off cellular data, many social media temptations will break concentration.

E-books can be helpful in the learning process because more knowledge about the subject can be found by pupils. Students can find the material themselves, or lecturers can recommend it be utilized as a

reference in their lectures. Lecturers will spend less time explaining the material in class and give students more tasks to apply their understanding of the material they have read from the E-book. Students can save their class materials via their laptops or smartphones. Students can save lecture materials through their laptops or smartphones, making teaching and learning more enjoyable. However, it can also impact the learning process because students will only focus on E-books rather than interacting with lecturers in class.

In conclusion, using e-books directly makes it easier and eases the burden on students because with e-books, students do not need to be required to buy books, and students do not carry a heavy burden as usual with many books, this e-book is convenient because it is in the form of soft files. E-books are interactive and exciting teaching materials that can develop students' creativity; e-books are a varied and up-to-date learning resource.

Ahmad Dahlan University is a trusted private university with an English Education Study Program. English Education is one of the favourite study programs, and the number of students is increasing yearly. Students prefer this study program to become professional English teachers experienced English teachers who can master all educational theory materials and the use of learning media. Learning media can support the learning process by paying attention to the role of lecturers in teaching, whose role is vital in the learning process. One of the media used

by PBI UAD students in the Reading course is an E-book. Therefore, it occurred to the researcher to further examine how lecturers utilize e-books, what kind of strategies lecturers use in the learning process and how students respond to using e-books as their learning resources in the Reading in Professional Context course

B. Identification Problem

1. Student's response to using e-books in the learning process in Reading class.
2. Students feel bored using printed books
3. Students feel too lazy bring printed books

C. Focus of the Study

Researchers found previous research on the research of student responses to using e-books as a learning resource in 4th-semester students of English Education. It is that student responses are positive and support the use of e-books as a learning resource. This research focus on more specific aspects, especially using e-books as a learning resource in reading courses with the object of 4th-semester students at Ahmad Dahlan University. The research also looked for obstacles to using e-books as a learning resource. This research has potential insights into using e-books in learning and improving reading creativity and writing.

D. Formulation of the Problem

This research presents two questions to answer "The Use of E-books as Learning Sources in Reading Classes of English Education Study Program of Ahmad Dahlan University".

1. What are student's responses to using e-books in the learning process in reading class?
2. What are the obstacles to using e-books in the learning process in reading class?

E. Objective of the Problem

This study aims to determine the utilization of e-books in reading classes and how students respond to using e-books in the learning process of reading courses. The objectives of this study are as follows:

1. To find out obstacles in using e-book in reading class
2. To find out students' responses to using e-books in the learning process of reading courses.

F. Significance of the Study

This research is beneficial for many parties. The author hopes that the findings of this research will provide significance. The significance of this research is as follows:

1. For students

The results of this study can help students read material to enrich their references in writing theses and increase their knowledge of teaching and learning English. Students can also use this study's results to determine whether e-books can improve the quality of learning in reading courses. Moreover, this can help teachers and lecturers understand their students' preferences and needs.

2. For lecturers

The results of this study can help students read material to enrich their references in writing theses and increase their knowledge of teaching and learning English. Students can also use this study's results to determine whether e-books can improve the quality of learning in reading courses. Moreover, this can help teachers and lecturers understand their students' preferences and needs.

3. For future researchers

The findings of this study benefit other researchers as a source of information for literature interested in the same field of research. Thus, issues regarding informal assessment and assessment will be broader, which can contribute more to the world of education.