

Students Dificulties In Using Electronic Book In Language Learning (a Study at the Second year of English Department of STKIP PGRI Sumatera Barat)

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Abstract— *Dalam proses belajar mengajar, pendidik dalam hal ini dosen membutuhkan media pengajaran. Salah satu media pengajaran yang terbaru adalah buku elektronik (E-book). E-book berupa CD yang berisikan materi / bahan pelajaran, tugas-tugas yang disusun oleh dosen terkait mata kuliah yang bersangkutan. E-book dapat dipergunakan di dalam kelas ataupun dipergunakan sendiri oleh mahasiswa di rumah ataupun di rental komputer. E-book dipergunakan untuk pertama kalinya di jurusan Bhasa Inggris STKIP PGRI Sumatera Barat pada mata pelajaran Cross Cultural Undersatanding (CCU). Penelitian ini adalah penelitian descriptive. Sampel dari penelitian ini adalah Mahasiswa jurusan Bahasa Inggris tingkat II lokal G yang mengambil mata kulaih CCU. Dari penelitian ini didapat bahwa mahasiswa mengalami kesulitan dalam menggunakan E-book karena tidak tersedianya laboratorium computer yang dilengkapi internet di jurusan Bahasa Inggris. Selain itu masih banyaknya mahasiswa yang belum mengetahui cara mengoperasikan computer dan internet.*

Key words— *Cross Cultural Undersatanding, E-book, penelitian descriptive*

I. INTRODUCTION

There are many components that are involved in the process of teaching and learning language. One of them is instructional material. Instructional material is something that is presented in certain methods and techniques. The instructional material provides the basis for the content of the lessons, the balance of the skills taught, and the kinds of the language practice that the students take part in. In addition, materials serve primarily to supply the teacher's instruction. For the

students, the material provides the major source for learning.

In the process of teaching and learning, teachers can use printed materials such as: textbooks, pictures, worksheet, workbooks, and non printed materials, such as cassette, video, CD, VCD, film, computer based materials or materials that comprise both printed and non printed sources such as self access materials and materials on the internet like electronic books or e-book. In addition, newspapers, magazines, and TV programs may also play role as instructional material.

Actually, the teachers can use many kinds of materials in the process of teaching and learning. They should not use materials from the textbook only, but they can take the materials from other sources, such as, magazines, newspapers, Television, cassette and radio. Moreover, by the development of multimedia and computer, many available tools can be taken as instructional material. The teacher should be able to adopt and make use all of the development of science and technology in their classroom in order to create academic and scientific environment. As Mickail (2004: 79) explains that

at the turn of the twentieth century, educators and learning psychologists determined basic concepts for increasing the efficiency of the learning process: 1). The learning environment has to engage the learner, and the learner has to be an active and not passive recipient of learning material. 2). the learning materials can be taught in small successive steps to which the learner's responds. 4). It is impossible to supply the learner with immediate evaluation of his progress. 5). An efficient learning

environment should recognize students' individual differences in terms of background, interest, learning pace, and levels of achievement for the materials being learned. 6). The learning environment should lead the students to the mastery of the material. 7). Since education is a life-long process, the learning environment must foster the development of the learner's ability for the self-learning. 8). Since education is more than imparting factual, an ideal learning environment should allow for some time for the teachers to counsel and guide the students.

From this point of view, an electronic material is an alternative way to achieve the effective and efficiency-learning environment, because by using electronic materials, the students can get in touch with the learning materials apart from the teacher. On the other hands, the teachers

have to find and adopt some techniques and strategies in order to use and apply the electronic materials in their class. In addition, the teachers should consider characteristics of the students, and the objective and academic background related to the subject..

Recent technological development has provided a powerful stimulus for the production of a range of electronic material for education. One of the current developments of electronic material is electronic book. Electronic book refers to something that is available via computer. Electronic book supports exploration of an online educational website that incorporates a variety of electronic features including graphics, digitized speech and video. The material of electronic book is commercially available or teacher produced, but also can be created by the students (Harckbarth, 1996:76). In addition, Smaldino (2005:183) explains that electronic book is instructional material that is delivered electronically using computer and computer-base media. The material is often accessed through network (a system computer linked together: once we connect computers in ways that enable people to communicate and share information, we have a network). Sources include websites, the internet,

intranets (a special type of network is not used by the public. Proprietary or closed network connects multiple sites across the country or around the world. System connected to an intranet are private and accessible only by individuals within a given organization or cooperation), CD-ROMs, and DVDs. In delivering instruction, electronic lesson can monitor learner performance and report learner progress. Electronic book is not just accessing information (e.g, Web Pages), but guiding learners to specific outcomes (e.g, objectives). In different way, Dudeney (2007: 184) states electronic book involves the used of electronic media, such as, the internet, CD-ROMs, DVDs, or mobile devices such as MP3 players and PDAs, electronic book can be used face to face or distance.

From some explanations above, the researcher concludes that Electronic book is the lesson or instructional material that is presented electronically by using computer; consists of the material and the exercise created by the teacher related to certain subject. This electronic instructional material is different from other electronic materials (cassette, video, film, etc), because electronic book can randomly be accessed ; the students can use any materials at any time; out of the classroom; individually. It is students' controlled; the activity that is done by the

students is depended on the students' willingness; whether they want to make the exercise, read the article or explanation and any others. There is also interactivity; the students can interact with the teacher, other students, and other experts, because there is a link to the internet or website.

Fortunately, at STKIP PGRI Sumatera Barat where the researcher teaches, several lecturers have used electronic media in their class. Electronic book as the newest electronic material in language learning was used at Cross Cultural Understanding subject at the second level in the English Department of STKIP PGRI Sumatera Barat in 2006-2007. It was introduced for the first time for the students in this subject. The teacher used some media in the teaching learning process, such as, printed book, film, and electronic book. Electronic book was given to the students at the early meeting. At the time, the teacher gave the students a VCD consist of lesson related to the subject. He explained the way to used it. Then, the students used it out of the class, and they may ask the teacher if they face difficulties in using it. At the end of the semester, the students were asked to collect all of the assignments in the electronic book. In doing the assignments, the students were asked to write an essays, browse and read some information from the internet.

Based on the researcher's preliminary study, even though most students were interested and enthusiastic in using electronic book, they found some difficulties in using it. Considering the phenomenon above, the researcher is interested in carrying a research on the students' difficulties in using electronic book in language learning at STKIP PGRI Sumatera Barat.

In this research, the researcher formulated the problems as follow:

What are the students' difficulties in using electronic book dealing with accessing to computer and internet in language learning?

The result of this research is:

To describe the students' difficulties in using electronic book dealing with accessing to computer and internet in language learning.

Design of the Research

In this research, the researcher used descriptive research. According to Gay (2000:275), descriptive study determines and reports thing as they are. This research is designed to collect data in order to answer research questions concerning the status of object of the study.. Thus, this research is expected to describe the students' difficulties in using electronic

book dealing with accessing to computer and internet in language learning.

Sources of the Data

The data were taken from the students who have taken CCU class., because the teacher at CCU (Cross Cultural Understanding) class used electronic book as the instructional material in his class. They were the second year's students of English department at STKIP PGRI Sumatera Barat, registered 2006/2007. They consist of seven classes: 206 students (A:29, B:30, C:25, D:33, E:28, F: 31, G:30). The classes were taught by the same lecturer, and got the same materials.

Because the same characteristics of these classes, the sample was taken by using cluster sampling. Gay (2000:129) explains that cluster sampling randomly selects groups, not individuals. All the members of selected groups have similar characteristics. Furthermore, he says that cluster sampling will give much better chance of securing permission to use several intact classrooms. Thus, the researcher took class G (30 students) as the participant of this research.

Instrumentation

In the process of data collecting, the researcher was the key instrument. The researcher collected data or information

needed by observation and questionnaire. During the observation, the researcher took observation notes. In addition, the researcher distributed the questionnaire related to the students' difficulties in using electronic book.

Questionnaire ; Students difficulties relate to the access to computer and internet in using electronic book in language learning is based on some indicators that are suggested by James (2006:2); How to integrate computer based-materials into language learning:

1. Performance Setting:
 - a. Managerial or supervision support
 - b. Physical aspect of the site
 - c. Social aspect at the site
 - d. Relevance of skill to workplace
2. Learning- Site Constraints Affecting Design and Delivery
 - a.Availability of computer laboratory
 - b. Students' access to using E-mail
 - c. The English department laboratory is not up –to- date
3. Learner Analysis
 - a. Entry behaviors
 - b. Prior knowledge of topic
 - c. Attitude toward content and performance delivery system
 - d. Academic motivation
 - e. Education and Ability level

Technique of Data Collection

The data were collected through observation and questionnaire.

1. Observation

In doing observation, the researcher was a participant observer. She participated and collected the data in the classroom. It took 1.5 month, May to June 2007.

2. Distributed questionnaire.

The researcher distributed questionnaire after the semester finish, on October 2007.

Technique of Data analysis

The data from observation was analyzed by using technique suggested by Lincoln and Guba (1985: 344):

4. Unitizing

It means giving a code for the observation note.

5. Categorizing

Then, the researcher categorized the data into two: students' difficulties related to access to computer and internet.

6. Filling in Pattern

After classifying the data, the researcher added them to the data from questionnaire based on their indicator.

On the other hand, the data that had been collected through questionnaire were tabulated to obtain their frequencies of accuracies. Then, the researcher determined the percentage of group by using:

$$\frac{R}{T}$$

$$P = \frac{R}{T} \times 100\%$$

$$T$$

P: percentage of difficulty

R: The sums of the students who choose AA (absolutely agree), A (agree), DA (disagree), ADA (absolutely disagree)

T: The sums of the students.

(Arikunto, 1998:216)

Finally, the data were interpreted in written form.

II. FINDINGS

A. Description of the Data

1. Observation

STKIP PGRI is located on Gunung Pangilun street Padang. It is one of private college of teacher training and education in Padang. It has six departments: English, Biology, Mathematic, History, Geography and Concealing. Most of the students came from some district of West Sumatera, such as, Pasaman, Pasisir Selatan, Pariaman, etc.

At STKIP PGRI, there are two computer laboratories. One laboratory is for all Departments and uses for Introduction to Computer subject at the first semester. The other one is Mathematics' Department. On the other hand, English Department does not have computer laboratory that can be used for lesson-based computer

Meanwhile, at the second semester in 2006-2007, Electronic book was used at Cross Cultural Understanding subject at the second level in the English Department of STKIP

PGRI Sumatera Barat. The students got CCU subject once a week. Electronic book was introduced for the first time for the students in this subject. The lecturer used some media in the teaching learning process, such as, printed book, film, and electronic book. In using Electronic book, the lecturer used his own laptop in the classroom. Electronic book was given to the students at the early meeting. At the time, the teacher gave a student a VCD consist of lesson related to the subject. He explained the way to used it. Then, the students used it out of the class, and they may ask the teacher if they face difficulties in using it. At the end of the semester, the students were asked to collect all of the assignments in the electronic book. In doing the assignments, the students were asked to write an essays, browse and read some information from the internet.

At the last three meeting, the lecturer asked the students about their Electronic book. Because most students had not do their assignment in E-book yet, the lecturer explained again about the using of E-book. There were some discussions about the using of electronic book. Most students asked about the way to connect to internet and find the information from internet, because most of them were not familiar to the internet.

Beside some difficulties, E-book also bring some advantages to the students. From the observation and researcher informal interview with some students, they said that

the new materials (E-book) impressed them. They realized that there are some other media for learning beside textbook. They also said that by using E-book, they were forced to used computer and internet that are important skills nowadays. From browsing to internet, the students can get some more information that is related to their language skill.

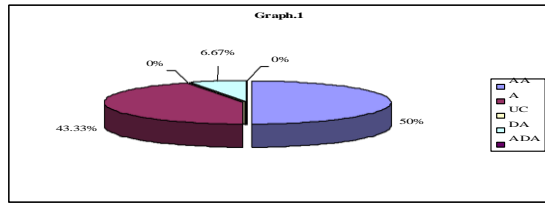
2. Questionnaire

The data from questionnaire were divided into three parts: the students' difficulties in using electronic book related to it access to the computer (14 items), the students' difficulties in using electronic book related to it access to internet (11 items), and the students' difficulties in comprehending the materials in electronic book (15 items). For each item, the students were free to choose five categories: *sangat setuju/ Absoltly agree* (AA), *setuju/agree* (A), *ragu-ragu/uncertain* (UN), *tidak setuju/disagree* (DA), or *sangat tidak setuju/absolutely disagree* (ADA).

1. Students' Difficulties in Using Electronic Book Dealing with Its Access to the Computer

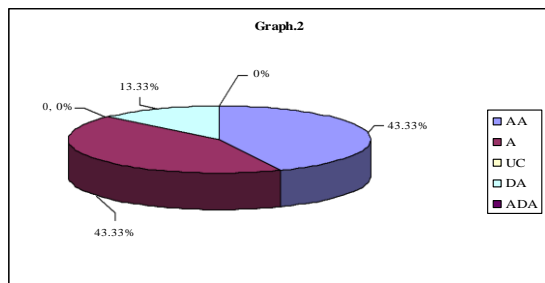
- a. There is no adequate support or staff who is responsible to the computer laboratory, so the students often face difficulties in operating the computer. (*Di kampus saya tidak ada staff khusus yang bertugas dilaboratorium komputer, sehingga sayasering terkendala dalam*

mengoperasikan. computer)



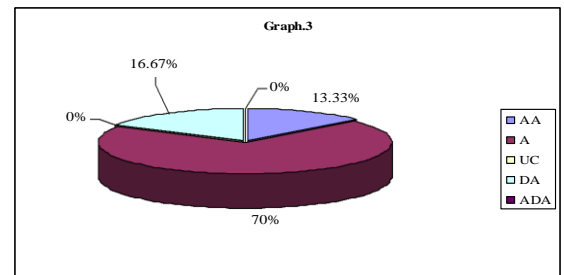
From Graph.1 above, it can be seen that 15 students (50%) absolutely agreed, 13 students (43.33%) agreed, and only 2 (6.67%) students disagreed that they found difficulties in using computer because there was no adequate support or staff who responsible to the computer laboratory.

- b. There is no computer laboratory and special software that can be used to support the lesson based computer. (*Tidak ada sarana laboratorium komputer dan software-software khusus yang dapat digunakan untuk menunjang matakuliah yang berbasis computer*).



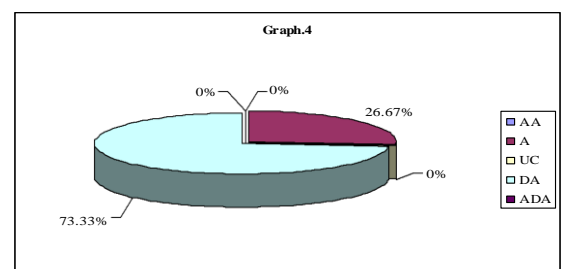
Graph.2 shows that there were 13 students (43.33%) absolutely agreed, 13 students (43.33%) agreed, and 4 students (13.3) disagreed with the statement: There is no computer laboratory and special software that can be used to support the lesson based computer.

- c. The students face difficulties in using electronic book, because they must do it in computer rent and can not discuss it to the lecturer directly. (*Saya sering terkendala dalam menggunakan buku elektronik, karena harus mengerjakan sendiri dirental dan tidak dapat berdiskusi langsung dengan teman ataupun dosen.*)



From Graph.3, it can be seen that 4 students (13.33%) absolutely agreed, 21 students (70%) agreed, 5 (16.67%) students disagreed that they find difficulties in using electronic book, because they must do it in computer rent and could not discuss it to the lecturer directly.

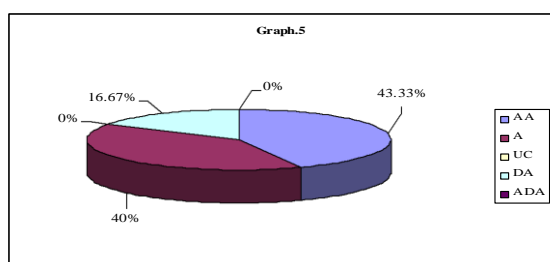
- d. The students never operate the computer before CCU lesson. (*Saya tidak pernah mengenal/mengoperasikan komputer sebelumnya.*



Graph.4 shows that there were 22 students (73.33%) disagreed, and 8 students (26.67%)

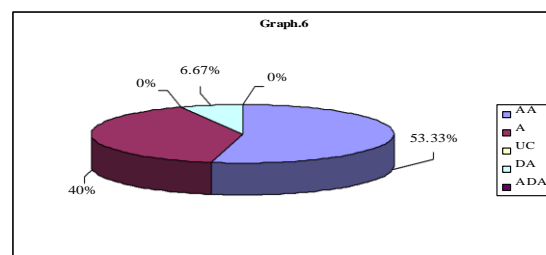
absolutely disagreed with the statement:
The students never operate the computer before CCU lesson

- e. The students never operate Home page program that is used in electronic book. (*Saya tidak pernah menggunakan /mengoperasikan program Home Page yang digunakan dalam buku elektronik*)



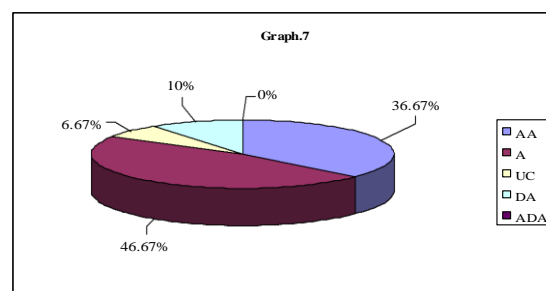
From Graph.5 above, it can be seen that 13 students (43.33%) absolutely agreed, 12 students (40%) agreed, and only 5 (16.67%) students disagreed that they never operate Home page program that was used in electronic book.

- f. There is no computer laboratory that can be connected to the class where the lesson is based on computer, such as CCU. (*Di kampus saya tidak ada sarana laboratorium computer dan pusat computer yang bisa dihubungkan ke kelas sewaktu kuliah yang berbasiskan computer seperti CCU*)



Graph.6 shows that there were 13 students (53.33%) absolutely agreed, 12 students (40%) agreed, and only 2 students (6.67%) disagreed with the statement: There is no computer laboratory that can be connected to the class where the lesson is based on computer, such as CCU

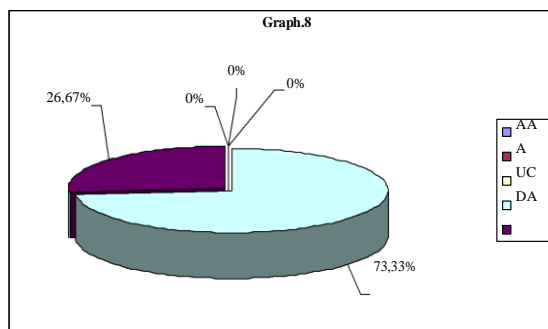
- g. Because there is no computer laboratory, the students must go to computer rent. (*Karena tidak adanya sarana laboratorium computer di kampus, saya harus selalu ke rental computer.*)



From Graph.7, it can be seen that 11 students (36.6733%) absolutely agreed, 14 students (46.67%) agreed, 2 students (6.67%) were uncertain, and 3 (10%) students disagreed that they must go to computer rent, because there was no computer laboratory at their campus.

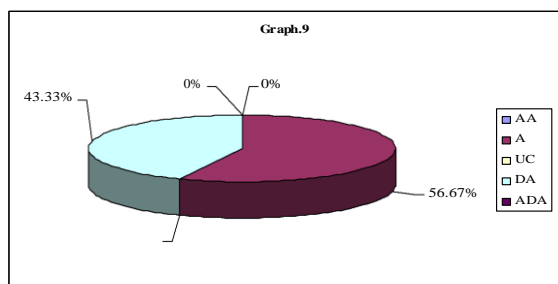
- h. The students face difficulties in operating the computer, because they never operate

it yet. (*Saya kesulitan mengoperasikan computer karena saya tidak pernah menggunakan komputer sebelumnya*)



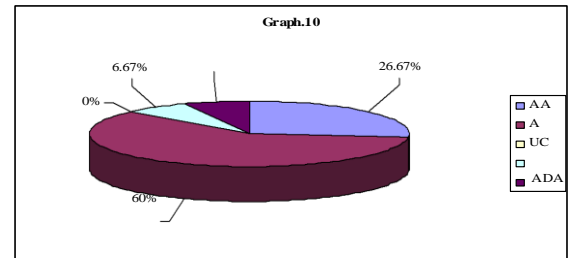
Graph.8 shows that 22 students (73.33%) disagreed, and 8 students (26.67%) absolutely disagreed that they faced difficulties in operate the computer, because they never operate it yet .

- i. The students face difficulties in operate the computer, eventhough they ever operate computer .(*Saya kesulitan dalam mengoperasikan computer meskipun saya pernah menggunakan komputer sebelumnya*)



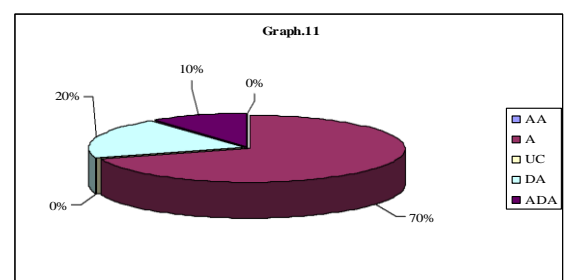
Graph.9 shows that there were 17 students (56.67%) agreed, and 13 students (43.33%) disagreed with the statement: The students face difficulties in operate the computer, eventhough they ever operate computer

- j. The viruses in computer make the students are difficult to finish the task on time. (*Virus-virus pada computer menyulitkan saya dalam menyelesaikan tugas-tugas yang diberikan tepat pada waktunya*)



From Graph.10, it can be seen that 8 students (26.67%) absolutely agreed, 18 students (60%) agreed, 2 students (6.67%) were uncertain, and 2 (6.67%) students disagreed that the viruses in computer made the students were difficult to finish the task on time.

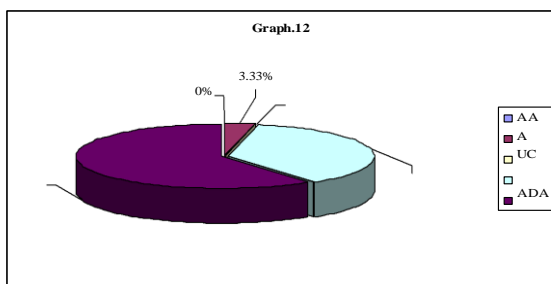
- k. Because its' access to computer and internet, electronic book is more expensive than printed book. (*Saya merasa computer based materials lebih mahal/(membutuhkan biaya yang lebih dari pada printed based materials (textbook))*)



Graph.11 shows that there were 21 students (70%) agreed, 6 students (20%) disagreed, and 3 students (10%)

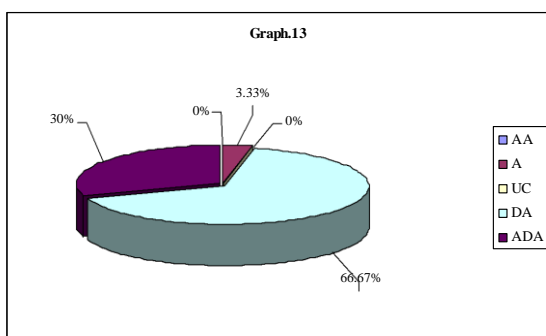
absolutely disagreed with the statement:
Because it access to computer and internet,
electronic book is more expensive than
printed book

- l. The students do not know how to activate the computer. (*Saya tidak mengetahui cara mengaktifkan computer*)



From Graph.12, it can be seen that 1 students (3.33%) agreed, while 20 students (36.67%) disagreed, and 18 (60%) students absolutely disagreed that they did not know how to activate the computer.

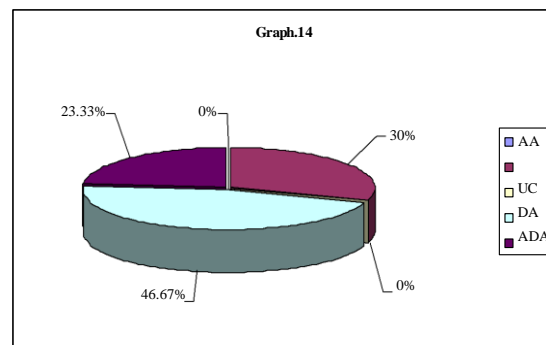
- m. The students do not know the way to save the data that have been typed. (*Saya tidak menngetaahui cara menyimpan data yang telah saya buat*)



Graph.13 shows that there were 1 students (3.33%) agreed, 20 students (66.67%) disagreed, and 9 students (30%) absolutely disagreed with the statement: The students

do not know the way to save the data that have been typed.

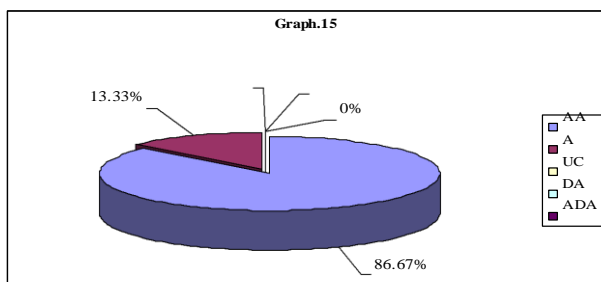
- n. Because the students do not know the computer program, the computer are often error. (*Komputer sering error karena saya tidak mengetahui cara mengoperasikannya*)



Graph.14 shows that there were 9 students (30%) agreed, 14 students (46.67%) disagreed, and 7 students (23.33%) absolutely disagreed with the statement: Because the students do not know the computer program, the computer are often error.

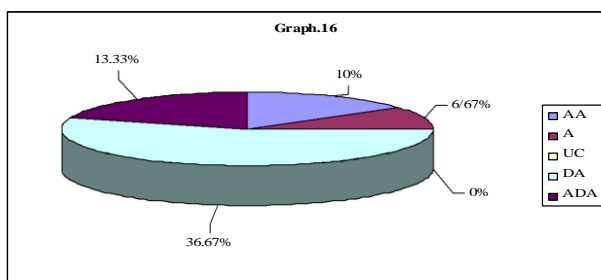
2. Students' Difficulties in Using Electronic Book Dealing with to Its Access to Internet

- a. The students must go to internet cafe, because there is no access to the internet at the *sarana laboratorium computer di kampus yang terhubung dengan internet, saya harus selalu ke warnet*)



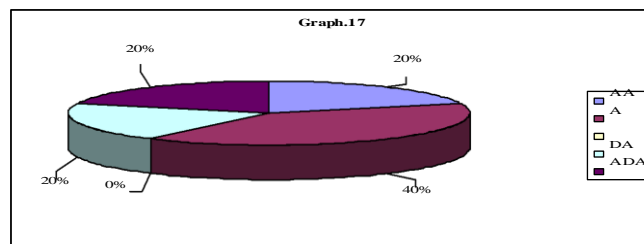
From Graph.15 above, it can be seen that 26 students (86.67%) absolutely agreed, and 4 students (13.33%) agreed, that they must go to internet cafe, because there was no access to the internet at the computer laboratory.

- b. The students never access to the internet before the CCU class. (*Saya tidak pernah mengenal dan menggunakan internet sebelum mata kuliah CCU in*)



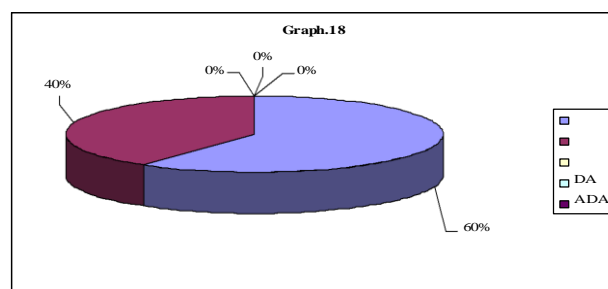
Graph.16 shows that there were 3 students (10%) absolutely agreed, 2 students (6.67%) agreed, 11 students (36.67%) disagreed, and 4 students (13.33%) absolutely disagreed with the statement: The students never access to the internet before the CCU class.

- c. The students do not have E-Mail address. (*Saya tidak mempunyai alamat E-mail*)



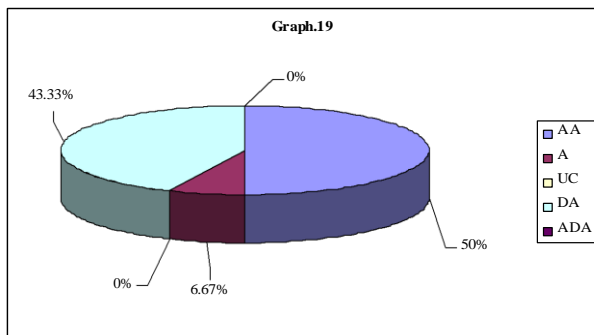
students (20%) absolutely agreed, 12 students (40%) agreed, 6 students (20%) disagreed, and 6 (20%) students absolutely disagreed that they did not have E-Mail address

- d. English department at STKIP PGRI does not have laboratory that is connected to the internet. (*Di kampus saya, khususnya jurusan bahasa Inggris tidak mempunyai laboratorium*)



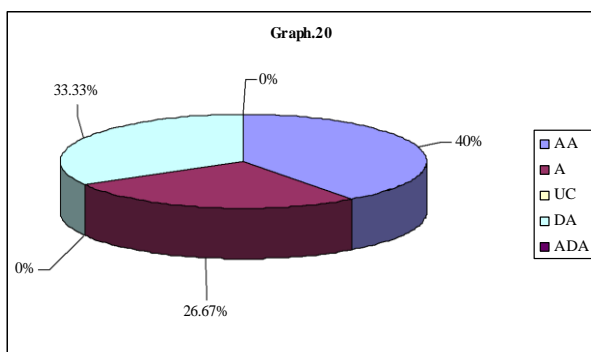
Graph.18 shows that there were 18 students (60%) absolutely agreed, and 12 students (40%) agreed with the statement: English department at STKIP PGRI does not have laboratory that is connected to the internet

- e. The students need many time to access to internet, so they must pay much money to do it. (*Saya membutuhkan waktu yang lama setiap kali mengakses internet sehingga membutuhkan biaya yang lebih besar.*)



Graph.19 shows that there were 15 students (50%) absolutely agreed, 2 students (6.67%) agreed, and 13 students (43.33%) disagreed with the statement: The students need many time to access to internet, so they must pay much money to do it.

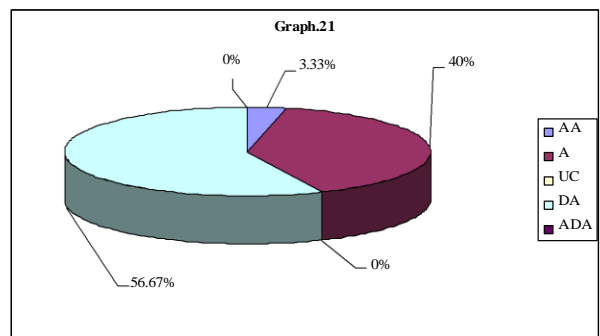
- f. Accessing to internet need many time and the students feel so tired to do it. (*Mengakses internet membutuhkan waktu lama dan sangat melelahkan bagi saya*)



From Graph.20, it can be seen that 12 students (40%) absolutely agreed, 8 students (26.67%) agreed, and 10 (3.33%) students disagreed that accessing to internet need many times and the

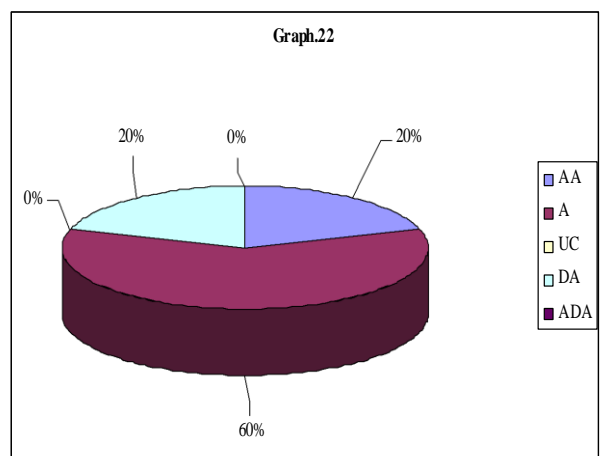
- g. The students often can not open and reread the information that they have downloaded from internet. (*Saya sering tidak bisa membuka atau*

menbaca kembali informasi yang telah saya download dari internet ke disket atau hardisk)



Graph.21 shows that there was only 1 students (3.33%) absolutely agreed, 12 students (40%) agreed, and 17 students (56.67%) disagreed with the statement: The students often can not open and reread the information that they have downloaded from internet

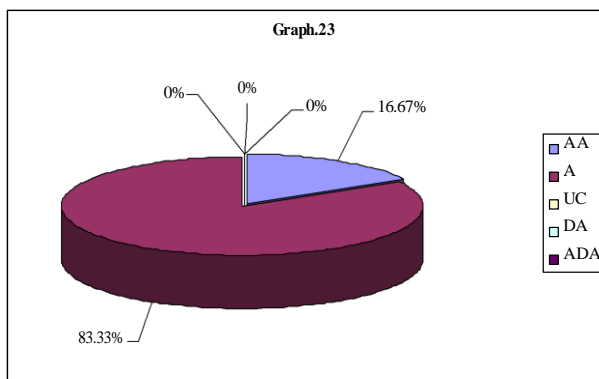
- h. Many sites cannot be downloaded, so the students cannot get the needed information. (*Banyak situs-situs yang tidak bisa di download, sehingga saya tidak bisa mendapatkan informasi yang saya butuhkan*)



From Graph.22, it can be seen that 6 students (20%) absolutely agreed, 18 students (60%) agreed, and 6 (20%) students disagreed that they found difficulty in using E-book, because

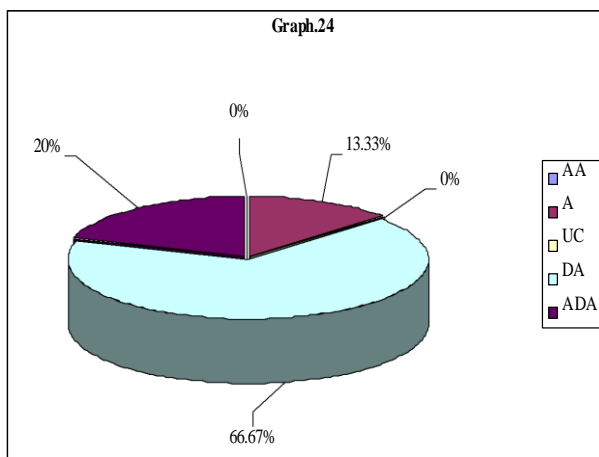
there were many sites that could not be downloaded, so they could not get the needed information.

- i. The students are disturbed by the uneducated sites which suddenly exist in the internet. (*Saya sering terganggu oleh situs-situs yang tidak mendidik yang muncul secara tiba-tiba ketika sedang akses ke internet.*)



Graph.23 shows that there were 5 students (16.67) absolutely agreed, and 25 students(83.33%) agreed with the statement: The students are disturbed by the uneducated sites which suddenly exist in the internet.

- j. The students do not know the way to connect to internet. (*Saya tidak tahu cara “connect” ke internet.*)



Graph.24 shows that there were 4 students (13.33%) agreed, while 20 students (66.67%) disagreed, and 6 students(20%) absolutely disagreed with the statement: The students do not know the way to connect to internet

- k. The students do not know the way to transfer the information from internet to computer' disk. (*Saya tidak mengetahui cara memindahkan informasi dari internet ke disket atau hardisk komputer.*)

From Graph.25, it can be seen that 1 students (3.33%) absolutely agreed, 9 students (30%) agreed, 16 students (53.33%) disagreed, and 2 (6.67%) students absolutely disagreed that the students found difficulty in using E-book ,because they did not know the way to transfer the information from internet to computer' disk

B. Discussion

1. Students' Difficulties in Using Electronic Book Dealing with It' Access to the Computer.

Based on the findings, the researcher found that the students faced some difficulties in using E-book related to its access to computer. First, the difficulties related to performance setting. At STKIP PGRI, there are two computer laboratories. One laboratory is for all Departments and uses for Introduction to Computer subject at the first semester. The other one is Mathematics' Department. On

the other hand, English Department does not have computer laboratory that can be used for lesson-based computer. It means the indicator 1b of integrating computer-based materials in language learning (it should be a physical aspect of the site) proposed by James (2006:2) is not fulfilled yet. Ideally, an education institution, such as university or college should provide each department with a computer laboratory.

Second, based on the third category of integrating computer based materials in language learning (social aspect at the site), the students might do E-book more easily, if they can interact with the lecturer or their friends directly. However, they must do it in computer rent or their house and could not discuss it to the lecturer or their friends directly. This condition made 25 (73.33%) students faced difficulty in using E-book, and only 5 (16.67%) students did not..

Related to indicator 1d of integrating computer based materials in language learning (Relevance of skill to workplace), all of the students have relevance of skill to workplace, because they ever operate the computer before CCU lesson. On the other hand, most students (83.33%) faced difficulty in using E-book, because they never operate Home page program that was used in electronic book. Based on the observation, they were

familiar with word and excel program. Only five (16.67%) students were familiar with Home page program.

Fourth, the researcher found that even though all of the students ever operate computer, some students (56.675%) faced difficulty in operating the computer. It was caused the viruses in computer make the students were difficult to finish the task on time. This analysis is based on indicator 3a (students knowledge, experience, and attitude toward the computer used). and the theory proposed by Smaldino (2005:200), that in constructing electronic book, the teacher should analyze the students. He explains that the teacher wish determine their various levels of experience using the media.

Then, most students (70%) faced difficulty in using E-book, because they did not know the way to save the data that have been typed. Then, even though all of the students ever operated computer before CCU Subject, most of them (70%) faced difficulty in using E-book because they did not know the way to activate the computer. These analyses are based on the second category of integrating computer-based materials in language learning (Concept of the computer system).

On the other hand, the researcher also found that most of the students (70%) did not faced difficulty in using E-book because the computer often error. It means,

they know the computer program. Related to the third category of integrating computer-based materials in language learning (Attitude toward content and performance delivery system), the students said that because it access to computer and internet, electronic book was more expensive than printed book.

Based on the researcher observation, the researcher assumes that all of the difficulties in using E-book dealing with its access to computer because there was no computer laboratory at English department and they must do E-book alone at computer rent. In addition most of the students did not know the concept of computer system. It was happed because most of the students come from rarer area in West Sumatera, such as Pasaman, Pesisir Selatan,,etc. In those area, most of Senior High Schools do not have computer laboratory, so that the students are not familiar to computer.

Considering the students' difficulties in using E-book dealing with its access to computer , the researcher can conclude that in using E-book at university or institution in the teaching and learning process there are some requirement that should be considered:

- a. There must be available computer laboratory in a department that can be use in the subject or materials based computer.

- b. The students should know the way to operate computer or concept of computer system so they will not face difficulties in using E-book

2. Students' Difficulties in Using Electronic Book Dealing with Its Access to Internet

In using E-book related to its access to internet, the researcher found that all of the students face difficulty in using E-book, because there was no computer laboratory that has connection to internet at English Department of STKIP PGRI. On the other hand, according to James (2006:2) there must be available computer laboratory that has connection to the internet. However, in fact, this is not fulfilled yet. Right now, the development of technology have forced all of sector of human life, especially education sector to access the internet. It means that an education institution, such as university or college should provide each department with computer laboratory that has connection to internet to support the teaching and learning process.

From the Learning- Site Constraints Affecting Design and Delivery, in integrating the computer-based materials in language learning, all of the students must take a course introduction to the internet and have E-mail address. Meanwhile, even though most students (53.33%) ever access to internet, based on the questionnaire given, most students (60%) did not have E-Mail

address. So that they could not posted or sent their exercises to the lecturer's E-mail.

Most students (56.67%) faced difficulty in using E-book, because the students needed many time to access to internet, so they must pay much money to do it. This analysis is based on indicator 3a of integrating computer-based materials in language learning (Learner knowledge, experience, and attitude toward the computer used). Based on the researcher observation, this condotion happened because most of the students come from However, many students (43.33%) said that they did not need may time to access the internet. It means that some students had had familiar to internet, and can access internet, so must not pay much money.

The researcher also found that most students (66.67%) faced difficulty in using E-book, because based on their experience, accessing to internet need many times and the students felt so tired to do it. The researcher can conclude that if the students have been familiar with internet, they will not need many times to search information from internet.

Ideally, according to Smaldino (2005: 200), in using E-book in teaching and learning process, the teacher should develop the lesson by identifying the students. The teacher also will wish to determine their various levels of experience using online resources, so that the students will not face

difficulties in using E-book

The other difficulty was they can not get the needed information, because there are many sites that cannot be downloaded. Furthermore, although most students could open and reread the information that they have download from internet, some students (43.33%) said that they faced difficulty in using E-book. They often could not open and reread the information that they have downloaded from internet. This condition is also stated by Smaldino (2005:185) that one limitation of accessing to internet is access speed. He says: "Web pages design for modem users should contain text and no individual graphic larger than 50K". The researcher assumes that the sites the students wanted to download were big.

Finally, based on the students experiences, they said that, they were disturbed by the uneducated sites that suddenly exist in the internet. Smaldino (2005:185) states that age-inappropriate materials are common in internet, because there is no organization or agency controlling activity on some computer network.

Although there were students (13.33%) who did not know they way to connect to internet, most of them know the way to connect to internet. It means that they know the concept of computer system. This analysis is based on indicator 3b of integrating computer-based materials in

language learning. And for the other concept (the way to transfer the information from internet to computer' disk) most of them (66.67%) also did not face difficulty in using E-book, only (33.33%) faced difficulty.

Based on the researcher observation, the researcher assumes that all of the difficulties in using E-book dealing with its access to internet because there was no computer laboratory that was connected to internet at English department and they must went to internet cafe. Then most of the students were not familiar with internet because most of them come from rarer area in West Sumatera, such as Pasaman, Pesisir Selatan,,etc. In those area, most of Senior High Schools do not have computer laboratory that has connection to internet. And even though they have been at university level, they also seldom got in touch with internet.

To eliminate the students' difficulties in using E-book dealing with its access to internet, based on the findings above, it can be concluded that in using E-book at university or institution in the teaching and learning process there are some requirement that should be considered:

- a. A department at a university or college should have a computer laboratory that has connection to internet so that the materials based computer, such as E-book, can be apply effectively.

- b. The students should take a course introduction to the internet or ever access the internet and have E-mail address that is important in using E-book.
- c. The students must believe that internet and E-book are beneficial.
- d. The students are eager to develop and refine their language skills by using computer and internet.

From the findings and analysis of the data, it can be concluded that:

1. The students' difficulties in using Electronic Book related to it' access to computer are:
 - a. The students should do E-book at computer rent because there was no computer laboratory at English Department that can be used for the lesson based material.
 - b. Because they must do E-book alone, they cannot discuss their difficulty to the lecturer or their friends directly.
 - c. Some students did not have relevant skill, such as, Home Page program which was used in E-book.
 - d. Event though the students have used the computer before, some of them did not know the concept of computer system, so they find difficulties when the computer has

problems, such error nor have viruses.

2. Students' difficulties in using Electronic Book related to it' access to internet are:

- a. Because there was no computer laboratory at English Department, the students also could not access to internet in their campus.
- b. Although most students ever used internet, most of them did not have E-mail address which was important in using E-book.
- c. Most of the students felt tired in accessing to internet because their limited knowledge and skills about internet.
- d. Most of the students must pay much money in accessing to internet because their limited knowledge and skills about internet.
- e. Most of the students could not find the materials that they want because their limited knowledge and skills about internet
- f. Based on the students' experiences, most of them were disturbed by uneducated site,
- g. Based on the students' experiences, most of them could not open the information that has been downloaded. .

Even though the researcher found some difficulties faced by the students in using E-book, she also found that most students did not face difficulties in using it related to the using of illustration and lay out in E-book. On the other hand, the design and lay out in E-book made the students comfortable.

III. KESIMPULAN

Based on the finding above, it can be concluded that in using electronic book , there are some requirements that should be considered by the user so they can use electronic book effectively and eliminate some difficulties that can exist :

1. The institution must have a computer laboratory that has connection to internet
2. The students who will use E-book should know the concept of computer system and internet.
3. The students must have an E-mail address. Based on one the principle of E-book, it can be used out of the classroom, beside can be used to send their assignment, the students also can communicate and discuss their difficulties with the lecturer.
4. The teachers who will apply E-book in their teaching should analyze the students' background in using computer.

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