

A Study Of EFL Reading Media Preference And Its Correlation To Gender, Learning Style And Achievement

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ABSTRACT

The research was aimed to: 1) examine what students prefer most when reading; printed or digital media; 2) examine whether there is an association between media preference (printed vs. digital) and gender; 3) examine the result modes of reading (printed vs. digital) on reading comprehension; examine the association between media preference and achievement; examine the association of reading media preference and learning styles. The study employed descriptive quantitative approach which used Repeated Measure Design to carry out the study. Total of samples involved in this study were 53 students which is selected through purposive sampling. The study employed three main instruments to obtain the data which is consisted to Reading Comprehension test, Reading Media Preference questionnaire and Learning Style Preference Questionnaire. Result of data analysis has drawn a numerous conclusions. First, most of students more like reading printed media than reading in digital media, but most of students were more often using digital reading media in their daily reading activity. Second, descriptively it was found that most of male more like and more often reading digital reading than female and most of female more like and more often reading digital reading than male. Meanwhile, quantitatively, there was no significant association between media preference and gender (P-Value: $0.334 > \alpha: 0.05$). Third, there was no

significant different of reading comprehension between students who read through printed based reading and digital based reading (P-value: $0.896 > \alpha: 0.05$). Fourth, there was no an association between media preference and achievement. Chi-Square analysis (P-value: $0.239 > \alpha: 0.05$) and Ordinal Regression analysis (P-value: $0.808 > \alpha: 0.05$) also showed that statistically there was not significant association between reading media preference and reading achievement. Last, in terms of the association of media preference and learning style, it was found that students with auditory learning style were more like printed reading media for their preference but majority of them were often read digital reading in their reading activity. Respondents with a visual learning style more like printed reading than digital reading and they also were more often read printed reading than digital reading. A kinesthetic learning style respondents were more like printed reading and majority of them also were often read printed than digital reading.

1. INTRODUCTION

Amongst the foremost goal of teaching reading is directing language learners comprehending the content of reading passage as well as its meaning. Common of teaching reading on recent class is still done through traditional way. Traditional teaching reading is always done through printed reading material. The learners read the reading material on books or on paper in order to comprehend the reading passage.

Somehow, in the recent years, teaching reading by means of printed reading material reminds many constraints experienced by the teacher (2014). One of the challenges is providing reading instruction to students who have little or no motivation to read (Pitcher, 2007). Unmotivated behavior also is one reason that may contribute in the low proficiency of reading achievement (Dizon, 2014). Students who spend time reading for pleasure attains a higher reading achievement scores than those who do not (NEA, 2007). Students who do not read for pleasure indicate that they lack interest in reading, which leads to the decrease of time spent reading and therefore lower reading scores. (Zental and Lee, 2012).

Furthermore, in Indonesia, a study by Mustafa (2012) in the seven big provinces on the field of reading habits revealed that majority of Indonesian students are not reader people. Indonesian people just tend to speak and listening than reading and writing. To come up with those problems, teacher or researcher is required to offer a solution. Some of research findings proposed that one of this solution is technology integration teaching reading (Dizon, 2014' Long, 2014). Technology integration into daily reading instruction has a potential the reader behavior, since students' today is considered as "digital natives" (Prensky, 2001 in Dizon, 2014). Technology around students' activity is more likely to engage in

classroom activity when technology is used in the classroom (Godzicki, Godzicki, Krofel & Michaels, 2013). Thus, integrating technology in the English teaching is to be implemented in the teaching mode and instruction by language teachers.

The rapid development of technology used in the recent years affect the teaching mode of instruction, along with the media used in language teaching. In terms of teaching reading, we countersign that printed resources have been replaced with electronic resources. The interchange initially occurs since the growth of tablet computers and more progressive is mobile devices. The use of this computer tablets and mobile devices is extremely supported the available of digital resources

Furthermore, the popularity of digital resources is highly acknowledged by the reader, since publishers are increasingly created digital version of printed books that have been available in paper format. Based American Association Publisher (AAP Estimates 2012) cited in Millar and Schrieler (2015), the sales of these digital books, also known as e-books, increased by 117% in 2011 generating just under \$970 million. The retailing giant Amazon now sells more e-books than printed books. In addition to this, an increasing number of publishing companies are making school textbooks available in digital formats (Millar and Schrier, 2015).

Nonetheless, e-book sales in 2016 were fallen down 17% over 2015 (Nielsen Book Scan, 2016). Regardless to the limitations of dataset by the Nielsen several explanations have been made for the declining. It can be the increase of e-book prices in 2015, people not wanting to spend time on screens, and cheap content found elsewhere. Fortunately, in 2017 the sales of e-book are back to increase (Global E-book Report 2017). Despite the fluctuation of e-book user, the obvious fact must be noticed is e-book in these terms digital reading material have been integrated into teaching and learning process, including English language teaching.

The integration of digital reading resources in teaching English has experienced by the last ten years students. Modern-age college language learners have been usual with use of digital resources in class for the entire subject taught in class. For example, in terms of grammar teaching, in order to save money and paper, most of teacher neither the students use digital grammar book that can be downloaded in internet and can be read through computer laptop or smartphone in class. The case is like writing and speaking subject, learners can find a lot of speaking material as the resource of speaking assignment without printing it in paper format as well as writing reference such as example of essay writing along with its mechanic and another rule of constructing good writing. More over the reading resources or topic, a lot of digital reading material can be provided in reading subject. A lot of text passage with various theme, whether narrative, descriptive, recount text can be provided in digital format. In the class of extensive reading, reading novel or short story with various genres can be provided and read in digital format anytime and anywhere.

To sum up, digital based media has been integrated onto several course subjects. It's a common that the subject instructors sometimes blend or combined both printed and digital based reading media to achieve the of teaching or to make the reading or learning media more vary. However, what the subject instructor has to pay more attention is concerning to which one of reading based media the students prefer more and appropriate to their certain learning style at the certain

subject. Thus, knowing students' preference is necessary to make learning process more enjoyable at class.

The study was conducted in order to answer the following questions:

1. What do students prefer most when reading; printed or digital media?
2. Is there an association between media preference (printed *vs.* digital) and gender?
3. Do different modes of reading (printed *vs.* digital) result in different reading comprehension?
4. Is there an association between media preference and achievement?
5. Is there an association between reading media preference and learning styles preference?

2. LITERATURE REVIEW

2.1. Digital Reading Media Advantages and Disadvantages and Its Benefit to Language Learning

The past decade has seen a monumental paradigmatic shift in foreign language teaching practices across the globe, Spodark, 2001 in (Alberth, 2013). The encroachment of computer technologies especially internet and all its features modify how the foreign language taught and learned by teachers and students. One of significant sign of technology improvement is the existence of digital resources or terminology well-known as e-textbooks.

A common definition of e-textbook or e-book has suggested by Amstrong, Edwards, and Lonsdale (2002) as any kind of electronic text in a form of digital object that can be read available in any kind of electronics screen. Easy internet access to the resources during the last ten years promotes the spreading of e-book use especially in university level. The existence of e-book is also supported by the available of university online library in every university that can be accessed by students. Thus, students and teachers have recognized its existence for reinforcing learning.

Regardless of fact that reading via digital screen is inconvenient in the first sight, but the reader can experience some plusses such as mobility, saving paper and physical space, convenience, saving time and also money, easy for using, that is attracted students preferring e-books (Rosso, 2009). In addition to that, digital based media resources are up-to-date and easy to create its additional copies.

In the contrary, the disadvantageous of digital based media is its effect to the eyes of reader. The screen light of mobile and computer device create eyestrain and make it tired faster than printed material. A number of studies into e-book reading in the EFL or ELF teaching context have revealed that reading text on an electronic screen for long periods of time can be more fatiguing than reading text on paper (T. C. a. B. Milliner, 2014). In a study of Japanese university English learners' reading efficiency by Masureur (2013) a number of students complained of eyestrain after reading small-screen computers.

2.2. Digital and Printed Reading Media Preference: EFL Learner Preference

The existing research on e-textbook and e-book within the past 10-15 years has focused on e-book usage in relation to book title, subject, and types of users in

libraries; e-book usage compared to printed book usage; awareness of e-books, how they are used, and perceptions of them by academics, librarians and end-users (Nicholas, Rowlands & Jamali, 2010; Rowlands, Nicholas, Jamali & Huntington, 2007) in Millar and Schrier, (2015). Furthermore, general research of students' preference on the use of digital and printed reading media in the recent years has conducted by several scholars. In terms of subject major and skills area, students who prefer more to use e-textbook and read through digital based media is came from Computer Science major, Economics, and Business in terms of universities' e-book data usage (Research by Dillon, (2001); Ramirez and Gyeszly (2001)). In those major digital media of reading was more popular. The similar result of study was also conducted by Fernandez (2003), Littman and Connway (2004). They discovered in their research at Duke University that e-books were more popular in the subject areas of Computers, Psychology, Medicine, Religion, Arts and General Science. The least popular subject areas for e-books were US History, Law, Business, Economics, Management, and Literature (Milliner and Schrier, 2015, p. 3).

The evidences to support those research finding is came from the study carried out by Cumoaglu Sacici and Torun (2013) at students studying in 36 different universities across Turkey. The total participants involved in this study comprised of 222 students from 5 different faculties consisted of 76 students of Education Faculty, 30 students of Economics and Administrative Sciences, 72 students of Engineering and Architecture Faculty, and 22 students of Medicine and Health Sciences Faculty. Most of respondents took the questionnaire via email online and the part was through hardcopy version. The result shown that approximately 68% of university students stated that read one book in a week and 62% indicated that they are e-book readers. University students put forward accessibility advantage (68%) of e-book and stated that they mostly read e-book for research (81%). E-book format was most generally preferred by among students was Portable Document Format (PDF) (73%), while the computer was the most commonly used e-book medium (60%).

However, regarding to the previous research findings that students in management and medicine were more preferred e-textbook, an astonished contrast research finding was come from Miller and Schrier on 2015 at students in various hospitality or management classes in the West Coast University. At the end of academic semester in the amount of 232 totals of students were sent a link and invited to take the online survey. In general the questionnaire was related to their experience and preference toward e-textbook usage why they choose digital based format. Result of data analysis revealed that regarding to the question when the choice was entirely up to them whether they would choose an e-textbook or printed textbook for a class, the majority of the students (57.4%) indicated that they would choose a printed copy of a textbook. Just fewer than 25% stated that they would choose an e-textbook and slightly less than 18 had no preference either way. To explore these preferences further, of the 109 students who preferred printed book format, their reason was 45 % of students just simply chose printed textbook to digital, followed by the fact that they believed that printed books more convenient than e-textbook (31%), and the rest 17% of the respondents selected 'other' as the reason they would chose print to digital textbooks.

2.3. Printed and Digital Based Reading Preference Relate to Gender

Gender differences in computer attitudes

Research of gender differences in computer attitudes is carried out by some researchers. In India, a study on internet usage by Sify Imagine (2003) indicated gender inequalities in usage. The greater usage of internet was males than females (76% versus 24%). A study by Shailaja and Abraham Devi (2008) revealed that '72% of male students showed more interested in using ICT's and 55% of woman students show more interest to ICT based education. Kay (2006) summarized a research on gender differences in computer attitudes. Kay noticed that out of 98 instances of attitude measurement, males had more positive attitudes in 48 (49%) of the studies, female had more positive attitudes on 14 (14%) studies, and males and females had similar attitudes in 36 (38%) studies (p.188). In contrast to some studies above another study revealed contrast result. Study by Loyd & Gressard (1986) found out that female students had more positive attitudes towards computer than males.

Gender and Prior Computer Usage

Prior computer usage tended to have effect on gender differences in using computer based learning. A study by Colley and Comber (2003), found that males using computer more for playing games and using computers more frequently when out of school. In studying Singapore teachers' perceives, Teo (2004) found out that long of computer usage is positively correlated with level of computer confidence. This study result is supported by Eduljee in India (2010). Eduljee found out that students with excessive prior computer usage (6 months or more) tended to have more positive attitudes towards computers than students with less than sixth months of computer experience.

By implementing extended Technology Acceptance Model (TAM), Okazaki and Santos (2012) studied 446 faculty members in Brazil with respect to adoption of e-learning tools. They used Structural Modeling Analysis and found that statistically significant differences exists between male and female with respect to three relations i.e. between ease of use and perceived usefulness, between perceived usefulness and attitude and between intention of use and actual behavior . The authors have also revealed that gender influence the causal relationship i.e., the path from perceived usefulness to attitude is much stronger for males as compared to females and the result is same for the path from ease of use to perceived usefulness.

Is Learning Style Correlated to E-book vs. Printed Book Preference?

Theories on learning styles abound when it comes to retaining information via print vs. via audio, but not when it comes to the printed vs. digital page. The only hypothesis come up with is that reading a printed page is the closest way of interacting with one's reading, therefore those who are kinesthetic learners (people who learn best from doing rather than just seeing or hearing) may have an easier time with printed books than digital.

Though many people can fall into more than one type of learning, (someone would be a visual and kinesthetic learner), we usually have a very clear style of learning that we do not gravitate to. For instance, an auditory learner often has trouble fully listening to people. If not making eye contact, or have not been

specifically asked to listen, a not an auditory learner can has an entire conversation with someone and not remember most of or any of it.

How does this relate to reading? When reading a print book a kinesthetic learners has to be fully engaged: holding up the book, spreading the pages, turning the pages, flipping back through pages to be reminded of information (thus not only letting the learners know where he/she is in the book, but also allowing learners to flip back through the pages (easily) to remind their self of names, places, and dates), etc. This seemingly slight interaction forces the learners to keep concentration on the page. When reading from a device, sometimes the reader only responsible for holding up the device and slightly moves their finger (to lightly press down on the button - or side of the device - that turns the page). This allows attention to wander in a way it can't when the reader has to work harder to engage with a medium. But, wouldn't the need to make more of an effort to look back through the pages of a book (when using a device) help the reader engage more if their learning style is kinesthetic? Possibly, but this is mostly a personal reason. Stopping to make the effort needed to look things up in an e-book breaks the rhythm of my reading, so kinesthetic reader almost never do it, they tend to continue even when forgetting who certain characters (or what certain references) are.

3. METHODS

The study employed descriptive quantitative approach which used Repeated Measure Design to carry out the study. Total of samples involved in this study were 53 students which is selected through purposive sampling. The study employed three main instruments to obtain the data which is consisted to Reading Comprehension test, Reading Media Preference questionnaire and Learning Style Preference Questionnaire. The data analysis employed in this study was descriptive statistics, Chi-Square Analysis, One-Way Anova Analysis and Ordinal Regression Analysis.

4. FINDINGS AND DISCUSSION

4.1. Findings

Table 4.1 Students Responses to Reading Media Preferences

No	Questions	Answer	Respondent	Percentage
1	Do you like reading?	Yes	51	96.22%
		No	2	3.77%
2	Purpose of reading	Information	22	41.50%
		Entertainment	11	20.75%
		Knowledge	18	33.96%
		Other	2	3.77%
3	Reading printed text materials	Yes	46	86.79%
		No	7	13.20%
4	Reading non-printed text materials	Yes	43	81.13%
		No	8	15.09%

5	Knowledge of digital reading texts	Yes	51	96.22%
		No	2	3.77%
6	Kind of multimedia reading materials	e-book	24	45.28%
		e-journal	3	5.66%
		e-magazine	4	7.54%
		e-mail	3	5.66%
		Power point presentation	13	24.52%
		Others	6	11.32%
7	Tools of reading multimedia reading text materials	Computer	8	15.09%
		Television	1	1.88%
		mobile phone/tablet	41	77.35%
		Billboard	0	
		Others	3	5.66%
8	Kind of reading text material do you like more	Digital	18	33.96%
		Printed	35	66.03%
9	Reading text preference when reading English material	Digital	21	39.62%
		Printed	32	60.37%
10	Reading text preference when reading Indonesian material	Digital	18	33.96%
		Printed	35	66.03%
11	More motivating reading text to read	Digital	26	49.05%
		Printed	27	50.94%
12	Comfortable feeling of the chosen reading text material	Yes	48	90.56%
		No	5	9.43%
13	Difficulties while reading printed reading text materials	Yes	21	39.62%
		No	32	60.37%
14	Difficulties while reading non-printed reading text materials	Yes	21	39.62%
		No	32	60.37%
15	Kind of reading text materials do you use more often	Digital	29	54.71%
		Printed	24	45.28%

In determining the reading media preference by respondents, it was embodied by question number 8, 9, 10, 11, and 15.

Question 8

No	Questions	Answer	Respondent	Percentage
Q8	Kind of reading text material do you like more	Digital	18	33.96%
		Printed	35	66.03%

It can be seen that respondent more like printed reading media than digital reading media.

Question 9

<i>No</i>	<i>Questions</i>	<i>Answer</i>	<i>Respondent</i>	<i>Percentage</i>
Q9	<i>Reading text preference</i>	<i>Digital</i>	18	39.62%
	<i>When reading English material</i>	<i>Printed</i>	35	60.03%

It can be shown that students were more like printed reading media when reading English material than digital reading media.

Question 10

<i>No</i>	<i>Questions</i>	<i>Answer</i>	<i>Respondent</i>	<i>Percentage</i>
Q10	<i>Reading text preference</i>	<i>Digital</i>	18	33.96%
	<i>When reading Indonesian material</i>	<i>Printed</i>	35	66.03%

It can be shown that in the above table, students were more like printed reading media when reading English material than digital reading media.

Question 11

<i>No</i>	<i>Questions</i>	<i>Answer</i>	<i>Respondent</i>	<i>Percentage</i>
Q11	<i>More motivating reading text to</i>	<i>Digital</i>	18	49.05%
	<i>Read</i>	<i>Printed</i>	35	50.94%

It can be ascertained that the percentage almost balance. This meant that both digital and printed reading media motivated the respondents to read.

Question 15

<i>No</i>	<i>Questions</i>	<i>Answer</i>	<i>Respondent</i>	<i>Percentage</i>
Q15	<i>More motivating reading text to</i>	<i>Digital</i>	18	49.05%
	<i>Read</i>	<i>Printed</i>	35	50.94%

Based on the above table, it was ascertained that that students more often read digital reading media.

The Association of Mode of Reading (Printed vs. Digital) and Gender

Table 4.2. Result of Chi-Square analysis of question 8

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.506 ^a	1	.220		
Continuity Correction ^b	.819	1	.365		
Likelihood Ratio	1.468	1	.226		
Fisher's Exact Test				.334	.182
Linear-by-Linear Association	1.477	1	.224		
N of Valid Cases	53				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.09.

b. Computed only for a 2x2 table

Based on the above table of chi-square analysis, it was calculated that the p-value was $0.334 > \alpha (0.05)$, meant that the null hypothesis was accepted. Thus, it can be interpreted that there was not significant association between gender and reading media preference as reflected in item 8 on the questionnaire.

Table 4.3. Result of Chi-Square analysis of question 11

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.596 ^a	1	.107		
Continuity Correction ^b	1.706	1	.191		
Likelihood Ratio	2.631	1	.105		
Fisher's Exact Test				.135	.095
Linear-by-Linear Association	2.547	1	.110		
N of Valid Cases	53				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.36.

b. Computed only for a 2x2 table

Based on the above table of chi-square analysis, it was calculated that the p-value was $0.135 > \alpha (0.05)$, meant that the null hypothesis was accepted. Thus, it can be interpreted that there was not significant association between gender and reading media preference as reflected in item 11 on the questionnaire.

Table 4.4. Result of Chi-Square analysis of question 15

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.432 ^a	1	.511		
Continuity Correction ^b	.124	1	.725		
Likelihood Ratio	.434	1	.510		
Fisher's Exact Test				.556	.364
Linear-by-Linear Association	.423	1	.515		
N of Valid Cases	53				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.08.

Based on the above table of chi-square analysis, it was calculated that the p-value was $0.556 > \alpha (0.05)$, meant that the null hypothesis was accepted. Thus, it can be interpreted that there was not significant association between gender and reading media preference as reflected in item 15 on the questionnaire.

In conclusion, based on the three Chi-Square analysis of the association of gender and reading media preference, it has drawn a conclusion that there was no any significant association between reading media preference and gender.

Result Different Modes of Reading on Reading Comprehension

ANOVA
Reading Achievement

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.774	1	3.774	.017	.896
Within Groups	22964.387	104	220.811		
Total	22968.160	105			

Based on the result of data analysis, it proved that the p-value was $0.896 > \alpha$ (0.05), meant that the null hypothesis was accepted. It interpreted that there was no any significant difference reading comprehension as the result of difference modes of reading media.

The Association Between Media Preference and Achievement

Result of chi-square analysis of media preference association and reading achievement

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.863 ^a	2	.239
Likelihood Ratio	4.436	2	.109
Linear-by-Linear Association	.008	1	.927
N of Valid Cases	53		

- a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.70.

The result of chi-square analysis in the above table showed that the p-value was $0.239 > \alpha$ (0.05) meant that there was no any significant association between media preference and reading achievement. This result was buttressed by the output of ordinal regression analysis showed in the following table:

Pseudo R-Square

Cox and Snell	.001
Nagelkerke	.001
McFadden	.001

Link function: Logit.

This table Pseudo R-Square explained how significant the independent variables explain or predicts the dependent variable. In linear regression it was similar to Model Summary Table. Based on the Pseudo R-Square, both Cox and Snell and Nagelkerke score was 0.001 (0.1%) meant that reading achievement can be explained by reading media preference in the amount of 0.1%. In addition to that, the P-value on table of Parameter Estimates in the following the P-value was $0.808 >$

α (0.05) meant that there was no any significant influence of reading media preference to reading achievement.

		Parameter Estimates					95% Confidence Interval	
		Estimate	Std. Error	Wald	df	Sig.	Lower Bound	Upper Bound
Threshold	[Reading_aAchievement2 = 1.00]	-.437	.465	.883	1	.347	-1.348	.474
	[Reading_aAchievement2 = 2.00]	-.056	.461	.015	1	.903	-.960	.848
Location	[Reading_Media =1.00]	-.136	.560	.059	1	.808	-1.233	.961
	[Reading_Media =2.00]	0 ^a	.	.	0	.	.	.

Link function: Logit.

The Association Between Media Preference and Learning Style

Table 4.5 The association of learning style preference and reading media preference reflected on question 8 (kind of reading media respondents more like)

NO	Learning Style	Number of Respondent	Respondents more Like	
			Printed	Digital
1	Auditory	12	7	5
2	Visual	9	7	2
3	Kinesthetic	22	14	8
4	Audiovisual	2	2	
5	Auditory visual and kinesthetic	1	1	
6	Visual kinesthetic	1		1
7	Auditory kinesthetic	6	4	2
8	Total	53		

Table 4.6 The association of learning style preference and reading media preference reflected on question 15 (kind of reading media respondent more often read)

NO	Learning Style	Number of Respondent	Respondent More Often Read	
			Printed	Digital
1	Auditory	12	5	7
2	Visual	9	6	3
3	Kinesthetic	22	13	9
4	Audiovisual	2	1	1
5	Auditory visual and kinesthetic	1	1	
6	Visual kinesthetic	1		1
7	Auditory kinesthetic	6	2	4
8	Total	53		

Based on the two tables above it was seen that: Respondents with an auditory learning style were more like printed reading media for their preference but they were often read digital reading in their reading activity. Majority of them more like printed but unconsciously in the fact they were often read digital reading. Respondents with a visual learning style more like printed reading than digital reading for their preference and they also were more often read printed reading than digital reading. Respondents with a kinesthetic learning style were more like printed reading and majority of them also were often read printed than digital reading. Respondents with an audiovisual learning style were more like printed reading, but they were often read printed reading as well as digital reading. Respondent with an audiovisual and kinesthetic learning style were more like printed reading for their preference and also often read printed reading. Respondent with a visual kinesthetic was more like digital reading for his preference and also was often read digital reading. Respondents with a auditory kinesthetic learning style were more like printed reading for their preference and also were often read printed reading than digital reading.

5. CONCLUSION AND RECOMMENDATIONS

Based on the findings and discussion in the previous chapter, the researcher drawn a conclusion in this study in some points. First, in terms of reading media preference, it was found that most of students more like reading printed media than reading in digital media, but most of students were more often using digital reading media in their daily reading activity. Second, in terms of the association of reading media preference and gender, descriptively it was found that most of male more like and more often reading digital reading than female and most of female more like and more often reading digital reading than male. Meanwhile, quantitatively, there was no significant association between media preference and gender (P-Value: $0.334 > \alpha: 0.05$). Third, in terms of result of different modes of reading on reading comprehension, it was found that there was no significant different of reading comprehension between students who read through printed based reading and digital based reading (P-value: $0.896 > \alpha: 0.05$). Fourth, there was no an association between media preference and achievement. It seems there was no apparent relationship between a certain type of text (printed or digital) and a student's achievement. Chi-Square analysis (P-value: $0.239 > \alpha: 0.05$) and Ordinal Regression analysis (P-value: $0.808 > \alpha 0.05$) also showed that statistically there was not significant association between reading media preference and reading achievement. Last, in terms of the association of media preference and learning style, it was found that students with auditory learning style were more like printed reading media for their preference but majority of them were often read digital reading in their reading activity. Respondents with a visual learning style more like printed reading than digital reading for their preference and they also were more often read printed reading than digital reading. Respondents with a kinesthetic learning style were more like printed reading and majority of them also were often read printed than digital reading.

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