

**THE USE OF ELECTRONIC BOOKS ON JUNIOR HIGH SCHOOL
STUDENTS' READING COMPREHENSION**

A Research Paper

Submitted to the English Education Study Program in a Partial Fulfillment of the
Requirement for *Sarjana Pendidikan* Degree



by

Sifa Nur Fauziah

1908108

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA**

2023

**THE USE OF AN ELECTRONIC BOOK ON STUDENTS' READING
COMPREHENSION FOR JUNIOR HIGH SCHOOL**

Oleh
Sifa Nur Fauziah

Sebuah skripsi yang diajukan sebagai salah satu syarat untuk memperoleh gelar
Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris
Fakultas Pendidikan Bahasa dan Sastra

©Sifa Nur Fauziah
Universitas Pendidikan Indonesia
Agustus 2023

Hak cipta dilindungi undang-undang
Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagainya, dengan diketik
ulang, difotokopi, atau cara lainnya tanpa izin dari penulis.

PAGE OF APPROVAL

**THE USE OF ELECTRONIC BOOKS ON JUNIOR HIGH SCHOOL
STUDENTS' READING COMPREHENSION**

A Research Paper by
Sifa Nur Fauziah
1908108

Approved by:

Supervisor I



Dr. Rojab Siti Rodliyah, S.Pd., M. Ed.

NIP. 197308062002122001

Supervisor II



Pupung Purnawarman, M.S.Ed., Ph.D.

NIP. 196810131998031008

Head of English Language Education Study Program
Faculty of Language and Literature Education
Universitas Pendidikan Indonesia



Prof. Hj. Emi Emilia, M.Ed., Ph.D.

NIP. 196609161990012001

STATEMENT OF AUTHORIZATION

As a result, I declare that my research entitled "The Use of an Electronic Book on Students' Reading Comprehension for Junior High School" and its contents are my original work. I do not commit crimes such as plagiarism and quotes that are not following the ethics of writing in society. For this statement, I am willing to bear sanctions if there is a violation of ethics or other claims from other parties for my work in the future.

Bandung, August 2023



Sifa Nur Fauziah

PREFACE

This research is entitled "The Use of Electronic Books on Junior High School Students' Reading Comprehension." which aims to see the affect of using electronic books with the SQ3R technique on students' reading comprehension. This research was written to be submitted to the English Language Education Program as one of the requirements for achieving a bachelor of education degree. I hope this research can provide a new insight in teaching English, especially the use of electronic books as a teaching media in the scope of EFL.

Bandung, August 2023



Sifa Nur Fauziah

ABSTRACT

Reading is one of the problems for Indonesian students nowadays, especially in reading comprehension. Reading comprehension is a significant challenge for Indonesian students, with poor reading skills, limited vocabulary, and lack of motivation as contributing factors. To solve the problem, electronic books are needed to support students' reading comprehension. The present study aimed to determine whether using electronic books with the SQ3R technique affects students' reading comprehension in the classroom. The pre-experimental design, which consisted of one group pre-test and post-test, questionnaires, and interviews, was used in this research. Thirty 7th-grade students who had never used electronic books as a teaching medium in Bandung. The research findings indicated a significance pre-test (42.33) and post-test (68.33) scores obtained at 26.00 by using paired sample t-test. The t-score of 6.547 is higher than the t-table 2.0425; the null hypothesis (H₀) was rejected and the alternative hypothesis (H₁) was not rejected. The N-Gain score has a mean of 48.26%, which was less effective. The questionnaires showed that most students gave their positive perspectives on the use of the satisfactions, the usefulness, and the behavioral intention of electronic books. The Interview showed the differences in students' perspective on the higher, average, and lower scores of electronic books on reading comprehension.

Keywords: Electronic Books, Reading Comprehension, Junior High School, Pre-Experimental Design, Indonesian Students

ABSTRAK

Membaca merupakan salah satu permasalahan siswa Indonesia saat ini, khususnya dalam pemahaman bacaan. Pemahaman membaca merupakan tantangan besar bagi siswa Indonesia, karena keterampilan membaca yang buruk, kosakata yang terbatas, dan kurangnya motivasi sebagai faktor penyebabnya. Untuk mengatasi permasalahan tersebut diperlukan buku elektronik yang dapat menunjang pemahaman membaca siswa. Penelitian ini bertujuan untuk mengetahui apakah penggunaan buku elektronik dengan teknik SQ3R mempengaruhi pemahaman membaca siswa di kelas. Penelitian ini menggunakan desain pra-eksperimental yang terdiri dari satu kelompok pre-test dan post-test, angket, dan wawancara. Tiga puluh siswa kelas 7 yang belum pernah menggunakan buku elektronik sebagai media pembelajaran di Bandung. Temuan penelitian menunjukkan signifikansi skor pre-test (42,33) dan post-test (68,33) yang diperoleh pada pukul 26.00 dengan menggunakan uji Paired t-test. Nilai t-skor sebesar 6,547 lebih tinggi dibandingkan dengan t-tabel 2,0425; hipotesis nol (H₀) ditolak dan hipotesis alternatif (H₁) tidak ditolak. Skor N-Gain memiliki rata-rata 48,26% yang kurang efektif. Kuesioner menunjukkan bahwa sebagian besar siswa memberikan pandangan positif terhadap kepuasan penggunaan, kegunaan, dan keinginan dalam menggunakan buku elektronik. Wawancara menunjukkan perbedaan perspektif siswa dengan skor tinggi, sedang, dan rendah terhadap buku elektronik dalam pemahaman membaca.

Kata Kunci: Buku elektronik, Pemahaman Membaca, Sekolah Menengah Pertama, Pre-Eksperimen, Siswa Indonesia.

ACKNOWLEDGEMENT

During the process of this research, I am supported and assisted by several parties. I would like to thank Allah SWT. The Most Gracious and Most Merciful for the blessings and grace given to physical and spiritual health and convenience while writing this research. Without the presence of Allah SWT in every day that has passed, I would not have been able to complete the research.

Mrs. Rojab Siti Rodliyah, S.Pd., M.Ed., as Main Supervisor, has provided good and constructive guidance, direction, input, and suggestions to researchers throughout the process of working on this research.

Mr. Pupung Purnawarman, M.S.Ed., Ph.D as Co-Supervisor, has provided good and constructive guidance, direction, input, and suggestions to researchers during the process of writing the research.

My beloved parents and family have prayed for me and given me love and full support while working on this research; without their presence in my life, I would not have completed this thesis properly.

Ziah is one of my best friends who is always there, accompanies, and listens to my ups and downs in the process of working on my thesis. Thank you so much Ziah. Without your presence in my life, I might be unable to complete this research. Thank you for always giving me the words that make me feel calm and happy when I hear them. Thank you for giving me the strength and sincerity to live in this world.

Fathin is one of my best friends who always accompanies, listens, and cries together while working on the thesis. Without Fathin's presence, I could not finish this thesis. Fathin, thank you for being my best friend in the college for more than four years.

Shania, one of my close friends who always listens to my stories during the process of working on my thesis and provides about the thesis information. Without Shania's presence, I could not find important information in the world of lectures. Shania, thank you for being my best friend.

Widya, one of my close friends who always accompanies me in the college, starting from doing group assignments and preservice teaching practice together to

the end of the process of working on my research. Widya, thank you for accompanying me for about four years. I am so glad to meet you. I hope the two of us can continue to be friends wherever we are.

My roommate friends Rara, Restu, Tazki, Amel, Sri, Zahra, and Elsa have supported me mentally and physically. Your presence, for me, is a second home that cannot be replaced. I'm glad to know you all. See you next time, may Allah still give us the opportunity to meet each other.

Yani, Nofia, Widia, and Sonia are my best friends from junior high to high school who have provided endless support and love. Your presence has meant a lot to me until now. Thank you being my best friends for several years. I really love you all.

My favorite person whose first name starts with R. Thank you for being there. I am one of the luckiest people in the world to know you and I am so grateful for your presence in my life. I wish we can meet in person soon.

Lastly, Sifa Nur Fauziah. Thank you very much for not always giving up on the process of working on this research. I know it was hard for you during this semester. However, I am proud of you and you have worked hard. Do not forget to stay positive wherever you are.

TABLE OF CONTENTS

| | |
|---|------------|
| PAGE OF APPROVAL | i |
| STATEMENT OF AUTHORIZATION | ii |
| PREFACE | iii |
| ABSTRACT | iv |
| ACKNOWLEDGEMENT | v |
| TABLE OF CONTENTS | vii |
| CHAPTER I INTRODUCTION | 1 |
| 1.1 Background of the Research..... | 1 |
| 1.2 Research Question | 3 |
| 1.3 Aim of the Research | 3 |
| 1.4 Scope and Limitation..... | 3 |
| 1.5 Significance of the Research | 3 |
| 1.6 Clarification of Key Terms..... | 4 |
| CHAPTER II LITERATURE REVIEW | 5 |
| 2.1 Reading in English Language Teaching..... | 5 |
| 2.2 Reading Comprehension | 5 |
| 2.2.1 Advantages of Reading Comprehension | 8 |
| 2.3 Electronic Book..... | 9 |
| 2.3.1 Types of Electronic Book..... | 9 |
| 2.3.2 Features of An Electronic Book..... | 10 |
| 2.3.3 Advantages of An Electronic Book..... | 11 |
| 2.4 Electronic Book Software..... | 11 |
| 2.4.1 Epic Electronic Book Application | 11 |
| 2.4.2 Epic Electronic Book Features..... | 12 |
| 2.5 Descriptive Text | 14 |
| 2.6 Young Learners | 14 |
| 2.6.1 Characteristics of Junior High School Students..... | 14 |
| 2.7 Previous Studies on Reading Comprehension through an Electronic Book | 15 |
| 2.8 Concluding Remarks | 17 |

| | |
|--|-----------|
| CHAPTER III RESEARCH METHODOLOGY | 17 |
| 3.1 Research Design | 17 |
| 3.2 Research Hypothesis | 18 |
| 3.3 Research Population and Sample | 18 |
| 3.3.1 Population | 18 |
| 3.3.2 Sample..... | 19 |
| 3.4 Research Variables | 19 |
| 3.5 Research Tool..... | 19 |
| 3.6 Research Instruments | 20 |
| 3.6.1 Test..... | 20 |
| 3.6.2 Questionnaire | 21 |
| 3.6.3 Interview | 22 |
| 3.7 Data Collection Procedure..... | 22 |
| 3.7.1 Pilot Test | 22 |
| 3.7.2 Test..... | 22 |
| 3.7.3 Questionnaire | 25 |
| 3.7.4 Interview | 26 |
| 3.8 Data Analysis | 26 |
| 3.8.1 Pilot Test | 26 |
| 3.8.2 Pre-Test and Post-Test Analysis | 31 |
| 3.8.3 The Questionnaire Analysis | 33 |
| 3.8.4 The Interview Analysis | 34 |
| 3.9 Concluding Remarks | 34 |
| CHAPTER IV FINDINGS AND DISCUSSION | 35 |
| 4.1 Research Findings | 35 |
| 4.1.1 Analysis of Pre-Test and Post Test Data..... | 35 |
| 4.1.2 Questionnaire | 48 |
| 4.1.3 Interview | 55 |
| 4.2 Research Discussions | 57 |
| 4.3 Concluding Remarks | 59 |
| CHAPTER V CONCLUSIONS AND SUGGESTIONS..... | 60 |
| 5.1 Conclusions | 60 |

| | |
|---------------------------|-----------|
| 5.2 Recommendations | 61 |
| REFERENCES | 62 |
| APPENDICES | 67 |

LIST OF TABLES

| | |
|--|----|
| Table 3. 1 Pre-Experimental Design | 17 |
| Table 3. 2 The Text for Pre-Test | 23 |
| Table 3. 3 SQ3R Technique Worksheet for Students | 24 |
| Table 3. 4 The Text for Post-Test | 25 |
| Table 3. 5 Pre-Test Questions Reliability | 28 |
| Table 3. 6 Each Questions Reliability | 29 |
| Table 3. 7 Post-Test Questions Reliability | 30 |
| Table 3. 8 Each Questions Reliability | 30 |
| Table 3. 9 N-Gain Score of The Effectiveness Test | 33 |
| Table 3. 10 Percentage N-Gain Score | 33 |
| Table 4. 1 Table of Frequency Distribution of Student Scores | 36 |
| Table 4. 2 The Minimum Criteria of Pre-test Scores | 37 |
| Table 4. 3 The Students Answered Correctly | 38 |
| Table 4. 4 Frequency Distribution of Students' Score | 40 |
| Table 4. 5 The Minimum Criteria of Post-Test Score | 41 |
| Table 4. 6 The Students Answered Correctly | 42 |
| Table 4. 7 Normality Test | 44 |
| Table 4. 8 Paired Sample t-Test | 45 |
| Table 4. 9 Paired Sample Test Correlation | 46 |
| Table 4. 10 Paired Sample t-Test (Sig.) | 46 |
| Table 4. 11 N-Gain Score Category | 47 |
| Table 4. 12 N-Gain Score Percentage | 48 |
| Table 4. 13 Questionnaire Results | 48 |
| Table 4. 14 Statement 1 | 49 |
| Table 4. 15 Statement 2 | 49 |
| Table 4. 16 Statement 3 | 50 |
| Table 4. 17 Statement 4 | 50 |
| Table 4. 18 Statement 5 | 51 |
| Table 4. 19 Statement 6 | 51 |
| Table 4. 20 Statement 7 | 51 |
| Table 4. 21 Statement 8 | 52 |

| | |
|-------------------------------|----|
| Table 4. 22 Statement 9..... | 52 |
| Table 4. 23 Statement 10..... | 52 |
| Table 4. 24 Statement 11..... | 53 |
| Table 4. 25 Statement 12..... | 53 |
| Table 4. 26 Statement 13..... | 54 |
| Table 4. 27 Statement 14..... | 54 |

LIST OF FIGURES

| | |
|--|----|
| Figure 2. 1 Epic Application | 12 |
| Figure 2. 2 Dictionary Look Up | 12 |
| Figure 2. 3 Audiobook Example | 13 |
| Figure 2. 4 Read-to-Me Example | 13 |
| Figure 3. 1 Electronic Book Example | 20 |
| Figure 4. 1 The Minimum Criteria of Score | 38 |
| Figure 4. 2 The Students Answered Correctly | 39 |
| Figure 4. 3 The Minimum Criteria of Score | 41 |
| Figure 4. 4 Reading Comprehension Materials..... | 43 |
| Figure 4. 5 The Minimum Criteria of Score Histogram..... | 44 |
| Figure 4. 6 Normal Q-Q Plot..... | 45 |

REFERENCES

- Anderson, R. C. (1985). *Becoming a nation of readers: The report of the commission on Reading*. The National Academy of Education.
- Anderson, Neil. (2003). Reading. In D. Nunan (ed), *Practical English Language Teaching* (1st ed., p.68). McGraw-Hill.
- Baier, K. (2011). *The effects of SQ3R on fifth grade students' comprehension levels* (Doctoral dissertation, Bowling Green State University).
- Berk, L. (2015). *Child development*. Pearson Higher Education AU.
- Yee, B. C., & Zainuddin, N. S (2018). The use of e-book to improve reading comprehension among year 4 pupils. *Journal of English Education*, 3(1), 23–32. <https://doi.org/10.31327/jee.v3i1.477>
- Burrell, N. A., & Gross, C. (2017). Quantitative, purpose of. In M. Allen (Ed.). *The SAGE encyclopedia of communication research methods*. SAGE Publications, Incorporated. <https://dx.doi.org/10.4135/9781483381411>
- Brandon, L., & Brandon, K. (2013). Sentences, paragraphs, and beyond: With integrated readings. Cengage Learning.
- Cambridge. (n.d.). *Electronic book*. Cambridge Dictionary. Retrieved October 31, 2022, from <https://dictionary.cambridge.org/dictionary/english/electronic-book>
- Carlston, D. L. (2011). Benefits of student-generated note packets: A preliminary investigation of SQ3R implementation. *Teaching of Psychology*, 38(3), 142-146. <https://doi.org/10.1177/0098628311411786>
- Chairanissa, N., & Wirza, Y. (2019). The portrait of reading habit among junior high school students. *Proceedings of The Second Conference on Language, Literature, Education, and Culture (ICOLLITE 2018)*. <https://doi.org/10.2991/icollite-18.2019.45>
- Ciampa, K. (2012). Reading in the digital age: Using electronic books as a teaching tool for beginning readers. *Canadian Journal of Learning and Technology*, 38(2), n2.

- Clarke, P. J., Truelove, E., Hulme, C., & Snowling, M. J. (2014). *Developing reading comprehension*. John Wiley & Sons.
- Cresswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. SAGE Publications.
- Dore, R. A., Hassinger-Das, B., Brezack, N., Valladares, T. L., Paller, A., Vu, L., ... & Hirsh-Pasek, K. (2018). The parent advantage in fostering children's e-book comprehension. *Early Childhood Research Quarterly*, 44, 24-33.
- Ellis, G. (2014). 'Young learners': Clarifying our terms. *ELT journal*, 68(1), 75-78. <https://doi.org/10.1093/elt/cct062>
- Feldman. (1905). Definition of electronic books. In Harold Henke (ed). *Electronic books and ePublishing: a practical guide for authors*. Springer Science & Business Media.
- Grellet, F., & Francoise, G. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge University Press.
- Gunderson, L., D'Silva, R., & Odo, D. M. (2013). *ESL (ELL) literacy instruction: A guidebook to theory and practice*. Routledge.
- Hibbard, K. M., & Wagner, E. (2003). *Assessing and teaching reading composition and writing, 3-5, Vol. 3*. Routledge.
- Harmer, J. (2007). *How to teach English: New edition*. Pearson Education Limited.
- Hake, R. R. (1999). *Analyzing change/gain Scores*. Area-d American education research association's division d, measurement and research methodology.
- Huang, H. C. (2013). E-reading and e-discussion: EFL learners' perceptions of an e-book reading program. *Computer assisted language learning*, 26(3), 258-281.
- Iftanti, E. (2012). A survey of the English reading habits of EFL students in Indonesia. *Teflin Journal*, 23(2), 149-164.
- Jenna. (2015, April 28). What is Epic?. Epic. Retrieved November 19, 2022, from <https://getepic.zendesk.com/hc/en-us/articles/204259809-What-is-Epic->

Sifa Nur Fauziah, 2023

THE USE OF ELECTRONIC BOOKS ON JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Jenna. (2021, February 20). What's the difference between Epic basic and Epic unlimited?. Epic. Retrieved November 21, 2022, from <https://getepic.zendesk.com/hc/en-us/articles/360057370591-What-s-the-difference-between-Epic-Basic-and-Epic-Unlimited->
- Jenna. (2015, July 28). *Does epic have audiobooks and read-to-me books?*. Does Epic have Audiobooks and Read-to-Me books? <https://support.getepic.com/hc/en-us/articles/204962039-Does-Epic-have-Audiobooks-and-Read-to-Me-books->
- Jeong, H. (2012). A comparison of the influence of electronic books and paper books on reading comprehension, eye fatigue, and perception. *The Electronic Library*, 30(3), 390-408.
- Kamgar, N., & Jadidi, E. (2016). Exploring the relationship of Iranian EFL learners "Critical thinking and self-regulation with their reading comprehension ability." *Procedia - Social and Behavioral Sciences*, 232, 776–783. <https://doi.org/10.1016/j.sbspro.2016.10.105>
- Kao, G. Y. M., Tsai, C. C., Liu, C. Y., & Yang, C. H. (2016). The effects of high/low interactive electronic storybooks on elementary school students' reading motivation, story comprehension and chromatics concepts. *Computers & Education*, 100, 56-70. <https://doi.org/10.1016/j.compedu.2016.04.013>
- Khoiri, N. (2018). *Metodologi penelitian pendidikan: ragam, model, dan pendekatan*. SEAP.
- Küçükoğlu, H. (2013). Improving reading skills through effective reading strategies. *Procedia - Social and Behavioral Sciences*, 70, 709–714. <https://doi.org/10.1016/j.sbspro.2013.01.113>
- Korat, O., & Shamir, A. (2012). Direct and indirect teaching: Using E-Books for supporting vocabulary, word reading, and story comprehension for young children. *Journal of Educational Computing Research*, 46(2), 135-152. <https://doi.org/10.2190/EC.46.2.b>
- Korat, O., Tourgeman, M., & Segal-Drori, O. (2022). E-book reading in kindergarten and story comprehension support. *Reading and Writing*, 35(1), 155-175. <https://doi.org/10.1007/s11145-021-10175-0>

- Lakshmi, L. B. (2010). *Reading and comprehension*. Discovery Publishing House.
- Larasati, S. V., Rais, A. D., & Elyono, D. (2018). Improving students' reading comprehension by using survey, question, read, recite, and review (SQ3R) method. *English Education*, 6(2), 239-246. <https://doi.org/10.20961/eed.v6i2.35952>
- Lin, P. H., Su, Y. N., & Huang, Y. M. (2019). Evaluating reading fluency behavior via reading rates of elementary school students reading E-Books. *Computers in Human Behavior*, 100, 258-265. <https://doi.org/10.1016/j.chb.2018.10.004>
- López-Escribano, C., Valverde-Montesino, S., & García-Ortega, V. (2021). The impact of e-book reading on young children's emergent literacy skills: An analytical review. *International Journal of Environmental Research and Public Health*, 18(12), 6510. <https://doi.org/10.3390/ijerph18126510>
- Mckee, S. (2012). Reading Comprehension, what we know: A review of research 1995 to 2011. *Language Testing in Asia*, 2(1). <https://doi.org/10.1186/2229-0443-2-1-45>
- Morgan, H. (2013). Multimodal children's e-books help young learners in reading. *Early Childhood Education Journal*, 41(6), 477-483. <https://doi.org/10.1007/s10643-013-0575-8>
- Nanda, D. W., & Azmy, K. (2020). Poor reading comprehension issue in EFL classroom among Indonesian secondary school students: Scrutinizing the causes, impacts and possible solutions. *Englisia: Journal of Language, Education, and Humanities*, 8(1), 12. <https://doi.org/10.22373/ej.v8i1.6771>
- Nunan, D. (2010). *Teaching English to young learners*. Anaheim University.
- Noprianto, E. (2017). Student's descriptive text writing in SFL perspectives. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2 (1), 65. <https://doi.org/10.21093/ijeltal.v2i1.53>
- Oakhill, J., Cain, K., & Elbro, C. (2014). *Understanding and teaching reading comprehension: A handbook*. Routledge.
- Oxford. (n.d.). *E-Book*. E-Book. Retrieved October 31, 2022, from <https://www.oxfordlearnersdictionaries.com/definition/english/e-book>

- Park, E., Sung, J., & Cho, K. (2015). Reading experiences influencing the acceptance of e-book devices. *The Electronic Library*, 33(1), 120-135.
- Richardson, J. V., & Mahmood, K. (2012). *EBook readers: User satisfaction and usability issues*. Library Hi Tech.
- Rivers, W. M. (2018). *Teaching foreign language skills*. University of Chicago Press.
- Robinson, F. P. (1970). *Effective Study*. Harper & Row.
- Salmon, L. G. (2014). Factors that affect emergent literacy development when engaging with electronic books. *Early Childhood Education Journal*, 42(2), 85-92. <https://doi.org/10.1007/s10643-013-0589-2>
- Santi, K. L., & Reed, D. K. (Eds.). (2015). Improving reading comprehension of middle and high school students (Vol. 10). Springer.
- Sugiyono, D. (2015). Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D. Alfabeta.
- Sugiyono. (2016). Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta.
- Shelly, G. B., Cashman, T. J., & Vermaat, M. (2002). Discovering computers 2003: Concepts for a digital world: Web and xp enhanced brief. Course Technology Ptr.
- Trim, M. (2005). Growing and knowing: A selection guide for children's literature. KG Saur.
- Vassiliou, M., & Rowley, J. (2008). Progressing the definition of "e-book". Library Hi Tech.
- Veeravagu, J. V. J., Muthusamy, C., Marimuthu, R., & Michael, A. S. (2010). Using Bloom's Taxonomy to gauge students' reading comprehension performance. *Canadian Social Science*, 6(3), 205-212.
- Walton, E. W. (2014). Why undergraduate students choose to use e-books. *Journal of librarianship and information science*, 46(4), 263-270. <https://doi.org/10.1177/0961000613488124>
- Woolley, G. (2011). Reading comprehension. In *Reading comprehension* (pp. 15-34). Springer, Dordrecht.