

CHAPTER II

REVIEW OF RELATED LITERATURE

Once a research problem has been identified, a review of related literature is needed. By reviewing the related literature, the researcher can relate the previous research and the theory to the problem under investigation. This chapter is devoted to review some relevant theories underlying this study. It consists of some items such as book and its development, e-book, the significance of book in supporting students learning, the use of e-book in ELT, the strength and weakness of e-book, students' perception and previous study.

2.1 Book and Its Development

Books have an important role in the history of humankind. They have been used to store and disseminate knowledge for centuries. The 1989 second edition of the OED seems to have covered all angles that a book is a printed or series of treatises, occupying several sheets of paper or other substance fastened together so as to compose a material whole. The word 'book' is so much a part of everyday conversation that there is no doubt about it. Every reader already has a mental image and a complete understanding of what is being discussed (Bozkurt, 2016). Books had an important role in the history of humankind. They have been used to store and disseminate knowledge for centuries. The 21st century faced with digital transformation and reflection of this transformation has been seen in many fields including the book industry.

History of books in English-speaking countries appears from place to place and from time to time. It might even be called the social and cultural history of communication by print because its purpose is to understand how ideas were transmitted through print and how exposure to the printed word affected the thought and behavior of mankind during the last five hundred years. Some students of printing concentrate on newspapers, broadsides, and other forms besides the book (Darnton, 1982). Reading books continues to be one of the most popular leisure-time occupations around the world (Ballhaus, 2010).

In Germany, people said they enjoy reading books more than they like using the Internet, going to the movies, and playing video games. The only leisure activities more popular than reading books were watching television, listening to music and the radio, and reading newspapers and magazines, pursuant to the poll conducted by German companies Axel Springer and Bauer Media. Other surveys show that older women tend to favor books, while men prefer to spend their leisure time with electronic media, such as television and the Internet. Books are big business. Based on that situation, in recent decades, there have been talks as to when and whether the e-book will overtake the printed book in terms of popularity. E-book will be established as a further book format in addition to paperbacks and hardcovers (Ballhaus, 2010).

2.2 E-book

The versatility and affordability of some of these technologies and access to the internet have contributed a lot to the use of mobile technology by youths, both in school and outside school. At first, an e-book is defined as the paper book being converted to the digital format using a scanner or typing to make it possible to be displayed on the computer. The Oxford Dictionary of English defines e-books as “an electronic version of printed books”. However, e-book can and do exist without its printed equivalent form. The electronic book actually has been around for more than 40 years, but e-books have a short usage period because there is always technology development (Tuah, 2018).

When we use digital book or e-book, it is not limited in terms of age, gender and academic level. Now, e-book will soon be a part of every classroom in most countries. It has really been pushed into educational classroom settings. That role has now been extended to facilitate access to electronic resources such as e-journals and e-books through innovative technologies (Bozkurt, 2016). E-book can be published in a variety of file formats. In the United States, there is not much debate about formats, as the industry leaders – Amazon, Barnes & Noble, and Apple – allow the reader to read their purchased books on a variety of devices (Ballhaus, 2010).

Based on Akpokodje’s research, there are 64.3% of University Students access textbooks, 40% access Reference Works/ Encyclopedias/ Dictionaries, 27.9% access Research Monographs/Journals and 13.6% for

conference proceedings. The implication is that libraries should go for more electronic textbooks than electronic Journals and Research monographs. Furthermore 78.9% of the respondent usually use search engines such as Google to access eBooks, 15% use library websites and 4.5% use library Online Catalog. The implication is that Librarians need to further sensitize the academic environment of the need to use University subscribed databases (Akpokodje, 2016).

2.2.1 The Significance of Book in Supporting Students Learning

Books are essential materials for everyone. We get our knowledge from different kinds of books. We learn things through the use of books and with the aid of the teacher. In the school environment, books are always there because there are the instruction manual students need when they are studying. In every class, there are books to guide students. The purpose of the book may be dissimilar based on the ability of the pupils and instructor but it is universal that textbook is a simply for learning. For the instructors, the usefulness of the textbook are as a media of instruction, the textbook contains task or instructions which lead the teacher to follow them. In studying English, a book is an important section. It could head the learning process preferably when the materials are in the best quality (Ballhaus, 2010).

The diversity of book presents an infinite selection for students. It is essential for students to understand the value of books. Nowadays

technology has succeed in putting forward different forms of advancement in society, phones are preferred over book. Despite this, book still remain even in virtual form, ready to access in different gadgets. This is why students who have hard book may not give attention to their books, but this does not mean to completely embrace the presence of e-book as well. More importantly, there are specified that this would depend on the person's functional need. This only serves as challenge for all reader, students not to always embrace reading book and to recognize the value of reading, whether in print or on screen (Gomez, 2008).

2.2.2 The Use of E-book in ELT

Technology has potential to enhance the teaching of reading. Traditional simplistic notions of literacy as involving only the reading (decoding and comprehending) and writing (encoding and communicating) of print-based texts are no longer adequate. There is a growing sense that reading teaching needs to be more interactive supported by multimedia modes that provide visual and sound representations (Lefever-Davis & Pearman, 2005).

Currently, learning materials also continue to experience development due to technological advances. The growing development of electronic references that are easy to use and very useful has a strong contribution to the development of digital literacy. With the advent of e-book, the curriculum needs to reflect the novelty of this device. Besides, e-

book creates great impact on reading habits. It can increase the rate of reading and helps to understand the text. Students and teachers need to work together to navigate the most appropriate way to use this technology both inside and outside the classroom (Akpokodje, 2016).

The best model of using e-book is reading comprehension. The teachers maximize opportunities to enhance students' English literacy and language development. This study has highlighted that the lively and attractive features of e-books, including voices, sound and dynamic visuals are a powerful means of supporting second language literacy development. Training Emirati student teachers who are a product of teacher-directed rote learning, to incorporate technology into the primary school classroom is a challenge and a necessary part of keeping up with international trends (McNally, 2002).

2.2.3 The Strength and Weakness of E-book

For the student, e-book has the potential benefit to increase learning motivation. Along the time, the students require to read a lot in the learning process. Moreover, the books that is read are so limited to printed English books, so students need of e-book. The amount of printed book are less e-book. Besides, e-book gave the unique function such as the various search, copy-paste, and the spotlight that can be adjusted, which contributes to enhance students' understanding and can remember a variety of information. The e-book has become available on a mobile devices such as

smartphone and tablet or computer. It is easier to bring and use e-book everywhere and every time. Besides, if we use e-book it can be easy to share, environment friendly (no paper use), easy to use multiple documents at once (Tuah, 2018).

E-book can be harmful on the eyes. Eyes are one important thing to read. If we use e-book, we have to stare at the screen for so long. It can interrupt our eyes. It can be called as eye fatigue. Eye fatigue can cause students to grow tired and may even cause nervousness. It is found that sustained or intentional reading of digital texts on-screen displays was difficult in part because of hardware limitations and ergonomics: stationary computer screens require static reading positions, and poor type representation impedes reading and causes eye fatigue. It can reduce concentration, which may also affect comprehension. Then, games and apps can be distracting. Games and apps can cause students' addicted to mobile phones. Furthermore, when students play games, social media and other application can make students ignore their e-books (Chen, 2012).

2.3 Students' Perception

Perception is a word that is closely related to human psychology, it has been defined in various ways. From a layman's perspective, the perception is defined as the conscious act of a person's environment through physical sensation, which demonstrates the ability of individuals to understand. Meanwhile, in the opinion of experts, "the perception is defined

in accordance with the opinions and views of someone” (Unumeri, 2009: 18). Students have their own opinion toward something they gets from teaching-learning process and how they reach toward it. Students’ perceptions are students’ point of view toward something happened in the learning process. The result suggests teachers to improve the learning process (Shidu, 2003).

Adediwura in their academic journal, elaborates the theories of perception by taking some experts’ explanation. Eggen’s theories (2001) see perception from the cognitive dimension as the process by which people attach meaning to experiences. It means that the perception comes after people attend to certain stimuli in their sensory memories. However, the perception will influence the information that enters working memory. Students’ perception of teachers’ knowledge of the subject matter, attitudes to work and teaching skills is absolutely dependent on the fact that they have been taught by the teachers under evaluation and are familiar with them. They therefore have minds already pre-occupied with memories and reactions that inventory for data collection will measure (Adediwura, 2007).

From the definition above, students’ perception is how students’ thought to response to what they have done and learned. In this case, the perception is on the use of e-book. Each Student has a different expectation on e-book. For some, the students feel different effects in using an e-book. So, the researcher felt the need to explore students’ perceptions towards the use of e-book as the first step to overcome the problems.

2.4 Previous Studies

Bozkurt has ever conducted the research on *the use of digital books at the academic level for students*. It shows that the participants of this research are 135 post-graduate students who took a must-course in a state university in Turkey. The perception of the participant who use digital book experience represents 83%. Students' perceptions from the students is e-book can be used everywhere and every time access. Interestingly, features related to easiness are at the bottom of the list. It is believed that reasons to prefer using digital books should be further investigated to be able to design and provide digital books according to users' needs. Besides, the e-book is mainly used for academic purposes in addition to leisure reading (Bozkurt, 2016).

It is added towards the use of e-book in-class interaction by Roslina's study. She has done research about *The Effect of e-Book on Students' Learning Styles a Study in Terengganu, Malaysia*. The number of respondents who completed the survey is 142 students involved 69 male and 73 female from the Nationality School of Teluk Kalong, Kemaman. The result shows that respondents spend most of the time using e-Book at school (53%). Respondents report that the main reason for using e-Book is for academic-related activities and reading the electronic textbook. E-book is perceived as making class sessions more enjoyable and interesting; and also open new communication channels (Roslina, 2013).

Basically, the first and second research are typical. The e-book is an essential tool for learners. It has a positive effect on learners in ELT. Based on the perception of students, the e-book is effective and efficient to use in learning. It can be used everywhere and every time. Besides, it makes class sessions more enjoyable and interesting. As we know, many students in our college using e-book on their mobile phones. It is beneficial for students to carry it everywhere and every time. E-book can allow the students to rapidly improve their comprehension in reading. But, there are some problems using the e-book, especially when the students use their mobile phones more and can be harmful to their eyes.