

THE CORRELATION BETWEEN STUDENTS' READING STYLE AND GRAMMAR MASTERY AT FIRST GRADE OF VOCATIONAL HIGH SCHOOL BABUSSALAM PAGELARAN MALANG

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ABSTRACT

The objectives of the research were to know the correlation between students' reading style and grammar mastery towards the first grade of Vocational high school (SMK) Babussalam Pagelaran Malang. The research design in this research was a correlational design from a quantitative approach. The sample was students from majoring in software engineering class X grade consisting of 48 students. The data analysis was using descriptive statistics and Pearson Product Moment Correlation. The result showed that the first result (on-screen) of sig. (2-tailed) value showed that p-value 0.042 was lower than α 0.05, ($0.042 < 0.05$) and the second result (printed) of sig. (2-tailed) value showed that p-value 0.07 was higher than α 0.05, ($0.070 > 0.05$). This means that for the first research problem in H_1 which states that there is a correlation between students who are passionate about reading on screen and their grammar mastery at Vocational High School Babussalam Pagelaran Malang was accepted and for the second research problem in H_0 which states that there is no correlation between students who are passionate in reading printed and their grammar mastery at Vocational High School Babussalam Pagelaran Malang was accepted. In conclusion of this research was that the more students read text with screen material, the better their grammar mastery in learning English. However, this is inversely proportional to reading printed materials because the results of this study stated that there was no correlation between reading in printed materials and students' mastery of grammar. It means that even though the more students in Vocational High School of Babussalam read with printed material, it doesn't mean their grammar mastery is getting better.

Keywords: Students' Reading style, Students' Grammar Mastery, Correlation

A. BACKGROUND

Reading is an activity to get input of the knowledge that can we get from reading some texts such as; article, novel, etc. Reading is a process that is carried out and used by readers to get the message the writer wants to convey through the medium of words / written language Tarigan (2008). This opinion supported by Akhadiyah (1992) stated that reading is an integrated set of activities such as recognizing letters and words, relating them to their sounds and meanings, as well draw concluding the meaning of the reading. According to Pardede (2019) in teaching and learning a foreign language, the learner should master reading well because the most vital skill in English as a Foreign Language (EFL) is reading.

Everyone has to improve their reading skills. If someone is willing to improve their reading skills, they will have more knowledge. This is because those who have a lot of knowledge will increase their confidence. Reading is important to increase someone's self-confidence and how someone fills his brain through what she or he reads (Nasution, et.al, 2018). This implies that if a person does not have a lot of knowledge, he will feel not confident to say something because they do not have enough knowledge to talk about the topic being discussed.

In addition to learning the skills that the researcher mentioned above, in English we also need to master the components, which are grammar, pronunciation, vocabulary, and spelling. But for this research, the researcher only focused on one of the components, that was grammar.

Grammar is a crucial aspect of English. The definition of grammar (grammar) according to the dictionary version of John M. Echols (1975): Grammar: (n) 1. Grammar, 2. Grammar books. Meanwhile, the understanding of grammar according to Oxford Learner's Pocket Dictionary (1998) is a book that describes the rules for forming words and making sentences. Referring to the definition above, grammar is a collection of rules about the grammatical structure of the language. This set of rules is commonly known as grammar. Coghill, (2003) defined grammar as a set of rules that organized parts of its composition. Grammar determines how the words are arranged in the form of meaningful language.

Today, technology has been developing rapidly, especially in the education sector. The student can access the information easier. They can get the knowledge from their gadget. Recent studies (Anuradha & Usha, 2006; Jeong, 2012; Lim & Hew, 2014; Shelburne, 2009) investigating student and teacher perceptions of the focus in digital reading on e-book use generally reveal that more than 50% of users who have used e-books. Pardede (2019) reports that pre-service English teachers consider the use of digital modules in mixed learning to be

positive. But they expect the module to be written in 'easier' language and accompanied by relevant videos.

The study of (Jeong, 2012) shows Korean students' satisfaction with e-books. Students also recognize the usefulness of e-books today. (Lim, 2014) research shows that students generally have a positive attitude towards the use of e-books. Also, the (Shelburne, 2009) study shows that undergraduate students tend to have a more positive perception of e-books. (Anuradha, 2006) report that around 90% of e-book users in Indian academic circles are very satisfied with their ebook usage, and students tend to use e-books more often. Today the students are more interested to use technology as their way to get information. They can study everywhere by using their gadget because it is simpler and varied, so the student will not feel bored in learning.

In this era, we can easily understand the text by using ICT development meanwhile grammar becomes one of the materials in studying English. If these require to master English well, so they have to study grammar. Based on all of the related statements above, the researcher would like to analyze the topic further, by using the questionnaire and grammar test, to know the correlation between students' reading style and their grammar mastery.

As explained by Baron (2017) with more than 400 university students from five countries, 86% preferred reading longer texts in print and 78% when reading for pleasure, with 92% saying it was easiest to concentrate when reading print. 85% of the US students were more likely to multitask in an online environment and only 26% when reading print.

On the other hand, Ackerman & Goldsmith (2011) noted that when students have a choice, they spend less time on digital reading, and had lower comprehension scores. Schugar et al (2011) also found that participants reading on-screen used fewer study strategies such as note-taking.

This has inspired researchers to correlate the reading style and grammar mastery at vocational high school. It is because some previous researchers only focused on the comparison between printed reading and reading on-screen. Following up on the above explanation, the researcher did a quantitative study titled “The Correlation between Students’ Reading Style and Grammar Mastery for the First Grade Students’ Vocational High School Babussalam Pagelaran Malang”

B. LITERATURE REVIEW

Reading is a simple activity of cognitive process that can be done anywhere and anytime. Reading can improve the self-confidence of the reader. People who have good reading habits will automatically have the self-confidence to share their argument when they discussed with the forum. According to Nasution, et.al., (2018), students who read a variety of sources will be more confident in presenting their papers than students who do not read any sources. Reading is an important aspect to grow the intellectual and emotional of the reader. Reading is a crucial activity, exactly in the teaching-learning process. Therefore, we have to read a lot of references, it can improve our self-confidence. If we have high self-confidence, we can easily share our knowledge in the discussions that are being carried out.

Reading is very important for the human in the world. So, many benefits that can we get from the reading activity. Among them are getting new knowledge, improving vocabulary, increasing intelligence, and improving their self-confidence. In language learning, reading is very important to do because if we often read a lot of references, it will be more have the vocabulary to apply the language that we learned. According to Nasution, et.al., (2018), reading is quite advantageous in terms of improving a reader's cognitive process. The student should have critical thinking. And by reading activities, the student can have a lot of input knowledge that can make their thinking more critical.

In this era, the students are more interesting to use digital text because it can be called that was a new thing for them. According to Pardede (2019), because digital texts have fundamentally impacted the act of reading and students' behavior on it, new approaches to learning and teaching are required. This is the development of technology. It makes the human activity more fun and interesting, including in the education sector. According to Walsh (2016), the students in the study were ecstatic about the electronic potential documents to improve their reading experience. So many benefits of reading on screen, one of them is being able to access from anywhere and anytime. If the students are enthusiastic about reading on screen, the students will be having more experience in reading models. as the screen of smartphones, tablets, or computers either online or offline. Digital reading helps reading comprehension because of the vast exposure to interesting rea

Digital reading is reading the text from the technological apparatus such ding (Kirin *et al.*, 2012). Due to the statement, it has been shown that reading on-screen (digital) for some readers were given more pleasure and helps them more in comprehending the whole purpose of the text. It is also supported by Bickel (2017) that “For many students, electronic books (e-books) can promote increased reading engagement, comprehension and vocabulary development” (p. 13).

Reading text on-screen is the act of reading electronic or digital through a screen like a computer monitor and mobile phone (Devana & Agustina, 2019). A study conducted by Kretschmar (2013), showed that adult readers got faster on digital media than reading on paper. Some experimental studies conducted by Eshter & Noelia (2009), Stoop, Kreutzer & Kircz (2017), Singer & Alexander (2016), and Devana & Agustina (2019) showed that reading on-screen comprehended better and might lead to less fatigue and faster reading times. Comprehension was achieved better. Besides that, reading on screen has a big

influence on education especially reading, and the response of reading on-screen preference shows higher than reading on paper (Devana & Agustina, 2019).

Educational reading assessment has increasingly digitized nowadays because the ICT (information and communication technology) became dominated in life moreover in the educational atmosphere. Yet, some circles are being more comfortable in a conventional way such as a printed book, journal, article, newspaper, and magazine, however; these reading materials are now produced more on screen. According to Salter (2013) what people feel about reading in print is not just about visual sense, also about how paper can be manipulated to support their comprehension; however, they will be able to highlight or taking notes freely on the books or paper based on the pages or the number, they feel this way is more real than to have it on screen.

According to Day and Bamford (1998:12), reading is the construction of meaning from a printed or written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding.

The printed text started in the first century. At that time, the people wrote the text in sheets of papyrus, and until now it is increasingly growing. Now, we have a printing machine that helps us to print the letter or others quickly. According to Walsh (2016), then the paper would be preferred by students over electronic documents. Some students would have the format to print the document because of their habit of reading. They prefer to choose reading printed than reading on screen.

In this school, the teacher does not specifically and directly instruct the students to use technology as their learning medium, but every day the students always read English on the computer features available at the school. According to Mahbub (2018), English for specific

objectives should be considered while teaching English in vocational education, particularly in secondary education.

Grammar is a structure in the sentence of English that has a certain meaning. Based on Negara (2016), the structure and meaning system of language is known as grammar. Each language in this world has grammar, and each language in this world has its own grammar. For example, in SMK Babussalam, *Bahasa Indonesia* have different grammar than English. The students in SMK Babussalam will be able to understand and communicate easily with people who have the same accent as them, namely the Indonesian accent. But if they try to talk with a native speaker or foreigner, they will confuse and feel difficult to understand what the foreigner talks about, because they utilize Bahasa that they comprehend the grammar system. It is different if the students in SMK Babussalam try to communicate with people in English. Bahasa Indonesia has a different grammar system from English, so the people who do not understand the grammar system in each language will be confused in transfer meaning.

In Indonesia, so many people do not interest in reading because several people argue that this activity is bored, and this is turning to be a problem for Indonesian reading literacy. Low interest in reading, including a low habit of reading, and the lower impact on the students' low reading ability (Wahyuni, 2010).

Therefore, this problem is the most important duty of the teacher in Indonesia. The teachers in Indonesia should build students' interest in reading by using various funs reading strategies to help the students' interest in the reading activity. Wahyuni (2010) writes her solution to increase the reading interest to the students in Indonesia including as follows. First is getting children to have an interest in reading from an early age. Then, the teacher will be providing the interesting book. After that, the teacher will be creating a supportive

environment for students' interest in reading. Then, the teacher will be improving library's quantity. The last is building the varied, educational, and fun learning model in reading.

The students of vocational high school (SMK) in Indonesia have been prepared to be ready for work after graduating from school. The students of SMK are provided with the knowledge of working according to their fields. It builds a mentality that is specially prepared to be directly involved in the world of work. The government regulation of the Republic of Indonesia No. 29 of 1999 concerning secondary education, Chapter 1 general provisions, article 3 (2) SMK should prepare to enter the work place.

Some researchers were conducted and related to this study. Nurfadhilah, (2015) conducted research under the title: *"The correlation between reading habit and grammar mastery at English education department batch 2012 of Universitas Muhammadiyah Yogyakarta"*. The purpose of this study is to find the correlation between reading habit and grammar mastery among English Education Department (EED) Universitas Muhammadiyah Yogyakarta students. The researcher used quantitative design and was using descriptive statistics. The data was analyzed by SPSS 20.0. The researcher used the questionnaire to collect the data of students reading habits and was taken the data of students' grammar mastery from the score of *Structure and Written Expression Section in TOEFL*. The population of this study was taken from the students of the English education department of Universitas Muhammadiyah Yogyakarta and the result stated that no significant correlation between reading habits and grammar mastery for English students in UMY.

The second research was written by Esther Uso-Juan and M Noelia Ruiz-Madrid from Jaume I University in 2009 entitled *"Reading Printed Texts versus Online Texts" A Study on Strategic Reading Behavior of EFL Learners.*" Castellon, Spain Participants consisted of 154 Spanish-speaking first and second-year students who enrolled in the Department of Tourism. In this case the researcher came up with the development of the WWW (World Wide Web)

and the Internet, whereas hyper reading has become an issue to be discussed in the educational sphere. However, very little about the reading process, then this study presents frequency data for fixed-choice questions and shows that 68% of students are unfamiliar with the act of reading on screens with hyperlinks. However, despite this fact, 68% of students feel that reading on screens has helped them understand the text better and 64% of them prefer to read on screen than in print.

The third research was conducted by Nasyahta (2015) under the title “*The correlation between grammar mastery, reading habit and writing skill*” which discussed the correlation between (1) grammar mastery and writing skill; (2) reading habit and writing skill; (3) grammar mastery, reading habit and writing skill. The researcher conducted the research in SMA Negeri 3 Sukoharjo and used a correlational study as the research methodology. The population was taken by ten classes that include 352 students. And the sample in this research was taken by the researcher of 36 students by using *the cluster random sampling* method. The researcher used questionnaire to collect the data on student's reading habits, an objective test to collect the data on grammar mastery, and an essay test to collect the data on writing skills. The results of this study are (1) positive correlation between grammar mastery and writing skill; (2) positive correlation between reading habit and writing skill; (3) positive correlation between grammar mastery, reading habit, and writing skill. In this case, it cannot be ignored that grammar mastery and reading habits have the important point in writing skills.

The third previous studies above have a strong contribution to this study, the theories in the three studies above are very helpful to strengthen the research conducted by the author. The reason why the researcher was used this topic, because one of the studies above only compares students' reading on-screen and printed; this is why the researcher would like to correlate the students' reading style and grammar mastery. So, in this study, the researcher

focused on students' reading style at first grade in Vocational High School of Babussalam Pagelaran Malang and their grammar mastery.

C. RESEARCH METHODOLOGY

1. Research Design

To conduct this research, the researcher used a quantitative design. According to Latief (2019), it is represented numerically in quantitative research. The researcher employed a questionnaire to collect the data on students' reading styles, whether they prefer to read from a screen or paper. The second is the researcher obtained the data grammatical mastery from the grammar mastery test. Furthermore, Latief (2019) said that quantitative research data are usually produced from a formal assessment, such as a test, questionnaire, structured interview, etc. To conduct the study, the researcher used a correlational design. Reading style and grammatical mastery were the two variables in this study. Grammar mastery is a dependent variable, while the reading style is an independent variable.

2. Population and sample of this study

The population in this study were from the first grade of SMK Babussalam and the participants in this study were students in the first grade at SMK Babusssalam Pagelaran Malang who were majoring in *software engineering*. The population consists of three classes that contained 78 students. Then the researcher used two classes as the samples, this study included a sample of 48 students from class A and B.

3. Hypothesis

There are two the hypothesis, they are:

1. Alternative hypothesis (H_1) means that the hypothesis can be received.
2. Null hypothesis (H_0) means that the hypothesis can be rejected.

Based on the hypothesis above the researcher used both of the hypotheses. For the first finding was H_1 . It means that first finding; there is a correlation between students

who are passionate about reading on screen and their grammar mastery at Vocational High School Babussalam Pagelaran Malang. Then the second finding was H_0 . It means that there is no correlation between students who are passionate about reading printed and grammar mastery at Vocational High School Babussalam Pagelaran Malang.

4. Research instrument

To collect the data, the researcher conducts the following way. The data was collected using a questionnaire by the researcher. Class A and B were handed a questionnaire. The purpose of the questionnaire was to learn about the students' reading style, whether they read from a book or a screen. The researcher also collected data on students' grammar mastery based on the results of a grammar exam that the researcher conducted in the classroom.

5. The method in collecting data

The researcher collected the data by following some steps. First, the researcher made a list of items in an instrument that was adapted from Purwantari (2018). Second, the researcher rewrote a grammar test item from a high school textbook under the title "*Bahasa Inggris SMA/MA, SMK/MAK Kelas X*" written by Widiati, et.al (2014). Then the researcher was distributed the questionnaire to the students that aimed to collect the data of students' reading styles. Then, the researcher gathered the data on grammar mastery by collecting the score of grammar test that was conducted in the classroom. After that, the student submitted the questionnaire and grammar test to the researcher. Finally, the researcher checked the result of the questionnaire and grammar test.

6. Data analysis

After collecting the data, the result of the questionnaire and grammar test were analyzed by using Descriptive Statistics and Pearson Product Moment Correlation of the IBM statistical package of the social science (SPSS 20). The two-tailed was used based

on the hypotheses from this research. The result of the data analysis determined the correlation between the grammar test's score and questionnaire of reading style result.

D. FINDING AND DISCUSSION

After getting the data, the researcher aimed to find out the correlation between students' reading style and grammar mastery in the first grade of Vocational High School Babussalam Pagelaran Malang. Then, the researcher analyzed the descriptive statistics and Pearson Product Moment Correlation by using SPSS 20. Table 4.1 shows the result of the descriptive score.

Table 1. Analysis result of Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Reading_style	48	26	75	53.04	11.625
Grammar	48	39	78	61.54	9.804
Valid N (listwise)	48				

From table 1, it can be seen that the reading style has the lowest value was 26 and the highest value was 75. This analysis resulted from a mean score of 53.04 with a standard deviation that was 11.625. While the grammar mastery has the lowest value that was 39, the maximum value was 78, and the mean was 61.54 with a standard deviation were 9.804. After that, the researcher analyzed the data of reading style and grammar mastery by using Pearson product-moment correlation through SPSS 20. Tables 4.2 and 4.3 show the result of analysis correlation between students who are passionate about reading on screen and grammar mastery at the first grade of SMK Babussalam Pagelaran Malang:

Table 2. Descriptive statistics of reading on screen and grammar mastery

	Mean	Std. Deviation	N
on_screen	16.96	4.381	48
Grammar	61.54	9.804	48

Table 3. Correlations between reading on-screen and grammar mastery

	on_screen	Grammar
on_screen	Pearson Correlation	1
	Sig. (2-tailed)	.295*
	N	48
Grammar	Pearson Correlation	.295*
	Sig. (2-tailed)	.042
	N	48

*, Correlation is significant at the 0.05 level (2-tailed).

From the table above, it can be known that there is a correlation between students who are passionate about reading on screen and their grammar mastery at first grade in SMK Babussalam Pagelaran Malang. So, the alternative hypothesis of this result is *accepted*. It can be proven from the results of analysis data that was conducted by using SPSS V.20 with Pearson Product Moment Correlation. The mean of reading on a screen was 16.96 with a standard deviation of 4.381. While the mean grammar score was 61.54 and the standard deviation was 9.804. The correlations between students who are passionate about reading on screen and grammar mastery were represented by Pearson Correlation or symbol "r". Then, the level of significance was represented by the symbol P of Sig. (2 tailed) and the number of samples was represented by N. in this research, the researcher divided N=48; which means that a number of the sample was 48 students. In addition, the r observed of students who are passionate about reading on screen and their grammar mastery was at .295 with a P-value was at .042. Therefore, the level of significance indicates that the P-value was lower than $0.042 < 0.05$, so it can be concluded that there is a correlation between students who are passionate about reading on screen and their grammar mastery in the first grade at SMK Babussalam Pagelaran Malang at 0.05 level.

Then, the researcher also analyzed the data of reading printed and grammar mastery by using Pearson product-moment correlation through SPSS 20. Tables 4.4 and 4.5 show the result of the analysis correlation between students who are passionate about reading on screen and grammar mastery at the first grade of SMK Babussalam Pagelaran Malang:

Table 4. Descriptive statistics of reading printed and grammar mastery

	Mean	Std. Deviation	N
Grammar	61.54	9.804	48
Printed	18.96	3.968	48

Table 5. Correlations between reading printed and grammar mastery

		Grammar	Printed
Grammar	Pearson Correlation	1	.264
	Sig. (2-tailed)		.070
	N	48	48
Printed	Pearson Correlation	.264	1
	Sig. (2-tailed)	.070	
	N	48	48

From the table above it can be known that the hypothesis stating that there is a correlation between students who are passionate about reading printed and their grammar mastery at first grade in SMK Babussalam Pagelaran Malang is **rejected**. It can be proven by the results of analysis data that was conducted by using SPSS V.20 with Pearson Product Moment Correlation. The researcher analyzed the data by using IBM SPSS V.20 with Pearson Product Moment Correlation and the mean of reading printed was 18.96 with a standard deviation of 3.968. While the mean grammar score was 61.54 and the standard deviation was 9.804. The correlations between students who are passionate about reading printed and grammar mastery were represented by Pearson Correlation or symbol "r". Then, the level of significance was represented by the symbol P of Sig. (2 tailed) and the number of samples was represented by N. In this research, the researcher divided N=48, which means that the number of the sample was 48 students. In addition, the r observed of students who are passionate about reading printed and their grammar mastery was at .264 with a P-value was at .070. Therefore, the level of significance indicates that the P value was higher than $0.070 > 0.05$, so it can be concluded that there is no correlation between students who are

passionate about reading printed and their grammar mastery in the first grade at SMK Babussalam Pagelaran Malang.

E. CONCLUSION

The result of the data analysis showed the first finding that the P-value of Sig. (2-tailed) in the first hypothesis was 0.042 lower than 0.05, so it can be concluded that there is a correlation between students who are passionate about reading on screen and grammar mastery in the first grade of SMK Babussalam Pagelaran Malang. According to the result, it can be asserted that the alternative hypothesis is accepted, and the null hypothesis is rejected. Therefore, based on the calculation, there is a correlation between students who are passionate about reading on screen and grammar mastery in the first grade of SMK Babussalam Pagelaran Malang. Then, the second finding showed that the P-value of Sig. (2-tailed) the second hypothesis was 0.070 higher than 0.05, so it can be concluded that there is no correlation between students who are passionate about reading printed and grammar mastery in the first grade of SMK Babussalam Pagelaran Malang. According to the result, it can be said that the alternative hypothesis is rejected, and the null hypothesis is accepted. Therefore, based on the calculation, there is no correlation between students who are passionate about reading printed and grammar mastery in the first grade of SMK Babussalam Pagelaran Malang.

Considering the result of this study, the researcher would like to give some suggestions. For the first is for herself as the writer; this will expand the writer's knowledge in teaching English especially writing. The second is for the English teacher; the result of this study is expected to give them information and knowledge about the use of ICT in the teaching-learning process. The last is for the reader the result of this study is expected to give them information about the use of ICT in the teaching-learning process to make the learning process more efficient.

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