

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

SKRIPSI

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND LITERATURE
BOSOWA UNIVERSITY
2023**

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Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S.Pd) in English Education Study Program

By

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PERNYATAAN

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E-Book System on the Twelfth grade at SMA
Bosowa School Makassar*

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ABSTRACT

Zhalsabila Putri Cantika, 2023. *Improving Students' Literacy Reading Skill Using E-Book System on the Twelfth Grade at SMA Bosowa School Makassar*. Skripsi, English Language Education Study Program. (supervised by Hj. St. Haliah Batau, S.S.,M,Hum and Dr. Muliati S.Pd.,M.Hum.,M.Ed).

This study aimed to determine the improving students' Literacy Reading skill Using E-Book System of twelfth grade students of SMA Bosowa School Makassar.

This study used a pre-experimental method. The Subject of this study were students of twelfth grade SMA Bosowa School Makassar semeste ganjil 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 students' reading ability after the research was conducted, there is a significant influence of using E-Book System on students' reading skill. Based on the results of the data analysis, it can be seen that the students' 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 skill are improved. 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, students' ability, reading text

ABSTRAK

Zhalsabila Putri Cantika, 2023. *Improving Students' Literacy Reading Skill Using E-Book System on the Twelfth Grade at SMA Bosowa School Makassar*. Skripsi, English Language Education Study Program. (supervised by Hj. St. Haliah Batau, S.S.,M,Hum and Dr. Muliati S.Pd.,M.Hum.,M.Ed).

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan literasi membaca siswa menggunakan sistem E-Book siswa kelas XII SMA Bosowa School Makassar.

Penelitian ini menggunakan metode pra eksperimen. Subyek penelitian ini adalah siswa kelas XII SMA Bosowa School Makassar semester ganjil tahun ajaran 2023/2024, dengan menggunakan sample sebanyak 10 siswa. Pengumpulan data berupa teks bacaan dengan menggunakan E-Book System.

Data penelitian ini yang dikumpulkan melalui tes menunjukkan bahwa kemampuan membaca siswa setelah dilakukan penelitian, terdapat pengaruh yang signifikan penggunaan E-Book system terhadap keterampilan membaca siswa. Berdasarkan hasil analisis data terlihat bahwa hasil belajar siswa pada pre-test 64,00. Kemudian setelah mendapatkan treatment, nilai pre-test siswa meningkat menjadi 85,55 pada post-test. Dapat disimpulkan bahwa keterampilan membaca siswa meningkat pada siswa. Dengan demikian dapat disimpulkan bahwa dengan menggunakan E-Book System dapat meningkatkan kemampuan belajar siswa dalam membaca teks bahasa Inggris di SMA Bosowa School Makassar.

Kata Kunci : E-Book System, kemampuan siswa, teks bacaan.

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Makassar, September 2023

The Writer



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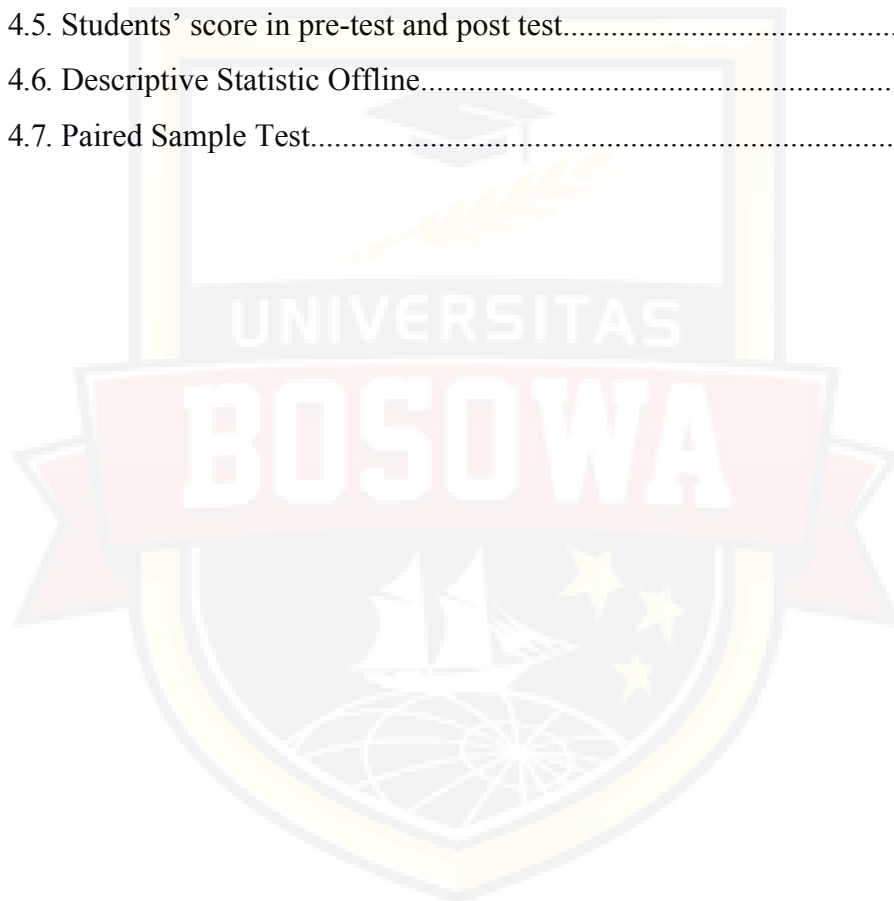
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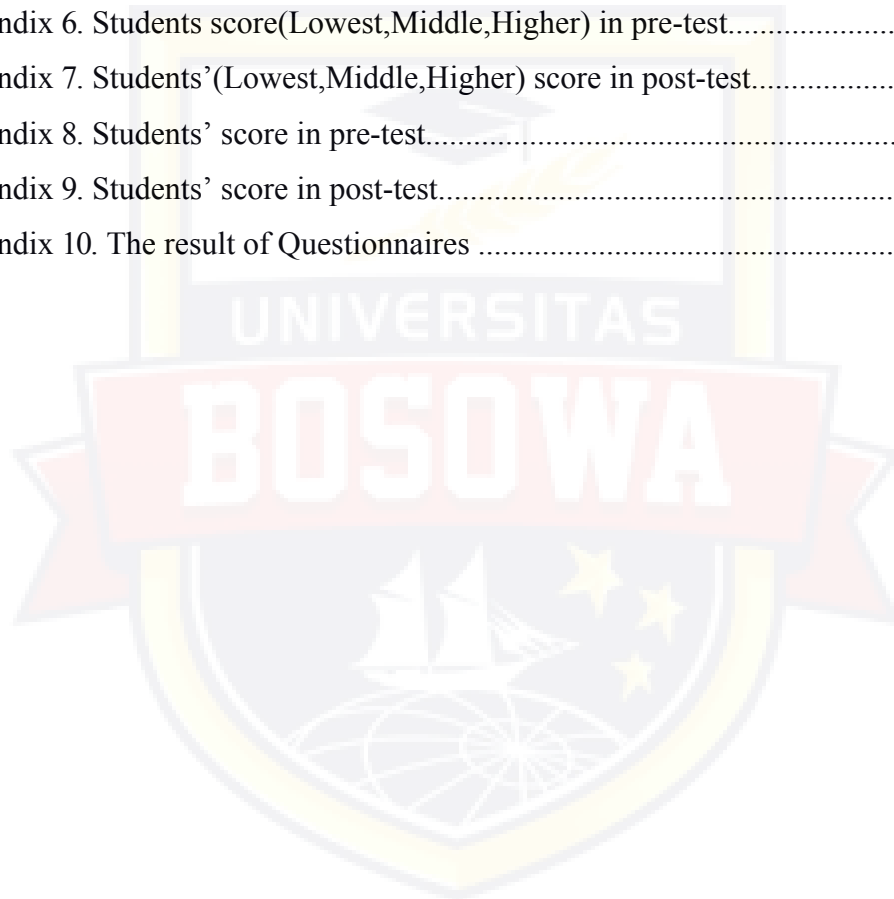
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CHAPTER I

INTRODUCTION

This chapter contains about background of the research, research question, objective of the research, significance of the research, and scope of the research.

A. Background

The ability to read and write is one of the parameters indicating the social and educational level of the country. While this looks good with over two hundred countries in the world, Indonesia still needs a raise in the global literacy ranking. According to Agoestyowati (2018), the most recent ranking based on data from the World Most Literate Nations compiled by Central Connecticut State University in 2016, Indonesian literacy ranks 59th out of 61 countries. Indonesia is one of the countries with the lowest literacy rates in Asia. This fact is based on descriptive research, testing a number of aspects. This survey covers five categories, namely: library, newspaper, education system contribution, education system score, and computer accessibility. Data from five figures show that Indonesia's reading interest is actually quite worrying. Efforts are needed to remedy this, one of which is the provision of reading material that can be read.

There are four essential skills for all students to master English fluently. According to Sadiku (2015), for the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. The four basic English skills are the main foundation that must be completely solid for students to be able to speak English; these four basic skills have their ways of learning for students to master them. For this reason, many

learning media can be used for students to make learning English easier.

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 easy to carry everywhere (Octamela, at. all 2019).

From the problems that have been explained, The title of the Skripsi **“Improving Students’ Literacy Reading Skill Using E-Book System on the Twelfth Grade at SMA Bosowa School Makassar”**

B. Research Question

Based on the previous background above, the researcher formulates research question as follow:

1. Does the use of an E-Book System improve students' literacy reading skills at SMA Bosowa School Makassar?
2. Does literacy reading increase students' interest in reading at SMA Bosowa School Makassar?

C. Objective of the Research

Based on the research question above, there are two objectives of the research:

1. To improve students' literacy reading skill using E-Book System.
2. Increase students' interest in reading using E-Book System

D. Significance of the Research

The result of this proposal provide theoretically and practically for: teacher, students, next researchers, the school, and reader.

1. Theoretical uses

The theoretical benefit of this research is that it can add and strengthen existing theories, especially regarding the role of school literacy activities in increasing interest in reading. Other than it is hoped that these results can expand the repertoire of literature, the role of activities literacy in increasing students' interest in reading.

2. Practical significance

The result of this research provides useful information for: teacher, students, researchers, school, and readers.

For Teacher :

1. For teachers, it could be useful for English teachers at senior High School level to get information about introducing an E-Book System to improve students' literacy reading skills.

2. For Students:

For students, it will give effect to students' skills and become more motivated in reading English book.

3. Next Researchers:

For the other researchers, it would give information this proposal to do the further writer.

4. For the School:

This research can be used as a reference for improving students' reading skills and achievement for schools.

5. For the Reader:

This research is expected to help contribute thoughts to the reader in particular in the using E-Book System to improve students' literacy reading skill.

E. Scope of the Research

The writer focuses on high school students of SMA Bosowa School Makassar. Improving students' reading English book. Therefore, the researcher will use the E-Book System to attract students' reading skill.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher discusses the review of some theories related to reading skills using the E-Book System to attract students' reading skills.

A. Theoretical Review

1. The Definition of Reading

According to Nurhadi (2016:2) reading is the process of processing reading critically-creatively done by the reader to gain understanding thorough review of the reading, followed by an assessment of the circumstances, the value, function, and impact of the reading. According to Ana Widyastuti (2017:2) "Reading is an activity that involves auditive elements (hearing) and visual (observation). The ability to read begins when children are happy explore books by holding or flipping through language books is the main means of communication for children to express their wishes and feelings his needs. Reading is decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product. Besides speaking, listening, and writing, one of the skills in English is Reading. This is a way to understand the written messages.

Reading is the first direct communication of students to obtain their language development. After listening and speaking, students further goes to school where they first learn to read before writing. Reading is one of the basic communicative skills, but it is a very complex process. It is difficult to arrive at a

precise definition of the reading process. Reading is more than just assigning foreign language sounds to the written word, it requires the comprehension of what is written. Students differ in their ability to read their native language, and these same differences reappear in their ability to read a second language.

Reading is the meaningful interpretation of printed or written verbal symbols. Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world.

Reading is the ability to process the written from what has been read, and then develop and construct the ideas in main depend on the experience or prior knowledge of the reader, reading also be supposed to be the ability to relate writer's words to personal experience, along with the adequate attached to those experiences and facilitate in utilizing words recognition clues. The printed page itself has no meaning. It is only the written paper the meaning come from the mind of the reader. From the definition above, it is included that reading is defined as an activity when people look at the text and able to interpret the meaning of that written symbol.

2. Kinds of Reading

English language teaching, there are three kinds of reading, namely reading aloud, silent reading, and speed reading. In this research, the researcher uses silent reading to improving students' understanding the meaning from the text.

a. Reading aloud

This is the important things that must to do as the reader, where the students who are known as the reader aloud, because it can teach students or reader how to practice their tongue about how to pronounce every word found in the text. According to tinker, reading aloud is a kind of reading where a reader expressed orally word in the text. The purpose of the reading aloud is to improve the student's ability in pronouncing the words, stressing the word and having good information about every sentence in the passage. Reading aloud is a wonderful skill to master and will serve you well on many different levels. Not only will this help you comprehend what you are reading, it will also allow you to listen back for your voice. Hearing your voice will assist you in identifying your unique writing voice.

b. Silent Reading

This is reading activity that doesn't need word to pronounce because the reader needs to finding out the meaning from the text. The reader has full concentrate with what they read and it needs much attention. Silent reading is the essential first step in breaking students from the habit of devoting all attention to the precise decoding of the shapes and sounds of letters.

Phrase reading, timed reading, and guessing activities are likewise useful. As an example of a possible text selected for the elementary reader, we have adapted a reading passage prepared initially for third grade native speakers with reading problems. In exercises in which students talk about their reading, the can each other with new words.

In addition, pre reading activities led by the teacher may include discussion of some of the new terms-not as vocabulary building per se, but as background information. Silent reading improves students' understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. When students read silently, they can form mental pictures of the topic being discussed. This is called reading efficiency, and it will help your students to read any text with maximum attention to meaning.

c. Speed Reading

This speed reading is the activity that the reader required to find out faster of the meaning or how to the reader can understand what the text talk about. Also, the reader can find the main ideas, supporting idea, or the ideas of the text faster.

This kinds reading is use to improve speed and comprehension in reading. This skill of speed reading must run side with the main purpose of reading that is comprehension. The rate of reading speed, however, depends on the kinds of reading material. The rate of reading story of narration will be different from the reading a scientific material.

3. Technique for Teaching Reading

Any of the activities listed here can be used in isolation, but Phillips points out that a whole range of practice activities might be use in concert to integrate individual skills so that higher levels of proficiency might be achieved. She has developed a five-stage plan for reading instruction that can be used either in the classroom, in individualized instructional settings, or in computer-adaptive instruction. The five stages she identifies are:

1) A Pre teaching/Preparation Stage. This important first step helps develop skills in anticipation and prediction for the reading of graphic material. Phillips points out that students need to build expectancies for the material that they are about read. Some activities Phillips recommends for this first stage of reading include:

- a. Brainstorming to generate ideas that have a high probability of occurrence in the text.
- b. Looking at visual, headlines, titles, charts, or other contextual aids that are provided with the text.
- c. Predicting or hypothesizing on the basis of the little or first line of a text what significance it might have or what might come next.

2) Skimming/Scanning Stage. Both of these steps are distinct processes involving, as we saw earlier, getting the gist (skimming) and locating specific information (scanning). Phillips points out that skilled readers do scanning while attempting to skim a text; however, she feels that practice is needed in each skill for second language students.

3) Decoding/Intensive Reading Stage. Phillips maintains that this stage is most necessary when students are “learning to read” rather than “reading to learn”. Decoding involves guessing from content the meaning of unknown words or phrases and may be needed at the word or discourse level. Readers need to be taught not only how to guess the meaning of content words, but also how to interpret the force of connectors, determine the relationship among sentences or sentence element, and the like.

4) Comprehension Stage. In this step, comprehension checks of various sorts are

made to determine if students have achieved their reading purpose(s). Phillips feels that reading comprehension exercises should (a) not confound the reading skill with other skills, such as writing, listening, or speaking if they are to be considered pure tests of reading comprehension, and (b) reading comprehension checks should project the reader through several phases of the reading process.

5) Transferable/Integrating Skills. In this final stage of teaching reading, Phillips maintains the exercises should be used that help students go beyond the confines of the specific passage to enhance skills and effective reading strategies per se, exercises that encourage contextual guessing, selective reading for main ideas, appropriate dictionary usage, and effective rereading strategies to confirm hypotheses are among those identified as especially helpful in this stage. That is the stages or techniques undertaken to teach reading, because by using the techniques above students are able to easily understand the reading text, train students' critical thinking, and can answer questions in the text well. With the techniques and the stages, students will also be more active in the learning process. The teacher also easily give direction to students, especially in process of learning to read.

4. The importance of Reading

Most Scholars would agree that reading is one of the most important skills for educational and professional success. Reading reinforces the learners other language skills. Krashen confirms that those who read more, have larger vocabularies, do better on test of grammar and write better.

Chastian while accepting the significance of reading for meaning claimed

that all reading activities serve to facilitate communication fluency in each on the other language skill. According to Eskey, in advanced levels of second language the ability to read the written language at a reasonable rate and with good comprehension has long been recognized to be as oral skills if not more important. A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice.

The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. We read a dictionary in a different way from the way we read a novel. In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading and the purpose that reading has in their lives.

5. The Defenition of Literacy

Literacy is the ability to read and write in at least one language. so just about everyone in developed countries is literate in the basic sense. Literacy is a move within a discourse practice. When people engage in literate action, they are doing more than encoding or producing text. Like any social practice, it has a history with a set of expectations and social conventions.

The literacy of Indonesian learners is still low. The study by PISA (Fenanlampir et al., 2019) shows that Indonesian students are the 3rd ranking from the bottom on the scores of PISA (mathematics, NSS, and reading).

6. Types of Literacy

In this case, although the use of the term literacy is very plural, basically

the term still refers to a person's basic ability to read and write, referring to literacy, the following are several types of literacy, namely :

- a. Early literacy, is a person's ability to pay attention, master spoken language, and communicate through visual and oral forms obtained from the experience of interacting with his social environment at home. Communication with the mother tongue is one of the experiences of students that will be the foundation for the development of basic literacy.
- b. Basic literacy, is the ability to listen, speak, read, write, calculate related to analytical skills to convey information based on personal understanding.
- c. Media literacy, namely the ability to know various forms of different media, such as print media, electronic media (radio media, television media), digital media (internet media), and understand the purpose of their use.
- d. Library literacy, is the ability to understand and distinguish fiction and non-fiction written works, understand how to use catalogs and indexes, and the ability to understand information when writing and researching works.
- e. Technology literacy, namely the ability to understand the completeness that follows technology such as hardware (hardware), software (software), as well as ethics and etiquette in using technology. Next, the ability to understand technology for printing, presenting, and accessing the internet. In practice, there is also an understanding of using computer (computer literacy) which including turning on and off computer, storing and managing data and operating software programs. In line with the flood of information due to current technological developments, a good understanding is needed in managing the information

needed by the community.

1. Visual literacy, is an advanced understanding between media literacy and technological literacy, which develops learning abilities and needs by utilizing visual and audiovisual materials critically and with dignity. Interpretation of unstopable visual material, whether in print, auditory, or digital (a combination of the three is called multimodal text), needs to be managed propriety because there are many.

2. Media literacy is the ability to know and understand various forms of media electronic media, print media and others and understand how to use each of these media.

3. Computer literacy, in general, can be interpreted as being familiar with computer devices and being able to create and manipulate documents, as well as being familiar with e-mail and the internet.

4. Network literacy, is the skill to determine access to and use of information in a networked environment at the regional and international levels.

7. Defenition of E-Book System

E-book or digital books are “ a publication consisting of text,images, as well as sound and published in digital form that can be read on a computer or device other electronics such as android, smartphone, or tablet," (Mentari, et al., 2018: 131) or E-Book is a version digital from printed books. (Boskurt, et al., 2016: 664) If a printed book consists of a collection of papers containing text or pictures, while the e-book contains digital information that can also be in the form

of text or images. (Widodo,2016:1).

8. Characteristics of an E-Book

For starters, E-Book are files that you can read on a digital device – a tablet, smartphone, computer, etc. But again, considering other files *can* be read on digital devices (i.e. word documents) E-Book have specific characteristics that differentiate them.

a. E-Book shouldn't be editable

One distinct characteristic of an E-Book the text should not be editable. An E-Book should always be converted into a format that ensures it's uneditable. With thousands of people having access to it on digital devices, people could potentially change any content without the author's permission. So, in order to qualify as an actual E-Book, text should not be able to be changed in any way, just like a paperback book.

b. E-Book are reflowable (with an exception)

Another important characteristic is that true E-Book should be reflowable. This means that no matter what the size of the screen you're viewing the E-Book on, it will always fit your screen text will remain formatted with line breaks and chapters and images will resize to fit the proportions of the device you're reading on. There is one exception though: PDF. Considering PDF can't be edited, but they aren't reflowable, they technically don't qualify as E-Book according to the characteristics that differentiate E-Book. But with businesses taking advantage of the ease of PDF downloads and distribution, PDF have become unofficial E-Book

and are still widely used E-Book formats.

9. Advantages of E-Book compared to paper

E-books are becoming a reading trend present and future books will continue to be in demand. (Prasetya, et al.,2018: 24) E-Book as digital products besides having advantages of course as well have a weekness. Below will explained the advantages and disadvantages of the E-Book. Among the advantages :

- a. More practical and easy carried everywhere. As long as human carrying electronic devices; smart phones, laptops, tablets and so on so humans can read e-books which can be available hundreds in it, so wherever and whenever humans can read. (Ruddamayanti, 2019: 1198) This means that there is an E-Book make reading activities efficient and effective.
- b. Users can carry hundreds of books anywhere they go. Moreover, E-Book are stored in the reader's online personal account.
- c. E-book are available with search option and hence they can easily look up for any information instead of wasting time turning page after page. One can also bookmark the page after search.
- d. Most of the E-Book are cloud based. Hence writers or authors can update the connects online immediately. Due to this, readers can access update content online. The process avoids investment on re-printing costs and saves time.

10. Disadvantages of an E-Book

- a. E-book require power source i.e. battery. As a result, if battery is not charged

and power source is not available, reader is deprived of access of E-Book.

This creates lot of inconvenience.

- b. Files cannot download if appropriate software is not installed on E-Book devices.
- c. Notifications on the E-Book distract the readers. This is observed more in phone or tablet.
- d. Technologies are evolving very fast. E-Book are required to be upgraded accordingly. Failing so, will lead to risk of losing saved files or books and formatting of documents.
- e. There are health issues while reading during night time mostly on tablets and with backlit e-readers. It can cause sleep deficiency, eye strain and or damage health.

11. Definition of Kindle Book Application

Kindle, a portable wireless electronic reader (e-reader) device produced by the American company Amazon.com. The first Kindles were released in 2007. Amazon's Kindles are the most popular e-readers, and Amazon's E-Book are estimated to make up two-thirds of the electronic book (E-Book) market.

12. Advantages of Using a Kindle Book Application

- a. Convenience

One of the biggest advantages of using a Kindle is the convenience. A Kindle Paperwhite (the most successful model of the Kindle) weighs just about 205 grams (0.45 lbs). On the contrary, an average book sold on Amazon printed in the USA weighs about 450 grams (about 1 lb) and contains 330 pages.

So, Kindle not only weighs lighter than a physical book but it can also store and provide access to thousands of books without any further addition of weight.

b. Access to Thousands of Books Anytime

You can access literally thousands of books at any given point in time if you are using a Kindle. In fact, I did a detailed assessment of exactly how many books can you store on a Kindle. It turns out, you can easily store about 1500 to 1800 books on an 8 GB version of a Kindle! The 32 GB variant allows you to store many more books. It is nearly impossible to have access to these many books if you read physical books. Furthermore, even if you do decide to purchase over a thousand physical books, storing and maintenance can become a huge issue! Plus, finding the location of a specific book becomes a big problem as your books increase in quantity.

c. Perfect for Traveling

The fact that the Kindle is really convenient to carry with you, and you get access to thousands of books at any given point in time, makes the Kindle a perfect travel companion for a bibliophile. Think about it when you are traveling, you can access more than just a few books without adding weight to your luggage if you are using a Kindle on the other hand, you can barely carry 2 or 3 of your favorite physical books. And, if you run out of books, ordering a book is really convenient on a Kindle.

d. Kindle is Waterproof

Another advantage to reading on a Kindle is that it is waterproof. Meaning, the Kindle should work just fine, if you accidentally drop it in shallow water for a

few minutes. You obviously can't drop a physical book in water without damaging the book. This makes Kindle a great option when you are reading by the pool or on the beach. One thing to note here is that a Kindle won't survive underwater for more than a few minutes. Whereas a book could probably be salvaged and the damage would be similar irrespective of how long it has been exposed to the water.

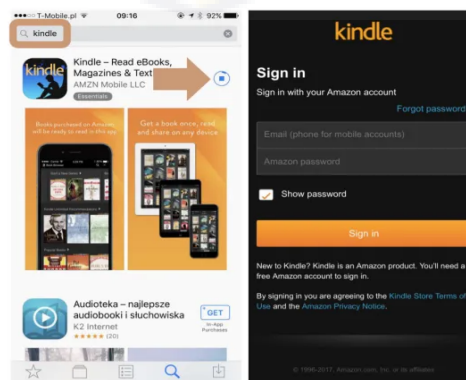
e. Read Books for FREE

Another advantage of reading books on Kindle is the access to free books. You can literally find hundreds of FREE book on kindle. Furthermore, there are a few ninja ways to get the same book for a cheaper price. For instance, you can try to change the country of your Amazon store location. Some books are offered at a cheaper price in other countries.

13. How to put my Kindle books on the Android and iPhone

One of the biggest advantages Kindle has over other e-readers is that it integrates directly with the Amazon store. We can read thousands of books on kindle book. Here's how to use it Kindle App :

1. Download Kindle app for Ios or Android



On your iPad or iPhone, go to the App Store – the app with all applications

available for the iOS and Android (iOS is an operating system of the iPad and iPhone). Use the search feature to find the Kindle app. Tap Get button, and wait until the download is complete (see screenshot above, on the left).

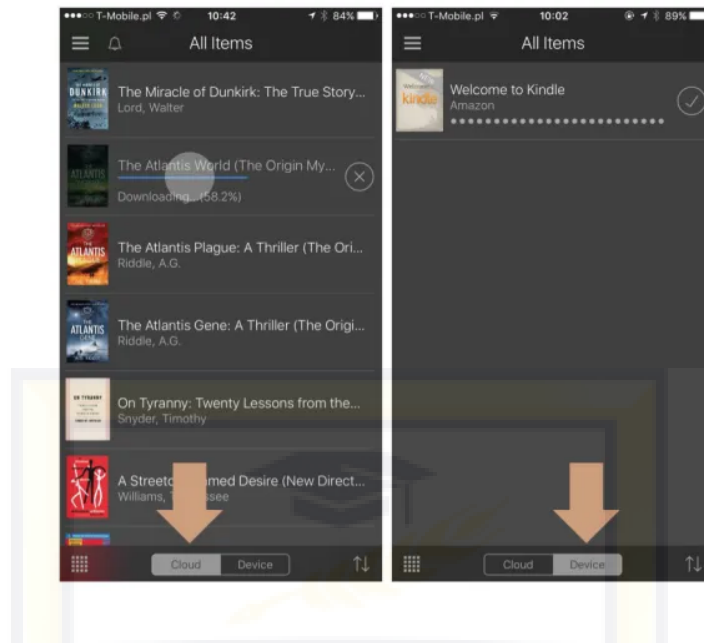
2. Register the Kindle App with your Amazon account

Type the email and password combination you are using to sign in to your account in the Amazon online store. If you have more than one Amazon account, make sure to choose the one you're signed in on your Kindle e-reader. You used this account to buy the Kindle in the Amazon store.

When your Kindle e-reader and Kindle app for iOS are connected to the same Amazon account, all your Kindle books are synced via Amazon servers, just like all your Gmail messages are synced via Google servers, no matter which computer you choose to connect to it.

3. Import only the books you want

Are you afraid that the moment you start syncing your Kindle and Kindle for iOS, all your Kindle E-Book will download automatically and when you open the Kindle app, you'll see two tabs at the bottom: Cloud and Device.



Cloud tab

When you tap the Cloud button, you'll see all the books that are stored in your Kindle cloud library.

The list includes all the books that you have added to your *Amazon account*:

- a. The ones you bought in the Kindle Store,
- b. The ones you sideloaded to your Kindle or a Kindle app on another device - these personal documents are synced between devices, too

Although you see these books in your Kindle app for iPad or iPhone, they are not downloaded to the device yet. You can do it easily, by tapping the book (see the screenshot above, on the left).

Device tab

Your Kindle app comes with just one document that is pre-downloaded. It's a simple guide with a few tips to get you started. Once you download any book from the Cloud tab, it will appear in the Device section. Every book

available in the Device tab can be accessed offline, which means you open and read it even when your iPad is not connected to the internet. I suggest you don't import all the books to the Kindle for iOS.

There is no need to do that. Download only the titles you are reading right now or going to read next (plus the custom dictionary, if you are using it). It could be a few of them, even a few hundred, but think twice before packing the Kindle app with thousands of E-Book you're not going to read anytime soon.

B. The Previous Related Research Findings

Today's technological sophistication not only contributes to the industrial-economic field but is also used as a valuable tool for learning design and can contribute a lot to the way students learn and how teachers teach. Technology has also transformed printed books into electronic ones. With several advantages of e-books, they become learning tools that are taken into account in the digital era. Sackstein, Spark, & Jenkins (2015) stated that tablets and E-Book are suitable tools for reading and learning, and can, therefore, be used for academic work. There are also many e-readers access e-books from various sources via the web and read it from multiple platforms. A research on The Netherlands quoted from the journal entitled *A Study Of E-Book And Utilization By University Students And Faculties In Kenya* shows that “with the development of E-Book, e-readers and tablets sold – the world books are becoming increasingly digital.

Digital era is not about humans willing or no and not an option either rather it has become a consequence of future technological developments always moving like ocean currents always running in the middle of human life, so there is no option other – besides controlling and mastering the technology itself with best and true to be of great benefit. (Setiawan, 2017: 1).

(Saleh, et al., 2015: 2) There are various kinds of E-Book formats popular among others; plain text, pdf, jpeg, doc lit and html. Each format has advantages and disadvantages respectively, and also depending on tool used for reading the electronic book.

According to Szapkiw (2012) in her Doctoral dissertation and project under the title “Do students using electronic books display different reading comprehension and motivation levels than students using traditional print books?” has shown that there are no significant differences in either reading comprehension and motivation levels based on the book format. On the other hand, Reid (2016) in his Thesis “E-Book and Print books can have different effects on literacy comprehension” has shown different English with previous researchers. He was shown that “E-Book contain engaging reading features that help students improve reading comprehension. Multiple implications will help teachers improve their curriculum with the used of E-Book along with professional development”.

The same thing was said to Jeong (2012), in his thesis “A comparison of the influence of electronic books and paper books on reading comprehension, eye fatigue, and perception” has found that there is compared to E-Book, pbook appears to enable better in reading comprehension and has a significant effect on

quiz scores. Amjad M in his journal *College Students' Usage of and Preferences for print and Electronic Textbooks* (2019) showed that the highest percentage of students spend between 1 to 3 hours a week on reading which used E-Book. However, for e-textbooks, the highest percentage of students spend only less than 1 hour per week on reading concluded that. This part deals with the interpretation of the findings.

E-Book are sometimes produced without a printed version being produced commercially and sold intended specifically to be read by E-Book readers or called e-readers. However, because of the sophistication of today's digital era – almost any electronic device has a display screen that can controlled, including computer and almost all smartphones, can use or read e-books through it. (Jack, 2014:2)

C. Conceptual Framework

The conceptual framework of this research will be presented in the following diagram:

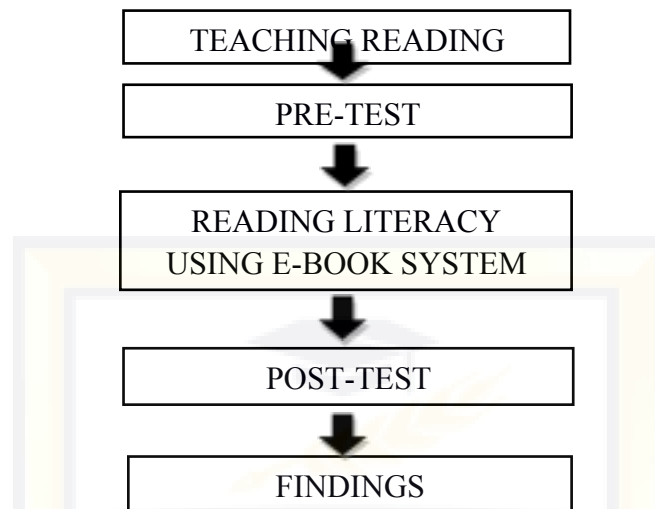


Table 2.1 Frame of Conceptual Framework

1. Teaching Reading

Refer to teaching reading was given by using E-Book System. The researcher introduced the Kindle Application to the students in the learning proses, then asked students to read English book that had been prepared.

2. Reading literacy

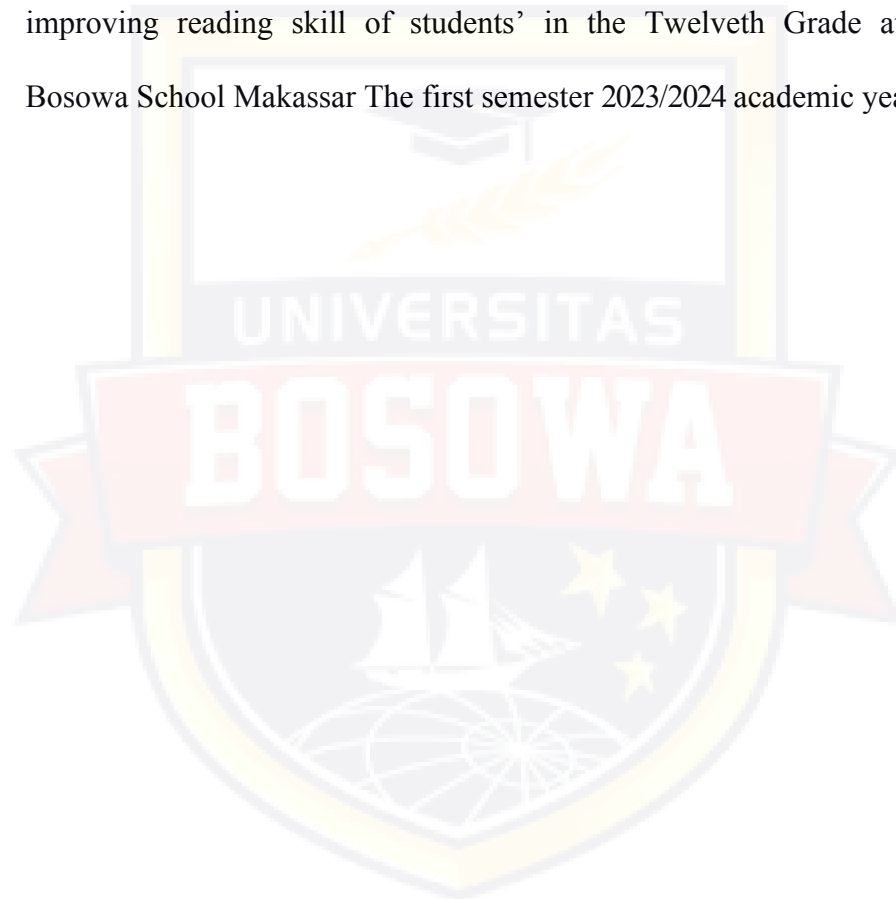
Refers to teaching using E-Book System in learning English after the pre-test and post-test has established its impact on students' abilities, especially their ability to read.

D. Hypothesis

The research hypothesis is formulated as follows:

Ho : There is no enhance of using E-Book System as teaching media in Reading skill of students' in the Twelveth Grade at SMA Bosowa School Makassar The first semester 2023/2024 academic year.

H1 : There is an enhance of using E-Book System as teaching media to improving reading skill of students' in the Twelveth Grade at SMA Bosowa School Makassar The first semester 2023/2024 academic year.



CHAPTER III

RESEARCH METHOD

This chapter contains research design, location of the research, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

In research design the researcher was pre-experimental design in this research with one group pre-test and post-test. Pre-experimental design is a research method that happens before the true experiment and determines how the researcher's intervention will affect the experiment. this presented as follow:

Pre-Test	Using E-Book System	Post-Test
O ₁	X	O ₂

Where: E = Experimental

O₁= Pre-test

X = Treatment

O₂ = Post-test

For this design, the students are firstly given pre-test and followed by treatment and finally with post-test.

B. Time and Location of the Research

This Research conducted at SMA Bosowa School Makassar Sub-district of Jl. Lanto Dg. Pasewang No. 49-51 , Kec. Makassar, of Makassar city of South Sulawesi.

C. Population and Research Sample

1. Population

The population in this research was all the students of Twelveth Grade of SMA Bosowa School Makassar in the 2023/2024 academic year.

2. Sample

The researcher took one class that have been formed in the school to be observed. The sample of this research was the students of class XII at SMA Bosowa School Makassar in 2023/2024 academic year which amounts to 10 students.

D. Research Variable and Operational Definition

There are 2 variable namely :

1. Variable of the Research

In this research, there are two variables namely:

a. Independent Variable

Independent variable of the research is the use of E-Book System.

b. Dependent Variable

Dependent variable is to improving students' reading literacy skills.

E. Operational Definition of Variable

To prevent a bias interpretation, especially related to the terms used in this study, operational definitions of the variables are formulated as follows:

1. Reading Skill

Richards and Schmidt (2002) define reading skill as abilities required for skillful reading, such as discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction, particularly with adults. These skills are sometimes taught separately.

The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of reading activity.

Parmawati and Yugafiati (2017) states that reading means dealing with language message in written or printed form. Reading is an activity that provides a lot of insight and knowledge (Hidayah, 2012). These insights and knowledge are available in various information media such as magazines, newspapers, until the unlimited media such as the internet. Another definition of reading is an activity of observing a series of written symbols and then reaching an understanding from it. Whenever read, we always use our vision to accept the written symbols, such as letters and punctuations. Then send them to the brain so that all the symbols change into words, sentences, or even paragraphs that communicate something. Reading consists of two ways. Those are read silently and read aloud. Read silently is a technique of reading without sound and is usually used when we want

to comprehend a text. While, read aloud triggers us to play an active role in the learning process.

Reading comprehension needs to be given more attention, particularly in EFL classes (Robinson, et al., 2019). The indicators that denote the success of students' reading comprehension are their ability to respond and convert the information that is presented in the text. This is the reason why students are often tested through a test with a list of reading texts where they are asked to answer some questions related to the texts. Meanwhile, a study conducted by Qrquez & Rashid (2017) found that students in Yarmouk University faced the difficulties of reading comprehension in terms of ambiguous words, and unfamiliar vocabulary found in the text. This will for sure leads them to difficulties in comprehending the reading text, which can result retardation in mastering the other basic skills in English.

2. E-Book System

Associating books with libraries - books are an essential part of library. With the digital era, the books in the library digital ones can be turned into E-Book (electronic book / digital book). Even, does not rule out all possibilities print collection in the library converted into E-Book. Because, if examined again there is a digital library in breadth of coverage – one of its goals want to achieve is to change the book print to digital book Of course, these changes are inseparable of the long process to go through although there are advantages and disadvantages in some ways. Additionally, with the digital age makes things easier. Digitization of books certainly has implications which is worth knowing. Knowing it will

certainly give birth to its own awareness for every human being about ease of reading access so there's no longer any reason not to read of course anywhere and anytime. The process of transferring knowledge from reading it's easier when there are tens or hundreds of E-Book in the smartphone which can be taken anywhere. The problems that arose later, that the digital era that accompanies human life today is wrong one benefit can change the book print into an E-book, in fact the use of E-Book is not fully seen as something that is owned sheer advantages that of course have implications for human life daily. However, there are also undeniable drawbacks also. This is certainly worth studying how to use the E-Book seen as beneficial humans but also has its drawbacks so that humans can determine his attitude in viewing the E-Book. Based on the description above, then This research seeks to describe how E-Book are used in the digital era, especially regarding the advantages and disadvantages of E-Book the use of the E-Book itself in the era digital and what are the implications of the use of E-Book in the digital era towards everyday human life (Nasrul M, 2020).

F. Procedure of Collecting Data

The researcher used two kinds of test as an instrument of collecting data that is pre-test and post-test is given to find out the initial ability before conducting the material. And the post-test is held to find out their reading ability. The procedure of data collection is presented in chronological order as follows:

1. Pre-Test

Before doing treatment, pre-test was be administrated to the students' spending 30 minutes. The researcher given the students' I reading test is to know the students' ability previous knowledge in reading.

2. Treatment

The researcher gave the treatment, and the researcher was explain the material about the reading literacy by using E-Book System as a teaching media. Conducted in 2 meetings, namely:

1. At the first meeting, the researcher directing students' to read English book on the E-Book System with the title " The Old Man and The Sea" within 30 minutes.
2. At the second meeting, the researcher directing students to read English Book on the E-Book System with the title "The Pyschology of Money" within 30 minutes.
3. Post-test

After conducted the treatment, the researcher gave post-test to the students' (the procedure was be the same as in the pre-test) for 30 minutes to see the students' reading skill after giving treatment.

G. Technique of Data Analysis

The collecting data through the test used inferential statistic percentage score was also used to know the students' ability :

1. Correct answer of pre-test and post-test

(Sudjana : 2010:44)

2. Classifying the score of the students' answer into the following scale :

Score	Classification
85-100	Excellent
70-84	Good
60-69	Enough
50-59	Poor
< 50	Very poor

(Nur, 2022:28)

CHAPTER IV

FINDINGS AND DISCUSSION

This Chapter deals with the findings of this writer and the discussion of the findings. The findings which presented in this part consist of the data obtained through test of Reading test in order to identify the outcome using E-Book System at SMA Bosowa School Makassar.

A. Findings

In this section, the writer described the result of data analyze based on the problem statement in the pre-test and post-test. The result of data analysis was found that teaching reading using E-Book System can improve the reading skill of students' at SMA Bosowa School Makassar. Data calculated based on the result of the pre-test and post-test. Futhermore, the reading skill of the students' was using E-Book System could be seen in the following table.

Table 4.1 Students' Score and Classification in Pre-test

No	Students' initial	Score Pre-test	Classification
(1)	(2)	(3)	(4)
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

(Source: SMA Bosowa School Makassar)

Table 4.1 Shows the students' score of Pre-test. Based on the result of the Pre-test we can see that the total of students' were 10 students. There was 1 student got 85 score and categorized as excellent classification, 2 students got 75 score and categorized as good classification , 2 students got 65 score and categorized as enough classification, 2 students got 60 score and categorized as enough classification, 2 students got 55 score and categorized as poor classification and 1 student got 45 score and categorized as very poor classification.

Those to know students' classification in pre-test it can be seen in table 4.2.

Table 4.2 Students' Classification in pre-test

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%
Total			10	100%

(Source: SMA Bosowa School Makassar)

The table 4.2 presents that there was 1 student (10%) who was categorized as an excellent classification, there were 2 students (20%) who were categorized as good classification, there were 4 students (40%) who were categorized as enough classification, there were 2 students (20%) who were categorized as poor classification, and there was 1 student (10%) students who is categorized as very

poor classification. After did the pre-test and provided treatment, the writer did the post-test.

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

Table 4.3 Students' Score and Classification in Post-test

No	Students' Initial	Score Post-test	Classification
(1)	(2)	(3)	(4)
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 4.3 Shows that there were 2 students who got score 100 and categorized an excellent classification, there were 2 students whot got 90 score and categorized an excellent classification, there were 2 students who got 85 score and categorized an excellent classification, there were 2 students who got 80 score and categorized as good classification, there was 1 student who got 75 score and categorized as good classification and there was 1 student who got 70 score and categorized good classification..

Thus, to know students' classification it can be seen in table 4.4 below:

Table 4.4 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	-	-
Total			10	100%

(Source: SMA Bosowa School Makassar)

The table 4.4 presents that out of 10 students, there were 6 students (60%) who were categorized as excellent classification, there were 4 students (40%) who were categorized as good classification, and there was no students who was categorized as enough, poor and very poor classification. After the writer provided the treatment, the students' reading skill improved.

Thus, to know students' score and classification in pre-test and post-test can be seen in table 4.5 :

Table 4.5 The Students' Score in 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

According to the students' table score, the total of students were 10 students' show that score in pre-test that there was 1 student got <50 score and categorized as very poor classification, there were 2 students got (50-59) score and categorized as poor classification, there were 2 students got (60-69) score and categorized as enough classification, there were 2 students got (70-84) score and categorized as good classification, there was 1 student got (85-100) score and categorized an excellent classification.

The score in post-test shows that there were 6 students got (85-100) score and categorized an excellent classification, there were 4 students got (70-84) score and categorized as good classification, and none of the students who was categorized as enough, poor and very poor classification.

The improvement is based on students' result in post-test. In post-test students more interesting in reading ability greatly improved.

After calculating the result and standard deviation were presented in the table 4.6

Table 4.6 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 the pre-test and post-test in this page, it shows that there was 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 entitled "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 and the standard of deviation was 9,846. Furthermore, this result shows that the average value of the post-test was higher than the value of the pre-test.

In this research, the writer conducting the students' score in pre-test and post-test in experimental class and used 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 in pre-test and post-test. The writer used SPSS version 24 to analyze the t-test inferential or significance test.

In this research, the H_0 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 H_1 states that there is

a 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, H_1 accepted and H_0 rejected.

The result and paired sample were presented in the table 4.7

Table 4.7. 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 4.7 that sig. (2-tailed) was 0.000. Based on the result in the table 4.7 which provided that the sig. (2-tailed) table was lower than the level of significance. It means that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Based on the result of the data of pre-test and post-test in paired sample test there was a significant effect of using E-Book System on students' reading skill.

This section also present about the result of questionnaire that given after post-test. There were 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 4.8 The Responses of Questionnaire (%)

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 interesting/ <i>membaca buku pada system E-Book memang menarik.</i>	40%	40%	20%		
10	Through the E-Book System I can grow my vocabulary/ <i>melalui system E-Book saya dapat mengembangkan kosa kata saya.</i>	50%	50%	10%		
11	Through E-Book System improves concentration and the ability to focus/ <i>melalui system E-Book meningkatkan konsentrasi dan kemampuan fokus.</i>	20%	50%	30%		

12	Through the E-Book System, I can improve literacy/ <i>melaui system E-Book, saya dapata meningkatkan literacy.</i>	50%	40%	10%		
13	Reading on E-Book System can improve imagination/ <i>membaca pada system E-Book dapat meningkatkan imajinasi.</i>	70%	20%	10%		
14	Reading on E-Book System, make me feel happy/ <i>membaca di system E-Book, membuat saya merasa senang.</i>	30%	30%	40%		
15	Reading on E-Book System can improve writing skills/ <i>membaca pada system E-Book dapat meningkatkan keterampilan menulis.</i>	20%	40%	20%	10%	10%

Source : Students' Responses of Questionnair

Questionnaire item no.1 it discusses about introducing the E-Book System in the class. There were 50% of the students (5 out of 10), stated that students strongly agreed to introduce the E-Book System in the class. 40% of students (4 out of 10), stated that students agreed to introduce the E-Book System in the class and 10% of the students (1 out of 10), stated that students neutral to introduce the E-Book System in the class.

Questionnaire item no 2. It discusses the use of E-Book System supports the teaching and learning process. The data shows that there were 50% of the (5 out of 10), stated that students strongly agreed the use of E-Book System supports the teaching and learning process, 40% of students (4 out of 10), stated that students agreed the use of E-Book System supports the teaching and learning process, 10% of students (1 out of 10), stated that students neutral the use of E-Book System supports the teaching and learning process.

Questionnaire item no. 3. It discusses about how much students excited reading book on E-Book, there were 50% of the students(5 out of 10), stated that student strongly agreed that they were excited reading book on E-Book, 40%of

students (4 out of 10), stated that students agreed that they were excited reading book on E-Book, 10% of students (1 out of 10), stated that students neutral that they were excited reading book on E-Book.

Questionnaire item no.4. it discusses how much the students interested in reading, there were 30% of the students (3 out of 10) said strongly agreed that they were interested in reading, 30% of the students (3 out of 10) said agreed that they were interested in reading, 40% of students (4 out of 10) said neutral that they were interested in reading.

Questionnaire item no. 5. It discusses about the students' opinion that students enjoy reading on E-Book System. The data shows that there were 20% of the students (2 out of 10) stated strongly agreed that they were enjoy reading on E-Book System, 50% of the students (5 out of 10), stated agreed that they were enjoy reading on E-Book System and 30% of the students (3 out of 10), stated neutral that they were enjoy reading on E-Book System.

Questionnaire item no. 6. It discusses through the E-Book System, the students' can improve their reading skill, there were 30% of the students (3 out of 10) said strongly agreed that they can improve their reading skill through E-Book System, 30% of the students (3 out of 10) said agreed that they can improve their reading skill through E-Book System and 40% of the students (4 out of 10) said neutral that they can improve their reading skill through E-Book System.

Questionnaire item no.7. it discusses through the E-Book System, the students' can improve their reading technique shows that there were 20% of the students (2 out of 10), stated strongly agreed that they can improve their reading

technique, 50% of the students (5 out of 10), stated agreed that they can improve their reading technique and 30% of the students (3 out of 10), stated neutral that they can improve their reading technique.

Questionnaire item no. 8. It discusses how much the students' know many books, the data shows , there were 50% of the students (5 out of 10), said strongly agreed that they were know many books, 40% of the students (4 out of 10), said agreed that they were know many books and 10% of the students (1 out of 10), stated neutral that they were know many books.

Questionnaire item no. 9. It discusses about the students' opinion reading book on E-Book System is interesting. The data shows there were 40% of the students (4 out of 10) stated strongly agreed reading book on E-Book System is interesting , 40% of the students (4 out of 10), stated agreed reading book on E-Book on E-Book System is interesting and 20% of the students (2 out of 10), stated neutral reading on E-Book System is interesting.

Questionnaire item no 10. It discusses how much students can grow their vocabulary. The data shows there were 50% of the students (5 out of 10), said strongly agreed that they can grow their vocabulary, 40% of the students (4 out of 10) , said agreed that they can grow their vocabular and 10% of the students (1 out of 10), said neutral that they can grow their vocabulary.

Questionnaire item no 11. It discusses about through E-Book System improves concentration and the ability to focus. The data shows that there were 20% of the students (2 out of 10), stated strongly agreed through E-Book System the students can improves concentration and the ability to focus. 50% of the

students (5 out of 10), stated agreed through E-Book System the students can improves concentration and the ability to focus and 30% of the students (3 out of 10), stated neutral through E-Book System the students can improves concentration and the ability to focus.

Questionnaire item no 12. It discusses about Through the E-Book System, the students' can improve literacy. The data shows there were 50% of the students (5 out of 10), said strongly agreed that through the E-Book System, they can improve literacy , 40% of the students (4 out of 10), said agreed through the E-Book System, they can improve literacy and 10% of the students (1 out of 10), said neutral through the E-Book System, they can improve literacy.

Questionnaire item no 13. It discusses how much students' can improve imagination. The data shows that there were 70% of the students (7 out of 10), sated strongly agreed that they can improve imagination, 20% of the students (2 out of 10), stated agreed that they can improve imagination and 10% of the students (1 out of 10), stated neutral that they can improve imagination.

Questionnaire item no. 14. It discusses how much the students' feel happy when reading on E-Book System. The data shows there were 30% of the students (3 out of 10), said strongly agreed that they feel happy when reading on EBook System, 30% of the students (3 out of 10), said agreed that they feel happy when reading on E-Book System and 40% of the students (4 out of 10), said neutral that they feel happy when reading on E-Book System.

Questionnaire item no 15. It discusses about Reading on E-Book System can improve writing skill. The data shows there were 20% of the students (2 out of

10), stated strongly agreed reading on E-Book System can improve writing skill, 40% of the students (4 out of 10), stated agreed reading on E-Book System can improve writing skill, 20% of the students (2 out of 10), stated neutral reading on E-Book System can improve writing skill, 10% of the students (1 out of 10), stated disagree reading E-Book System an improve writing skill and 10% of the students (1 out of 10), stated strongly disagree reading E-Book Sytem can improve wiriting skill.

B. Discusstion

In this research, the writer used E-Book System as method in treatment. 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' reading. After presenting Read English book using E-Book System better than was the treatment was given to the students, The also very interesting in Learning reading by using E-Book System.

The test was explained to every student in the library during the pre-test by the writer. The pre-test aimed at knowing students' reading skill before receiving treatment. It seems that the students are not interest to reading the text.

The result of the pre-test show that the students are still lack in reading skills. It seems that students did not understand the test and not focus on the test.

The writer used E-Book System by demonstrating the use of E-Book System

The students' reading increased because students' rather easily answered questions after treatment. Students more understand about the meaning the reading test after treatment. Students' asked about the reading, kind od that reading and the meaning of the text one by one, none of which they were familiar with.

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

1. The Result of Students' Pre-test

In the pre-test almost the students felt lack of reading skill and not interested in reading test. Based on the result of the pre-test that show on table 4.2 the total of students was 10 the mean score in pre-test was 64,00. The highest score was 85, the mdle 65 and the lowest score 45. There was 1 student (10%) who was categorized as excellent classification , there were 2 students (20%) who were categorized as good classification, there were 4 students (40%) who were categorized as enough classification, there were 2 students (20%) who were categorized as poor classification, and there was 1 student (10%) who was categorized as very poor classification.

From the results of the pre-test, many students had a hard time reading, after did pre-test, there was treatment. That means the students reading of pre-test low before using E-Book System.

2. Treatment (Using E-Book System)

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.

The purpose of giving treatment to students was in order to compare pre-and post-test outcomes and determine whether providing treatment could lead to better results. The writer first explains how to use the E-Book System and what it is before starting to giving treatment.

There are two treatment, namely :

- a. The first treatment was the writer gave ask students to read English book “ The Old Man and The Sea” within 30 minutes.
- b. The second treatment was the writer gave ask students to read English book “ The Psychology of Money” within 30 minutes.

Findings shows that the result of giving the treatment, there were several significant improvements that achieved by the students, such as :

1. students’ more interest in reading English book.
2. students’ vocabulary increas.
3. students’ grammar increas.
4. students’ know lot of books.
5. students’ can improve reading technique.

In the first meetingin this research, the reseracher conducted pre-test, the reseracher provided reading test to the students to find out students’ skill in reading by giving the reading test. After provided pre-test, the reseracher did

treatment. In the first meeting the researcher introduced what is E-Book System, in the second meeting and third meeting, the researcher asked to students to reading English book "The Old Man and The Sea" and "The Psychology of Money, in the second and third meeting, the researcher asked to students to focus to reading book on the E-Book System.

In the last meeting, the researcher did the post-test. In the post-test, the researcher provided same test when the writer did the pre-test. In the last meeting, the researcher also provided the questionnaire to the students' which consist of 15 questionnaire to the students'.

3. The Result of Students' Post-test

In the last meeting, the writer did post-test, indicates that the total of the students' was 10, the writer provide the same test when the writer did the pre-test. in the post-test after the treatment was, the mean score was 85,55. The highest score was 100, the middle 85 and the lowest score 70. There were 6 students (60%) who were categorized as excellent classification, and there were 4 students (40%) who were categorized as good classification. This result shows the post-test was higher than the value of the pre-test. It indicated that the improvement of students' reading especially reading achievement was a significant improved by the using E-Book System.

In the last meeting the writer also provide the questionnaire to the students' which consists of 15 question to find out the opinion of students E-Book System on their reading skill.

4. The responses if questionnaire shows that :

Questionnaire item no.1 it discusses about introducing the E-Book System in the class. There were 50% of the students (5 out of 10), stated that students strongly agreed to introduce the E-Book System in the class. 40% of students (4 out of 10), stated that students agreed to introduce the E-Book System in the class and 10% of the students (1 out of 10), stated that students neutral to introduce the E-Book System in the class.

Questionnaire item no 2. It discusses the use of E-Book System supports the teaching and learning process. The data shows that there were 50% of the (5 out of 10), stated that students strongly agreed the use of E-Book System supports the teaching and learning process, 40% of students (4 out of 10), stated that students agreed the use of E-Book System supports the teaching and learning process, 10% of students (1 out of 10), stated that students neutral the use of E-Book System supports the teaching and learning process.

Questionnaire item no. 3. It discusses about how much students excited reading book on E-Book, there were 50% of the students(5 out of 10), stated that student strongly agreed that they were excited reading book on E-Book, 40%of students (4 out of 10), stated that students agreed that they were excited reading book on E-Book, 10% of students (1 out of 10), stated that students neutral that they were excited reading book on E-Book.

Questionnaire item no.4. it discusses how much the students interested in reading, there were 30% of the students (3 out of 10) said strongly agreed that they were interested in reading, 30% of the students (3 out of 10) said agreed that they

were interested in reading, 40% of students (4 out of 10) said neutral that they were interested in reading.

Questionnaire item no. 5. It discusses about the students' opinion that students enjoy reading on E-Book System. The data shows that there were 20% of the students (2 out of 10) stated strongly agreed that they were enjoy reading on E-Book System, 50% of the students (5 out of 10), stated agreed that they were enjoy reading on E-Book System and 30% of the students (3 out of 10), stated neutral that they were enjoy reading on E-Book System.

Questionnaire item no. 6. It discusses through the E-Book System, the students' can improve their reading skill, there were 30% of the students (3 out of 10) said strongly agreed that they can improve their reading skill through E-Book System, 30% of the students (3 out of 10) said agreed that they can improve their reading skill through E-Book System and 40% of the students (4 out of 10) said neutral that they can improve their reading skill through E-Book System.

Questionnaire item no.7. it discusses through the E-Book System, the students' can improve their reading technique shows that there were 20% of the students (2 out of 10), stated strongly agreed that they can improve their reading technique, 50% of the students (5 out of 10), stated agreed that they can improve their reading technique and 30% of the students (3 out of 10), stated neutral that they can improve their reading technique.

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agreed that they were know many books and 10% of the students (1 out of 10), stated neutral that they were know many books.

Questionnaire item no. 9. It discusses about the students' opinion reading book on E-Book System is interesting. The data shows there were 40% of the students (4 out of 10) stated strongly agreed reading book on E-Book System is interesting , 40% of the students (4 out of 10), stated agreed reading book on E-Book on E-Book System is interesting and 20% of the students (2 out of 10), stated neutral reading on E-Book System is interesting.

Questionnaire item no 10. It discusses how much students can grow their vocabulary. The data shows there were 50% of the students (5 out of 10), said strongly agreed that they can grow their vocabulary, 40% of the students (4 out of 10) , said agreed that they can grow their vocabular and 10% of the students (1 out of 10), said neutral that they can grow their vocabulary.

Questionnaire item no 11. It discusses about through E-Book System improves concentration and the ability to focus. The data shows that there were 20% of the students (2 out of 10), stated strongly agreed through E-Book System the students can improves concentration and the ability to focus. 50% of the students (5 out of 10), stated agreed through E-Book System the students can improves concentration and the ability to focus and 30% of the students (3 out of 10), stated neutral through E-Book System the students can improves concentration and the ability to focus.

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(5 out of 10), said strongly agreed that through the E-Book System, they can improve literacy , 40% of the students (4 out of 10), said agreed through the E-Book System, they can improve literacy and 10% of the students (1 out of 10), said neutral through the E-Book System, they can improve literacy.

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Questionnaire item no. 14. It discusses how much the students' feel happy when reading on E-Book System. The data shows there were 30% of the students (3 out of 10), said strongly agreed that they feel happy when reading on EBook System, 30% of the students (3 out of 10), said agreed that they feel happy when reading on E-Book System and 40% of the students (4 out of 10), said neutral that they feel happy when reading on E-Book System.

Questionnaire item no 15. It discusses about Reading on E-Book System can improve writing skill. The data shows there were 20% of the students (2 out of 10), stated strongly agreed reading on E-Book System can improve writing skill, 40% of the students (4 out of 10), stated agreed reading on E-Book System can improve writing skill, 20% of the students (2 out of 10), stated neutral reading on E-Book System can improve writing skill, 10% of the students (1 out of 10), stated disagree reading E-Book System an improve writing skill and 10% of the

students (1 out of 10), stated strongly disagree reading E-Book Sytem can improve wiriting skill.

From all of the discussion of the results, the author draws the conclusion that reading with an e-book system can help students' become better readers. This is because the E-Book System can improve students' interest in studying and their understanding by providing a variety of learning opportunities that are not limited by time or space.

The reason why most of the students interested in study reading using E-Book System because (1) they were easy to understand the material, (2) they felt that using E-Book System could enhance their reading skill and their knowledge, (3) they also stated that they can improves their reading technique, (4) they did not interest to reading book before given explanation about using E-Book System, (5) the students can increase their vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of findings on the research and suggestions for English learners, teachers of the research and also for the next researcher.

A. Conclusion

Based on the result of data analysis and the discussion of the result in the previous chapter, the writer concluded that can improve students' literacy reading skill. The used of E-Book System at SMA Bosowa School Makassar was enhance of the students' achievement significantly.

The results of the pre-test and post-test support this. The post-test score was higher than the pre-test score. There are differences in the student scores as seen by the post-test results being higher than the pre-test.

According to data on the pre- and post-test average scores, the pre-test average score is 64,00, which is categorized in enough classification, while the post-test average score is 85,55, which is categorized in excellent classification. According to the outcome, after receiving treatment, students' reading skills improved.

Improving students' literacy reading using E-Book System on the twelveth grade at SMA Bosowa School Makassar was enhance of the students' achievement significantly. The findings indicated that the mean score of students' post-test is higher that 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 twelveth 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 of the twelveth grade at SMA Bosowa School Makassar.

Furthermore, this also supported by the result of questionnaires. There were 15 statements the questionnaires and most of the students chose strongly agree (SA), Agree (A), and neutral. The percentage of questionnaires shows that the students provided a very positif responses.

The results of this study do not accurately represent all of the students at SMA Bosowa School Makassar, and the study is still far from being perfect. The findings of this study. However, the result of this study may motivate the teachers especially on teaching English to find out more ways to improve the students skill on its.

B. Suggestion

Based on the conclusions, the writer put forwards some suggestions and recommendation as follows:

1. English Teacher

English teachers can using E-Book System to improve students' reading skills because this provides efficiency. It is suggest as the alternative among to be used in teaching reading. After all, it combines traditional and distance learning methods and it effective because it can learn freely. The subject matter can be accessed quickly and students can freely study material online.

2. Students

The students have to use E-Book System to know a lot of books and increade reading interest. The students also need to be more reading English book to learn more about vocabularies, pronunciation, grammar because those are matter when someone wants to learn English. E-Book System is one of media that can be used by the students in learning English.

3. Further Researcher

The writer also expects to the next writer to conduct research on teaching English reading using E-Book System as an alternative to increase students' knowledge. For further researchers, the results of this study can be used as additional reference with different discussions.

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Appendix 1 : Instrument of the Research

QUESTIONNAIRE

This questionnaire is aim to analyze students' opinion about using E-book System as media on their Reading skill. There are 15 questions bellow, answer based on your own opinion and experience. Put a thick (✓) in the column for the answer that matches to the statement. Thankyou

SA = Strongly Agree | A = Agree | N = Neutral | D = Disagree | SD = Strongly Disagree

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>					
2	The use of the E-Book System supports the teaching and learning process. <i>Penggunaan system E-Book mendukung proses belajar mengajar.</i>					
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>					
4	Through the E-Book System I can be interest in reading. <i>Melalui system E-Book saya tertarik membaca.</i>					
5	I enjoy reading on E-Book System. <i>Saya menikmati membaca pada system E-Book.</i>					
6	Through the E-Book System, I can improve my reading skills. <i>Melalui system E-Book, saya dapat meningkatkan kemampuan membaca saya.</i>					
7	Through the E-Book System, I can improve my reading technique <i>Melalui system E-Book, saya dapat meningkatkan teknik membaca saya.</i>					
8	Through the E-book System, I know many books. <i>Melalui system E-Book, saya tahu banyak buku.</i>					

9	Reading Book on E-Book System is interesting. <i>Membaca buku pada system E-Book memang menarik.</i>					
10	Through the E-Book System I can grow my vocabulary. <i>Melalui system E-Book saya dapat mengembangkan kosa kata saya.</i>					
11	Through E-Book System improves concentration and the ability to focus <i>Melalui system E-Book meningkatkan konsentrasi dan kemampuan focus.</i>					
12	Through the E-Book System, I can improve literacy. <i>Melalui system E-Book, saya dapat meningkatkan literacy.</i>					
13	Reading on E-Book System can improve imagination, <i>Membaca pada system E-Book dapat meningkatkan imajinasi.</i>					
14	Reading on E-Book System, make me feel happy. <i>Membaca di system E-Book, membuat saya merasa senang.</i>					
15	Reading on E-Book System can improve writing skills. <i>Membaca pada system E-Book dapat meningkatkan keterampilan menulis.</i>					

Farid (2019:67)

Pre-test – Treatment - Post-test

1. Pre-Test

Before doing treatment, pre-test was be administrated to the students' spending 30 minutes. The researcher given the students' reading test to know the students' ability previous knowledge in reading.

Introduction :

1. in this test, you will have 30 minutes to do reading test.
2. Be confident.

2. Treatment

The researcher will be given in 3 times meeting. In the treatment, the researcher will introduce the definition of E-Book System and how to using the Kindle Book Application, then ask them to read English Book with the title “ The Old Man and The Sea” and “ The psychology of Money”.

3. Post-test

After the treatment has given in the post-test, the researcher given the students' reading test

Introduction :

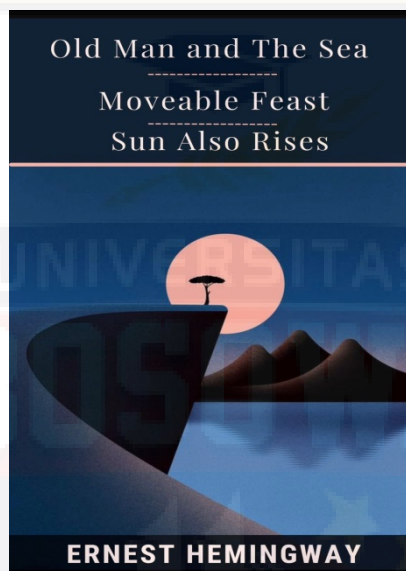
1. In this test, you will have 30 minutes to do reading test .
2. Be confident.

TREATMENT
(TEACHING MATERIAL)

Treatment 1

In the first treatment, the researcher will directing students' to read English book on Kindle Book Application " The Old Man and The Sea" and researcher will see how the reading technique of each student

Title : The Old Man and The Sea



Teks :

The Old Man and The Sea

He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish. In the first forty days a boy had been with him. But after forty days without a fish the boy's parents had told him that the old man was now definitely and finally *salao*, which is the worst form of unlucky, and the boy had gone at their orders in another boat which caught three good fish the first week. It made the boy sad to see the old man come in each day with his skiff empty and he always went down to help him carry either the coiled lines or the gaff and harpoon and the sail that was furled around the mast.

The sail was patched with flour sacks and, furled, it looked like the flag of permanent defeat. The old man was thin and gaunt with deep wrinkles in the back of his neck. The brown blotches of the benevolent skin cancer the sun brings from its reflection on the tropic sea were on his cheeks. The blotches ran well down the

sides of his face and his hands had the deep-creased scars from handling heavy fish on the cords. But none of these scars were fresh. They were as old as erosions in a fishless desert. Everything about him was old except his eyes and they were the same color as the sea and were cheerful and undefeated.

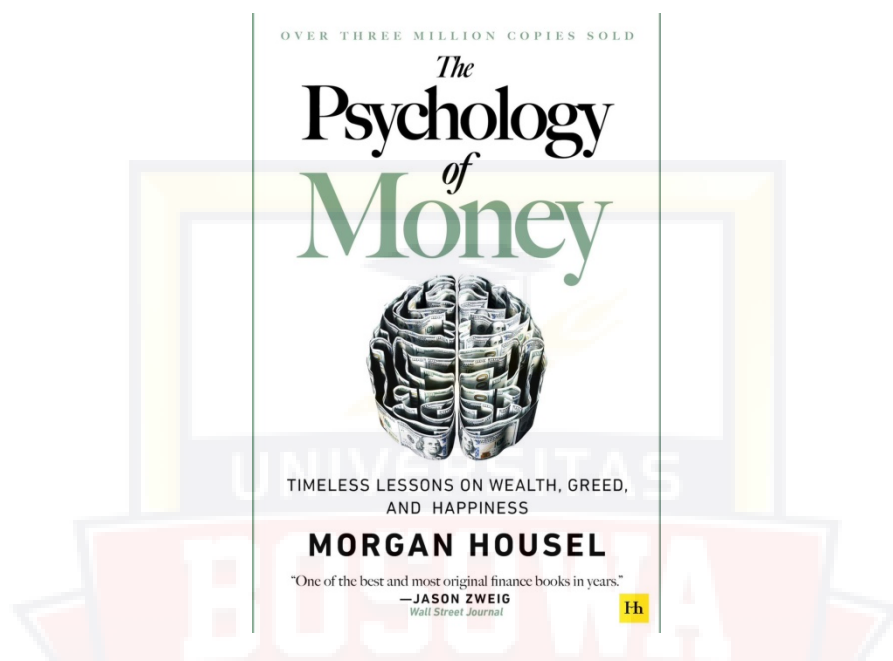
“Santiago,” the boy said to him as they climbed the bank from where the skiff was hauled up. “I could go with you again. We’ve made some money.” The old man had taught the boy to fish and the boy loved him. “No,” the old man said. “You’re with a lucky boat. Stay with them.” “But remember how you went eighty-seven days without fish and then we caught big ones every day for three weeks.” “I remember,” the old man said. “I know you did not leave me because you doubted.” “It was papa made me leave. I am a boy and I must obey him.” “I know,” the old man said. “It is quite normal.” “He hasn’t much faith.” “No,” the old man said. “But we have. Haven’t we?” “Yes,” the boy said. “Can I offer you a beer on the Terrace and then we’ll take the stuff home.” “Why not?” the old man said. “Between fishermen.” They sat on the Terrace and many of the fishermen made fun of the old man and he was not angry. Others, of the older fishermen, looked at him and were sad. But they did not show it and they spoke politely about the current and the depths they had drifted their lines at and the steady good weather and of what they had seen.

They walked up the road together to the old man’s shack and went in through its open door. The old man leaned the mast with its wrapped sail against the wall and the boy put the box and the other gear beside it. The mast was nearly as long as the one room of the shack. The shack was made of the tough budshields of the royal palm which are called guano and in it there was a bed, a table, one chair, and a place on the dirt floor to cook with charcoal. On the brown walls of the flattened, overlapping leaves of the sturdy fibered guano there was a picture in color of the Sacred Heart of Jesus and another of the Virgin of Cobre.

These were relics of his wife. Once there had been a tinted photograph of his wife on the wall but he had taken it down because it made him too lonely to see it and it was on the shelf in the corner under his clean shirt. “What do you have to eat?” . “A pot of yellow rice with fish. Do you want some?” “No. I will eat at home. Do you want me to make the fire?” “No. I will make it later on. Or I may eat the rice cold.” “May I take the cast net?” “Of course.” There was no cast net and the boy remembered when they had sold it. But they went through this fiction every day.

Treatment 2

At the second treatment, the researcher will directing students' to read English book on Kindle Book Application "The Psychology of Money" and researcher will see how the reading technique of each student



I spent my college years working as a valet at a nice hotel in Los Angeles. One frequent guest was a technology executive. He was a genius, having designed and patented a key component in Wi-Fi routers in his 20s. He had started and sold several companies. He was wildly successful. He also had a relationship with money I'd describe as a mix of insecurity and childish stupidity. He carried a stack of hundred dollar bills several inches thick. He showed it to everyone who wanted to see it and many who didn't. He bragged openly and loudly about his wealth, often while drunk and always apropos of nothing. One day he handed one of my colleagues several thousand dollars of cash and said, "Go to the jewelry store down the street and get me a few \$1,000 gold coins." An hour later, gold coins in hand, the tech executive and his buddies gathered around by a dock overlooking the Pacific Ocean. They then proceeded to throw the coins into the sea, skipping them like rocks, cackling as they argued whose went furthest. Just for fun. Days later he shattered a lamp in the hotel's restaurant. A manager told him it was a \$500 lamp and he'd have to replace it. "You want five hundred dollars?" the executive asked incredulously, while pulling a brick of cash from his pocket and handing it to the manager. "Here's five thousand dollars. Now get out of my face. And don't ever insult me like that again."

You may wonder how long this behavior could last, and the answer was “not long.” I learned years later that he went broke. The premise of this book is that doing well with money has a little to do with how smart you are and a lot to do with how you behave. And behavior is hard to teach, even to really smart people. A genius who loses control of their emotions can be a financial disaster. The opposite is also true. Ordinary folks with no financial education can be wealthy if they have a handful of behavioral skills that have nothing to do with formal measures of intelligence. My favorite Wikipedia entry begins: “Ronald James Read was an American philanthropist, investor, janitor, and gas station attendant.” Ronald Read was born in rural Vermont. He was the first person in his family to graduate high school, made all the more impressive by the fact that he hitchhiked to campus each day. For those who knew Ronald Read, there wasn’t much else worth mentioning. His life was about as low key as they come. Read fixed cars at a gas station for 25 years and swept floors at JCPenney for 17 years. He bought a two-bedroom house for \$12,000 at age 38 and lived there for the rest of his life. He was widowed at age 50 and never remarried. A friend recalled that his main hobby was chopping firewood. Read died in 2014, age 92. Which is when the humble rural janitor made international headlines. 2,813,503 Americans died in 2014. Fewer than 4,000 of them had a net worth of over \$8 million when they passed away. Ronald Read was one of them.

Merrill CEO David Komansky praised Fuscone’s “business savvy, leadership skills, sound judgment and personal integrity.”¹ Crain’s business magazine once included him in a “40 under 40” list of successful businesspeople.² But then—like the gold-coin-skipping tech executive—everything fell apart. In the mid-2000s Fuscone borrowed heavily to expand an 18,000-square foot home in Greenwich, Connecticut that had 11 bathrooms, two elevators, two pools, seven garages, and cost more than \$90,000 a month to maintain. Then the 2008 financial crisis hit. The crisis hurt virtually everyone’s finances. It apparently turned Fuscone’s into dust. High debt and illiquid assets left him bankrupt. “I currently have no income,” he allegedly told a bankruptcy judge in 2008. First his Palm Beach house was foreclosed. In 2014 it was the Greenwich mansion’s turn. Five months before Ronald Read left his fortune to charity, Richard Fuscone’s home—where guests recalled the “thrill of dining and dancing atop a see-through covering on the home’s indoor swimming pool”—was sold in a foreclosure auction for 75% less than an insurance company figured it was worth.³ Ronald Read was patient; Richard Fuscone was greedy.

Appendix 2. Surat keterangan Telah Meneliti



BOSOWA SCHOOL MAKASSAR

Jl. Lanto Dg. Pasewang No. 39 – 41 Makassar 90125
 Telepon : (+62-411) 855 211 / 855 123
<http://makassar.bosowaschool.sch.id>

SURAT KETERANGAN PENELITIAN
 Nomor: 250/BSM/S/E/B/VII-2023

Bertanda tangan di bawah ini:

Nama	: Muhammad Yusuf, S.Pd.I., M.Pd.
Jabatan	: Principal SMA Bosowa School Makassar

dengan ini menerangkan bahwa:

Nama	: Zhalsabila Putri Cantika
NIM	: 4519101013
Asal Perguruan Tinggi	: Universitas Bosowa
Fakultas	: Keguruan dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris

Yang bersangkutan telah melakukan penelitian di SMA Bosowa School Makassar pada tanggal 27 – 28 Juli 2023 berdasarkan surat Universitas Bosowa Fakultas Keguruan dan Ilmu Pendidikan Nomor A.467/FKIP/Unibos/VII/2023 tanggal 20 Juli 2023, dalam rangka penyelesaian studi jenjang S1 dengan judul:


"Improving Students' Literacy Reading Skill Using E-Book System on the Twelveth Grade at SMA Bosowa School Makassar"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 28 Juli 2023
 SMA Bosowa School Makassar,

Muhammad Yusuf, S.Pd.I., M.Pd.
 Principal

Tembusan:
 1. Arsip



Cambridge Assessment
International Education
Cambridge International School
ID354





Bosowa BSM



Bosowaschoolmks



info@bosowaschool.sch.id

Appendix 3. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA Bosowa School Makassar
 Mata Pelajaran : English
 Kelas : XII
 Skill : Reading
 Alokasi waktu : 3 x 60 menit (3 pertemuan)
 Tema : Literacy Reading

A. Standar Kompetensi

Memahami makna teks fungsional dalam konteks buku bahasa inggris dalam kehidupan sehari-hari dan untuk menemukan pengetahuan.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer, dan berinteraksi dalam konteks kehidupan sehari-hari.

C. Indikator

Siswa mampu memahami informasi yang tersirat dalam buku bahasa inggris "The Old Man and the Sea".

D. Tujuan pembelajaran

1. Siswa dapat memahami program literasi aplikasi.
2. Siswa dapat meningkatkan membaca buku bahasa inggris.

E. Nilai karakter : Jujur, Percaya diri, menghormati, rajin, and kerja keras.

F. Materi pembelajaran : English book “ the old man and the sea”

G. Metode pembelajaran : Litercay Reading

H. Media and Peralatan

1. Media : worksheet
2. Peralatan : handphone

Materi pembelajaran

1. Pertemuan 1

Memperkenalkan apa itu E-Book System, ciri dari E-Book, dan cara penggunaan E-book System. Mengarahkan untuk membaca di aplikasi “ Kindle Book” dengan judul “ The Old Man and The Sea” dalam waktu 45 menit.

2. Pertemuan 2

Mengarahkan untuk membaca di aplikasi Kindle Book dengan judul ‘ The Psychology of Money” dalam waktu 45 menit.

1. Langkah-langkah pembelajaran

a. Kegiatan Awal

1. Menyampaikan salam kepada siswa.
2. Mengecek kehadiran siswa
3. Berdoa
4. Menjelaskan tujuan pembelajaran yang akan dicapai

b. Kegiatan inti

1. Elaborasi

- a) Menjelaskan kepada siswa tentang definisi E-Book system
- b) Menjelaskan apa saja ciri E-Book System

2. Eksplorasi

- a) Memberikan tugas membaca buku yang terdapat pada Kindle Book Application, dengan judul “ The Old Man and The Sea”

3. Konfirmasi

a) Memberikan kesempatan kepada peneliti untuk menanyakan hal yang belum dipahami terkait E-Book System.

c. Kegiatan akhir

1. Memberitahu topic pertemuan selanjutnya.
2. Memotivasi siswa untuk motivasi belajar dan kemampuan membacanya.
3. Menutup pelajaran dengan mengucapkan salam.

I. Sumber belajar :

1. Kindle application
2. Book “ The Old Man and The Sea”
3. Worksheet

J. Penilaian

1. Reading test

Technique	Instrument	Example of instrument
Showing the work	Multiple choice	Answer the right answer

2. Penilaian sikap dari hasil observasi dan diskusi.

Appendix 4. Documentation



Picture 1. The Researcher was Introducing Herself in The first meeting



Picture 2. The Researcher was Conducting Pre-Test



Picture 3. The researcher was conducting the 1st Treatment.



Picture 4. The researcher was conducting the 2nd Treatment.



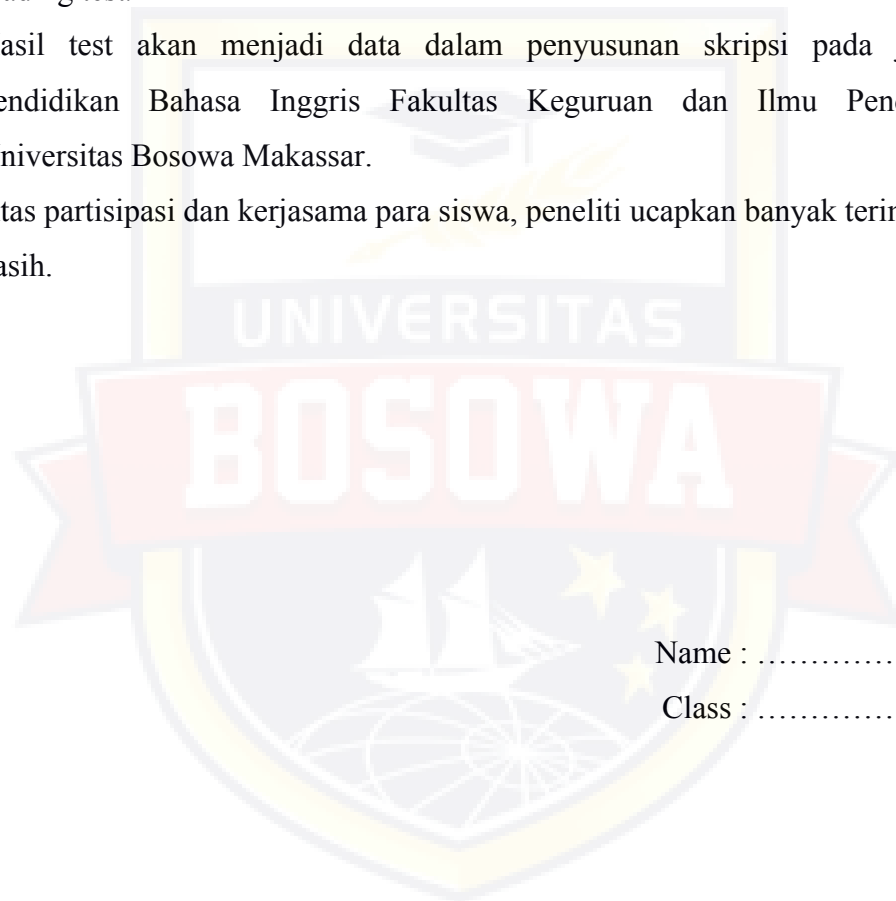
Picture 5. The researcher was conducting Post-test



Picture 6. The researcher was giving the questionnaire to the students

Appendix 5 : PRE-TEST and POST-TEST**IMPROVING STUDENTS' LITERACY READING SKILL USING E-BOOK SYSTEM ON THE TWELVETH GRADE AT SMA BOSOWA SCHOOL MAKASSAR****Keterangan :**

1. Tes ini bertujuan untuk mengetahui kemampuan membaca siswa berbentuk reading test.
2. Hasil test akan menjadi data dalam penyusunan skripsi pada jurusan pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
3. Atas partisipasi dan kerjasama para siswa, peneliti ucapkan banyak terima kasih.



Name :

Class :

Petunjuk Pengisian

14. Bacalah soal ini dengan teliti sebelum anda menjawabnya
15. Jawablah dengan jawaban yang benar

Black Friday

The day after Thanksgiving is the start of the holiday shopping season. Thanksgiving is always on a Thursday, so the day after is a Friday. This day has come to be known as Black Friday. It has been the busiest shopping day of the year since 2005.

Most stores offer great deals on Black Friday. They open their doors in the wee hours of the morning. They try to attract shoppers with big discounts. Some items like TVs are much cheaper than usual. Stores may even lose money on these items. They hope that shoppers will buy gifts for other people while they are in the store.

Black Friday is a great time to get good deals. The problem is that there are not enough low-priced items to go around. Each store may only have a few. These items are in high demand. People stand in long lines to get such great deals. They may line up hours before a store opens. They may be hoping to get a low price on a TV or laptop, but not everyone who wants one will get one. Some people leave disappointed.

The situation can be tense. Some Black Friday events have been violent. Large, eager crowds have trampled workers. Fights have broken out over toys or people cutting in line. People have shot one another over parking spots. But most Black Friday events are safe and fun. Still, if you plan on going, expect large crowds and a bit of shoving.

So where does the name "Black Friday" come from? It was first used in Philadelphia in the 1950s. The police called this day Black Friday because of the

heavy traffic it drew. In the 1960s, stores tried to rename the day "Big Friday." It did not stick. The name "Black Friday" continued to spread across the country. It seems that it is here to stay.

Now people all over the country take part in the event known as Black Friday. It is even spreading to other parts of the world. Stores have held Black Friday events in the U.K., Australia, and Brazil since 2012. In Costa Rica Black Friday is known as "Viernes Negro." And in Mexico, stores offer an annual weekend of discounts. They call it "El Buen Fin," which means "the good weekend" in Spanish. I guess the language of savings is universal.

1. According to the text, why do stores set prices so low on some items that they lose money?
 - a. They want people to enjoy the holidays.
 - b. They hope people will buy other gifts while they are in the store.
 - c. They are in a giving mood because the holiday season is just beginning.
 - d. They are trying to get rid of old items from last year to make room for new items.

2. Which is not true about Black Friday?
 - a. Black Friday is always the day after Thanksgiving.
 - b. Black Friday is the busiest shopping day of the year.
 - c. Black Friday is a national holiday.
 - d. Black Friday is the start of the holiday shopping season.

3. Where does the name Black Friday come from?

- a. The police called this day Black Friday because there is a lot of traffic.
- b. The stores called this day Black Friday because it is a serious shopping day.
- c. The police called this day Black Friday to remember the victims of violence.
- d. The stores called this day Black Friday because they make a lot of money.

4. Which best explains the main idea of the third paragraph?

- a. People stand in long lines on Black Friday.
- b. Black Friday is the best time of the year to get good deals.
- c. Black Friday is a really disappointing time of the year.
- d. Black Friday deals are limited and not everyone will get one.

5. Which country does not participate in Black Friday?

- a. France
- b. Costa Rica
- c. Brazil
- d. United Kingdom

6. Which happened first?

- a. Stores tried to rename the day after Thanksgiving "Big Friday."
- b. Black Friday events began happening in Australia.
- c. Police began calling the day after Thanksgiving "Black Friday."
- d. Black Friday became the busiest shopping day of the year.

7. Which title best expresses the author's purpose in writing this text?

- a. Black Friday: Stories from the Parking Lot

- b. Black Friday: Why You Should Go This Year
 - c. Black Friday: The Stuff That You Should Know
 - d. Black Friday: How to Save Money on the Big Day
8. Which best describes the overall structure of the fifth paragraph?
- a. chronological order
 - b. problem and solution
 - c. compare and contrast
 - d. order of importance
9. Which was not cited as one of the downsides of Black Friday?
- a. Stores run out of high demand items quickly.
 - b. Nobody really saves any money on Black Friday.
 - c. There are large crowds and lots of shoving.
 - d. Sometimes violence occurs at Black Friday events.
10. Which best explains why Costa Ricans call Black Friday "Viernes Negro"?
- a. Costa Rican stores don't want the shopping day associated with American violence.
 - b. Viernes Negro sounds more exotic and exciting than Black Friday.
 - c. Costa Ricans want to establish their own shopping tradition.
 - d. This is how you say "Black Friday" in Spanish, the language of Costa Ric

Jacob the Great

Jacob hated finishing things almost as much as he loved starting them. As a result, he had gotten into a million hobbies and activities, but he never stuck with any of them long enough to get any good.

He begged his mother for months for a guitar so that he could play Black Eyed Peas songs to Angie, a girl he liked, but after he finally got one for Christmas, he found out that guitars don't play themselves. He took a few lessons, but strumming the strings hurt his fingers and he didn't like holding the pick, so now the five-hundred dollar guitar lives under his bed.

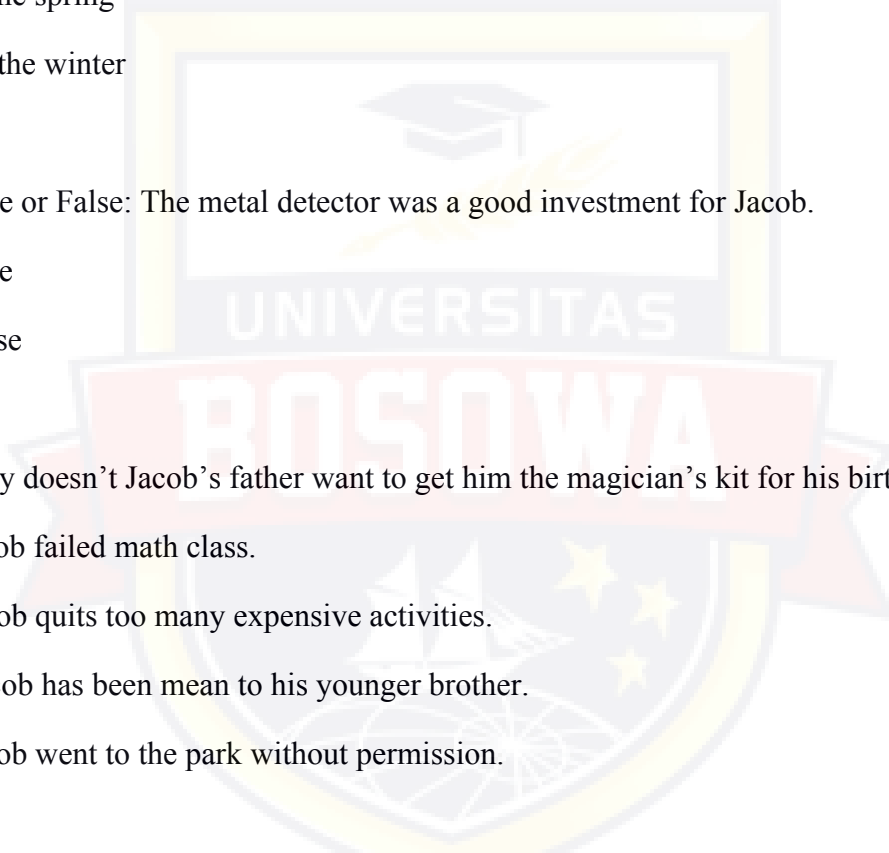
After reading an ad in the back of one of his comic books, Jacob decided that he wanted a Wonder-Sweeper 5000 metal detector, so that he could find buried pirate treasure. So he mowed lawns all summer and didn't spend his money on ice-cream like his younger brother, Alex. He saved it all in a shoe box in his closet. Then he shoveled driveways all winter, and he didn't spend his money on candy and chips like his classmates. By the time spring came he had saved \$200, and he purchased the Wonder-Sweeper 5000 metal detector. He beeped it around the park for a while, but he soon found out that no pirates had ever set sail in his neighborhood, and if they had they didn't leave any treasure. Even though he found a key ring, forty-seven cents, and all the bottle caps he could throw, he buried the metal detector in his closet.

Given Jacob's history with hobbies, it was no surprise that Jacob's father was reluctant to buy him a magician's kit for his birthday. "Geez, Jacob... You sure you wouldn't rather I got you more guitar lessons?" He suggested. Jacob was insistent. "Dad, you've got to get me the magician's kit. This time I'll stick with it for real. I promise! Come on, Dad," Jacob begged. Jacob's father sighed and then replied, "Oh, I don't know, Jacob. Things are awfully tight right now." But Jacob's father was reminded of his own youth long ago, when he quit football and started karate practice before hardly getting his equipment dirty. So when Jacob's birthday came around, Jacob was both surprised and pleased to find the magician's kit that he had desired so badly with a big bright bow on it.

Jacob opened up the box and unwrapped the many parts in the kit. As he did so, he imagined sawing his pet cat in half and putting it back together to the amazement of his friends and family. He took the many fake coins, trick cards, and rope pieces of varying length on the kitchen table and imagined pulling rabbits out of his hat and turning them into pigeons with a mysterious puff of smoke. As Jacob continued pulling plastic thumbs, foam balls, and giant playing cards out of the magic kit, a commercial on the TV caught his attention. "Hey kids! Have you ever wanted to go to space? Experience what it's like to be an astronaut? Do you want to explore the universe? Well, now you can." As the commercial continued playing, Jacob walked away from the magic kit on the kitchen table and stared at the TV screen longingly. "For only \$195 you can go to space camp and live life like an astronaut for a whole weekend. Enroll now for a once in a life

time experience.” Jacob’s cry rang throughout the house as he yelled, “MOM!” He now knew what his true purpose in life was.

1. According to the text, why does Jacob stop playing the guitar?
 - a. It hurt his fingers.
 - b. He’d rather play drums.
 - c. It was too easy.
 - d. He failed math.
2. To whom did Jacob want to play Black Eyed Peas songs?
 - a. Alex
 - b. Angie
 - c. Mom
 - d. Dad
3. According to the passage, why does Jacob decide that he wants a metal detector?
 - a. He sees a man at the park with one.
 - b. His father had one as a child.
 - c. He saw a TV commercial for one.
 - d. He read an ad for one in a comic book.
4. How does Jacob get the items that he wants in the story?
 - a. He asks his mom.
 - b. He asks his dad.
 - c. He shovels driveways and mows lawns.

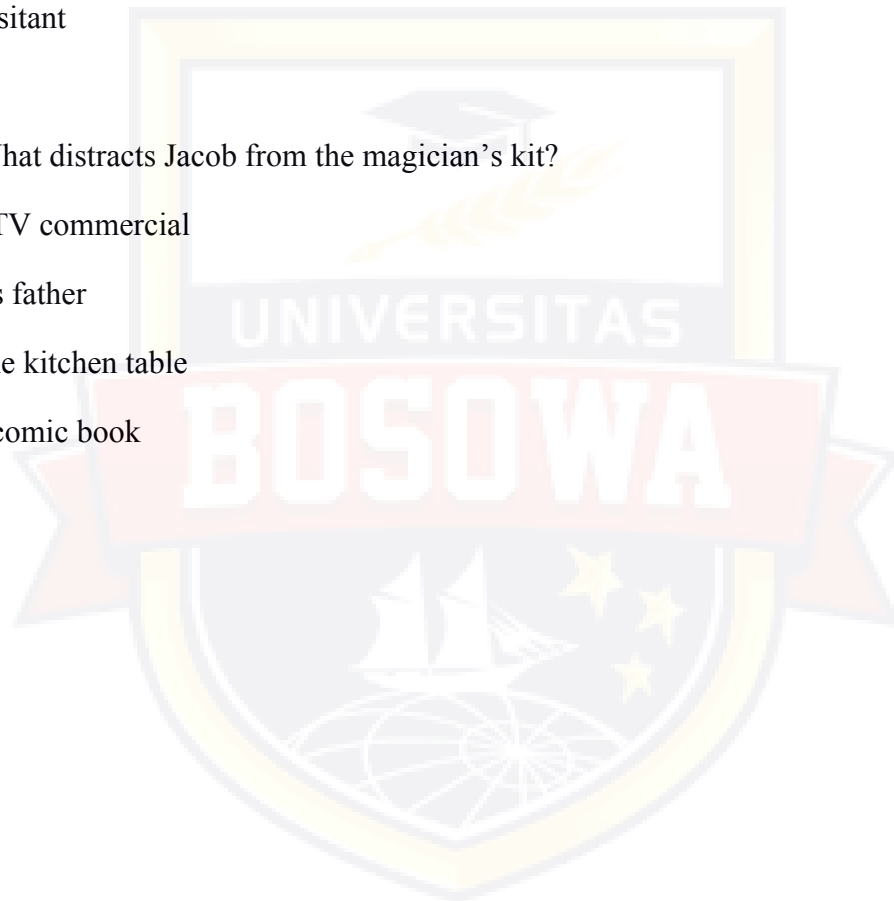
- d. He does all of these things to get what he wants.
5. When did Jacob buy the metal detector?
- In the fall
 - In the summer
 - In the spring
 - In the winter
6. True or False: The metal detector was a good investment for Jacob.
- True
 - False
7. Why doesn't Jacob's father want to get him the magician's kit for his birthday?
- Jacob failed math class.
 - Jacob quits too many expensive activities.
 - Jacob has been mean to his younger brother.
 - Jacob went to the park without permission.
8. Why does Jacob's father buy Jacob the magician's kit?
- Jacob mowed the lawn.
 - Jacob reminded his father of himself.
 - Jacob bought ice cream for his brother.
 - Jacob found his father's key ring.
- 

9. Which word is closest in meaning to the italicized word in the following sentence from paragraph four: “It was no surprise that Jacob’s father was reluctant to buy him a magician’s kit for his birthday”?

- a. Happy
- b. Willing
- c. Proud
- d. Hesitant

10. What distracts Jacob from the magician’s kit?

- a. A TV commercial
- b. His father
- c. The kitchen table
- d. A comic book



Appendix 6. Students’ Score (Lowest and Higher) in Pre-test

1. The lower score in Pre-test was Hary Darmawan Tanasa

45

true : 9
fake : 11

Name : Hary
Class : R Soc

Petunjuk Pengisian

1. Bacalah soal ini dengan teliti sebelum anda menjawabnya
2. Jawablah dengan jawaban yang benar

UNIVERSITAS

Black Friday

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pAdopted from (ereadingworksheets)

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?



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Given Jacob's history with hobbies, it was no surprise that Jacob's father was reluctant to buy him a magician's kit for his birthday. "Geez, Jacob... You sure you wouldn't rather I got you more guitar lessons?" He suggested. Jacob was insistent. "Dad, you've got to get me the magician's kit. This time I'll stick with it for real. I promise! Come on, Dad," Jacob begged. Jacob's father sighed and then replied, "Oh, I don't know, Jacob. Things are awfully tight right now." But Jacob's father was reminded of his own youth long ago, when he quit football and started karate practice before hardly getting his equipment dirty. So when Jacob's birthday came around, Jacob was both surprised and pleased to find the magician's kit that he had desired so badly with a big bright bow on it.

Jacob opened up the box and unwrapped the many parts in the kit. As he did so, he imagined sawing his pet cat in half and putting it back together to the amazement of his friends and family. He took the many fake coins, trick cards, and rope pieces of varying length on the kitchen table and imagined pulling rabbits out of his hat and turning them into pigeons with a mysterious puff of smoke. As Jacob continued pulling plastic thumbs, foam balls, and giant playing cards out of the magic kit, a commercial on the TV caught his attention. "Hey kids! Have you ever wanted to go to space? Experience what it's like to be an astronaut? Do you want to explore the universe? Well, now you can." As the commercial continued playing, Jacob walked away from the magic kit on the kitchen table and stared at the TV screen longingly. "For only \$195 you can go to space camp and live life like an astronaut for a whole weekend. Enroll now for a once in a life

time experience." Jacob's cry rang throughout the house as he yelled, "MOM!" He now knew what his true purpose in life was.

1. According to the text, why does Jacob stop playing the guitar?

- a. It hurt his fingers.
- b. He'd rather play drums.
- c. It was too easy.
- d. He failed math.

2. To whom did Jacob want to play Black Eyed Peas songs?

- a. Alex
- b. Angie
- c. Mom
- d. Dad

3. According to the passage, why does Jacob decide that he wants a metal detector?

- a. He sees a man at the park with one.
- b. His father had one as a child.
- c. He saw a TV commercial for one.
- d. He read an ad for one in a comic book.

4. How does Jacob get the items that he wants in the story?

- a. He asks his mom.

- b. He asks his dad.
- c. He shovels driveways and mows lawns.
- d. He does all of these things to get what he wants.

5. When did Jacob buy the metal detector?

- a. In the fall
- In the summer
- c. In the spring
- d. In the winter

6. True or False: The metal detector was a good investment for Jacob.

- True
- b. False

7. Why doesn't Jacob's father want to get him the magician's kit for his birthday?

- a. Jacob failed math class.
- Jacob quits too many expensive activities.
- c. Jacob has been mean to his younger brother.
- d. Jacob went to the park without permission.

8. Why does Jacob's father buy Jacob the magician's kit?

- a. Jacob mowed the lawn.
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- Jacob bought ice cream for his brother.

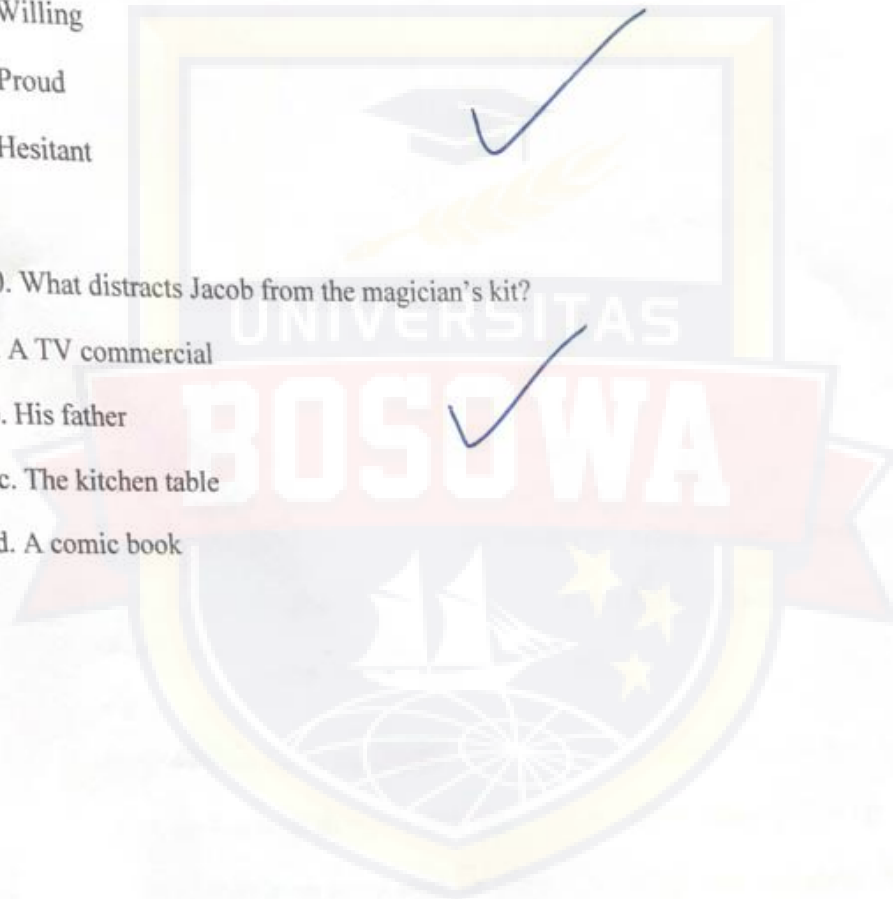
d. Jacob found his father's key ring.

9. Which word is closest in meaning to the italicized word in the following sentence from paragraph four: "It was no surprise that Jacob's father was reluctant to buy him a magician's kit for his birthday"?

- a. Happy
- b. Willing
- c. Proud
- d. Hesitant

10. What distracts Jacob from the magician's kit?

- a. A TV commercial
- b. His father
- c. The kitchen table
- d. A comic book



2. The Higher Score in Pre-test was Moh Alif Alhasni

85

True : 17
False : 3Name : MOH ALIF ALHASNI
Class : XII SCI**Petunjuk Pengisian**

1. Bacalah soal ini dengan teliti sebelum anda menjawabnya
2. Jawablah dengan jawaban yang benar

The day after Thanksgiving is the start of the holiday shopping season. Thanksgiving is always on a Thursday, so the day after is a Friday. This day has come to be known as Black Friday. It has been the busiest shopping day of the year since 2005.

Most stores offer great deals on Black Friday. They open their doors in the wee hours of the morning. They try to attract shoppers with big discounts. Some items like TVs are much cheaper than usual. Stores may even lose money on these items. They hope that shoppers will buy gifts for other people while they are in the store.

Black Friday is a great time to get good deals. The problem is that there are not enough low-priced items to go around. Each store may only have a few. These items are in high demand. People stand in long lines to get such great deals. They may line up hours before a store opens.

They may be hoping to get a low price on a TV or laptop, but not everyone who wants one will get one. Some people leave disappointed.

The situation can be tense. Some Black Friday events have been violent. Large, eager crowds have trampled workers. Fights have broken out over toys or people cutting in line. People have shot one another over parking spots. But most Black Friday events are safe and fun. Still, if you plan on going, expect large crowds and a bit of shoving.

So where does the name "Black Friday" come from? It was first used in Philadelphia in the 1950s. The police called this day Black Friday because of the heavy traffic it drew. In the 1960s, stores tried to rename the day "Big Friday." It did not stick. The name "Black Friday" continued to spread across the country. It seems that it is here to stay.

Now people all over the country take part in the event known as Black Friday. It is even spreading to other parts of the world. Stores have held Black Friday events in the U.K., Australia, and Brazil since 2012. In Costa Rica Black Friday is known as "Viernes Negro." And in Mexico, stores offer an annual weekend of discounts. They call it "El Buen Fin," which means "the good weekend" in Spanish. I guess the language of savings is universal.

Adopted from (ereadingworksheets)

1. According to the text, why do stores set prices so low on some items that they lose money?

a. They want people to enjoy the holidays.

b. They hope people will buy other gifts while they are in the store.

- c. They are in a giving mood because the holiday season is just beginning.
- d. They are trying to get rid of old items from last year to make room for new items.

2. Which is not true about Black Friday?

- a. Black Friday is always the day after Thanksgiving.
- b. Black Friday is the busiest shopping day of the year.
- c. Black Friday is a national holiday. ✓
- d. Black Friday is the start of the holiday shopping season.

3. Where does the name Black Friday come from?

- a. The police called this day Black Friday because there is a lot of traffic. ✓
- b. The stores called this day Black Friday because it is a serious shopping day. ✓
- c. The police called this day Black Friday to remember the victims of violence.
- d. The stores called this day Black Friday because they make a lot of money.

4. Which best explains the main idea of the third paragraph?

- a. People stand in long lines on Black Friday.
- b. Black Friday is the best time of the year to get good deals. ✗
- c. Black Friday is a really disappointing time of the year.
- d. Black Friday deals are limited and not everyone will get one.

5. Which country does not participate in Black Friday?

- a. France ✓
- b. Costa Rica

- c. Brazil
- d. United Kingdom

6. Which happened first?

- a. Stores tried to rename the day after Thanksgiving "Big Friday."
- b. Black Friday events began happening in Australia.
- c. Police began calling the day after Thanksgiving "Black Friday."
- d. Black Friday became the busiest shopping day of the year.

7. Which title best expresses the author's purpose in writing this text?

- a. Black Friday: Stories from the Parking Lot
- b. Black Friday: Why You Should Go This Year
- c. Black Friday: The Stuff That You Should Know
- d. Black Friday

8. Which best describes the overall structure of the fifth paragraph?

- a. chronological order
- b. problem and solution
- c. compare and contrast
- d. order of importance

9. Which was not cited as one of the downsides of Black Friday?

- a. Stores run out of high demand items quickly.
- b. Nobody really saves any money on Black Friday.
- c. There are large crowds and lots of shoving.

10. Which best explains why Costa Ricans call Black Friday "Viernes Negro"?
- a. Costa Rican stores don't want the shopping day associated with American violence.
 - b. Viernes Negro sounds more exotic and exciting than Black Friday.
 - c. Costa Ricans want to establish their own shopping tradition.
 - d. This is how you say "Black Friday" in Spanish, the language of Costa Rica



Jacob the Great

Jacob hated finishing things almost as much as he loved starting them. As a result, he had gotten into a million hobbies and activities, but he never stuck with any of them long enough to get any good.

He begged his mother for months for a guitar so that he could play Black Eyed Peas songs to Angie, a girl he liked, but after he finally got one for Christmas, he found out that guitars don't play themselves. He took a few lessons, but strumming the strings hurt his fingers and he didn't like holding the pick, so now the five-hundred dollar guitar lives under his bed.

After reading an ad in the back of one of his comic books, Jacob decided that he wanted a Wonder-Sweeper 5000 metal detector, so that he could find buried pirate treasure. So he mowed lawns all summer and didn't spend his money on ice-cream like his younger brother, Alex. He saved it all in a shoe box in his closet. Then he shoveled driveways all winter, and he didn't spend his money on candy and chips like his classmates. By the time spring came he had saved \$200, and he purchased the Wonder-Sweeper 5000 metal detector. He beeped it around the park for a while, but he soon found out that no pirates had ever set sail in his neighborhood, and if they had they didn't leave any treasure. Even though he found a key ring, forty-seven cents, and all the bottle caps he could throw, he buried the metal detector in his closet.

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Jacob opened up the box and unwrapped the many parts in the kit. As he did so, he imagined sawing his pet cat in half and putting it back together to the amazement of his friends and family. He took the many fake coins, trick cards, and rope pieces of varying length on the kitchen table and imagined pulling rabbits out of his hat and turning them into pigeons with a mysterious puff of smoke. As Jacob continued pulling plastic thumbs, foam balls, and giant playing cards out of the magic kit, a commercial on the TV caught his attention. "Hey kids! Have you ever wanted to go to space? Experience what it's like to be an astronaut? Do you want to explore the universe? Well, now you can." As the commercial continued playing, Jacob walked away from the magic kit on the kitchen table and stared at the TV screen longingly. "For only \$195 you can go to space camp and live life like an astronaut for a whole weekend. Enroll now for a once in a life

1. According to the text, why does Jacob stop playing the guitar?

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- c. It was too easy.
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2. To whom did Jacob want to play Black Eyed Peas songs?

- a. Alex
- b. Angie
- c. Mom
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3. According to the passage, why does Jacob decide that he wants a metal detector?

- a. He sees a man at the park with one.
- b. His father had one as a child.
- c. He saw a TV commercial for one.
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- a. He asks his mom.
- b. He asks his dad.
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- ✓ d. He does all of these things to get what he wants.

5. When did Jacob buy the metal detector?

- a. In the fall
b. In the summer
c. In the spring
d. In the winter

6. True or False: The metal detector was a good investment for Jacob.

- a. True
b. False

7. Why doesn't Jacob's father want to get him the magician's kit for his birthday?

- a. Jacob failed math class.
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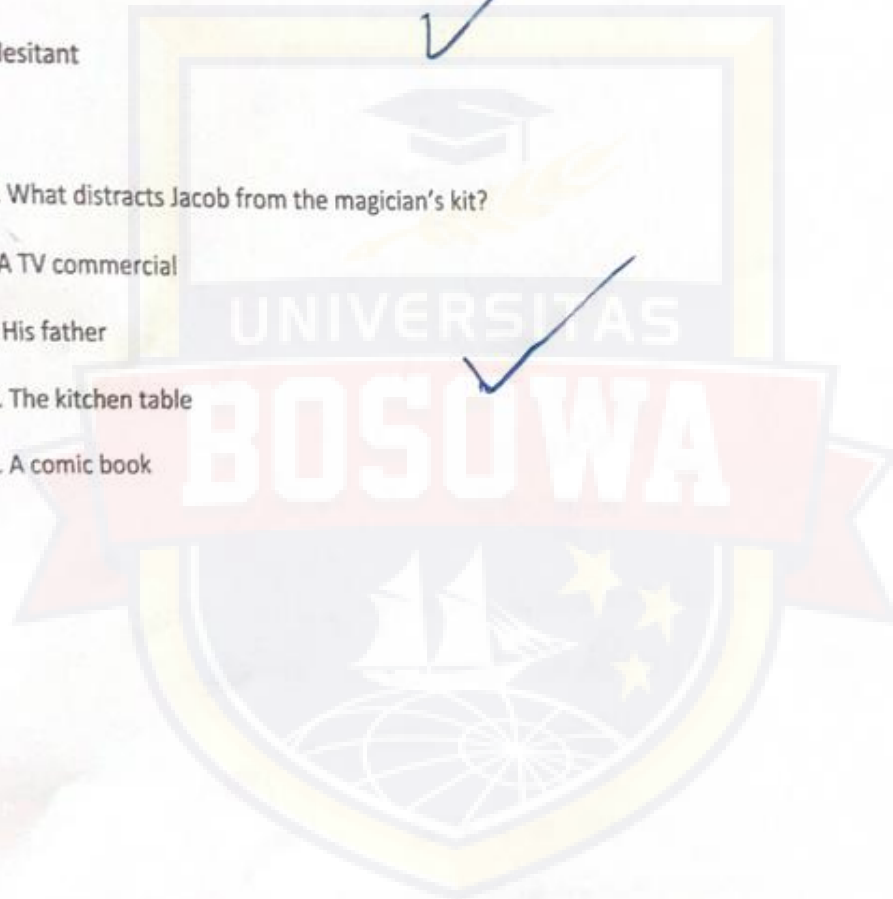
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- a. Happy
- b. Willing
- c. Proud
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10. What distracts Jacob from the magician's kit?

- a. A TV commercial
- b. His father
- c. The kitchen table
- d. A comic book



Appendix 7. Students' Score (Lower and Higher) in Post-test

1. The Lower Score in Post-test was Arya

 True: 19
False: 6

Name : ARYA.....
Class :

Petunjuk Pengisian

1. Bacalah soal ini dengan teliti sebelum anda menjawabnya
2. Jawablah dengan jawaban yang benar

UNIVERSITAS
BOSSOWA

Black Friday

The day after Thanksgiving is the start of the holiday shopping season. Thanksgiving is always on a Thursday, so the day after is a Friday. This day has come to be known as Black Friday. It has been the busiest shopping day of the year since 2005.

Most stores offer great deals on Black Friday. They open their doors in the wee hours of the morning. They try to attract shoppers with big discounts. Some items like TVs are much cheaper than usual. Stores may even lose money on these items. They hope that shoppers will buy gifts for other people while they are in the store.

Black Friday is a great time to get good deals. The problem is that there are not enough low-priced items to go around. Each store may only have a few. These items are in high demand. People stand in long lines to get such great deals. They may line up hours before a store opens.

They may be hoping to get a low price on a TV or laptop, but not everyone who wants one will get one. Some people leave disappointed.

The situation can be tense. Some Black Friday events have been violent. Large, eager crowds have trampled workers. Fights have broken out over toys or people cutting in line. People have shot one another over parking spots. But most Black Friday events are safe and fun. Still, if you plan on going, expect large crowds and a bit of shoving.

So where does the name "Black Friday" come from? It was first used in Philadelphia in the 1950s. The police called this day Black Friday because of the heavy traffic it drew. In the 1960s, stores tried to rename the day "Big Friday." It did not stick. The name "Black Friday" continued to spread across the country. It seems that it is here to stay.

Now people all over the country take part in the event known as Black Friday. It is even spreading to other parts of the world. Stores have held Black Friday events in the U.K., Australia, and Brazil since 2012. In Costa Rica Black Friday is known as "Viernes Negro." And in Mexico, stores offer an annual weekend of discounts. They call it "El Buen Fin," which means "the good weekend" in Spanish. I guess the language of savings is universal.

Adopted from (ereadingworksheets)

1. According to the text, why do stores set prices so low on some items that they lose money?

- a. They want people to enjoy the holidays.
- They hope people will buy other gifts while they are in the store.



- c. They are in a giving mood because the holiday season is just beginning.
- d. They are trying to get rid of old items from last year to make room for new items.

2. Which is not true about Black Friday?

- a. Black Friday is always the day after Thanksgiving.
- b. Black Friday is the busiest shopping day of the year. ✓
- Black Friday is a national holiday.
- d. Black Friday is the start of the holiday shopping season.

3. Where does the name Black Friday come from?

- a. The police called this day Black Friday because there is a lot of traffic.
- b. The stores called this day Black Friday because it is a serious shopping day.
- c. The police called this day Black Friday to remember the victims of violence.
- The stores called this day Black Friday because they make a lot of money. ✓

4. Which best explains the main idea of the third paragraph?

- a. People stand in long lines on Black Friday.
- Black Friday is the best time of the year to get good deals. ✓
- c. Black Friday is a really disappointing time of the year.
- d. Black Friday deals are limited and not everyone will get one.

5. Which country does not participate in Black Friday?

- France ✓
- b. Costa Rica

- c. Brazil
- d. United Kingdom

6. Which happened first?

- a. Stores tried to rename the day after Thanksgiving "Big Friday."
- b. Black Friday events began happening in Australia.
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- d. Black Friday became the busiest shopping day of the year.

7. Which title best expresses the author's purpose in writing this text?

- a. Black Friday: Stories from the Parking Lot
- b. Black Friday: Why You Should Go This Year
- c. Black Friday: The Stuff That You Should Know
- d. Black Friday

8. Which best describes the overall structure of the fifth paragraph?

- a. chronological order
- b. problem and solution
- c. compare and contrast
- d. order of importance

9. Which was not cited as one of the downsides of Black Friday?

- a. Stores run out of high demand items quickly.
- b. Nobody really saves any money on Black Friday.
- c. There are large crowds and lots of shoving.

d. Sometimes violence occurs at Black Friday events.

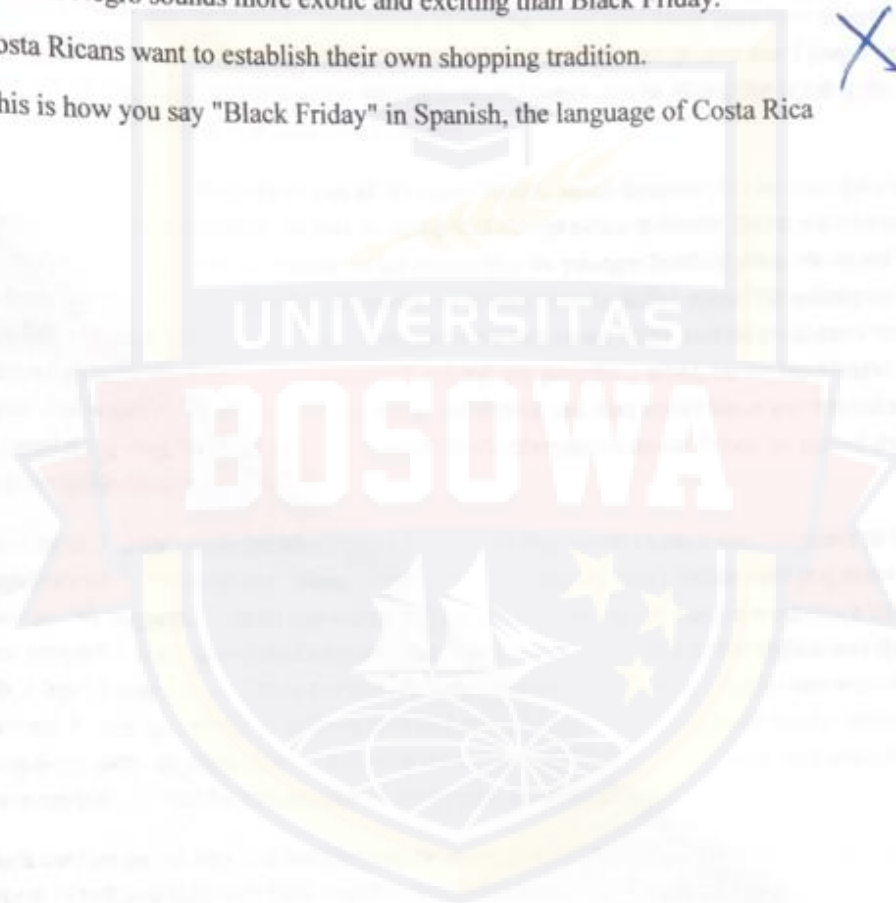
10. Which best explains why Costa Ricans call Black Friday "Viernes Negro"?

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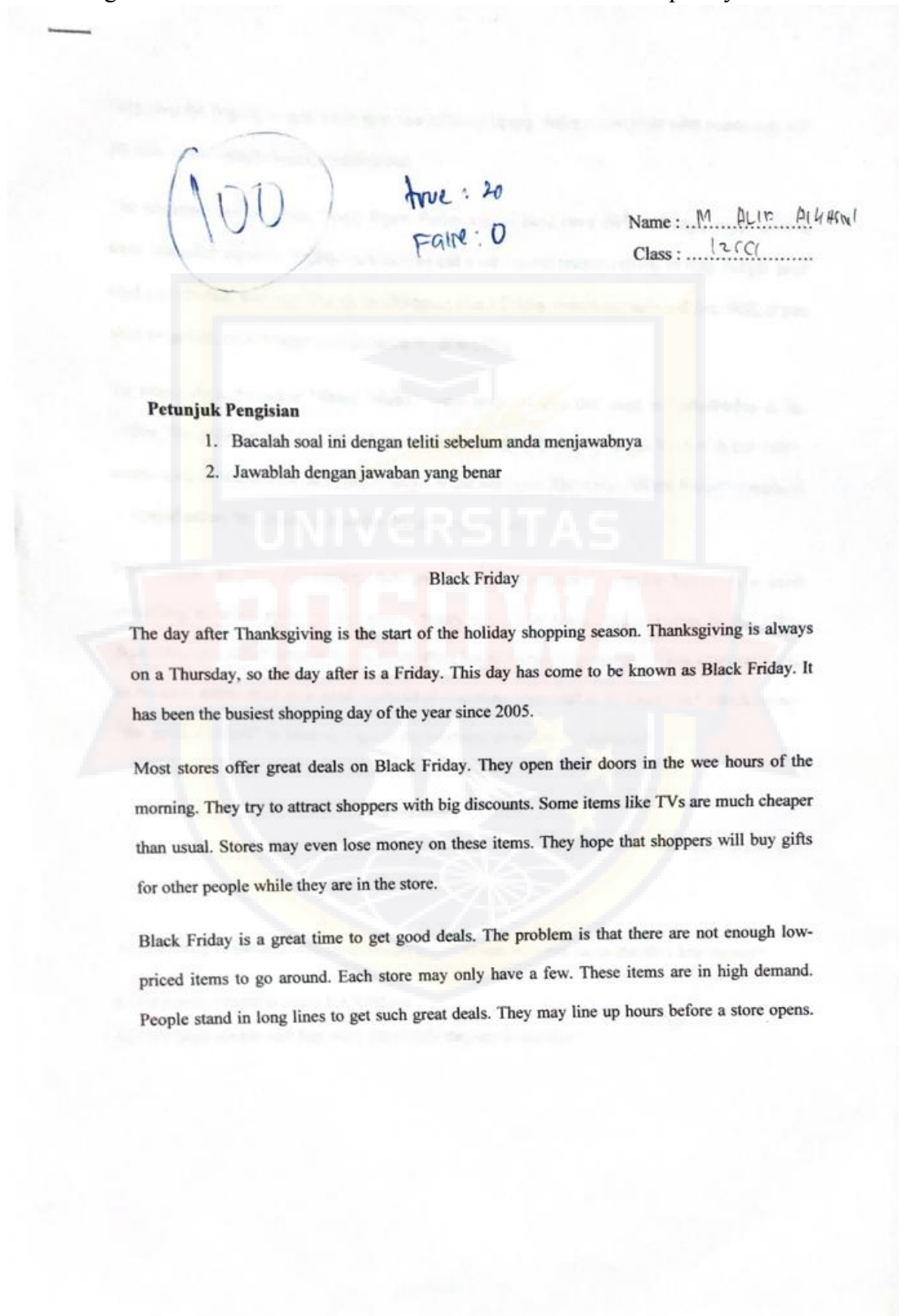
b. Viernes Negro sounds more exotic and exciting than Black Friday.

c. Costa Ricans want to establish their own shopping tradition.

d. This is how you say "Black Friday" in Spanish, the language of Costa Rica



2. The Higher Score in Post-test was Moh Alif Alhasni and Atiqa Kayla Mecca



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8. Which best describes the overall structure of the fifth paragraph?

a. chronological order

b. problem and solution

c. compare and contrast

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Jacob the Great

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5. When did Jacob buy the metal detector?

- a. In the fall
- b. In the summer
- c. In the spring
- d. In the winter

6. True or False: The metal detector was a good investment for Jacob.

- a. True
- b. False

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- a. Jacob failed math class.
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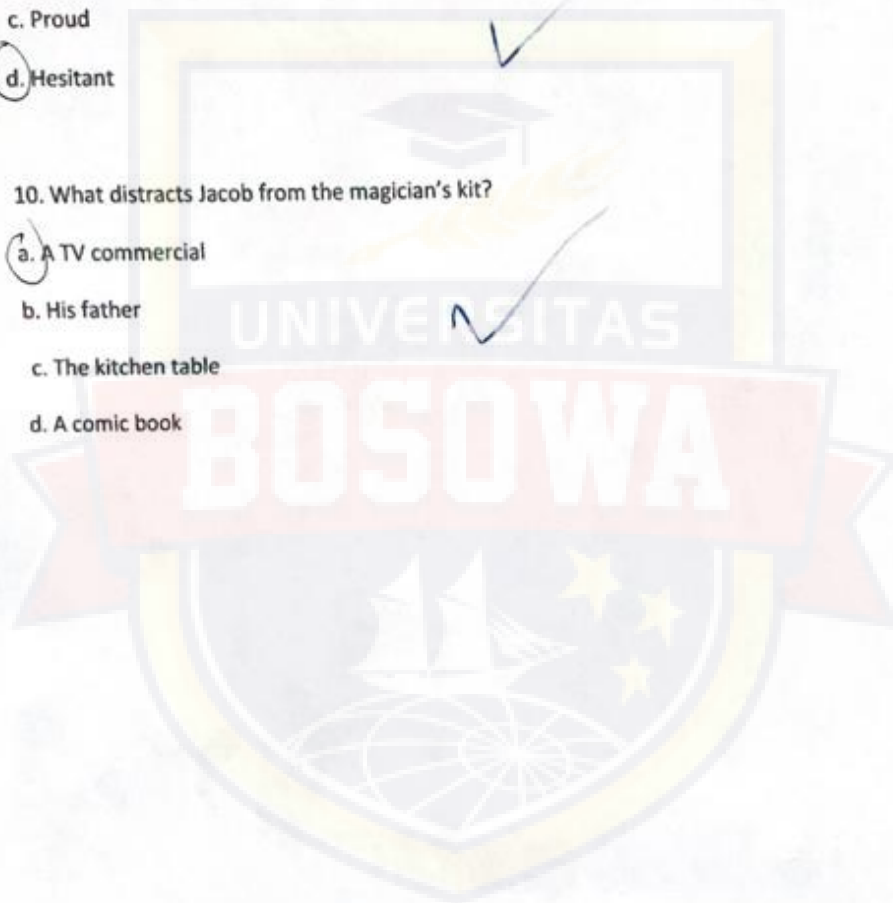
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9. Which word is closest in meaning to the italicized word in the following sentence from paragraph four: "It was no surprise that Jacob's father was *reluctant* to buy him a magician's kit for his birthday"?

- a. Happy
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Answer Key**1. B****2. C****3. A****4. D****5. A****6. C****7. C****8. A****9. B****10. D****11. A****12. B****13. B****14. C****15. B****16. D****17. A****18. C****19. D****20. B**

Appendix 8. Students' Score in Pre-Test

No	Name of Students'	Pre-test	Classiificstion
(1)	(2)	(3)	(4)
1.	Amelia Pinkan Azzahra	55	Poor
2.	Aulia Syadzaajayani Primarezki	65	Enough
3.	Hary Darmawan Tanasa	45	Very poor
4.	Moh. Alif Alhasni	85	Excellent
5.	Nawra Najwa Junaidi	75	Good
6.	Rifqi Raditya Rahman	55	Poor
7.	Saskia Malika	65	Enough
8.	Zana Zebadiah Tobo	60	Enough
9.	Atiqa Kayla Mecca	75	Good
10.	Arya	60	Enough

(Data Source; SMA Bosowa School Makassar)

Appendix 9. Students' Score in Post-Test

No	Name of Students'	Post-test	Classiifiction
(1)	(2)	(3)	(4)
1.	Amelia Pinkan Azzahra	80	Good
2.	Aulia Syadzaajayani Primarezki	90	Excellent
3.	Hary Darmawan Tanasa	75	Good
4.	Moh. Alif Alhasni	100	Excellent
5.	Nawra Najwa Junaidi	90	Excellent
6.	Rifqi Raditya Rahman	85	Excellent
7.	Saskia Malika	80	Good
8.	Zana Zebadiah Tobo	85	Excellent
9.	Atiqa Kayla Mecca	100	Excellent
10.	Arya	70	Good

(Data Source; SMA Bosowa School Makassar)

Appendix 10. The Result of Questionnaires

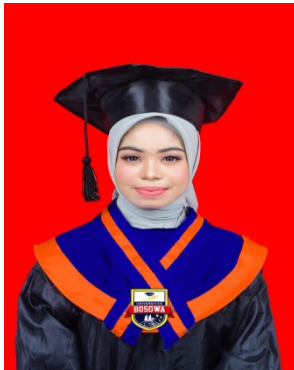
NO	STATEMENTS	SA	A	N	D	SD
1	It's a good idea for the teacher to introduce the E-Book System in class/ <i>ada baiknya guru memperkenalkan system E-Book di kelas.</i>	50%	40%	10%		
2	The use of the E-Book System supports the teaching and learning process/ <i>penggunaan system E-Book mendukung proses belajar 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 interesting/ <i>membaca buku pada system E-Book memang menarik.</i>	40%	40%	20%		
10	Through the E-Book System I can grow my vocabulary/ <i>melalui system E-Book saya dapat mengembangkan kosa kata saya.</i>	50%	50%	10%		
11	Through E-Book System improves concentration and the ability to focus/ <i>melalui system E-Book meningkatkan konsentrasi dan kemampuan focus.</i>	20%	50%	30%		
12	Through the E-Book System, I can improve literacy/ <i>melalui system E-Book, saya dapat meningkatkan literacy.</i>	50%	40%	10%		
13	Reading on E-Book System can improve	70%	20%	10%		

	imagination/ <i>membaca pada system E-Book dapat meningkatkan imajinasi.</i>					
14	Reading on E-Book System, make me feel happy/ <i>membaca di system E-Book, membuat saya merasa senang.</i>	30%	30%	40%		
15	Reading on E-Book System can improve writing skills/ <i>membaca pada system E-Book dapat meningkatkan keterampilan menulis.</i>	20%	40%	20%	10%	10%

Source : Students' Responses of Questionnair



BIOGRAPHY



Zhalsabila Putri Cantika. She Was born in Makassar, on March 9th, 2001. She is 22 years old, the oldest of the two siblings from the marriage of the couple Mr. Herman Saputra S.Pd and Mrs. Yulia. She has one sister her name

is Zhaisyah Dwi Arifah . She started her kindergarten at Makassar 2006 until 2007. In the same year she continued her education at SDN Panaikang 1 from 2007 until 2013. After graduated in 2013, she continued her study at SMPN 8 Makassar 2013 and finished in 2016. Then, continued her study at SMAN 12 Makassar 2016 until 2019. After that, she decided to continue her studied at Bosowa University in Makassar by choosing English Language Education Study Program, Faculty of Teacher Training and Education and finished in 2023. She was teach at Bosowa School Makassar by Speaking Class Program October 2021 until November 2021.