

## THE INFLUENCE OF E-BOOKS ON READING HABIT AND READING COMPREHENSION ACHIEVEMENT OF THE ELEVENTH-GRADERS OF SMA XAVERIUS 1 PALEMBANG

Selly

*sellytheng@gmail.com*

**Abstract:** The objectives of this study were to find out whether or not there were significant differences in reading habit and reading comprehension achievement between the eleventh graders who used e-books and those who used printed books, a significant correlation between reading habit and reading comprehension achievement, and a significant correlation between each aspect of reading habit and each sub-skill of reading comprehension achievement. The results showed that there were significant differences in reading habit and reading comprehension achievement between the eleventh graders who used e-books and those who used printed books. At the significance level of 0.05 and 2 tailed testing, the correlation coefficient showed that the r-obtained (0.301) was higher than r-table (0.115). Therefore, there was a significant correlation between reading habit and reading comprehension achievement. In e-books and non e-books classes, reading attitude was the aspect, which had a strong correlation with almost all sub-skills of reading comprehension achievement. Meanwhile, reading accessed was the aspect, which had no correlation with almost all sub-skills of reading comprehension achievement.

**Key words:** *Reading comprehension Achievement, Reading Habit, E-book*

Reading is one of the most important activities people have to master in their lives because by reading people can increase their knowledge and experience. Shari (2006) reveals reading as a process, a mode of considering, a sort of genuine which includes numerous complex aptitudes. Moreover, Shafi and Loan (2010) define reading as the spirit of human that will carry on the knowledge to the next generation. Therefore, reading has an important role in the process of increasing the quality of life. Iftanti (2012) says that reading will build up people's social communication skills, improve hand-eye coordination, and accommodate people with endless

hours of fun and entertainment. Additionally, Igbokwe, Obidike, and Ezezi (2012) say that reading also brings a positive effect on academic performance. Meanwhile, Ogeyik and Akyay (2009) define reading is actually a way to get important information and understand many things. In brief, reading is an important activity that should be mastered by human in order to get information and understand many things.

The purpose of reading is affected by individual preferences; one might read for pleasure and the other one might read for getting new information of something. Besides all

of those preferences, reading activity only has one purpose; to comprehend the writer's idea which is written in the form of text. Pecjak, Podlesek, and Pirc (2011) define reading comprehension as a result of an interactional process among text, background knowledge, reading context, motives, and goals which students have during a reading process. Reading comprehension is defined as the ability to read the idea of a text through a process of understanding.

In reading comprehension, the readers try to make connection between the main idea of the text and their basic experiences and knowledge. Therefore reading comprehension achievement is expected to be good to fulfill individual improvement in academic performance. Nevertheless, according to PISA (2012), Indonesia's reading level is still below the average score of OECD. Indonesia's mean score of reading is 396, meanwhile the average reading score of OECD is 496. As a consequence of that, Indonesia is in the 26<sup>th</sup> ranked out of 31 countries. Furthermore, according to PIRLS (2012), Indonesia was in 42nd rank out of 45 countries that participated in PIRLS 2011 International Result in Reading. Obviously they indicate students in Indonesia are lack of reading comprehension skill which might lead to their bad academic performance.

Reading skill of one student and another student might be different. It is affected by many factors around the students, one of which is their reading habit. Tella and Akande (2007) describe reading habit as a design or a pattern in which the readers manage their reading activity. In addition, Ogeyik and Akyay (2009) add that

reading habit of one person to another person may be different based on their own preferences. The differences in reading habit might lead to the different reading comprehension which will bring different result on students' reading comprehension achievement. Along with that, when the students develop a good reading habit, they will find an encouragement for reading comprehension. Therefore, the students who read more tend to comprehend the text well. The more students read, the more they comprehend the text. In conclusion, reading habit of the students might be affected by many factors and reading habit might influence reading comprehension achievement of the students.

In these recent years, students' reading habit through printed material have been replaced with electronic material and students' reading habit through daily paper, magazine, course material and book have experienced changes. Karim and Hasan (2006) state that in this digital era, where students prefer using internet to fulfill their information needed, reading habit through printed material are decreasing. Igbokwe, Obidike, and Ezezi (2012) conclude in their research that students nowadays spend more time on their electronic media than their printed book, which means students now are lack of reading habit through printed materials. Furthermore, Gabriel and Brahme (2012) reveal that out of 100%, 67% of the students are using e-book in their daily activities. In short, students nowadays prefer using their electronic media to achieve their information needed than reading printed books.

Some people in this digital era are very familiar with something beginning in "E" such as E-mail, E-

bank, E-mobile, and E-books. Therefore, E-books, a digitized book format, which can be read through desktop, smart phone, blackberry, tab, etc, have changed the format of book itself. Grant (2004) finds that electronic books have increased the reading materials for students and furthermore increasing students' reading skill either.

The research done by Picton (2014) entitled "The Impact of E-books on the Reading Motivation and Reading Skills of Children and Young People", investigated about students' reading motivation and skill related to the use of e-books. This study was done in United Kingdom with 34,910 samples of primary and secondary schools across United Kingdom. He used questionnaire which contains 10 questions to investigate the impact of e-books on students' reading motivation and reading skill. In brief, the writer finds out that students have a good feeling reading on screen rather than reading on printed books. Furthermore, they read more frequently on screen rather than printed books.

On the other hand, another research done by Tosun (2014) in Nigeria, determining students and teacher preferences in reading printed books and e-books, finds out that some of students in Trakya University prefer printed books reading better than e-book reading. Moreover, one of the reasons that he found why students preferred printed books rather than e-books is to keep their health of eyes, since looking at screen for a long time to read will make their eyes tired.

The other research regarding to students' reading habit and reading comprehension done by Andriani (2005) and Yani (2010) which took place in public schools, found out that

reading habit and reading comprehension of students in public school is still in the poor quality. Furthermore, they conclude that students in public school lack of reading practice and reading motivations. Meanwhile, the research about reading attitude and reading comprehension done by Wulandari (2013) found out that the second grade students of MAN 3 Palembang have a positive reading attitude and comprehension based on the result of the test given to the students in that school.

Based on the explanation above, the writer assumes that there are some different influences of using e-books on reading habit and reading comprehension achievement among students nowadays. Furthermore, the differences might be influenced by the environment around the students in one place. Therefore, the writer chooses eleventh-graders of SMA Xaverius 1 Palembang as the population of this research. Moreover, based on the writer's preliminary research in SMA Xaverius 1 Palembang, there was some classes which had been taught by using e-books and some other classes which had never been taught by using e-books. Therefore, the writer wants to know what the influence of using e-books on reading habit and reading comprehension achievement of eleventh-graders of SMA Xaverius 1 is. In addition, the writer wants to know about the correlation between reading habit and reading comprehension achievement of eleventh-graders of SMA Xaverius 1 Palembang.

## METHODOLOGY

In doing the research, the used a descriptive survey design, which is a

method that describes the information about human population gathered by using questionnaire or interview. Cohen, Manion, and Morrison (2007, p.226) state, “Descriptive surveys simply describe data on variable interest”.

In this study, cross-sectional types of descriptive survey, which will conclude the situation of the population at a particular of time, was used by the writer. Furthermore, the e-books questionnaire, reading habit questionnaire and reading comprehension test were given by the writer to the sample of this study in order to get the data needed for this study. The e-book questionnaire was a ready-made questionnaire by Gabriel and Brahme (2012). Reading habit questionnaire was a ready-made questionnaire by Janthong and Sripetphun (2010). Both of the questionnaires had been tested and validated by the researcher before. Furthermore, reading comprehension test were arranged based on the students’ reading level and had been validated by the writer by testing it to the other eleventh-graders of SMA Xaverius 3 Palembang. The value of Cronbach’s Alpha based on standardized items was 0,917. It means that the test was strongly reliable and it can be used for the research. Furthermore, from 70 questions tested, there were 20 un-valid questions so that the writer deleted those 20 questions.

After collecting the data, the data were analyzed by using independent sample t-test and Pearson Product Moment Correlation analysis. The independent sample t-test was used to analyze whether there was any significant different in reading habit and reading comprehension achievement between the eleventh-

graders who use e-books and those who used printed books. Moreover, Pearson correlation was used to analyze whether there was any significant correlation between the reading habit and reading comprehension achievement, and also to analyze whether there was any significant correlation between the aspects of reading habit and reading comprehension achievement.

## FINDINGS

To find the answer of research question number one, the writer did statistical analysis between the total score of reading habit questionnaire of students who use e-books and those who used printed books.

**Table 1. The Descriptive Analysis of Reading Habit Questionnaire**

|               | Class      | N   | Mean  | Std. Dev |
|---------------|------------|-----|-------|----------|
| Reading Habit | e-book     | 175 | 64.67 | 10.826   |
|               | non e-book | 114 | 55.63 | 9.064    |

As shown in table 1 above, it was found that the total number of students who use e-books is 175 with the mean score of 64.67. Meanwhile, the total number of students who use printed books is 114 with the mean score of 55.63. During the test, there were 12 students who did not come to the class. Therefore, there were only 289 students out of 301 students.

**Table 2. Table of Reading Questionnaire Statistical Analysis**

|               |                             | t-test for Equality of Means |                 |           |
|---------------|-----------------------------|------------------------------|-----------------|-----------|
|               |                             | t                            | Sig. (2-tailed) | Mean Diff |
| Reading Habit | Equal variances assumed     | 7.38                         | .000            | 9.037     |
|               | Equal variances not assumed | 7.66                         | .000            | 9.037     |

As shown in Table 2, the significant level of this study is 0.05. Furthermore, to interpret this study, the significant level-obtained must be consulted to the significant level of this study, or the value of F-obtained should be consulted to the value of F-critical. If the value of F-obtained is lower than F-critical, or the significant level obtained is higher than 0.05, it means that there is no significant difference between the variables. On the contrary, if the F-obtained is higher than F-critical, or the significant level obtained is lower than 0.05, it means that there is significant difference between the variables.

It was also found that significance level (0.000) was lower than 0.05. It means that  $H_0$  was rejected and  $H_1$  was accepted. In conclusion, there was a significant difference in reading habit between the eleventh graders of SMA Xaverius 1 Palembang who used e-books and those who use printed books.

To find the answer of research question number two, the writer did a statistical analysis using independent sample t-test (see Table 3).

**Table 3. The Descriptive Analysis of Reading Comprehension Achievement**

|                          | Class       | N   | Mean  | Std. Dev |
|--------------------------|-------------|-----|-------|----------|
| Reading Comp Achievement | E-books     | 175 | 76.22 | 10.070   |
|                          | Non E-books | 114 | 60.53 | 13.455   |

The mean score of reading comprehension test of the eleventh-graders who use e-books was 76.22. Meanwhile, the mean score of reading comprehension test of the eleventh-graders who use printed books is 60.53.

Table 4 shows that significant level obtained (0.00) is lower than 0.05. From the data statistical analysis

above, it can be concluded that  $H_0$  was rejected and  $H_1$  was accepted. In brief, there is a significant difference in reading comprehension achievement between the eleventh-graders who use e-books and those who use printed books.

**Table 4. Reading Comprehension Test Statistical Analysis**

|                          |                             | t-test for Equality of Means |                 |          |
|--------------------------|-----------------------------|------------------------------|-----------------|----------|
|                          |                             | t                            | Sig. (2-tailed) | Mean Dif |
| Reading Comp Achievement | Equal variances assumed     | 11.315                       | .000            | 15.69    |
|                          | Equal variances not assumed | 10.658                       | .000            |          |

In order to find the answer of research question number 3, the writer did a statistical analysis using Pearson's Product Moment Coefficient.

**Table 5. Correlation between Reading Habit and Reading Comprehension Achievement**

| Variables                | r    | Sig (2-tailed) |
|--------------------------|------|----------------|
| Reading Habit            | .301 | .000           |
| Reading Comp Achievement |      |                |

Table 5 shows that the value of r-obtained correlation coefficient of the reading habit and reading comprehension achievement was 0.301. In order to interpret this data, the r-obtained should be compared with the value of r-table. If the value of r-obtained is higher than value of r-table and p (probability) is lower than 0.05, it means that there is a significant correlation between the variables. On the other hand, if the value of r-obtained is lower than the value of r-table and p (probability) is

higher than 0.05, it means that there is no a significant correlation. From the result in table 12, it can be found that the p-obtained (0.00) is lower than 0.05. Furthermore, it can be understood that  $H_0$  was rejected and  $H_1$  was accepted. In brief, there was a significant correlation between reading habit and reading comprehension achievement of the eleventh-graders of SMA Xaverius 1 Palembang.

In relation to the fourth research question (Is there any significant correlation between each aspect of reading habit and reading comprehension achievement of the eleventh graders of SMA Xaverius 1 Palembang), the writer did a statistical analysis between the score of each reading habit aspect in reading habit questionnaire and the score of reading comprehension test by using Pearson Product Moment Coefficient in SPSS 20.00 version. Moreover, in this study, reading habit consists of 4 reading aspects: (1) reading attitude, (2) reading frequency, (3) books read, and (4) reading accessed. The data of correlation for each reading habit aspect is shown below.

**Table 5. Correlation between Reading Attitude and Reading Comprehension Achievement**

| Variables                | <i>r</i> | Sig (2-tailed) |
|--------------------------|----------|----------------|
| Reading Attitude         | .349     | .000           |
| Reading Comp achievement |          |                |

Table 5 shows that the the value of r-obtained correlation coefficient of the reading attitude and reading comprehension achievement was 0.349. To interpret the data, the r-obtained should be consulted to r-table. From the table above, it can be found that p-obtained (0.00) is lower than 0.05. Therefore, it means that

there was a significant correlation between reading attitude and reading comprehension achievement of the eleventh-graders of SMA Xaverius 1 Palembang.

**Table 6. Correlation between Reading Frequency and Reading Comprehension Achievement**

| Variables                | <i>r</i> | Sig (2-tailed) |
|--------------------------|----------|----------------|
| Reading Frequency        | .200     | .001           |
| Reading Comp achievement |          |                |

The data in Table 6 shows that the the value of r-obtained correlation coefficient of the reading frequency and reading comprehension achievement was 0.200. To interpret the data, the r-obtained should be consulted to the r-table. As shown in Table 6, p-obtained (0.01) is lower than 0.05. Therefore, it means that reading frequency had a significant correlation with reading comprehension achievement.

**Table 7. Correlation between Books Read and Reading Comprehension Achievement**

| Variables         | <i>r</i> | Sig (2-tailed) |
|-------------------|----------|----------------|
| Reading Frequency | .202     | .001           |
| Books read        |          |                |

Table 7 shows that the value of r-obtained correlation coefficient of the books read by the eleventh-graders and reading comprehension achievement was 0.202. In order to interpret the data, the r-obtained should be consulted to the r-table. From the table above, it can be found that the p-obtained (0.01) is lower than (0.05). Therefore, it means that there was a significant correlation between books read by the students and their reading comprehension achievement.

**Table 8. Correlation between Reading Accessed and Reading Comprehension Achievement**

| Variables         | <i>r</i> | Sig (2-tailed) |
|-------------------|----------|----------------|
| Reading Frequency | .180     | .002           |
| Reading accessed  |          |                |

As shown in Table 8, the value of *r*-obtained correlational coefficient of the reading accessed and reading comprehension achievement was 0.180. Furthermore, the *p*-obtained (0.02) is lower than 005. Therefore, it means that reading accessed had a significant correlation with reading comprehension achievement.

To find out how e-books help the eleventh-graders in their reading habit and reading comprehension achievement, the e-book questionnaires were administrated to the eleventh-graders who use e-books. There were 6 questions related to the eleventh-graders used of e-book. Furthermore, each questions will be explained in these table below:

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**Table 9. How Students Use E-books**

| No | Description                                    | N   | %     |
|----|--|-----|-------|
| 1. | On hand-held device (blackberry, android, etc) | 163 | 93.14 |
| 2. | Library catalog                                | 4   | 2.29  |
| 3. | Google books                                   | 4   | 2.29  |
| 4. | Via e-reader                                   | 2   | 1.14  |
| 5. | Laptop   | 2   | 1.14  |

Table 9 shows that almost all of the eleventh-graders who use e-books, 163 students out of 175 students, like to read e-books from their hand-held device, such as: blackberry, android, tab, ios, etc. It has the biggest percentage among all which is 93.14%. The other 4 eleventh-graders (2.29%) chose library catalog as their way in using e-books. Meanwhile the other 4 students (2.29%) chose google books. Furthermore, there were 2 eleventh-graders (1.14%) like to use e-reader in reading e-books and 2 eleventh-graders (1.14%) like to use laptop in reading e-books.

**Table 10. Students' Preferences in Using E-books**

| No | Description                                   | N   | %     |
|----|---|-----|-------|
| 1. | On smartphone                                 | 151 | 86.28 |
| 2. | On laptop                                     | 77  | 44    |
| 3. | Print out some pages or chapters of the books | 25  | 14.28 |
| 4. | On my kindle reader                           | 4   | 2.29  |
| 5. | Computer (PC)                                 | 1   | 0.57  |

Table 10 shows that most of the eleventh-graders who use e-books, 151 students with percentage of 86.28%, read e-books from their smart phone. It was followed by 77 students with percentage of 44% who like reading e-book in their laptop. On the other hand, there were only 25 students (14.28%) who like to print out some pages or chapter of the book

to be read by them. Moreover there were 4 students (2.29%) who like to read e-book from Kindle reader. Furthermore, only 1 students (0.57%) who likes to read e-book from the computer or PC.

**Table 11. Types of E-books Students Read**

| No | Description                       | N   | %     |
|----|-----------------------------------|-----|-------|
| 1. | Pleasure reading at home          | 143 | 81.7  |
| 2. | Academical/research/school        | 48  | 27.4  |
| 3. | Pleasure reading while travelling | 33  | 18.8  |
| 4. | Cook books                        | 32  | 18.2  |
| 5. | Travel guides                     | 31  | 17.7  |
| 6. | Technical manuals                 | 23  | 13.14 |
| 7. | Music and sport                   | 3   | 1.71  |
| 8. | Hospitality management            | 1   | 0.57  |

As shown in Table 11, more than half of the sample chose pleasure reading at home as their types of e-books usually read by them. There were 143 students with percentage of 81.71%. Moreover, there were 48 students read academicals or research or educational e-books. There were 33 students (18.85%) chose pleasure reading while travelling, 32 students (18.28%) chose cook books, 31 students (17.71%) chose travel guides, 23 students (13.14%) chose technical manual, 3 students (1.71%) chose music and sport, and only 1 students chose hospitality management.

**Table 12. Students' Preferences in Using Printed Books**

| No | Description                       | N   | %     |
|----|-----------------------------------|-----|-------|
| 1. | Academical/research/school        | 128 | 73.14 |
| 2. | Pleasure reading at home          | 55  | 31.43 |
| 3. | Cook books                        | 24  | 18.61 |
| 4. | Pleasure reading while travelling | 16  | 9.14  |
| 5. | Technical manuals                 | 15  | 8.57  |
| 6. | Travel guides                     | 13  | 7.43  |
| 8. | Hospitality management            | 1   | 0.57  |

Table 12 shows the data about students' preferences in using printed books. From the result above, it can be found that most of the students

(73.14%) like to read printed books in relation to academicals business. Moreover, in the second rank, with 31.43%, students chose pleasure reading at home. Furthermore, there were 18.61% students who like to read cooks book printed books, 9.14% students who like to read printed books for pleasure while travelling, 8.57% students like to read printed books technical manuals, 7.43% students like to read printed books about travel guides, and the last one only 0.57% student who read hospitality management printed books.

**Table 13. Students' Perception about E-books**

| No | Description                               | N   | %     |
|----|---|-----|-------|
| 1. | E-books have gotten easier to use         | 106 | 60.58 |
| 2. | E-book features have improved             | 42  | 24    |
| 3. | I have not noticed any changes in e-books | 17  | 9.71  |
| 4. | I have gotten better at using e-books     | 10  | 5.71  |

Table 13 shows about students' perception about e-books nowadays. There were 60.58% of students who think that e-books have gotten easier to use. Furthermore, there were 24% of students who think that e-book features have improved. There were 9.71% of the students who haven't noticed any changes in e-books. The last one, there were only 5.71% of students who feel that they have gotten better at using e-books.

**Table 14. Students Needed from E-books**

| No | Description                                    | N  | %     |
|----|--|----|-------|
| 1. | I could read books offline                     | 82 | 46.86 |
| 2. | Available in 24/7days                          | 33 | 18.86 |
| 3. | I could print everything I want to read        | 20 | 11.43 |
| 4. | I could make notes on the pages                | 18 | 13.88 |
| 5. | I could highlight text on screen               | 11 | 6.28  |
| 6. | I could tab-pages with post-it like technology | 11 | 6.28  |



Table 14 consists of the answers of questions "I would use e-books, if...". The highest percentage was 46.86%, who chose if they could read books offline. Meanwhile, 18.86% chose to read e-books if it was available in 24 hours for 7 days. On the other hand, 11.43% of the students chose to read e-books if they could print everything they want to read. 13.88% of the students chose to read e-books if they could make notes on the pages. Moreover, 6.28% of the students chose to read e-books if they could highlight text on the screen. And the last one, 6.28% of the students chose to read e-books if they could tab-pages with post-it like technology.

## DISCUSSION

Based on the findings of this study, some interpretations are drawn following the sequence of research problems of this study: (1) Was there any significant difference in reading habit of the eleventh graders who used e-books and those who used printed books?, (2) Was there any significant difference in reading comprehension achievement of the eleventh graders who used e-books and those who used printed books?, (3) Was there any significant correlation between reading habit and reading comprehension achievement of the eleventh graders of SMA Xaverius 1 Palembang, and (4) Was there any significant correlation between each aspect in reading habit and each sub-skill in reading comprehension achievement of the eleventh graders of SMA Xaverius 1 Palembang?

The first finding shows that there was a significant difference in reading habit between the eleventh graders who used e-books and those who used printed books. Furthermore,

it can be found that the eleventh graders who used e-book while studying in English class had a higher total score of reading habit questionnaire than the eleventh graders who used printed books. From the result of the research question, it can be interpreted that e-books helped students in increasing their reading habit which can have a very good impact in reading comprehension achievement.

From the e-books questionnaire, it also can be found that the eleventh graders preferred reading e-book on their smart phone, which they bring everyday and everywhere. Furthermore, the same result comes from the research done by Cumaoglu, Sacici, and Torun in 2013 which find out that 73.9% of the students in their sample like to read e-books from screen, which can be smart phone, laptop, pc, etc. Rosso (2009) says that beside of the fact that reading from a screen looks to be disadvantageous at first sight, the counter-part advantages such as mobility, saving physical space, convenience, saving time and money, ease-of-use are the primary motivations in preferring e-books. Oyewusi and Ayanlola (2014) also find out that there were 65% of their sample feels that the availability of e-book in their mobile phone is really useful, especially in academics business. This fact means that the availability of e-books, especially on their hand-held device had a positive impact in helping students in improving their reading habit.

Figuring out whether or not there was a significant difference in reading comprehension achievement between the eleventh graders who used e-books and those who used printed books is the second finding of this study. The result shows that there

was a significant difference in reading comprehension achievement between the eleventh graders who use e-books and those who used printed books. Furthermore, the eleventh graders who used printed books had lower reading comprehension score than the eleventh graders who used e-books. The eleventh graders who used e-books while studying English were exposed to English text more than the eleventh graders who did not use e-book. The difference in students' reading habit leads to the different achievement in reading comprehension.

Based on the findings above, the third finding shows that there was a significant correlation between reading habit and reading comprehension achievement of the eleventh graders of SMA Xaverius 1 Palembang. Furthermore, it means that if students' reading habit increase, their reading comprehension achievement will also increase. In contrary, if students' reading habit decrease, their reading comprehension achievement will also decrease. To support the result in this study, Ganoa and Gonzalez (2011) also find the same result. From their research, it was concluded that there was a strong relationship between students' achievement and the love of reading or reading habit. From this result, it can be concluded that a good reading habit will lead to a good reading comprehension achievement of the students.

In this study, reading habit consisted of some aspects: (1) reading attitude, (2) reading frequency, (3) books read, and (4) reading accessed. Reading comprehension achievement consisted of 8 reading sub-skills: (1) finding explicit information, (2) choosing the right statement, (3) word perception, (4) identifying cause and result (literal level), (5) finding

implicit information, (6) grasping the main idea, (7) recalling word meanings, and (8) identifying cause and result for interpretative level of comprehension. Based on the fourth findings, it can be seen that almost all aspects in reading habit had a significant correlation with reading comprehension achievement sub-skills. Nevertheless, reading attitude was the aspect which has a very strong correlation with reading comprehension achievement's sub-skill. Supporting this result, Ganoa and Gonzalez (2011) also find out that reading attitude has a very strong positive correlation with reading comprehension achievement with  $r = .320$  and  $p = .001$ . Furthermore, Awe (2014) finds out that reading attitudes has a positive and significant correlation with reading comprehension, which means that a negative attitude toward reading may lead to the poor achievement in reading comprehension achievement.

In the e-books classes, reading attitude had a strong correlation with all sub-skills of reading comprehension achievement. Bastug (2014) mentions that there was a positive structural correlation between reading attitude and reading comprehension achievement. Reading frequency had no correlation with subskill identifying cause and effect in literal level and interpretative level. It means that the reading frequency had no effect for the students in identifying the answer of cause and effect. Meanwhile books read by the students had a strong correlation with the subskills in literal level of comprehension but had no correlation with the subskills in interpretative level of comprehension. It means that students only focused on the text they read rather than thinking out of the

text. That is why books read by the students only had strong correlation with literal level of comprehension but no correlation with interpretative level of comprehension. Moreover, reading accessed had significant correlation with choosing the right statement and had no correlation with the other sub-skills. Karim and Hasan (2006) mention that reading accessed is how the readers can get the books and read them. Reading accessed had no correlation with the reading comprehension sub-skill means that no matter how the students get the book, it did not have any influence in answering the answer. Reading accessed did not guarantee that students can read better than anyone else. That is why reading accessed had no significant correlation with reading comprehension sub-skills.

In printed book classes, reading attitude had a strong significant correlation with almost all sub-skills of reading comprehension achievement. Nevertheless, it did not have any significant correlation with recalling word meanings. It means that students reading attitude do not help them in memorizing the vocabulary of the language which has a similar meaning. That is why, reading attitude did not have any correlation with recalling word meanings. Furthermore, reading frequency had a significant correlation with all sub-skills of reading comprehension achievement in literal level of comprehension. But, it did not have any correlation with the sub-skills of reading comprehension achievement in interpretative level. Ganoa and Gonzalez (2011) mention that reading frequency is the total number at which the person reports to read books in their spare times. In this result, it can be interpreted that reading frequency only help students

in identifying the information given from the text. Unfortunately, it did not give a big impact in understanding the whole information from the text. That is why, reading frequency had only significant correlation with the sub-skills in literal comprehension. Furthermore, books read by the students and reading accessed did not have any significant correlation with all sub-skills in reading comprehension achievement. Igbokwe, et al. (2012) state in their findings that students nowadays preferred reading book for pleasure (novel, magazine, comic, etc.) rather than academics book. That is why, books read by the students did not have any correlation with the sub-skills of reading comprehension achievement.

Conclusively, the use of e-book has a very good influence in reading habit and reading comprehension achievement of the eleventh graders of SMA Xaverius 1 Palembang. Grant (2004) mentions that the electronic book is useful in building students' comprehension, in term of comprehending text/passage. Moreover, Picton (2014) in his findings say that students prefer reading on screen rather than on printed material, which lead to the efficient used of e-books. Furthermore, he also mentions that students who read e-books have a better score in reading achievement than students who do not. In brief, the availability of e-books can help students in improving their reading habit which can lead to the improvement of reading comprehension achievement.

## **CONCLUSION AND SUGGESTIONS**

Based on the findings, four conclusions were drawn. First, it can

be concluded that e-books help students in improving their reading habit because there was significant different in reading habit between the eleventh-graders who use e-books and those who used printed books. Second, e-books also help students in improving their reading comprehension achievement because there was a significant different in reading comprehension achievement between the eleventh-graders who use e-books and those who used printed books. Third, there was a significant correlation between reading habit and reading comprehension achievement of the eleventh-graders of SMA Xaverius 1 Palembang. Therefore, if the students have a good reading habit, it will lead them to a good achievement in reading comprehension test. The last conclusion is that each aspect in reading habit also have a significant correlation with reading habit. Nevertheless, aspect which has the strongest correlation with reading comprehension achievement is reading attitude. After that, it is followed by books read by the students, reading frequency, and reading accessed in sequence.

From this descriptive survey design study, some suggestions were offered to the English teacher and students. First, it is suggested that the English teachers ideally should make use of the existence of electronic technology in teaching and learning process. By involving the electronic technology, the students will know that learning is not just paper based all the time, because by the time goes by, the electronic technology will also becomes human need. Therefore, it is highly suggested to the English teachers in SMA Xaverius 1 Palembang to use electronic book in

teaching reading comprehension because it help students in exploring more books than the others. Moreover, the availability of electronic books in their electronic will also open a very wide chance to the students in reading them efficiently. Second, It is also suggested to the students to be more aware of the importance of English and be more active to practice their English especially in reading. Because reading is the window of the world and a good reading habit will lead the students to a good achievement in reading comprehension achievement. They can start with a simple thing such as reading short story, newspaper in English, magazines, novels, or comic. Additionally, they should master some vocabulary in order to help them to comprehend the text.

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#### **About the Author:**

Selly has completed her Undergraduate study at the English Education Study Program, FKIP, Sriwijaya University. Now she teaches at an English course in Palembang.