USING E-BOOK READERS TO FOSTER EFL STUDENTS' MULTI-LITERACIES
(A Case Study at a Vocational High School in Ciamis)

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Abstract: This paper reports on the implementation of E-book Readers as a media to foster EFL students' multi-literacies in one of vocational high school in Ciamis. This research is aimed at discovering how E-book Readers can foster EFL students' multi-literacies, discovering kind of multi-literacy which will be indicated by students, and finding out students' responses on E-book Readers. This research employed a case study with one class of the eleventh grade as research participant. This study also used observation, interview, and questionnaire to access the data. Those data from interview and classroom observation were analyzed by transcribing the data, while the questionnaires were analyzed by using percentage calculation. The findings of this research revealed the implementation of E-book Readers as a media in English learning process in the classroom. E-book Readers as a media to be applied in learning process can involve students in various kinds of literacy. Students can search their material and knowledge using E-book Readers. Students can also foster multi-literacies just only by using E-book Readers. The process of those learning activities enables students to be active in learning. The questionnaire results also revealed that most of students gave positive response on the use E-book Readers by the teacher in learning English. Some suggestions were presented for those who might benefit from this study. There is the advantage for the teacher who teaches English and also for the students who study English, E-book Readers can be helpful for them when they are used in teaching and learning process. Further researchers are suggested to search for more references about the media of E-book Readers. They are also suggested to carry out further research through E-book Readers media on the result of learning, in order to manifest national education goal.

Keywords: E-book Readers; Multi-literacies.

INTRODUCTION

Literacy is the ability to read and write that serve as a foundation for learning, communication, language use and social interaction (Bartolo, 2014, p. 18). The massive change from traditional print-based literacy to twenty first century multi-literacies presents the impact of communication technologies and multimedia on developing nature of texts, as well as the skills and dispositions related to the consumption, production, evaluation, and distribution of those texts (Borsheim, Meritt, & Reed, 2008, p. 87). According to Rath (2015, p. 2), multi-literacies refers to

the diversity of languages, culture and multiple dimensions of visual, aural, and media in multimodal texts largely supported by technology. In reality, the implementation of technology in schools is less necessary and students have not been familiar with technology and able to use it properly.

Multi-literacies in Indonesia is one of the learning designs used in the context of the 2013 curriculum. Multi-literacies are designed to be able to connect five multi-literacies skills such as reading, writing, oral language, and digital literacy, and visual literacy (Luke, 2000, p. 78; Ajayi, 2011, p. 398) with twenty first century learning competence. Current technological progress causes for literacy educators to think about literacy as many literacies or multi-literacies. Therefore, multi-literacies can be identified as the use of various media from conventional media to digital media which makes it more practical and easy.

Nowadays, technology and mobile applications are developing rapidly. Smartphone usage is increasing every year, so the need for mobile applications that are used to facilitate student in classroom activity and achieve learning targets is arranged according to the curriculum by using the application as a medium for learning. In this case the researcher in this study came to the decision to prompt the application as a medium for teaching and learning. There are numerous application tools that can be integrated with formal learning and could be used as informal learning such as YouTube, WhatsApp, and Mobile Assisted Language Learning (MALL).

The writer in this study wields one of the mobile assisted language learning (MALL) that popular is media in teaching learning process, namely, E-book Readers. Nielsen (2009, p. 3) describes the use of E-book Readers as a strategy in different fields like education or publication of newspapers and literature. In contrast, after conducting the interview with the English teacher at Vocational High School in Ciamis, the writer concluded that E-book Readers can foster EFL students' multi-literacies. Students were more diligent by reading books. As shown by their reading literacy, digital literacy, and visual literacy. Furthermore, most of the students followed all the activities in learning by using E-book Readers. They enjoyed the class by following instruction from the teacher in the learning process. Most of students feel happy in English learning by using E-book Readers.

In this case, Green (2015) conducted a study on "The use of e-readers both in the classroom and at home to scaffold third grade students improve reading and english language arts standardize test scores". Furthermore, Doiron (2015) also conducted a study on "Using E-book Readers to promote reading in school libraries". Meanwhile, Anderson (2018) also conducted a study on "E-readers give diverse readers different experience". Their research revealed that using digital tools is one of the solutions to engage students in reading. However, the writer goes deeply into the learning process, specifically the use of media in learning for EFL students. The first previous study was only focused on using e-readers to improve student reading in class and at home. In the second study, many students were interested in reading in the school library by utilizing e-readers media. Meanwhile, the last study only focused on the difference between reading by using e-reader or printed book media. Thus, the writer tries to investigate the use of E-Book Readers to foster EFL students' multi-literacies. In this research, the research question is what type of multi-literacies are the students demonstrated. While in the first previous study focused on third grade students, the second study focused on junior high school students, and the third focused on third grade students. In the present study, the writer tries to investigate the eleventh grade of vocational high school students. Based on the information background, the following research question is formulated in this research: 1) "How can E-book Readers foster EFL students' multi-literacies?" 2) "What kinds

of multiliteracy will be indicated by students?" and 3) "How do students responds on E-book Readers to foster their multi-literacies?" Based on those research questions, the present research is aimed to "Discover how E-book Readers can foster EFL students' multi-literacies".

METHOD

This research was carried out at Vocational High School in Ciamis in the academic year of 2019-2020. This study has characteristics of case study because it was carried out in a small case and single case (Hancock & Allegozine, 2006, p. 14; Stake, 2010, p. 23). In determining the sample, the writer applied purposive sampling. Therefore, the writer selected class XII Karawitan 1 that consisted of 20 students and an English teacher as a participant of the study. The class consisted of 12 male and 8 female students and ranged 15 to 17 years old.

The non-participants observation, semi structures interview, and close ended questionnaires were used by the writer as a research instrument in this research. Meanwhile, non-participants observation was utilized to record the use E-book Readers in classroom activity. In interview session, the writer also gathered the data by means of interview to the teacher. In filling out the questionnaires, they should answer the questions by putting a checklist (√) on every answers column.

FINDINGS AND DISCUSSION

Based on the data collection from the observation, interview, and questionnaire the writer conducted the analysis that was elaborated as follows:

The first research question in this research was stated in the following question:" How can E-book Readers foster EFL students' multi-literacies?" In this case, the questionnaires were analyzed to find out the answer of the first research question. It purpose to discover the way E-book Readers can foster EFL students' multi-literacies. The finding of observation indicted that the teacher used E-book Readers in the learning process to foster EFL students' multi-literacies in the classroom activities. There are several kinds of multi-literacies that could be shown by students in the learning process, such as reading literacy, digital literacy, and visual literacy. Furthermore, most of the students followed all the activities in learning by using E-book Readers. They enjoyed the class by following instruction from the teacher in the learning process. Referring to the first until the last meeting of literacy activity through by E-book Readers, it is found that there was a literacy variety on available in E-book Readers application. So, literacy is more than just reading and writing.

The second research question in this research was stated in the following question: "What kinds of multi-literacy which will be indicated by students?" The finding of interview revealed that the E-book Readers foster EFL students' multi-literacies. Furthermore, kinds of multi-literacy shown by students was reading literacy, digital literacy, and visual literacy.

The third research question in this research was stated in the following question: "How do students respond on E-book Readers to foster their multi-literacies?" The finding of questionnaire is the students' responses on E-book Readers. It reveals students' agreement of using E-book Readers media in learning that can improve student' reading literacy and visual literacy because students can access books anytime and anywhere. Also, most of students felt happy and comfortable in English learning by using E-book Readers because it has provided the reader

various electronic books, pictures and sounds. In addition, of the 20 students, there were 14 students who responded positively. Then there were more than 70% of students who felt that E-book Readers could help them access some of the books they want to read. They felt that E-book Readers helped them easily to foster literacy in reading EFL students.

The researcher presented the findings of the study taken from all data in the previous section. Green (2015), Doiron (2015), Anderson (2018 show that digital tool is a strategic path to include students in reading. Teachers had new knowledge that reflects the varying and multiple discourses as suggested by Borsheim et.al (2008, p. 87). Finally, the researcher concluded that the result of multi-literacies that were indicated by students on using E-book Readers in teaching learning process seemed very effective and efficient to include the students' motivation in practicing literacy.

Those varieties of multi-literacies were aimed to make the teaching and learning process more effective and interactive, particularly reading literacy and digital literacy. Ajayi (2011, p. 398) adds that multi-literacies was employed to develop the ability of interpretation and construction of different possibilities of meanings made available by differing text-types related to digital technologies and multimodal texts such as the Internet, video games, digital video, visual images, graphics and layouts. Besides, E-book Readers also has given a positive impact to foster EFL students' multi-literacies.

CONCLUSIONS

After analyzing the data, the writer concluded the important point to answer the research question in this research. There were two reasons that the use of E-book Readers could build students' interest in reading. First, the teacher could find out the students' learning activities by using E-book Readers. Secondly, E-book Readers helped to find out what kind of multi-literacies students would be showing. Students felt happy and understood the material provided by E-book Readers and students can foster multi-literacies such as reading literacy and digital literacy. The writer hoped that in the future researchers would continue to uncover why this was happening and teachers could more effectively utilize the power of more appropriate E-book Readers functions.

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