

## The Effects of Electronic Storybook on EFL Students' Reading Performance

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**Abstract:** *This study investigated the effect of electronic books on EFL students Reading performance. A quantitative study with a quasi-experimental design was implemented through applying electronic books as instruments. The study adopts a pre-post control group design where each twenty students were randomly assigned to either a control or an experimental group. Students of the experimental group were instructed by using electronic books approach, whereas, the control group received traditional treatment such as grammar translation method. The study results showed that using the electronic storybook on EFL students can significantly raise students' reading performance, with a discernible difference in effectiveness between the experimental and control groups. The study sheds lighter on the value of using electronic books to promote reading performance in an EFL classroom. Additionally, the study makes recommendations for EFL teachers on how to make the application of this method in their lesson plans more effective.*

**Keywords:** *electronic storybook; reading performance; students' achievement*

### INTRODUCTION

There are four English language skills that one should be proficient in. They are speaking, writing, listening, and reading (Aslan Berzener & Deneme, 2021). One crucial ability for those learning a second language is reading. The fundamental ability for learning a language that every person should possess is reading. Since the majority of knowledge is found in written form, reading is the key to knowledge (Azlina, 2021). Reading is the key of knowledge because the biggest source of knowledge is written form. There are many definitions about reading given by experts. Reading is the process of creating meaning in a routine setting using past knowledge in accordance with a suitable approach and goal, all while relying on the presence of successful communication between the writer and the reader (Ceyhan & Yıldız, 2020).

Reading is very influential in classroom; the reading activity refers to the activity of transferring information from the writer to the reader (Lumbantobing et al., 2020). Reading is an activity and process that is done by reader to understand written texts. So, reading cannot be separated from comprehension (Mantiri et al., 2021). "Reading means understanding, evaluating, and utilizing of information and ideas gained through the interaction between the reader and the writer (Khotimah & Wahyu, 2020). Since reading is the cornerstone of literacy, it is seen as significant. It is the process by which the reader understands the writer's intended meaning or message. Reading is sometimes seen as a sophisticated talent, requiring readers to do more than just skim written texts; they must also use their entire comprehension (Lumbantobing et al., 2020). Reading comprehension is the phrase used to describe this process.

With regard to reading in a foreign language, one crucial determinant of reading comprehension is the amount of background knowledge readers have. Although readers can turn printed symbols into sounds and word accurately, it cannot guarantee their comprehension (Muhassin et al., 2021). Inadequate background knowledge especially cultural one can have an effect on reading comprehension (Razavi & Gilakjani, 2020). There are three main kinds of schemata: formal or textual, content, and cultural, which have a near relationship with

reading comprehension. Cultural schema refers to the cultural background knowledge which is necessary for comprehending a text and the purposes of its writer (Cekiso et al., 2022). It includes the type of knowledge that is attained through being a member of a specific group and involves the total set of beliefs, values, attitudes, customs, and behaviours held by that particular group (Abbas et al., 2020). When learners encounter a reading text based on a new content and culture with which they are not familiar, they must perform both micro-level textual analysis (letter identification or pattern recognition) and macro-level textual analysis (activation of prior knowledge and monitoring comprehension) in order to understand the text.

Fluent oral reading, also known as performance reading, can be honed by older students planning how to read parts of a book with expression for an audience, or by younger students participating in a repeated reading of a book with memorable phrases or sound effects and additional gestures (Alghonaim, 2020). Three components make up fluent oral reading: prosody, which is reading with suitable expression and phrasing to represent the meaning of a passage, automaticity, which is reading words in a text accurately and effortlessly, and accuracy, which is reading words in a text without making a pronunciation error (Al-Qahtani, 2020). Choose a book that has recurring refrains or memorable language that young readers may act out using gestures, sound effects, props, and voices to engage them. Once the read-aloud is finished, have the students practice using voices, gestures, sound effects, and objects (Satriani et al., 2022). As they read the book aloud and discuss it, students can play it out and engage in the reading process. Performance reading can incorporate brief instruction on phonemic awareness, phonics, and word study (Özbek & Ergül, 2022).

Adopting technology in implementing teaching and learning activities in schools has been proven to have many positive impacts. One technology widely accepted by the world of education is electronic books (Ghaith & El-Malak, 2004). Apart from being more environmentally friendly and economical, there is a high interest in electronic books in education because electronic books can improve the quality of teaching and learning (Anne, 2021). If you are considering plans to use electronic books at school, here are several benefits teachers, students, and schools can enjoy as institutions. Electronic books can also help teachers measure students' understanding of certain subjects. The way to do this is by making exam sheets as part of daily assignments, tests, or quizzes directly from the parts of the electronic books that have been read or discussed in class. It can be difficult to teach English to young students (Dizon et al., 2016). Their distinct qualities include being lively, quickly bored, and readily distracted, when creating the lesson plan, teachers must exercise creativity (Razavi & Gilakjani, 2020). For young language learners, electronic books can be a very effective teaching tool. The electronic book offers a novel reading experience thanks to advancements in digital technology.

Electronic books have the potential to answer these problems and obstacles through the interactive functions previously explained, such as sound, narration, sharing, and even video and animation features (Rahayu et al., 2022). Through this feature, teachers can maximize it to increase student participation in class. Electronic books can also improve students' understanding of the material and help them master independent learning skills.

English is widely spoken by individuals from various nations (Jeong & Gweon, 2021). The majority of non-active English speakers utilize it to build relationships with foreigners. English is widely employed in Indonesia's technological, scientific, and advanced fields (Ceyhan & Yıldız, 2020). Computers and other electronic devices are also used extensively as a medium of communication in international trade and industry. As a result, anyone who wish to use them should be fluent in English. The four skills of listening, speaking, reading, and writing in English are those that need to be mastered (Lumbantobing et al., 2020).

Out of the four talents, reading becomes particularly significant in the field of education since kids need to be coached and exercised to have effective reading skills (Nanda et al., 2018). For students, reading is also essential to their experiences in the classroom and in daily life. Reading teachers' main responsibility in the modern classroom is to teach pupils to read. Since students come to school at varying levels of their reading development, reading teachers must help students who are less proficient readers grow by giving them the finest reading teaching available (Pujiani et al., 2022). Reading is an ability that takes time to master. We improve our reading skills via practice, just like any other talent (Dhillon et al., 2020). On the other hand, we cannot improve and risk having our talents decline if we do not practice. Visual and nonvisual information are integrated through reading. Meaning is created when you read by fusing the nonvisual information in your thoughts with the visual information on the page. Thus, when it comes to the process of establishing meaning (reading), your thoughts are equally as significant as what is written on the page (Gheewalla et al., 2021). Unfortunately, there is still a long way to go before the children' reading comprehension is adequate.

## RESEARCH METHOD

This paper's quasi-experiment methodology included an experimental class, a control class, and a non-equivalent control group design. Precondition checks, which included homogeneity and normality testing, and descriptive analysis were among the data analytic methods used in the current study (Creswell, 2012). The N-Gain data analysis and the Independent Sample T-assess were also utilized to evaluate the theories. The study's findings demonstrate that, with a noticeable difference in efficacy between the experimental and control groups, employing the electronic storybook with EFL students can significantly improve their reading performance. This study used a quasi-experimental design to test the students' reading performance levels through pretest-post-test procedures. The purpose is to see whether electronic books have a significant impact on enhancing the students' reading performance skills or not. The study sample consisted of twenty students in the second year of senior high school. The students were assigned to either the experimental or the control group on a random basis. Pre-test data on the reading performance skills test and scale test was obtained to ensure group equivalence.

Questionnaires were used to gather research data. This study's data analysis procedures used pre-requisite tests, such as the homogeneity and normalcy tests, and descriptive analysis. A descriptive analysis was carried out to characterize the state of global diversity in the experimental group and control group before and after treatment. Additionally, the normality test determines whether the experimental group's and the control group's data distributions are normally distributed. The homogeneity test is employed to ascertain whether the samples in the experimental and control classes have the same variation. The Independent Sample T-Test test and N-Gain data analysis were used for hypothesis testing following the completion of preparatory tests using the normality and homogeneity tests.

## FINDINGS AND DISCUSSIONS

**Table 1.** Means, Standard Deviations, T-Value of Means and Significance of Differences of The Two Groups in the Pre-Performance on Reading Skills Test

Group	Number of Students	Means	Standard Deviation	Degree of Freedom	t -Value
Cont.	20	31.82	8.83	38	0.04
Exp.	20	31.90	7.11		

Maximum score = 100.

The majority of experimental group pupils were able to identify the object mentioned by specific pronouns and offer titles. To conclude the story, many of them found it difficult to discern the meaning of specific objects or to foresee specific events. They could accomplish that task successfully later. With increased reading experience, the students demonstrated a greater interest in reading the chosen difficult texts and demonstrated the ability to complete the tasks based on electronic books.

**Table 2.** Means, Standard Deviations, T-Value of Means and Significance of Differences of The Two Groups in the Post Reading Performance Skills Test

Group	Number of students	Means	Standard Deviation	Degree of Freedom	t-Value
Cont.	20	32.00	7.199	38	9.44
Exp.	20	55.11	11.61		

Maximum score = 100.

Obtained significantly higher scores than the control group on the post-performance on the Attitude Scale, as indicated by the t-value (10.33) in table (3). This suggests that the suggested reading by using electronic books approach was effective. The t-test analysis of the data revealed a significant difference favouring the experimental group post-test on the reading performance skills test, where the experimental group in the post testing achieved a higher significant degree of improvement than on the pre-test.

**Table 3.** Means, Standard Deviations, T-Value of Means and Significance of Differences of The Two Groups in The Post-Performance

Group	Number of Subjects	Means	Standard Deviation	Degree of Freedom	t-Value
Cont.	20	36,10	7.83	38	10.33
Exp.	20	55.19	9.21		

The experimental group performed significantly better on the reading performance post-test than on the pre-test, according to data analysis using the t-test, which revealed a significant difference in Favor of the experimental group. It is noteworthy to add that reading performance findings indicated that pupils achieving high pre-assessment scores also demonstrated significantly higher post-measurement scores on the same scale. Additionally, in the post-test, students who performed very poorly on the pre-scale tended to perform better on the same scale. This indicates that both successful and unsuccessful students have profited from the electronic book approach and the recommended reading content. They felt more enthusiastic about learning EFL as a result. Therefore, real, difficult electronic textbooks were helpful for pupils learning a foreign language since they allowed them to read comprehension and enjoyment. To put it succinctly, the study's findings provide clear proof that the rigorous electronic text book program may effectively raise students' reading proficiency while they learn a foreign language.

The current study was created to explore and illustrate whether or not using electronic textbooks improved the reading comprehension and attitudes of first-year male secondary school pupils. Using two distinct instruments, the study developed various questions and hypotheses, then tested them. The group equivalency was not significant at the  $p \leq 0.05$  level, according to pre-test data on reading comprehension skills (t-value = 0.04). Moreover, group equivalency was demonstrated by the Pre-test attitude scale data, as the t-value (0.48) was not significant at the  $p \leq 0.05$  level. Based on the post-test results of reading comprehension skills,

the study's first hypothesis states that there will be statistically significant differences (in favor of the treatment group) between the means of scores of controlled and experimental groups. As the t-value (9.44) is significant at the  $p \leq 0.01$  level, the data analysis using a t-test revealed that the experimental group outperformed the control group by a substantial margin on the post-test reading performance skills.

During reading at first, a lot of kids displayed hesitancy, discomfort, and occasionally a loss of confidence. Over time, though, they demonstrated a respectable degree of reading fluency. That suggests that, given the opportunity, kids could read the materials accurately, swiftly, and comprehensively. That was possible for those proficient readers since they have word recognition skills. They were thus able to concentrate on the significance of what they had read. Their accomplishment was noteworthy since the majority of them outperformed in terms of the literal, referential, and critical reading performance levels. The final level presented the greatest challenges for the students. Furthermore, it is impossible to ignore the improvement in post-test results that the students in the control group made. The unintentional conversations that the students from the two groups had when they first met may be the cause of this improvement.

Given that the t-value (10.33) is significant at the  $p \leq 0.01$  level, the data analysis using a t-test revealed that the experimental group outperformed the control group by a substantial margin on the post-test regarding reading performance. The study contends that the recommended electronic reading textbooks and methods have helped both successful and less successful pupils. Their attitude toward learning EFL improved as a result. Therefore, real-world, difficult electronic reading textbooks were beneficial for pupils learning a foreign language since they allowed them to read comprehension and enjoyment. The numerous benefits of the electronic books method, which have been covered in previous studies and the literature review, are responsible for the effectiveness of the instruments that were used and the high scores obtained in the results. A greater grasp of what it takes to be a good reader, improved awareness, improved relationship between students and their teacher, and the ability to recognize the different kinds of questions one should ask oneself when reading a section or a book are just a few of these benefits.

The researcher claims that it is difficult to teach reading comprehension in an EFL context by using the electronic books technique. In order to support each of the four English language skills in every lesson, teachers must employ a variety of tactics, which provide unique challenges. There are situations when improving or addressing reading performance enhancement tactics is necessary due to time constraints and language difficulties. The benefits of the electronic book approach, however, force educators to incorporate it into their regular methods of instructing reading comprehension. It is also not sufficient for teachers to apply a method to handle numerous issues and challenging assignments. Every strategy must be used with analysis.

The most useful talent for people is reading. Any information or knowledge can be updated by this activity (Aziz, 2020). The purpose of this study is to determine how the CIRC method affects students' abilities to comprehend what they read in the descriptive text. The experimental and control groups were the two groups in this quasi-experimental design investigation. According to the study's results, there were notable differences between the experimental and control groups when it came to the first-grade students at MTs Islamiyah Kebomlati Plumpang Tuban's ability to read descriptive texts using critical reading skills. These differences were also attributed to the Cooperative Integrated Reading and Composition (CIRC) method. When employing the Cooperative Integrated Reading and Composition (CIRC) technique, the students show greater motivation, interest, and enthusiasm for the lessons. As a result, the CIRC approach works better than traditional methods. This demonstrates that the CIRC technique can help kids become better readers within the classroom

learning process. kids in the VII grade have improved as evidenced by their pre- and post-treatment advancements.

The purpose of this systematic review is to examine how fables affect reading comprehension, with a particular emphasis on how they help young students improve their literacy abilities (Abella et al., 2023). Fables have a long history in literary traditions throughout many civilizations. They are known for their moral lessons and metaphorical storytelling. The results highlight how fables might encourage better textual understanding by getting readers to think critically and draw conclusions. Furthermore, fables' emotional resonance helps young readers develop moral reasoning and empathy, which is in line with social-emotional learning objectives and character education. This review also emphasizes how flexible fables may be, as they are useful in focused reading interventions, especially for struggling readers.

Finding out if teaching reading comprehension to eighth-grade pupils directly is sufficient was the subject of another study on the subject. According to (Yuliani, 2020), this study is quasi-experimental. Students in the eighth grade at Palembang's State Junior High School 44 made up the study's population. The researcher administered the test in order to gather data. Certain inferences may be drawn from the data analysis results based on the scores discovered; the statistical analysis between the experimental and control groups (t-obtained) need to be greater than the t-table (0.279). Additionally, the null hypothesis was rejected and the alternative hypothesis was accepted when the value of t-obtained which was higher than the t-table was 4.462, which was the outcome of the student scores in the control and experimental groups.

In order to motivate EFL students in reading classes, reading engagement is essential (Loi & Thanh, 2022). Affective engagement's impact on reading comprehension has been investigated in recent studies. The impact of a text-driven approach to task design and development that incorporates concepts from second language acquisition, such as emotional and cognitive engagement, need further empirical study, nevertheless. The current quasi-experimental study looked into how it affected the reading comprehension of EFL students. 62 Vietnamese EFL adolescent learners (ages 14 to 16) from two complete courses at an English language centre in Vietnam's Mekong Delta participated in the study. The experimental group was given a class of thirty-one students, whose reading lessons used a text-driven framework to modify activities from a standard textbook. The control group consisted of the other class, which completed the reading assignments outlined in the textbook. A pretest and a post-test on reading comprehension were given both before and after a 13-week intervention. The reading comprehension post-test findings indicated that the experimental group did better than the control group.

## CONCLUSION

This study provides factual support for the claim that the use of electronic books has enhanced the reading performance skills of junior high school pupils in their second year. The goal of the current study is to improve reading comprehension and performance strategies to maintain students' academic performance. The study also supports other research that suggests students use technology, such as electronic books, to assist and mentor their professors in the classroom. Teachers' expectations about their students' potential to be more may be influenced by professional development, which in turn may affect instructional strategies that have an additional impact on students' reading growth. In the end, motivating students to pay closer attention to the texts they are reading will strengthen their sense of self and their desire to read with intention and acquire valuable knowledge. It becomes more evident how important it is to implement the electronic books technique when the advantages it offers to both instructors and students are noted. Driven kids achieve more than other pupils do in traditional classroom

environments. Imagine for a moment that we try to find out more about the views that EFL teachers have regarding their students' metacognitive understanding.

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