

## THE CORRELATION BETWEEN SMARTPHONE USE AND READING ACTIVITIES OF UNIVERSITY STUDENTS

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**Abstract** : This research aims to find out whether or not there is a correlation between smartphone use and students reading activities. This research is conducted at English Education Department, Faculty of Language and Arts, Manado State University. The method used in this research is qualitative method. Data collection in this research is a questionnaire that is distributed to 27 students. The result of this research shows data based on the variables, smartphone use and reading activities. The data from this research were displayed in percentage form. The result of this research shows scores of each variable 87.96% for X variable and 74.23% for Y variable. The researchers conclude that there is a correlation between these two variables because the difference in percentage scores between these two variables which is not too large, which indicates that reading activities using smartphone is an activity that can attract students to read more. Therefore, both have a positive correlation because the two variables have increased, in which respondents use smartphone for reading activities due to several considerations, for example the simple form of a smartphone and easy to carry and use in a comfortable position depends to the wishes of the respondents and also the low price of a smartphone, so the smartphone is not difficult to get.

**Keywords** : *Correlation, Smartphone, Reading Activities*

### INTRODUCTION

The smartphone is one of electronic media in the field of communication, smartphone is a communication tool specifically designed to make it easier for people from all over the world to communicate, exchange data, and several other things that can be done practically using a smartphone. Among teenagers, especially students, smartphones are no longer a new item that takes a long time to master and are no longer a luxury, so that the need for smartphone use is increasing.

The definition of a smartphone is “A communication device or a mobile phone equipped with a digital organizer. The smartphone is the development of a cellular phone which then added features and other facilities so that it becomes a smart phone and is called a smartphone.” Based on that definition, it can be said that previously smartphones were ordinary cellular telephones which is coincided with

the progress of the times and the increasingly rapid needs of humans, so several features were completed on these cellular telephones and were referred to as smartphones.

Backer (2010: 28), also stated that “A smartphone is a phone that unites advanced capabilities, this is a form of the ability of a Wireless Mobile Device (WMD) that can function as a computer by offering features such as a personal digital assistant (PDA), internet access, email, and Global Positioning System (GPS). Smartphones also have other functions such as a camera, video, MP3 Player just like a normal phone. In other words, a smartphone can be categorized as a mini-computer that has many functions and it's users can use it anytime and anywhere. Apart from having many functions, smartphones also have a flexible form so that they can be taken anywhere, and also users can use smartphone anytime and

*anywhere.*” That is what makes smartphones loved by the wider community in this case especially for students.

Smartphones, according to Gary (2007: 19), “*Are like personal assistants and internet connection facilities that can connect users to the virtual world such as through social media and others. In addition, smartphones also have the function of providing information, and as a means of long-distance communication.*” Based on that statement, it can be said that smartphones have completely changed the mindset and habits of the wider community, this can be seen from the widespread use of smartphones which are considered capable of fulfilling all curiosity practically and also easily under everywhere. One of the most significant impacts is the lack of public interest, in this case students in reading. In fact, whether smart features have been developed on smartphones that make it easier to obtain information, whether they are aware of or not, the less habit of reading, in this case the researchers on

Reading occupies a very important position and role in the context of life, so, reading cannot be separated from comprehension (Hapsari, Noldy, Javier, 2019: 2). Reading is also a bridge for anyone and anywhere who wishes to achieve progress and success both in the school environment and in the world of work. Reading is an activity to understand text, reading is grouped into word processing and comprehension (Lambe Liviani, 2011). Reading is an activity to understand text, reading is grouped into word processing and comprehension. The reading context that the researchers took in this research is "correlation between smartphone use and reading activities of university students", now reading a book not only with a printed book but also with a smartphone. Smartphone that is more flexible and time efficient can help find terms or statements quickly without having

to open page by page like a book. Reading activity, according to Tampubolon (2015: 227-228), says “*A reading activity that has become ingrained in a person and has been entrenched in a society.*” Through that opinion, it can be said that reading activities lead to a tendency to respond with repetitive stimuli, so that the researchers decide to use a questionnaire technique to collect data as a measure for the research. So, the purpose of this research is to find out the correlation between smartphone use and university students reading activities.

Understanding written material and comprehending concepts both depend heavily on reading. People can search, assess, and grasp information through an intentional procedure that adds to their overall awareness. Reading is incredibly important in today's information age and touches practically every part of life. Reading is essential in all fields, but it is especially important in education because it provides the basis for both teaching and learning (Turner, Hicks & Zucker, 2020). Coiro (2021) emphasizes how reading broadens one's perspective, develops character, and influences one's outlook. Reading assignments help students learn by supporting lecture-based instruction and exposing them to information outside of the classroom.

The younger generation needs to be able to read since it gives them access to knowledge gathered both through active reading and listening. Reading is the core of education, according to experts, and it's an essential skill for living well (Mercer, 2021). People can improve themselves, keep current on new information, and engage in lifelong learning through good reading habits. Reading entails actively and critically understanding written symbols, promoting self-communication, and making information acquisition possible in order to advance one's knowledge (Gnach *et al.*, 2022). Improving reading abilities is essential for

success in today's society, especially for youngsters hoping to outperform their elders. Smartphones provide a way to acquire information and foster good reading habits.

In conclusion, reading has a significant impact on people's lives and is a purposeful effort that is necessary for understanding written material (Nartiningrum & Nugroho, 2020). It is essential to education since it makes it possible to learn new things and advance personally. Reading broadens perspectives, molds character, and makes it easier to understand and use information (Lowenthal *et al.*, 2020). Reading is a crucial component of education and a necessary tool for living a successful life, according to Frey, Fisher & Smith (2019). Individuals create dialogue with themselves, decipher texts, and pursue intellectual development by actively and critically interacting with written symbols. For the younger generation, and especially for students, developing reading abilities is essential if they want to succeed in their careers, keep up with technological changes, and pursue lifelong learning.

Smartphones are compact electronic gadgets with a variety of uses that make them user-friendly, according to Garini in Rohman (2017). Today's cell phones are increasingly user-friendly due to their growing sophistication. According to Laya, Liando & Maru (2020), smartphones are viewed as an important learning tool for students in the context of the research being done since they make it simple for them to access vast amounts of information and knowledge. Smartphones are essential for many learning tasks, such as reading, finishing assignments, and general learning procedures.

## RESEARCH METHOD

The research design used in this research was quantitative research. Fainsmidt *et al* (2020) explain "quantitative research is research conducted to determine the value of the

independent variable, either one or more (independent) variable without making comparisons, or connecting with other variables." The population in this research is students of English Education Department, 2017 academic year that consisted of 134 students who were divided into 3 classes. The researchers took a sample of 20% of the population, which are 27 students.

## Validity

Valid means that the instrument can be used to measure what is to be measured (Sugiyono, 2009). Validity test used in this research is Product Moment correlation formula (Umar, 2008).

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

$r$  = The correlation figure is "r"  
Product Moment.

$n$  = Number of Case (banyaknya responden).

$\sum xy$  = The number of multiplication results between X score and Y score.

$\sum x$  = The total number of scores x.

$\sum y$  = The total number of scores y.

The validity test steps in this research is carried out by distributed questionnaires to 15 respondents who are not included in the sample with the aim of knowing how far the level of validity of an instrument is, then collecting data from the results of filled the instrument into a table to calculated the coefficient value correlation.

The criteria in determining the validity of a questionnaire as follows :

- If  $r\text{-count} > r\text{-table}$  then the statement is declared valid.
- If  $r\text{-count} < r\text{-table}$  then the statement is declared valid.

## Reliability

In making a decision, the reliability of an instrument is said to be reliable if the

Cronbach Alpha value is greater than 0,60 (Ghozali, 2001). The formula for calculating the instrument reliability coefficient using Cronbach Alpha as follows:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma b^2}{\sigma t^2} \right)$$

Where :

$r_{11}$  = Reliabilitas Instrument

K = Number of questions/statements

$\sum \sigma b^2$  = Number of grain variants

$\sigma t^2$  = Total Variants

Researchers use a questionnaire as a data collection instrument. Questionnaire is containing several questions related to reading activities and the using smartphone distributed to students as the object of research, and the results used by researcher to determine the extent of using smartphones and students' reading activities. The questionnaire used in this research is a close questionnaire, which is the questionnaire that has provided the answer, and respondents just have to choose and answer directly (Widoyoko, 2014: 37). The instrument used to measure the variables of this research used Likert scale, 4 points:

**Table 1. Liker Scale for the Questionnaire**

| Alternative answer | Positive |
|--------------------|----------|
| Strongly agree     | 4        |
| Agree              | 3        |
| Disagree           | 2        |
| Strongly disagree  | 1        |

**Table 2. Indicators of Questionnaire: X Variable (Smartphone Use)**

| No. | Statements  |
|-----|---|
| 1.  | <b>Simpel Form</b><br>The simple form of a smartphone makes it easier for me to read freely |
| 2.  | <b>Prices</b><br>The low price of a smartphone makes it easy for me to use it.              |

|    |  |
|----|--|
| 3. | <b>Easy of use</b><br>Smartphone as an information storage medium that can be easily used at any time. |
| 4. | <b>Access time</b><br>Smartphone provide convenience in accessing online information at any time.      |
| 5. | <b>Special care</b><br>Reading materials stored on smartphones do not require special care.            |

**Table 3. Indicators of Questionnaire: Y Variable (Reading Activities)**

| No. | Statements  |
|-----|---|
| 1.  | <b>The need for reading</b><br>I use my smartphone to read the subject matter.  |
| 2.  | <b>Action to read reading</b><br>Reading a book makes me sleepy and bored rather than reading material on a smartphone even though the reading is the same. |
| 3.  | <b>Pleasure for reading</b><br>Everytime I read something on my smartphone, I get a new lesson.   |
| 4.  | <b>Always interested in reading</b><br>When reading on a smartphone, I try to capture the content of message of reading by repeating the reading.           |
| 5.  | <b>Desire to always read</b><br>I feel curious if the reading on the smartphone has not been completed so I usually read a reading to completion.           |
| 6.  | <b>Follow-up</b><br>After I finished one reading material on my smartphone, I immediatly wanted to read another.  |

In the result of this study, the researchers measure the correlation value between the second variable with a

positive correlation, namely a relationship between variable X and Y, which can be shown by a casual relationship if there is an increase in the value of variable X, it will be followed by an increase in the value of variable Y (Sukardi : 2008, 166). Descriptive statistical analysis used in this research is a percentage, with the steps as follows:

- Create a distribution table for the answers to the questionnaire variables X and Y.
- Determine the score of the respondent's answer with the provisions of the predetermined score.
- Add up the answer scores obtained from each respondent.
- Enter that score into the formula:

$$DP = \frac{n}{N} \times 100\%$$

Where:

DP = Percentage description

n = Total expected score

N = Percentage score or yield

(Ali in Sugiyono, 2009: 148)

### Validity Test

In this research, the researchers use a questionnaire consisting of 11 questions, 5 questions for X variable (smartphone use) and 6 questions for Y variable (reading activities) tested the validity of the instrument in this study is carried out by distributed questionnaires to 15 respondents who are not included in the sample.

The researchers enter the answers into the auxiliary table where each item of the statement is categorized as X variable and Y variable. Form the results of these calculation the researchers enter into the formulation of the validity test with Microsoft Excel program. The results of the validity test can be seen as follows:

**Table 4. X validity test (Smartphone Use)**

| No. | $r_{count}$ | $r_{table}$ | Inf.       |
|-----|-------------|-------------|------------|
| 1.  | 0.556       | 0.514       | Item Valid |
| 2.  | 0.610       | 0.514       | Item Valid |
| 3.  | 0.536       | 0.514       | Item Valid |
| 4.  | 0.556       | 0.514       | Item Valid |
| 5.  | 0.782       | 0.514       | Item Valid |

**Table 5. Y validity test (Students reading activities)**

| No. | $r_{count}$ | $r_{table}$ | Inf.       |
|-----|-------------|-------------|------------|
| 1.  | 0.738       | 0.514       | Item Valid |
| 2.  | 0.655       | 0.514       | Item Valid |
| 3.  | 0.769       | 0.514       | Item Valid |
| 4.  | 0.697       | 0.514       | Item Valid |
| 5.  | 0.622       | 0.514       | Item Valid |
| 6.  | 0.809       | 0.514       | Item Valid |

Based on the results of the X and Y validity tests above, it shows that tested the validity of the X and Y all data are declared valid because they have an  $r_{count}$  greater than  $r_{table}$  with the number of N = 15 is 0.514 at a significant level of 5%.

### Reliability Test

Reliability tested is carried out after all items were valid. Reliability test is carried out to measure the level of accuracy and consistency of measuring instruments so

that the results can be trusted (Yustira, Nurmin, Rinny, 2021: 7). This test is carried out by distributed questionnaires to 10 students of English Education Department used the Cronbach Alpha test with Microsoft Excel.

**Table 6.** Reliability Test Results

| No. | Variable                                 | Alpha Value | $r_{table}$ | Inf.     |
|-----|--|-------------|-------------|----------|
| 1.  | Smartphone Use (Variable X)              | 0.760       | 0.632       | Reliable |
| 2.  | Students Reading Activities (Variable Y) | 0.736       | 0.632       | Reliable |

Based on the explanation on the table above, it can be seen that Cronbach's Alpha for each variable Smartphone Use (X) obtained an Alpha value of 0.760 while the Variable of Reading Activity (Y) has a value of 0.736. Thus, it can be concluded that the measurement of reliability where  $r_{count} > r_{table}$  at a significant level of 5% obtained an  $r_{table}$  of 0.632, it can be concluded that each variable is declared reliable.

This research is conducted at English Education Department, Faculty of Language and Arts, Universitas Negeri Manado. The reason researchers are interested in research Correlation Between Smartphone Use and Reading activities of University Students is because researchers want to know whether there is relationship between smartphone use and reading activities considered that nowadays all information and all activities can be obtain only by operating a smartphone. Respondents in this research amounted to 27 students, each respondent is given a questionnaire with 11 statements which each statement was given weigh 4-1 based

on Likert Scale. Below a descriptive statistical analysis of X and Y variables, which was carried out used Ms.Excel:

**Table 7.** distribution table for X variable (Smartphone Use)

| Resp. | Score of each statement |   |   |   |   |    | N  | n   | DP (%) | Average % score |
|-------|-------------------------|---|---|---|---|----|----|-----|--------|-----------------|
| 1     | 3                       | 3 | 4 | 4 | 3 | 17 | 20 | 85  | 87,90  |                 |
| 2     | 4                       | 3 | 3 | 3 | 3 | 16 | 20 | 80  |        |                 |
| 3     | 4                       | 4 | 4 | 3 | 3 | 18 | 20 | 90  |        |                 |
| 4     | 3                       | 3 | 4 | 4 | 3 | 17 | 20 | 85  |        |                 |
| 5     | 4                       | 4 | 4 | 4 | 3 | 19 | 20 | 95  |        |                 |
| 6     | 4                       | 4 | 4 | 4 | 3 | 19 | 20 | 95  |        |                 |
| 7     | 4                       | 3 | 3 | 3 | 3 | 16 | 20 | 80  |        |                 |
| 8     | 4                       | 4 | 4 | 4 | 4 | 20 | 20 | 100 |        |                 |
| 9     | 3                       | 3 | 4 | 3 | 3 | 16 | 20 | 80  |        |                 |
| 10    | 4                       | 4 | 4 | 3 | 4 | 19 | 20 | 95  |        |                 |
| 11    | 3                       | 3 | 4 | 3 | 3 | 16 | 20 | 80  |        |                 |
| 12    | 3                       | 2 | 3 | 3 | 4 | 15 | 20 | 75  |        |                 |
| 13    | 4                       | 3 | 4 | 4 | 4 | 19 | 20 | 95  |        |                 |
| 14    | 4                       | 3 | 4 | 4 | 4 | 19 | 20 | 95  |        |                 |
| 15    | 3                       | 3 | 3 | 3 | 3 | 15 | 20 | 75  |        |                 |
| 16    | 4                       | 3 | 3 | 3 | 3 | 16 | 20 | 80  |        |                 |
| 17    | 4                       | 4 | 3 | 2 | 2 | 15 | 20 | 75  |        |                 |
| 18    | 4                       | 4 | 4 | 4 | 4 | 20 | 20 | 100 |        |                 |
| 19    | 4                       | 3 | 4 | 4 | 3 | 18 | 20 | 90  |        |                 |
| 20    | 4                       | 4 | 4 | 4 | 4 | 20 | 20 | 100 |        |                 |
| 21    | 3                       | 3 | 3 | 3 | 3 | 15 | 20 | 75  |        |                 |
| 22    | 4                       | 3 | 4 | 4 | 2 | 17 | 20 | 85  |        |                 |
| 23    | 4                       | 4 | 3 | 3 | 3 | 17 | 20 | 85  |        |                 |
| 24    | 4                       | 4 | 4 | 4 | 4 | 20 | 20 | 100 |        |                 |
| 25    | 4                       | 3 | 4 | 4 | 3 | 18 | 20 | 90  |        |                 |
| 26    | 4                       | 4 | 4 | 4 | 4 | 20 | 20 | 100 |        |                 |
| 27    | 3                       | 3 | 4 | 4 | 4 | 18 | 20 | 90  |        |                 |

On the distribution table for X variable (Smartphone Use) the researchers include all the results of the questionnaires that have been filled by each respondent with the initial code of the name of the respondents. On the score table there are 5 respondents who get score of 20 or 100% which is the maximum number if the respondent chose the option strongly agree on each statement, the rest ranges from 15-19 or 75%-95% (right side were the scores based on each respondents). On the

smartphone variable obtained based on the statement items (bottom side), it can be seen that item 1 and 3 obtained the highest score of 100 or 92.59%, this shows that respondents use smartphones because of the simple form, so that easy to use especially for reading. In addition, statement number 3 about smartphones is able to store reading material and information, so that easy to use anytime and everywhere.

For statements number 2, 4 and 5 also get scores that is not much different with statement number 1 and 2, namely 91 or 84.26%, 95 or 87.96% and 89 or 82.41%, which means that the low price of a smartphone, convenience accessing information and reading materials that don't require special care is also supporting factors the respondents' reasons for using smartphones especially for reading. The average percentage score for X variable or smartphone use reached 87.96%, this shows that the use of smartphones by respondents is included in the high category.

**Table 8.** distribution table for Y variable (Students Reading Activities)

| Resp. | Score of each statement |   |   |   |   |   |   | N  | n  | DP (%) | Average % score<br><b>74.23</b> |
|-------|-------------------------|---|---|---|---|---|---|----|----|--------|---------------------------------|
| 1     | 3                       | 3 | 3 | 3 | 3 | 3 | 3 | 18 | 24 | 75     |                                 |
| 2     | 2                       | 1 | 3 | 3 | 3 | 2 | 2 | 14 | 24 | 58     |                                 |
| 3     | 2                       | 3 | 3 | 3 | 3 | 2 | 2 | 16 | 24 | 67     |                                 |
| 4     | 3                       | 1 | 3 | 3 | 3 | 3 | 3 | 16 | 24 | 67     |                                 |
| 5     | 3                       | 2 | 2 | 3 | 3 | 3 | 3 | 16 | 24 | 67     |                                 |
| 6     | 3                       | 4 | 3 | 2 | 3 | 2 | 2 | 17 | 24 | 71     |                                 |
| 7     | 3                       | 2 | 2 | 2 | 1 | 2 | 2 | 12 | 24 | 50     |                                 |
| 8     | 2                       | 1 | 3 | 2 | 2 | 1 | 1 | 11 | 24 | 45     |                                 |
| 9     | 3                       | 3 | 4 | 2 | 3 | 3 | 3 | 18 | 24 | 75     |                                 |

|    |   |   |   |   |   |   |   |    |    |    |
|----|---|---|---|---|---|---|---|----|----|----|
| 10 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 19 | 24 | 79 |
| 11 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 20 | 24 | 83 |
| 12 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 15 | 24 | 63 |
| 13 | 3 | 4 | 2 | 4 | 4 | 4 | 4 | 21 | 24 | 88 |
| 14 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 20 | 24 | 83 |
| 15 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 19 | 24 | 79 |
| 16 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 19 | 24 | 79 |
| 17 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 19 | 24 | 79 |
| 18 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 17 | 24 | 71 |
| 19 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 19 | 24 | 79 |
| 20 | 3 | 4 | 3 | 4 | 4 | 2 | 2 | 20 | 24 | 83 |
| 21 | 3 | 4 | 3 | 2 | 3 | 2 | 2 | 17 | 24 | 71 |
| 22 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 23 | 24 | 95 |
| 23 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 19 | 24 | 79 |
| 24 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 20 | 24 | 83 |
| 25 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 19 | 24 | 79 |
| 26 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | 18 | 24 | 75 |
| 27 | 3 | 2 | 3 | 3 | 4 | 4 | 4 | 19 | 24 | 79 |

On distribution table of Y variable (Students reading activities), the score based on each respondents (right side) obtain the highest score, namely 23 or 95.83% (L.P), it means that score almost reached the maximum score, after that the next scores is 21 or 87.50% (F.R) and followed by other respondents with scores ranged from 11-20 or 45.83%-83.33%. Then, the scores for Y variable based on the statement items (bottom side), the highest score is statements number 1 and 2 that was 83 with percentage score 76.85%, this shows that most respondents use smartphones to read subject matter. Next, for statements number 3 and 5 scored 82 or 75.93% and 81 or 75%, this shows the opinion of respondents that they get new lesson when they read through smartphones. This has an impact on curiosity. The scores number 4 and 6

scored 76 or 70.37%, indicate that some respondents try to understand the important things through repetition and after that they will continue with the next reading.

## CONCLUSION

Based on the result of the discussion of the previous chapter about smartphone use and students reading activities with acquisition of percentage scores of each variable 87.97% for X variable and 74.23% for Y variable, the researcher concluded that there is a correlation between these two variables because the difference in percentage scores between these two variables which is not too large, which indicates that reading activities using a smartphone is an activity that can attract students to read more. Therefore, both have a positive correlation because the two variables have increased, in which respondents use a smartphone for reading activities due to several considerations, for example the simple form of a smartphone and easy to carry and use in a comfortable position depends on the wishes of the respondents and also the low price of a smartphone, so the smartphone is not difficult to get.

Based on the conclusion of the result regarding smartphone use on students' reading activities, the researchers provide several suggestions for consideration: **Academic Suggestion** : With the result of this research, the researchers suggest to other researchers who want to conduct research on the same topic to combine it with other theories that were not used in this research. **Practical Suggestion** : For smartphone users, especially students to be able to set the duration of smartphone use in order to avoid influencing communication behavior.

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