

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The roles of books are not only as a media of learning, but also as a stimulus to improve the students' reading ability. If the students are able to implement the reading rules correctly such as the reading techniques; skimming, scanning, reading speed, summarizing and etc, students will be able to understand the material provided. Students' understanding of the material is essential to reach achievement in learning.

In this digital era, the books are produced in a variety of formats. It is certainly due to rapid technological developments. Eighty percent higher education and student has technology tools (Rockinson, Courduff, Carter, Bennett, 2012). Increased consumption of these technologies has caused increased purchasing power of the tablet, smart phones, and other handheld devices (Smith & Caruso, 2010). Almost of the students in higher level education minimally has a technology tool that is smart phone. Because of this phenomena, it is encouraged the publisher to produce a book in various formats. The books are produced in print-based and screen-based.

Some education institution in Gresik already started using two formats of books to support learning in the classroom. Based on the researcher observation, University Muhammadiyah of Gresik also used two books format especially in English education department. In the other hand, the experience of the researcher as the student in this collague that ever taught using two

format of books. When the screen book and the printed book were available, the under graduate learners report that they always use the print format (Levine & Clark, 2006) almost students argue because the students easier to understanding the content by hand held book or printed book format. Genevieve & George (2014) stated that the teacher educators might present their students with improved screen book learning strategies. There are several factors behind students perception to screen book format. The teacher who used screen book format said that it is because portability, cost, and familiarity causes. Then, while in learning the students sometime using their technology tools such as laptop and smartphone that habitually used to access the information about material. Mobiles and several technologies tools already use in educational area (Christiane, 2013). Students are given printed book format can make the students only focus on the book as a reference source while students who are given screen book format will have many books as a reference so that students' thinking daapt widespread.

In this collague, the printed book format is slightly dominant used in learning. There are 8 of 15 courses that used screen book and 9 of 15 courses that used printed book and 14 of 29 courses that did not use book anymore because the teacher usually using task and assessment directly while in the class or there are some courses that do not need references of books. This data taken from courses of English major from first semesters until six semesters.

Learning can be impacted by both the format of the text through which the text is consumed (Rockinson, Courduff, Carter, Bennett, 2012). Although there are so many factors that show while using printed book format and screen

book format, the cause and effect of text book format and learning is still exist. According to Rockinson, Courduff, Carter, Bennett (2012), learning conceptualized as a three-dimensional process which includes cognitive, affective and psychomotor. That is, learning consists of not only knowledge of the matter but the feelings and attitudes about the material. The efficacy of technology in learning have been measured but the size of the learning success also depends on the student's learning style.

Grades and test scores are deemed valid measures and are important to examine but, they may not be the most valid measure for higher education learners (Rovai & Baker, 2009). Higher education students' perceptions of their learning may more accurately assess their learning in a course (Chesebro & McCroskey, 2000). Further, measuring only the cognitive dimension of learning is narrow.

In the previous study was examine the screen book towards students learning. The researchers stated that as with many advances in technology, education research to support the effectiveness of screen book consumed via a geded less and only a few studies have begun to examine the effect of screen textbook on university students' cognitive, affective and psychomotor learning. In the other hand, the researcher also stated that measuring cognitive area is commanly used in research and measuring grades is too narrow.

Thus, the purpose of this study is to examine the efficacy of screen book defined as perceived learning (affective area) as compared to printed book at six semesters classes on English department in University of Muhammadiyah Gresik.

1.2 Research Question

There is a research question in this research :

1. Is there a difference of preference between the afternoon students and the morning students of six semesters in English department towards screen book and printed book?

1.3 Purpose of the Study

There is a purpose of the study in this research :

1. To find out the difference of preference between the afternoon students and the morning students of six semesters in English department towards screen book and printed book

1.4 Significant of the Study

1.4.1 Theoretical Significance

1. Give contribution to evaluating reading learning using an appropriate book as media that can measured by perceived for the learners and considering to the effectiveness and efficiency in using.

1.4.2 Practical Significance

1. This study will be useful for lecturer to provide an effective book as media of learning.
2. Students can maximize their learning by choosing the type of book which is effective for use in learning.

3. This study will be useful to this collage to change the habit of using printed book become a technology-based university by diverting the learning media into a book-based screen.
4. This study is to change the perception of the readers that the book is not only in print format but screen format also.

1.5 Scope and Limitation

In this study, a convenience sample of 50 students majoring in English from the morning class and evening class of six semesters at the University of Muhammadiyah Gresik located in Gresik part of town. This study takes the subject of six semesters as it is assumed to have experience of learning english in the courses with book format based on print and book format based on screen (page fidelity e-textbooks) in the pdf format. In the other hand, the printed book that used in this study is the screen book (pdf format) which is printed in the form of paper. Previous educational experience provides them with a solid basis to evaluate the learning and to do so with accuracy (Chesebro & McCroskey, 2000). The aim of this study is to find out the morning and evening students perception towards two books format.

1.6 Hypothesis

There is no significant difference of preference between the afternoon students and the morning students at six semesters on English department in the University of Muhammadiyah Gresik towards screen book or printed book.

1.7 Definition of Key Term

1. **Screen Book** is scanned of the book printed version in the format of *pdf* (page fidelity e textbooks) and this type is used on English department in University of Muhammadiyah Gresik.
2. **Printed book** is the format of *pdf* (screen book) that printed in the form of paper and can be held directly by hand.
3. **Student Learning** is a concept of learning that include of three dimensional: cognitive, affective, and psychomotoric.
4. **Perceived Learning** is what is felt by students in the learning of reading in terms of preference for the kind of books used.