

**STUDENTS' PERCEPTIONS OF DIGITAL READING AT  
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF  
IAIN PALOPO**

*A Thesis*

*Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree  
in English Language Education Study Program of Tarbiyah and Teacher Training  
Faculty of State Islamic Institute of Palopo*



**IAIN PALOPO**

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18 0202 0019

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2023**

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2023**

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This thesis entitled Students' Perception of Digital Reading at English Language Education Study Program of IAIN Palopo, which is written by Sapna Dewi Nur Ramadhanty, Registration Number 1802020019, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Tuesday, 3<sup>rd</sup> October 2023/Rabiul Awal 18<sup>th</sup> 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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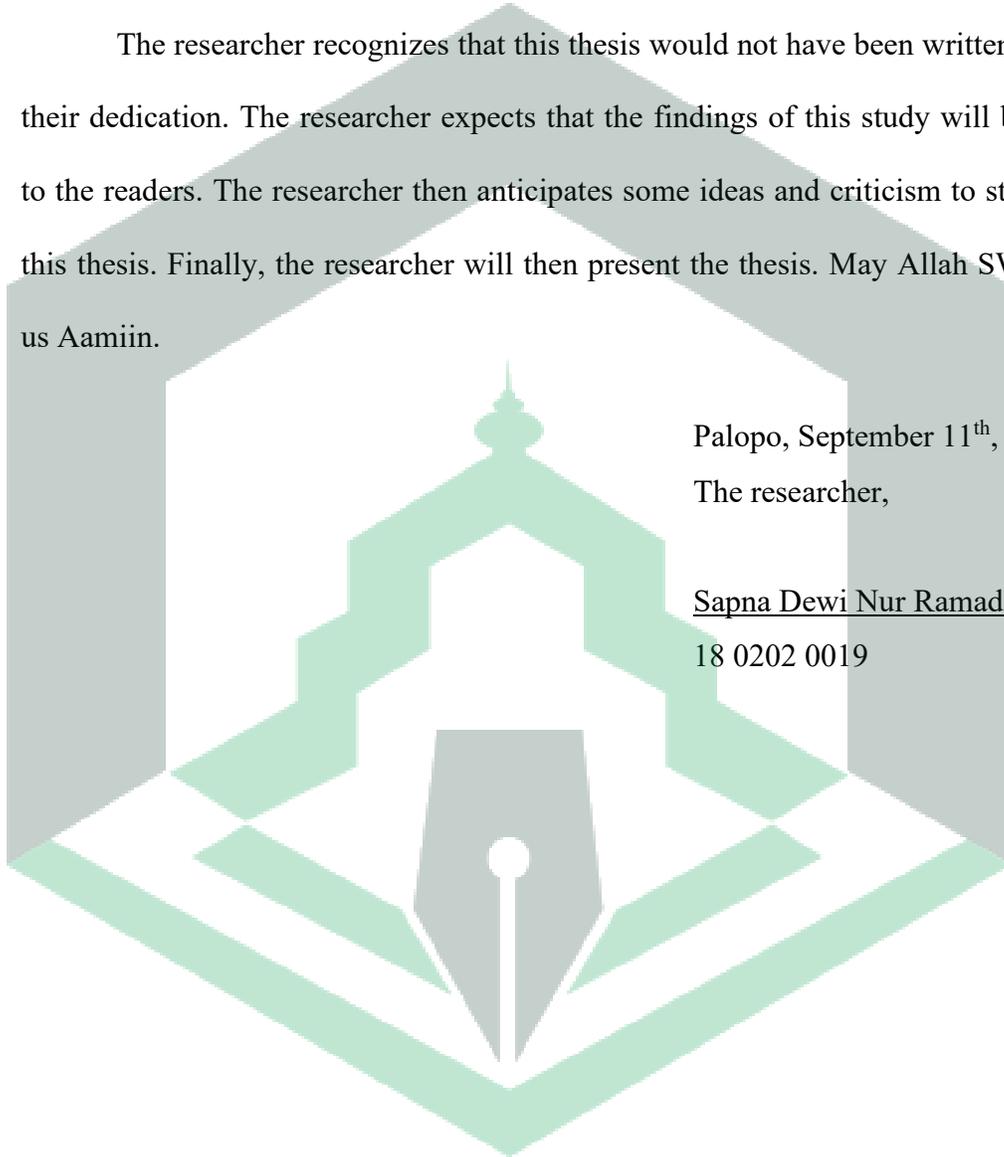
The researcher recognizes that this thesis would not have been written without their dedication. The researcher expects that the findings of this study will be useful to the readers. The researcher then anticipates some ideas and criticism to strengthen this thesis. Finally, the researcher will then present the thesis. May Allah SWT bless us Aamiin.

Palopo, September 11<sup>th</sup>, 2023

The researcher,

Sapna Dewi Nur Ramadhanty

18 0202 0019



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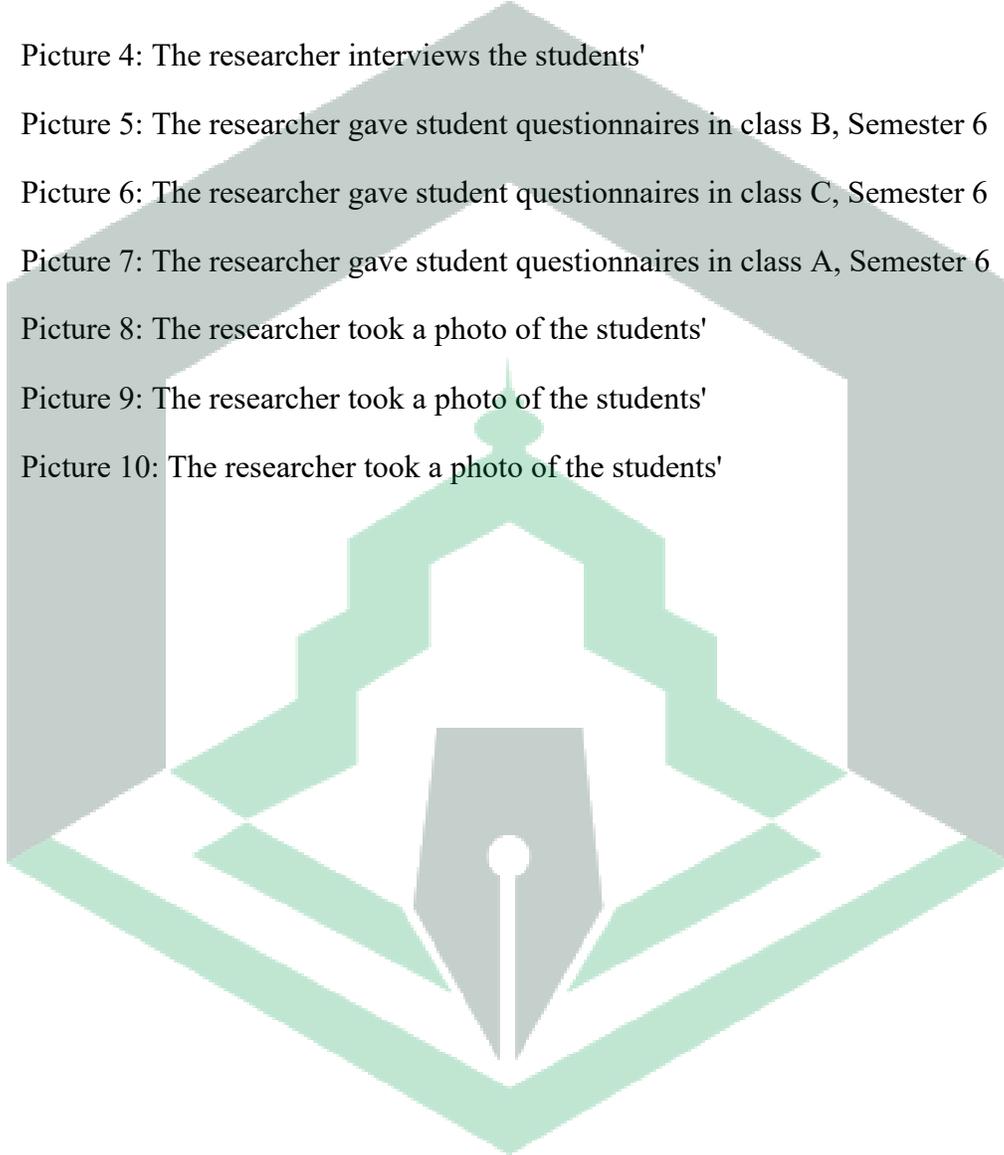
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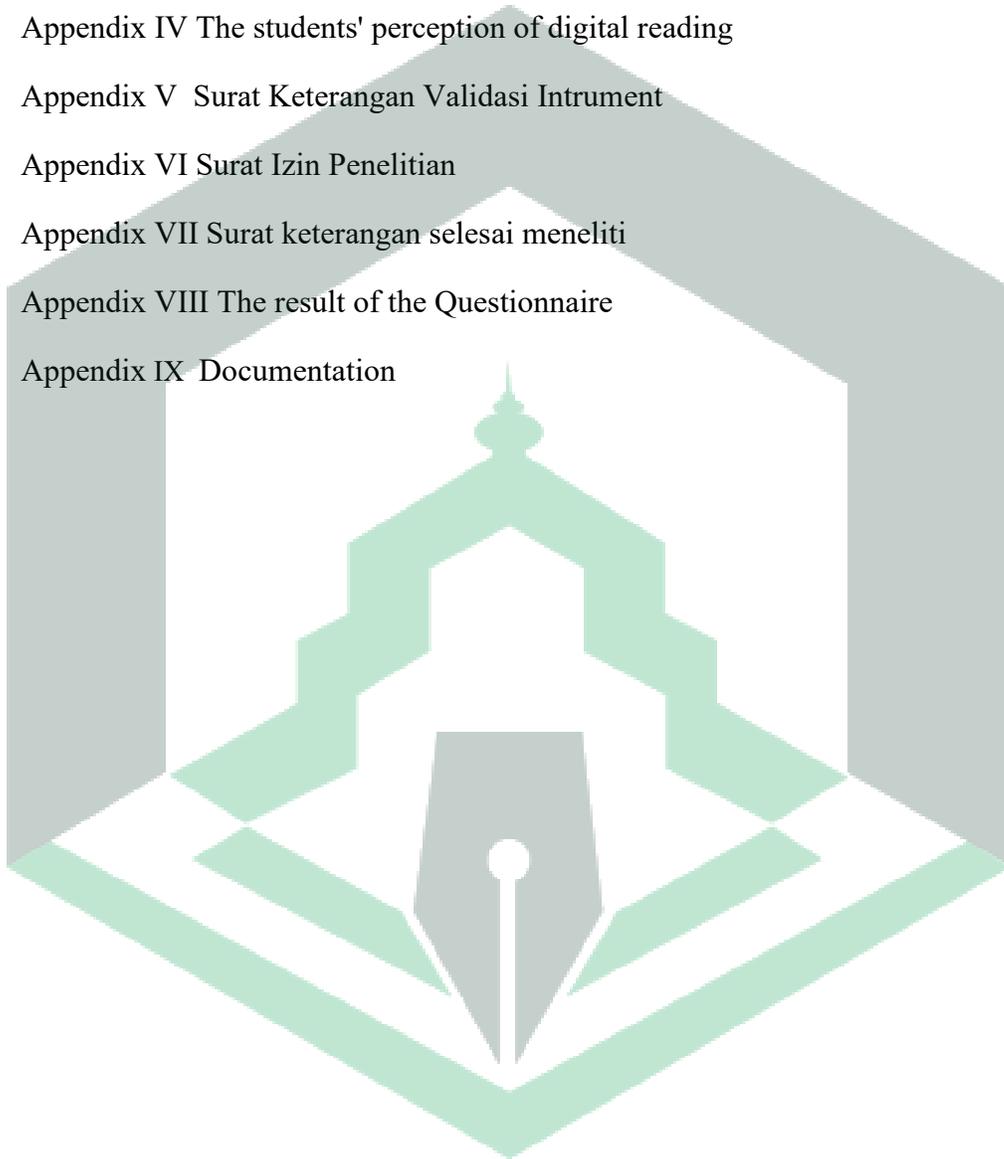
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## ABSTRACT

**Sapna Dewi Nur Ramadhanty, 2023** *"Students' Perception of Digital Reading at English Language Educational of IAIN Palopo,"* A thesis of the English Language Education Study Program of Education and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Dewi Furwana, S.Pd.I., M.Pd., as the first consultant and Rusdiansyah, S.Pd., M.Hum., as the second consultant.

This research aimed to investigate students' perceptions of digital reading in English language education at IAIN Palopo. The researcher used a questionnaire and interview to collect data on students' perceptions and used descriptive quantitative methods in analyzing the data. The data from the questionnaire was processed using the SPSS application to obtain valid results. The sample for this research was 6th-semester students of the English Language Education Study Program at IAIN Palopo, a total of 56 students. Samples were chosen by using a random sampling technique. These are the results of the questionnaire: most students chose a positive perception of 73.4% and a negative perception of 26.5%. Digital reading provides positive and negative things, both in terms of efficacy and accessibility, including: Students also mostly stated that using digital reading can improve their English skills. Students also feel that using digital reading, they can research independently and repeat learning material at any time. Students stated that they considered digital reading more accessible and that their storage could be stored on their cell phones and accessible anytime through their devices. However, there is a lack of network limitations when downloading it.

**Keywords:** Descriptive Quantitative, Digital Reading, Students' Perception.



# CHAPTER I

## INTRODUCTION

### A. Background

Reading comprehension is the ability to understand and interpret written text. This ability is very important because it helps individuals understand information from various sources such as books, articles, reports, and other documents. Reading comprehension is also necessary for everyday life, such as reading instructions, guides, and instructions. Learning reading comprehension has become a focus in formal education, especially in schools. These skills are usually taught through reading strategies that can help students understand and interpret texts effectively. These strategies can include, among other things, searching for keywords, forecasting, analyzing, comparing, and evaluating information.

Reading comprehension is a problem for those whose native language is not English. However, students must read English texts and journals since most scientific and technical knowledge is recorded in this language. The problem can be alleviated through a strategy or method used by the teacher in the classroom to enable the students to cope with English text in various ways. Part of the teacher's job is to develop within the learner strategies that will help him in this struggle.<sup>1</sup>

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<sup>1</sup> Husnaini Husnaini, "The Effectiveness of Know –Want-Learn (Kwl) Strategy in Teaching Reading Comprehension," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 6, no. 2 (2018): 36–42, <https://doi.org/10.24256/ideas.v6i2.512>.

According to Harjanto, reading is the key to the nation's progress. Reading has a very important social role in human life. Through reading activities, readers will obtain information from the author so that the opportunities will be greater to add insight and knowledge.<sup>2</sup> In comparison, Farr in Dalman revealed that reading is the heart of education.<sup>3</sup> Especially in the process of learning to read quickly in senior high schools so that students can understand reading, determine the main idea of reading, and be able to make reading conclusions.

In this digital age, the thing that demands the development of globalization is that literacy be improved, including reading levels, critical thinking, and skills in using technology. However, a lack of adequate development in reading literacy, defined as "understanding, using, reflecting on and engaging with written texts to achieve one's goals, develop one's knowledge and potential, and participate in society" (OECD), entails the dangerous possibility of sailing adrift through the vast ocean of online information<sup>4</sup>.

Van-Deursen and Van-Dijk state that countries that have reduced obstacles to accessing the digital world have focused on developing digital skills rather than accessing technology. This lack of digital competence creates a "new gap" that is even more dangerous as it tends to disguise the absence of basic proficiency, such as

---

<sup>2</sup> Bob, Harjanto, *Merangsang dan Melejitkan Minat Baca Anak Anda*, (Yogyakarta: Manika Books, 2011), hal. 3.

<sup>3</sup> Dalman, *Keterampilan Membaca*, (Jakarta: PT. Raja Grafindo Persada, 2013), hal. 11.

<sup>4</sup> OECD (Ed.). *Assessment Framework Key Competencies in Reading Mathematics and Science*. Paris: OECD, 2009. ([www.oecd.org/pisa/home](http://www.oecd.org/pisa/home)) (2016-08-31).

reading. At the same time, it increases social inequalities and is a powerful placebo that distorts the objectives of the educational system.<sup>5</sup> In Indonesia, English is not considered a second language, but it is considered a foreign language. English has also become a compulsory subject from elementary school to university level. Therefore, students are expected to improve their ability to speak English. In learning English, several media can be used. One of them is to use a digital reading. Currently, the development of digital reading in education is in great demand by teachers and students because it facilitates learning. As for the type of digital reading in this case, it is a type of PDF digital reading that can be used for learning English. So, students who want to learn to use digital reading look for learning materials according to their needs.

Choque-Aldana proposes that researchers assess the multidimensional phenomenon of the digital gap: the width that established the dimensions between the number of people with access to a specific technology and its depth. In other words, it is a matter of motivation, learning, and integrating "digital life" with real life.<sup>6</sup>

The widespread use of digital resources has significantly changed reading practice and behavior as people spend more time reading online. Since 2004, Google has partnered with major universities and other libraries to scan print books in their

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<sup>5</sup> Van-Deursen, A., & Van-Dijk, J. *Internet Skills and the Digital Divide*. *New Media & Society*, 2010, 13(6), 893-911. <https://doi.org/10.1177/1461444810386774>

<sup>6</sup> Choque-Aldana, M. *Avatares de la brecha digital*. *Desigualdades en el acceso y uso de nuevas tecnologías en la juventud de Cochabamba*. *Mediaciones Sociales*, 5, 87-119. ([goo.gl/yqyKtn](http://goo.gl/yqyKtn)) (2016-08-31).

collections. According to *The Economist*,<sup>7</sup> Amazon now sells more e-books than paper books. The shift to digits will accelerate as bookstores close. Borders, once a retail giant, is liquidating all of its US stores.

However, Cull, B.W confirms that reading is so familiar to readers, and we do it daily in so many areas of our lives, reading is often taken for granted. It is the essence of how modern society works. Far from being a minor development, online digital text represents a revolution in human learning and communication that we are only beginning to understand.<sup>8</sup>

There are several phenomena that may emerge in students' and teachers' perceptions of digital reading: positive perceptions students may perceive digital reading as a more enjoyable and easier way to access books, articles, and other reading materials. The ability to read on electronic devices such as tablets or smartphones can make access to literary resources more practical. Students may find digital reading a useful tool for searching for key words in texts, taking notes, or highlighting important passages of reading material. This can help them organize information and learn more efficiently. Digital reading can provide access to additional resources, such as instructional videos or websites that support lessons. Teachers can utilize these resources to improve student understanding. However, some students may prefer to read from printed materials because they feel more

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<sup>7</sup> *The Economist*. *The books business: Great digital expectation*. 2011-09-10. Retrieved on July 3, 2012, from <http://www.economist.com/node/21528611>.

<sup>8</sup> Cull, B. W. *Reading revolutions: Online digital text and implications for reading in academe*. *First Monday*, 16(6). <https://doi.org/10.5210/fm.v16i6.3340>

comfortable or have a preference for the physical experience of a book. They may feel that reading on paper provides a more authentic or less distracting experience. As for negative perceptions, some students may experience difficulty maintaining focus when reading digitally. Distractions from social media, notifications, or other features on the device can interfere with understanding and retention of information. Some teachers may worry that students will have difficulty concentrating when reading digitally due to possible distractions from devices, the internet, or social media.

To investigate shifts in reading patterns and the utilization of learning resources among students in the English Language Education program at the State Islamic Institute (IAIN) Palopo, the researcher initiated an initial step by conducting a pre-observation study. The results of this pre-observation research revealed that some of the students remained hesitant to abandon using physical books as their primary learning resource. This comprehension prompted the researcher to investigate students' perceptions of digital reading, including the factors influencing their choices between physical books and digital reading materials. This research aims to provide a deeper insight into how the shift toward digital reading impacts students' learning experiences at IAIN Palopo and how educational institutions can respond effectively.

### **B. Research Question**

Based on the background previously, the research question is: How do the students perceive digital reading at the English Language Education Study Program of IAIN Palopo?

### **C. The Objective of the Research**

Based on the research questions above, this research aims to investigate students' perceptions of digital reading at the English Language Education Study Program of IAIN Palopo.

### **D. Significance of the Research**

This research investigates students' perceptions of digital reading in the English Language Education of IAIN Palopo. This research will have a good impact and can make students need more time and use Android by learning to improve their English skills. In addition, it is easy for students to find the information they seek. The emergence of several communities in cyberspace can add new relationships and the emergence of new learning methods that can help students and lecturers in the learning process.

### **E. Scope of the Research**

This research focused on determining the students' perception of digital reading by distributing questionnaires and conducted interviews to students in the English Language Education Study Program. The researcher apply two types of students' perceptions. They are positive perceptions and negative perceptions of digital reading theory in analyzing students' perception.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

Several researchers have conducted related research in the past, including:

Andi Agustina investigated the students' perceptions of electronic books (E-BOOK) in learning English in semester 5<sup>th</sup> of the English department of Muhammadiyah University of Makassar in 2020/2021 in class E 2018. In this research, the researcher used questioner to collect student perception data and used descriptive qualitative data to analyze the data. Based on the research results, students have negative perceptions about the use of e-books in the learning process.<sup>9</sup> The difference between this research and previous research is that previous research discussed students' perceptions of electronic books (e-books) and the research location in Muhammadiyah University Makassar. The results showed that students have negative perceptions about the use of ebooks in learning English. Negative responses came from their experiences in the learning process. They feel less interested in using e-books to learn English because they feel e-books cannot improve their learning outcomes.

Mas Ajeng Fahma Tahta and Ririn Pusparini investigated the students' perceptions of reading the digital storybook "Let's Read" during online learning. The researcher used qualitative research using open-ended questionnaires and semi-

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<sup>9</sup> Andi Agustiana, “*Students’ Perceptions of Electronic Book (Ebook) in Learning English ( A Descriptive Study at the 5th Semester of English Department Students in Muhammadiyah University of Makassar)*” (Muhammadiyah Makassar, 2021).

structured interviews to collect the data. The results showed that most students positively perceived that "Let's Read" is an engaging and portable website. Regarding sensations and feelings, it shows that "Let's Read" is easy to use and makes students happy to read.<sup>10</sup> The difference indicated in this research is that this research was done in junior high school. In contrast, the researcher will do university.

Benny Hinn Manalu investigated the students' perception of digital text reading. The researcher collected the data through an online questionnaire uploaded in Google Forms and an interview. The results showed that the participants perceived digital text reading positively. They preferred reading digital texts because they were motivating, interesting, and suited to their expected way of reading. The main problem they encountered in reading digital texts was due to the screen light, which could irritate their eyes.<sup>11</sup> The results showed that the participants perceived digital text reading positively. They preferred reading digital texts because they were motivating, interesting, and suited their expected way of reading. They were also motivated to read digital texts because of their availability (low cost), convenience, and accessibility.

John Gilbert investigated the online reading strategies of English language learners to explore if there was a need for the English as a Second Language (ESL) profession to teach digital literacy in the language classroom. The method of the research is interpretive and qualitative. Based on their findings, language learners

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<sup>10</sup> Mas Ajeng Fahma Tahta and Ririn Pusparini, "Students' Perceptions on Reading Digital Storybook 'Let's Read': Efl Junior High School Context" 3 (2022): 115–27, <https://letsreadasia.org/>.

<sup>11</sup> Benny Hinn Manalu, "Students' Perception of Digital Texts Reading: A Case Study at the English Education Department of Universitas Kristen Indonesi," *JET (Journal of English Teaching)* 5, no. 3 (2019): 191, <https://doi.org/10.33541/jet.v5i3.1312>.

engage in characteristically different reading practices and strategies when reading web text and need digital literacy skills to be taught in conjunction with the development of traditional literacy skills in the target language.<sup>12</sup> The difference between this research and previous research is that previous research discussed the online reading strategies of English language learners to explore if there was a need for English as a Second Language (ESL). The results showed that reading web content requires language learners to use distinctively diverse reading practices and techniques, demonstrating the necessity of teaching digital literacy skills alongside traditional literacy development in the target language.

M. De Jough and C. Milton investigated the students' perceptions of Online reading behavior at an institution of higher learning in South Africa. The research explored the perceived impact of online reading on students' reading comprehension and academic performance. The results from a pilot research conducted on first to final-year students at a Health Care Sciences University department indicated mostly positive feedback regarding the perceived effect of online reading on reading comprehension and academic performance. Most students prefer online reading as it is easily accessible, visually interactive and provides unlimited access to information. The results showed correlations and contradictions to the findings presented in the

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<sup>12</sup> John Gilbert, "A Study of ESL Students' Perceptions of Their Digital Reading.," Reading Matrix: An International Online Journal 17, no. 2 (2017): 179–95.

literature.<sup>13</sup> The differences in this research are that this research used a non-experimental research design method, and the researcher used Quantitative.

Those are the previous studies that related to the students' perceptions of digital reading. There are similarities and differences between the previous research and this research. Prior research primarily addressed students' perceptions of electronic books (E-Books) and was conducted at Muhammadiyah University Makassar. In contrast, this research investigates students' perceptions of digital reading within the English Language Education research program, with the research conducted at IAIN Palopo. Secondly, while previous research focused on junior high school students, this research delves into university-level students' perspectives. Thirdly, this research diverges from prior studies in the way it gathers data. The researcher employed a combination of online questionnaires administered via Google Forms and conducted interviews. In contrast, previous research explored online reading strategies among English language learners, specifically examining the potential need for English as a Second Language (ESL) learners. Lastly, this research employed a non-experimental research design with a quantitative approach, a departure from the methods used in previous research.

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<sup>13</sup> De Jongh M. and Milton C., “*Students’ Perceptions of Online Reading Behaviour at an Institution of Higher Learning in South Africa: A Pilot Project,*” *South African Journal of Higher Education* 36, no. 3 (2022): 32–53, <https://doi.org/10.20853/36-3-4637>.

## B. Some Pertinent Ideas

### 1. Concepts of Reading

#### a. Definition of Reading

Reading is looking at written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces), and we use our brains to convert them into words, sentences and paragraphs that communicate something to us. There are five aspects to the reading process: phonics, phonemic awareness, vocabulary, reading comprehension and fluency. These five aspects work together to create the reading experience. As children learn to read, they must develop skills in all five areas to become successful readers. According to Zainal, comprehension means relating what we do not understand or new information to what we already know. Therefore, in comprehending a text, the reader relates new information from the next being read to the previous knowledge stored in his mind. Comprehension in reading is a matter of "making sense" of text and relating written language to what we already know and what we want to know. Comprehension can be regarded as a condition that certainly exists. We comprehend when we have no doubt about alternative interpretations or decisions.<sup>14</sup>

According to Anderson, Neil J., Reading is an essential skill for learners of English. For most learners, it is the most important skill to master to ensure success in learning. With strengthened reading skills, learners of English tend to make grater progress in other areas of language learning. Reading should be an active, fluent

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<sup>14</sup> Asriana Zainal Abidin, "Students Reading Comprehension through Scanning Technique," *Journal of Asian Multicultural Research for Educational Study* 1, no. 1 (2020): 28–35, <https://doi.org/10.47616/jamres.v1i1.13>.

process that involves the reader and the reading material in building meaning. Often, the average learner's second language reading ability is usually well below that of the first language.<sup>15</sup>

In the words of Elena Semino, "We make sense of new situations – and of texts in particular – by relating the current input to pre-existing mental representations of similar entities, situations and events."<sup>16</sup>

#### b. The Definition of Reading Comprehension

Here are some definitions of reading comprehension based on Here are some definitions of reading comprehension based on some experts' opinions. Reading comprehension is an important ability of human intelligence. Reading comprehension ability is a core component of literacy. In most education systems, developing reading comprehension ability is compulsory in the curriculum from year one to year 12. It is an indispensable ability in the dissemination of knowledge. Yanti stated that students' reading comprehension in when they can read the text effectively and efficiently. The readers should have a particular purpose in their mind before they interact with the text. His effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity and the purpose of reading.<sup>17</sup>

Vebrianto states that reading comprehension involves a series of processes that readers do to find meaning, understand the information contained in a reading

<sup>15</sup> Neil J Anderson, "Scrolling, Clicking, and Reading English: Online Reading Strategies in a Second/Foreign Language," *The Reading Matrix* 3, no. 3 (2003): 1–15.

<sup>16</sup> Martha C. Pennington and Robert P. Waxler, *Why Reading Books Still Matters: The Power of Literature in Digital Times*, *Why Reading Books Still Matters: The Power of Literature in Digital Times*, 2017, <https://doi.org/10.4324/9781315210247>.

<sup>17</sup> Yanti Mambua, "The Effectiveness of Skimming and Scanning Techniques in Improving Student's Reading Comprehension of Grade Eleven Students of SMA Negeri 1 Tana Toraja," *Journal of Sosial Science* 1, no. 3 (2020): 93–99, <https://doi.org/10.46799/jsss.v1i3.38>.

text, and entertainment. In reading comprehension, the experts agree that schemata (early knowledge possessed) by the reader determines success in reading comprehension.<sup>18</sup> Based on some of the definitions above, it can be said that reading is a process of understanding or connoisseurs of reading texts that involves the process of thinking, reasoning, and processing information, as well as studying things visually by utilizing the ability to see (eyes) to obtain information.

### c. The Purpose of Reading

According to Grabe William and L. Fredrika<sup>19</sup>, the purpose of reading includes reading to search for simple information, reading to skim, reading to learn from text, reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.

#### 1). Reading to search for simple information

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability.

#### 2). Reading to skim quickly

Reading to skim is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where

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<sup>18</sup> Sigit Vebrianto Susilo, “Cooperative Learning Make a Match Dalam Pembelajaran Reading Comprehension Di Kelas IV Sekolah Dasar,” *Jurnal Cakrawala Pendas* I, no. 1 (2015): 55–64, <https://media.neliti.com/media/publications/266425-metode-bermain-peran-role-playing-untuk-3f4b0135.pdf>.

<sup>19</sup> Fredricka L Stoller, “Book Review : Teaching and Researching Reading ( Third Edition ) by William Book Review,” no. June (2021).

important might be in the next and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

### 3). Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

### 4). Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring a rhetorical frame to accommodate information from multiple sources.

### 5). Reading to write and reading to critique text

Reading to write and reading to critique text may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from text.

### 6). Reading for general comprehension

Reading for general comprehension, when accomplished by a skilled, fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of the main idea, and efficient coordination of many processes under a very limited time constraint.

The purpose of reading is not only for students, but also people. They must read extensively to get information and knowledge of social living. It can help inform his country's social, political, and economic problems.

#### d. Levels of Reading comprehension

The six comprehension types proposed and discussed are based on the experiences in teaching, reading and developing materials. This taxonomy covers all possible interpretations of comprehension; we have found the six types to be useful in helping the students become interactive readers.

##### 1). Literal comprehension

Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times and locations. Questions of literal comprehension can be answered directly and explicitly from the text. The teachers often check on literal comprehension first to ensure their students understand the text's basic or surface meaning.

##### 2). Reorganization

The next type of comprehension is *reorganization*. Reorganization is based on a literal understanding of the text; students must combine information from various parts of the text for additional understanding. For example, we might read at the beginning of a text that a woman named Maria Kim was born in 1945 and later at the end that she died in 1990. To answer this question, *how old was Maria Kim when she died?* The student has to assemble two pieces of information from different parts of the text.

Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move a sentence-by-sentence consideration of the text to a more global view. The students generally find reorganization questions more difficult than straightforward literal comprehension questions.

### 3). Inference

Making inferences involves more than a literal understanding. Students may initially have difficulty answering inference questions because the answers are based on material in the text but not explicitly stated. Inference involves students combining their literal understanding of the text with their knowledge and intuitions.

### 4). Prediction

The fourth comprehension type, *prediction*, involves students using their understanding of the passage and their knowledge of the topic and related matters systematically to determine what might happen next or after a story ends.

### 5). Evaluation

The comprehension type, evaluation, requires the learner to give a global or comprehensive judgment about some text aspect. For example, a comprehension question that requires the reader to evaluate this article is: *How will the information in this article be useful to you?* To answer this type of question, students must use a literal understanding of the text and their knowledge of its topic and related issues. Because of cultural factors, some students may be reluctant to be critical or disagree

with the printed word. In such circumstances, the teacher might want to model possible answers to evaluation questions, including positive and negative aspects.

#### 6). Personal response

The type of comprehension personal response requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.<sup>20</sup>

## 2. Printed Text

Textbooks, newspapers, books, magazines, handouts, and other traditional reading materials are all considered to be examples of printed texts. A printed book is a typical book that is physically shown, actual, and made of pre-processed paper. A written text is a concrete thing with a start and finish. Additionally, it is hierarchical, designed for private reading, and gives the reader a fairly linear and unchanging reading experience (Pardede)<sup>21</sup>.

Two ways to read a printed text are linear or deep reading and scanning. Deep reading involves looking at the written symbols linearly, beginning at the top left-hand corner of the page and vertically descending to the bottom, ending at the right-hand corner, involving concentration and emotional engagement while interacting

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<sup>20</sup> D.R. Santo Domingo, "Level of Reading Comprehension of Dominican EFL College Students.," *Applied Microbiology and Biotechnology* 2507, no. 1 (2020): 1–9, <https://doi.org/10.1016/j.solener.2019.02.027%0Ahttps://www.golder.com/insights/block-caving-a-viable-alternative/%0A???>

<sup>21</sup> Parlindungan Pardede, "Print vs Digital Reading Comprehension in EFL: A Literature Review," *JET (Journal of English Teaching)* 5, no. 2 (2019): 77, <https://doi.org/10.33541/jet.v5i2.1062>.

with the text to interpret the author's messages. Since the information is presented in portions, the reader should follow the logical relationship of the text sections as he progresses from paragraph to paragraph and from one page to another to avoid missing any of it. Because the text is linear and unchanging, readers can pause to pay closer attention to certain areas or re-read them. It helps him comprehend the author's concepts. Scanning is used when reading various printed materials (for example, dictionaries and encyclopedias) to allow the reader to skip from page to page to find specific information.

### **3. Digital Reading**

Digital reading is available on ever-evolving digital devices, and the definition of digital text is also evolving. Online reading is the process of extracting meaning from a text that is in digital format. It is also called digital reading. Most researchers agree that the experience of reading online is fundamentally different from the experience of reading print materials. It is an aspect of the mainstream response to naturalizing or normalizing technologies, and the changes they bring as inevitable and natural, as seems to be occurring with all things digital.<sup>22</sup>

Digital text can be stored on a digital device or accessed over the internet through web pages, text messages, or online posts. Since digital text is generated electronically and is multimedia, it becomes more interactive than printed text and allows readers to explore nonlinearly. Shape, size, location, and web text color can be changed. These features can make digital text profitable because the reader can, for

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<sup>22</sup> Pennington and Waxler, *Why Reading Books Still Matters: The Power of Literature in Digital Times*.

example, adjust the font size to their needs. However, the font size improvement will limit the amount of visible text to the reader, making it more difficult to relate the information presented in one section to the information in another. It will reduce the reader's ability to follow logical relationships between ideas.

Sellen and Harper's studies<sup>23</sup> show that the computer system is superior in many aspects, such as storing, distributing, and retrieving documents. On the other hand, paper is heavily used in tasks requiring certain levels of sustained attention (e.g., editing, planning, and collaboration).

#### a. Types of digital reading formats

##### 1). PDF (Portable Document Format)

PDF is the most widely adopted format by the internet and digital communities around the world, so the distribution volume of this format is the most striking among all its alternatives. The PDF format is widely known. This digital book format is also easy to create with the program you usually use. For example, using Microsoft Office 2007 PDF-format files are also easy to open using the Adobe Acrobat Reader or FoxIt Reader applications.

However, the small screen size of several PDF file formats prevents text changes. For instance, if compelled, users must enlarge the digital book display or use scrolling right and left to view lines of text when the PDF format is opened on a Kindle, Sony Reader, or iPhone.

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<sup>23</sup> Jennifer Weintraub, "The Myth of the Paperless Office (Review)," *Portal: Libraries and the Academy* 3, no. 1 (2003): 161–62, <https://doi.org/10.1353/pla.2003.0023>.

## 2). EPUB (Electronic Publication)

The preferred format for reading on digital devices is this one. These days, ePub is becoming more and more popular, and many devices now support it. The iPhone, iPod Touch, iPad, Sony Reader, and a number of other eReader devices can all open the ePub format. In addition, a few apps can open the ePub file format on a variety of operating systems. The dynamic page views and relatively modest size of this digital book format are advantages. This format is flexible enough to fit any screen size and comes with a table of contents that makes it simple for readers to navigate.

## 3). MOBI

The OEB file format, like the ePub format, was the ancestor of the Mobi format. This was first made available to readers in 2000 as Mobipocket Reader by the French development company Mobipocket. Since then, this format's acceptance has grown significantly. Amazon, however, acquired this business in 2005 and carried it on until 2016. Amazon made the decision to stop selling the Mobipocket Reader in October of that year. With their product, the Amazon Kindle, they are still using the file format, though.

The main distinction between ePub and Mobi files is the absence of open standards in Mobi files, despite the fact that the Mobi extension does not support sound or video in its files. As a result, Mobi files are private. Most eBooks are supported by this format.

#### 4). HTML (Hyper Text Markup Language)

Hypertext Markup Language is the backbone of the World WideWeb. Much text is distributed in this format. Additionally, some eBook readers support Cascading Style Sheets (CSS), which are basically the main style guides for HTML pages.

#### b. Accessibility and Efficacy in digital reading

##### 1). Accessibility

Learning resources become more easily accessible through distribution on the internet network, with wider access than the distribution of learning resources in conventional learning.

##### 2). Efficacy

A term used to describe the extent to which an action or process is successful in achieving a goal or desired result. It refers to the ability or effectiveness of something in achieving expected results or measures the extent to which a system, product, or process is efficient in achieving certain goals.

#### **4. Impact of Digital Technology on Reading**

In the digital age, technological changes are so great that they indirectly have a big impact on changes in the values that exist in society, both in positive and negative terms. Currently, in Indonesia, we can see the great influence of technological advances on the younger generation's behavior. Advances in technology such as television, telephones, mobile phones, and even the internet have not only hit teenagers who live in cities but have also been enjoyed by teenagers in remote villages. Not to mention the rise of social media that lulls its users. Now, the

world is getting smaller and smaller. One can easily access information both at home and abroad.

It greatly impacts the decreasing level of a person's willingness to write down every thought and result of his work in an article, either in electronic form or written form on paper. Nowadays, it is very visible that wherever we are, today's youth have been busy with a series of activities in cyberspace. They are the potential successors of the great people who have initiated the inventions of sophisticated technology.

It impacts human life, which is increasingly modern and will become more practical. Technological advances also have an impact on literacy culture, especially among students, both in positive and negative terms. The impact depends on the individualism of each in utilizing this increasingly sophisticated technology.

L. Tan, M. Xu<sup>24</sup> The impact of digital technology use on memory, attention and cognitive control, motor skills, and others. The impact on reading development has attracted considerable attention, raising concerns that the advent of digital media makes reading shallower, more fragmented, and less attentive. As children's reading abilities develop through explicit training, their highly plastic brains can more easily become accustomed to environmental stimuli. Shows that reading is less efficient than reading traditional printed books, although e-texts have many advantages, such as easy updating, fast sharing, and being embedded with multimedia and interactive content.

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<sup>24</sup> Li Hai Tan and Min Xu, "Reading Development in the Digital Age," *Human Behaviour and Brain* 1, no. July (2020): 71–73, <https://doi.org/10.37716/hbab.2020010402>.

## 5. Perception

### a. Definition of Perception

According to Rima, Perception is a complex process that involves individual interpretations of external stimuli. It begins with sensing and connects individuals to the outside world through sensory devices like the ear, hearing aid, nose, tongue, and skin.<sup>25</sup> Perception is the ability to capture environmental stimuli through our senses, process them, and give meaning to the stimuli referred to as perception. Interpreting these sense stimuli is orderly and involves a complex set of processes. A process that involves incoming messages or information into the human brain.

According to Asrori, Perception is an individual process of interpreting, organizing, and meaning stimulus from the environment, resulting from learning and experience.<sup>26</sup> In terms of perception, there are two important elements: interpretation and organization. Interpretation involves understanding information while organizing is the process of managing certain information to have meaning.

From the description above, it can be concluded that perception is the individual processing of incoming stimuli through sensing experience or thought so that knowledge of objects, facts, or truth is obtained.

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<sup>25</sup> Rima Eka Yanti and Asryrni Multahada, "Persepsi Siswa Pada Pendidikan Nilai Di Sekolah Dasar Tarbiyatul Islam Sambas," *Adiba: Journal of Education* 2, no. 3 (2022): 429–40.

<sup>26</sup> Muhammad Asrori, *Psikologi Pembelajaran*. (Bandung: CV Wacana Prima, 2009), p.14.

## b. Factors that affect perception

Toha, in Asrori,<sup>27</sup> states that the factors that influence One's perception are as follows:

- 1). Internal factors: feelings, attitudes, and individual personality; serenity; desire or hope; attention (focus); learning process; physical condition; psychiatric disorders; values and needs as well as interests; and motivation.
- 2). External factors: family background, information obtained, knowledge and needs around, intensity, size, resistance, repetition of motion, things that are new and familiar or unfamiliar to an object.

According to Walgito in Asrori,<sup>28</sup> the factors that play a role in perception can be put forward by several factors, namely:

- 1). Objects that are perceived Objects cause stimuli that affect the senses or receptors. The stimulus can come from outside the perceiving individual but from within the individual concerned, which directly hits the receiving nerve, which works as a receptor.
- 2) Sense organs, nerves, and the nervous system Sensory organs or receptors are tools for receiving stimuli; besides that, there must also be sensory nerves as tools for transmitting the stimulus received by the receptors to the center of the nervous system, namely the brain as the center of consciousness. As a tool to hold a motor response, which can shape one's perception,

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<sup>27</sup> Asrori, *Psikologi Pendidikan Pendekatan Multidisipliner* (jawa tengah: CV. Pena Persada, 2020).

<sup>28</sup> Ibid.

3). attention to be aware of or hold perceptions, it is necessary to pay attention, which is the main step in preparation for holding perceptions. Attention is the focus or concentration of all activities aimed at a group of objects.

Individual perceptions vary due to factors like personality, attitudes, and motivation. These differences can be attributed to personal differences, experience, learning processes, and knowledge, which affect how individuals perceive stimuli. Experience, learning processes, and knowledge can influence perceptions.

#### b. Types of Perception

1). According to Irwanto, the results of perception can be grouped into two types, namely<sup>29</sup>:

##### a). Positive perception

Positive perception is about how someone is inside interpret or illustrate all his understanding (about whether he knows or not) and how reaction that must be continued with attempts to use it. Then it will continue with the activity of the individual (an attitude of acceptance or support) towards the object that is perceived.

##### b). Negative perception

Negative perception describes all knowledge or understanding (whether you know or not) as well as responses that may not be in harmony with the object being perceived. Negative perceptions can be shown or manifested by passivity or rejection and opposition to the perceived object.

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<sup>29</sup> Irwanto, Psikologi Umum (Buku Panduan Mahasiswa) (Jakarta: PT. Prehallindo, 2002). H.71

2). Here are some types of perceptions that exist, including:

a). Visual perception

Visual perception comes from the sense of sight (the eyes). It can be said that this perception is the earliest occurring and developing in infants and influences their understanding of the world around them. This visual perception results from what someone has seen, either shortly before the individual sees it, still only imagining it, or already on the intended object.

b). Hearing perception

This perception comes from the sense of hearing (the ear). Individuals can perceive something from something they have heard.

c). Tactile Perception

Perception that someone obtains through the sense of touch (skin): a person can prepare a thing from what he has touched or caused by accidentally touching an object with his skin.

d). Smell Perception

This perception comes from the sense of smell (nose). A person can perceive a thing from something he smells.

e). Taste Perception

This type of perception comes from the sense of taste (tongue). A person can perceive a thing from something he feels.

And the perception related to this discussion is visual. Students' perceptions of digital reading form and taste perception are crucial for understanding the use of

digital reading in learning. Taste perception refers to students' happiness, comfort, or dissatisfaction with digital reading, affecting their overall experience.

## 6. Students' Perception of Digital Reading

Based on Bloom's Theory of Mastery Learning, Kazu, Kazu, and Ozdemir<sup>30</sup> posited that allowing learners to choose and use learning tools that meet their preferences and learning styles can facilitate successful learning. Besides, every aspect of learning is affected by the students' perception. Therefore, optimizing the use of digital texts in learning necessitates students' perception needs to be considered.

Students who are usually hesitant to read printed or electronic texts do not know the advantages and disadvantages of each text.<sup>31</sup> Some students feel uncomfortable reading texts electronically because they are unfamiliar with them, and some other students are used to reading texts electronically and completely shunned by printed texts. The problem is that many readers have not been able to fully understand the correlations linking certain types of texts and the success that exists with each, thus causing them to make decisions about which texts are used the most academically. Students are always required to print textbooks or others to complete most of these textbooks, both text and digital.

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<sup>30</sup> Ibrahim Y. Kazu, Hilal Kazu, and Oguzhan Ozdemir, "The Effects of Mastery Learning Model on the Success of the Students Who Attended 'Usage of Basic Information Technologies' Course," *Educational Technology and Society* 8, no. 4 (2005): 233–43.

<sup>31</sup> Kelly Patton, "Digital vs. In-Print Textbooks: Relationships and Trends for College Students," no. May (2014).

Shelburne's (in B. Manalu) research pointed out that undergraduate students, compared to faculty, tend to perceive digital texts positively because of the availability of many sources that help them to get information.<sup>32</sup>

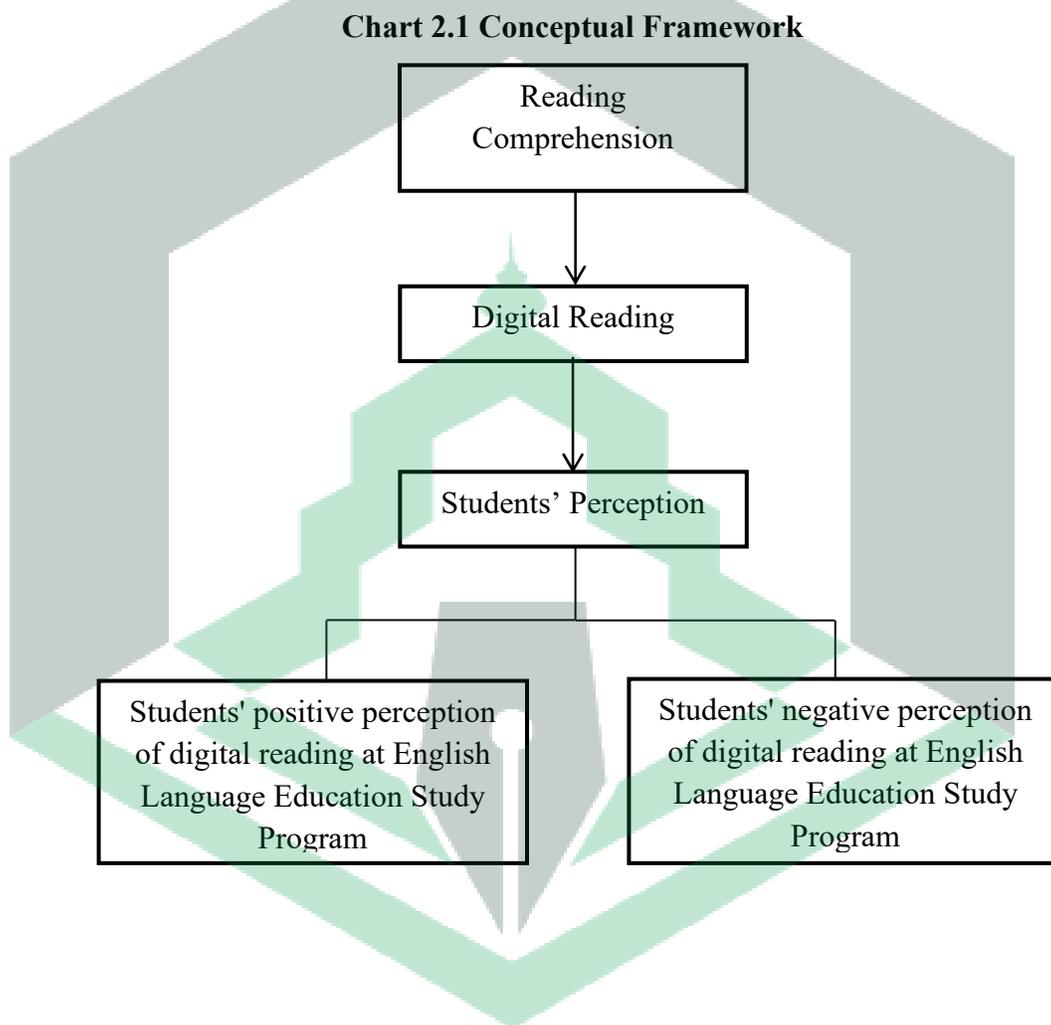


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<sup>32</sup> Manalu, “*Students' Perception of Digital Texts Reading: A Case Study at the English Education Department of Universitas Kristen Indonesi.*”

### C. Conceptual Framework

The conceptual framework describes what the researcher meant to conduct this research systematically. This research aimed to investigate students' perceptions of digital reading. The conceptual framework that underpins this research is depicted in the diagram below:



Based on the conceptual framework, nowadays, books are not just texts. However, books currently exist as electronic books or digital reading that can be opened via cellphones, laptops, and the like. Currently, digital reading includes learning media teachers and students have widely used. Therefore, the researcher wanted to know the students' positive and negative perceptions of digital reading in English language education at IAIN Palopo.



## CHAPTER III

### RESEARCH METHOD

#### A. Type of Research

The research method was needed to conduct research. The researcher used quantitative descriptive. According to Geoffrey Mbwua,<sup>33</sup> descriptive research, which categorizes types of research based on the "purpose of research," is frequently referred to as descriptive research. The word "quantitative" underlines that the variables in our discussion are measured numerically. The variables in quantitative descriptive research are quantified using numerical terms, but the researcher does not influence the variables being studied. It is a non-experimental style of research. Both observational research and survey research approaches are used in quantitative descriptive research. The research design was developed carefully to ensure the results were valid and reliable. The variable can be a test score or a measurement of reaction time. These quantitative data aim to understand, describe, and predict the nature of a phenomenon. Therefore, the researcher describes and explains everything related to this analysis.

#### B. Location and Time of Research

##### a. location

The research was conducted at English Language Education Study Program of IAIN Palopo. It is located Jl. Agatis Balandai Kota Palopo.

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<sup>33</sup> Geoffrey Mbwua, "Quantitative descriptive research: definition types, methodology, methods, characteristics, examples and advantages." *Accounting Nest*, 2023  
<https://www.accountingnest.com/articles/research/quantitative-correlational-research>

b. time

This research was conducted in March 2023.

### **C. Operational Definition of Variabel**

1. Reading is an aspect of language that must be fostered and developed because one's knowledge insight will be wider and develop.
2. Digital reading is reading a book or an article using an electronic device like a smartphone, tablet, or eBook reader. Digital reading doesn't include print-format books; you can access the books in PDF, HTML, or ePUB format.
3. A single device is enough to read any number of books you want. Students benefit most from it as they do not have to carry a bag full of books every day. It allows the user to store plenty of books on the device, way more than anyone can read in their lifetime.

### **D. Instruments of the Research**

The researcher used research instruments to collect data as follows:

#### **1. Questionnaire**

The perception questionnaire aims to determine the specific objectives in compiling research as a data collection instrument in the form of a questionnaire adapted and modified by researchers. Adapted from Andi Agustiana's research source with the title "Students' Perceptions of Electronic Books (E-books) in Learning English (Muhammadiyah University of Makassar),"<sup>34</sup> This survey consists of two parts, namely: positive effects of using digital reading; negative effects of using

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<sup>34</sup> Agustiana, "Students' Perceptions of Electronic Book (Ebook) in Learning English ( A Descriptive Study at the 5th Semester of English Department Students in Muhammadiyah University of Makassar)."

digital reading. Data from the Questionnaire were analyzed using a Likert scale. One strongly disagrees, and four strongly agree.

## 2. Interview

In addition, interviews were used to obtain additional data and further support the results of the Questionnaire for knowing students' perception of digital reading at English Language Education of Iain Palopo.

### **E. Population and Sample**

The Population of this research is the sixth semester at the English Language Education Study Program of IAIN Palopo, and the sample is 56 students. The researcher determined the research subject with a total sampling technique. In addition, the sample of this research is students from the English Language Education Study Program of IAIN Palopo.

### **F. The Procedure of Collecting Data**

Researchers used two instruments to collect data: questionnaires and interviews. The form of the data in this research is quantitative data. First, the researcher distributed a questionnaire containing 20 items of questions. The options on the Questionnaire consist of four choices: Strongly, Agree, Agree, Disagree, and Strongly Disagree. Second, researchers interviewed several students to determine their perceptions of digital reading. Interviews were recorded using an audio recorder. It used semi-structured interviews.

## G. Instrument Validity and Reliability Test

An instrument is required to conduct research. An instrument can be used to measure something if the instrument is valid. Valid instruments mean that the measuring tool used to obtain data is valid. Validity relates to the instrument used to measure something, which can accurately measure the aspect being assessed.

The validation process is conducted through construct validity testing. Construct validity testing involves questioning whether the items or questions in the instrument align with the relevant scholarly concept.<sup>35</sup> Thus, these questions/items can be academically justified within their respective fields. These questions/items are then reviewed by experts in the respective field (expert judgment). Validity testing is employed to determine the appropriateness of items in a list of statements in defining a variable. Instrument validity testing is conducted for each statement item that undergoes validity testing.

Reliability refers to the extent to which an instrument can measure something consistently over time.<sup>36</sup> Reliability testing, using internal consistency, is conducted by administering the instrument once, and the obtained data is then analyzed using

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<sup>35</sup> Nurgianto -, “Konsep Perancangan Dalam Meningkatkan Kualitas Lingkungan Fisik Kawasan Perdagangan Dan Jasa Jalan Jenderal Sudirman Kota Salatiga,” *Jurnal Pembangunan Wilayah & Kota* 9, no. 1 (2013): 20, <https://doi.org/10.14710/pwk.v9i1.6501>.

<sup>36</sup> Nilda Miftahul Janna and Herianto, “Artikel Statistik Yang Benar,” *Jurnal Darul Dakwah Wal-Irsyad (DDI)*, no. 18210047 (2021): 1–12.

specific techniques.<sup>37</sup> The analysis results can be used to predict the instrument's reliability.

The instrument of this research is a questionnaire; the Questionnaire used by researchers was adapted from Andi Agustiana's research source with the title "Student Perceptions of Electronic Books (E-books) in Learning English (Muhammadiyah University of Makassar)" so that validation activities are no longer carried out.

## **H. Data Analysis Techniques**

### **1. The analysis of Questionnaire**

Students' perception is expressed on a continuum review so that it can be seen how much students' perception of digital reading is, whether in the very good, good, not good, or very bad categories.

After data was collected, the researcher analyzed the data. There are several steps to analyze the data, those are:

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<sup>37</sup> Shirin Shafiei Ebrahimi, "Effect of Digital Reading on Comprehension of English Prose Texts in EFL/ESL Contexts," *International Journal of English Language and Literature Studies* 5, no. 2 (2016): 111–17, <https://doi.org/10.18488/journal.23/2016.5.2/23.2.111.117>.

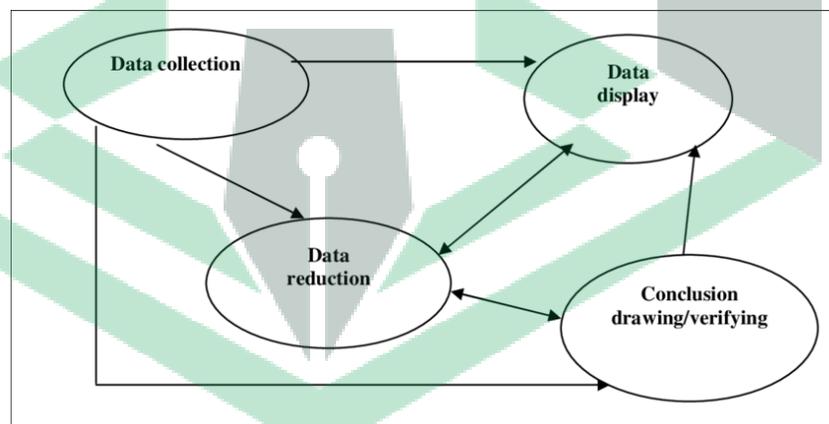
a. Calculating the total score of each respondent from the Questionnaire

| Items             | Score    |          |
|-------------------|----------|----------|
|                   | Positive | Negative |
| Strongly Agree    | 5        | 1        |
| Agree             | 4        | 2        |
| Uncertainty       | 3        | 3        |
| Disagree          | 2        | 4        |
| Strongly Disagree | 1        | 5        |

**Table 3.1 Skala likert and scoring<sup>38</sup>**

2. The analysis of interview

The researchers used the components of data analysis by Miles and Huberman.



**Table 3.3 Komponen dalam analisis data (*interactive model*)<sup>39</sup>**

<sup>38</sup> Sugiyono. Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: CV. Alfabeta. (2017)135-136

a. Data reduction is a sensitive thinking process requiring intelligence, breadth, and depth of insight for researchers still new to performing data reduction. It can be stored in a friend or other person who is pleasing to an expert's eye. Through that discussion, the researcher's insight will develop, so that it can reduce data with a significant value of findings and theory development.

b. The next step is data display. If in quantitative research, the presentation of this data can be done in the form of tables, graphs, pie chart, pictograms and the like. Through the presentation of the data, the data is organized and arranged in a pattern relationship so that it will be easier to understand. In qualitative research, data presentation can be done in brief descriptions, charts, relationships between categories, flowcharts and the like.

c. The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis decides what things mean by noting regularities, patterns, explanations, possible configurations, causal flows, and propositions.

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<sup>39</sup> A Yusuf Muri, Metode Penelitian Kuantitatif, Kualitatif, Dan Penelitian Gabungan, Cetakan ke (Indonesia: Kencana, 2014), file:///D:/reading/Metode Penelitian Kuantitatif, Kualitatif Penelitian Gabungan (Prof. Dr. A. Muri Yusuf, M.Pd.) (z-lib.org).pdf.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. The Result of the Questionnaire

In this section, the researcher discussed the analysis's findings related to the problem statement. A questionnaire was used to get precise and reliable data for this investigation. In this case, the sixth semester of the English Language Education Study Program of IAIN Palopo students comprised 75, but the researcher only took the data from 56 students. Based on the Questionnaire, the researcher gets the data result of the Questionnaire can be seen in the table below:

**Table 4.1 Prefer to read English text in digital form (PDF, E-book, and HTML)**

|       | Items             | Frequency | Percent |
|-------|-------------------|-----------|---------|
| Valid | Strongly Disagree | 1         | 1.8     |
|       | Disagree          | 13        | 23.2    |
|       | Agree             | 38        | 67.9    |
|       | Strongly Agree    | 4         | 7.1     |
|       | Total             | 56        | 100.0   |

Table 4.1 shows that 1 (1,8%) out of the students chose strongly disagree (SD), 13 (23,2%) chose to disagree (D), 38 (67,9%) chose to agree (A), and 4 (7,1%) chose strongly agree (SA). Most students agreed that they Prefer to learn English using digital reading.

**Table 4.2 Reading printed books helps me understand English lessons.**

|       | Items          | Frequency | Percent |
|-------|----------------|-----------|---------|
| Valid | Disagree       | 3         | 5.4     |
|       | Agree          | 39        | 69.6    |
|       | Strongly Agree | 14        | 25.0    |
|       | Total          | 56        | 100.0   |

Table 4.2 shows that 3 (5,4%) out of the students chose to disagree (D), (3,6%) chose to agree (A), and 14 (25%) chose strongly agree. It means that most students had a perception that Reading text helps students understand English Lessons.

**Table 4.3 Digital reading makes it easy for me to learn English.**

|       | Items          | Frequency | Percent |
|-------|----------------|-----------|---------|
| Valid | Disagree       | 7         | 12.2    |
|       | Agree          | 42        | 75.0    |
|       | Strongly Agree | 7         | 12.2    |
|       | Total          | 56        | 100.0   |

Table 4.3 shows that 7 (12,2%) out of the students chose disagree (D), 42 (75%) chose agree (A), and 7 (12,2%) chose agree (A). It means that most students agreed that digital reading makes it easy for students to learn English.

**Table 4.4 like learning English using digital reading because can be opened anytime and anywhere**

|       | Items             | Frequency | Percent |
|-------|-------------------|-----------|---------|
| Valid | Strongly Disagree | 1         | 1.8     |
|       | Disagree          | 3         | 5.4     |
|       | Agree             | 32        | 57.1    |
|       | Strongly Agree    | 20        | 35.7    |
|       | Total             | 56        | 100.0   |

Table 4.4 shows that 1 (1,8%) out of the students chose strongly disagree (SD), 3 (5,4%) chose to disagree (D), 32 (57,1%) chose to agree (A), and 20 (35,7%) chose strongly agree (SA). It means that most students had perception agree that students like learning English using digital reading because it can be opened anytime and anywhere.

**Table 4.5 Think digital reading is a great media for learning English.**

|       | Items          | Frequency | Percent |
|-------|----------------|-----------|---------|
| Valid | Disagree       | 11        | 19.6    |
|       | Agree          | 34        | 60.7    |
|       | Strongly Agree | 11        | 19.6    |
|       | Total          | 56        | 100.0   |

Table 4.5 shows that 11 (19.6%) out of the students chose disagree (D), 34 (60.7%) chose disagree (A), and 11 (19.6%) chose agree (SA). It means that most students had the perception that E-books are great media for learning English.

**Table 4.6 Feel relaxed studying with digital reading.**

|       | Items          | Frequency | Percent |
|-------|----------------|-----------|---------|
| Valid | Disagree       | 17        | 30.4    |
|       | Agree          | 33        | 58.9    |
|       | Strongly Agree | 6         | 10.7    |
|       | Total          | 56        | 100.0   |

Table 4.6 shows that 17 (30,4%) out of the students chose disagree (D), 33 (58,9%) chose agree (A), and 6 (10,7%) chose strongly agree (SA). It means that most students agreed to feel relaxed studying with digital reading.

**Table 4.7 more diligent in learning English using digital reading**

|       | Items          | Frequency | Percent |
|-------|----------------|-----------|---------|
| Valid | Disagree       | 22        | 39.3    |
|       | Agree          | 30        | 53.6    |
|       | Strongly Agree | 4         | 7.1     |
|       | Total          | 56        | 100.0   |

Table 4.7 shows that 22 (39,3%) out of the students chose to disagree (D), 30 (53,6%) chose to agree (D), and 4 (7,1%) chose strongly disagree (SA). It means most students agreed they are more diligent in learning English using digital reading.

**Table 4.8 Digital reading can improve my English skills.**

|       | Items          | Frequency | Percent |
|-------|----------------|-----------|---------|
| Valid | Disagree       | 3         | 5.4     |
|       | Agree          | 44        | 78.6    |
|       | Strongly Agree | 9         | 16.1    |
|       | Total          | 56        | 100.0   |

Table 4.8 shows that 3 (5,4%) out of the students chose to disagree (D), 44 (78,6%) chose to agree (A), and 9 (16,1%) chose strongly agree (SA). It means that most students perceived that digital reading can improve their English skills.

**Table 4.9 Like using digital reading because the storage can be on the cellphone, so it's easy to take it anywhere.**

|       | Items          | Frequency | Percent |
|-------|----------------|-----------|---------|
| Valid | Disagree       | 12        | 21.4    |
|       | Agree          | 31        | 55.4    |
|       | Strongly Agree | 13        | 23.2    |
|       | Total          | 56        | 100.0   |

Table 4.9 shows that 12 (21,4%) out of the students chose disagree (D), 31 (55,4%) chose disagree (A), and 13 (23,2%) chose strongly agree (SA). Most students agree to use digital reading because the storage can be on the cellphone, so it ""s easy to take it anywhere.

**Table 4.10 By using digital reading I can study independently and can repeat learning material at any time.**

|       | Items             | Frequency | Percent |
|-------|-------------------|-----------|---------|
| Valid | Strongly Disagree | 1         | 1.8     |
|       | Disagree          | 5         | 8.9     |
|       | Agree             | 37        | 66.1    |
|       | Strongly Agree    | 13        | 23.2    |
|       | Total             | 56        | 100.0   |

Table 4.10 shows that 1 (1,8%) out of the students chose to strongly disagree (SD), 5 (8,9%) chose to disagree (D), 37 (66,1%) chose to agree (A), and 13 (23,2%) chose strongly agree. It means that most students had a perception that by using digital reading students can study independently and repeat learning material at any time.

**Table 4.11 don't like learning English with digital reading.**

|       | Items             | Frequency | Percent |
|-------|-------------------|-----------|---------|
| Valid | Agree             | 8         | 14.3    |
|       | Disagree          | 45        | 80.3    |
|       | Strongly Disagree | 3         | 5.4     |
|       | Total             | 56        | 100.0   |

Table 4.11 shows that 8 (14,3%) out of the students chose to disagree (A), 45 (80,4%) chose to disagree (D), and 3 (5,4%) chose strongly disagree (SD). It means

that most of the students disagreed that they don't like learning English with digital reading.

**Table 4.12 quickly get bored of studying with digital reading.**

|       | Items             | Frequency | Percent |
|-------|-------------------|-----------|---------|
| Valid | Strongly Agree    | 2         | 3.6     |
|       | Agree             | 30        | 53.6    |
|       | Disagree          | 23        | 41.1    |
|       | Strongly Disagree | 1         | 1.8     |
|       | Total             | 56        | 100.0   |

Table 4.12 shows that 2 (3,6%) out of the students chose to strongly agree (SA), 30 (53,6%) chose to disagree (A), 23 (41,1%) chose to disagree (D), and 1 (1,8%) chose strongly disagree (SD). It means that most students had the perception that they quickly get bored of studying with digital reading.

**Table 4.13 Find it difficult to understand the material when studying using a digital reading.**

|       | Items             | Frequency | Percent |
|-------|-------------------|-----------|---------|
| Valid | Strongly Agree    | 2         | 3.6     |
|       | Agree             | 23        | 41.1    |
|       | Disagree          | 30        | 53.6    |
|       | Strongly Disagree | 1         | 1.8     |
|       | Total             | 56        | 100.0   |

Table 4.13 shows that 2 (3,6%) out of the students chose to strongly agree (SA), 23 (41,1%) chose to disagree (A), 30 (53,6%) chose to disagree (D), and 1 (1,8%) chose strongly disagree (SD). It means that most of the students had a perception disagree. They find it difficult to understand the material when studying using a digital reading.

**Table 4.14 Digital reading can't improve my English skills.**

| Valid | Items             | Frequency | Percent |
|-------|-------------------|-----------|---------|
|       | Strongly Agree    | 1         | 1.8     |
|       | Agree             | 14        | 25.0    |
|       | Disagree          | 36        | 64.3    |
|       | Strongly Disagree | 5         | 8.9     |
|       | Total             | 56        | 100.0   |

The table shows that 1 (1,8%) out of the students chose to strongly agree (SA), 14 (25%) chose to agree (A), 36 (64,3%) chose to disagree (D), and 5 (8,9%) chose strongly disagree (SD). It means that most students disagreed that digital reading can't improve their English skills.

**Table 4.15 Think digital reading is not effective in learning English.**

| Valid | Items             | Frequency | Percent |
|-------|-------------------|-----------|---------|
|       | Strongly Agree    | 1         | 1.8     |
|       | Agree             | 4         | 7.1     |
|       | Disagree          | 44        | 78.6    |
|       | Strongly Disagree | 7         | 12.5    |
|       | Total             | 56        | 100.0   |

The table shows that 1 (1,8%) out of the students chose to strongly agree (SA), 4 (7,1%) chose to agree (A), 44 (78,6%) chose to disagree (D) and 7 (12,5%) chose strongly disagree (SD). It means that most students disagreed that Digital Reading is ineffective in learning English.

**Table 4.16 Do not like using digital reading because of network limitations when downloading it.**

|       | Items             | Frequency | Percent |
|-------|-------------------|-----------|---------|
| Valid | Strongly Agree    | 5         | 8.9     |
|       | Agree             | 23        | 41.1    |
|       | Disagree          | 25        | 44.6    |
|       | Strongly Disagree | 3         | 5.4     |
|       | Total             | 56        | 100.0   |

Table 4.16 shows that 5 (8,9%) out of the students chose to strongly agree (SA), 23 (41,1%) chose to agree (A), 25 (44,6%) chose to disagree (D), and 3 (5,4%) chose strongly disagree (SD). It means that most students had the perception that they do not like using digital reading because of network limitations when downloading it.

**Table 4.17 Find it difficult to use the digital reading in learning English.**

|       | Items             | Frequency | Percent |
|-------|-------------------|-----------|---------|
| Valid | Strongly Agree    | 2         | 3.6     |
|       | Agree             | 30        | 53.6    |
|       | Disagree          | 22        | 39.3    |
|       | Strongly Disagree | 2         | 3.6     |
|       | Total             | 56        | 100.0   |

Table 4.17 shows that 2 (3,6%) out of the students chose to strongly agree (SA), 30 (53,6%) chose to agree (A), 22 (39,3%) chose to disagree (D), and 2 (3,6%) chose strongly disagree (SD). It means that most students had perception agree that they find it difficult to use digital reading in learning English.

**Table 4.18 less interested in using digital reading and prefer printed books to study**

|       | Items             | Frequency | Percent |
|-------|-------------------|-----------|---------|
| Valid | Strongly Agree    | 7         | 12.5    |
|       | Agree             | 19        | 33.9    |
|       | Disagree          | 27        | 48.2    |
|       | Strongly Disagree | 3         | 5.4     |
|       | Total             | 56        | 100.0   |

Table 4.18 shows that 7 (12,5%) out of the students chose to strongly agree (SA), 19 (33,9%) chose to agree (A), 27 (48,2%) chose to disagree (D), and 3 (5,4%) chose strongly disagree (SD). It means that most students disagreed that they are less interested in using digital reading and prefer printed books to study.

**Table 4.19 lazy to study digital reading because the explanation is difficult for me to understand**

|       | Items             | Frequency | Percent |
|-------|-------------------|-----------|---------|
| Valid | Strongly Agree    | 2         | 3.6     |
|       | Agree             | 14        | 25.0    |
|       | Disagree          | 35        | 62.5    |
|       | Strongly Disagree | 5         | 8.9     |
|       | Total             | 56        | 100.0   |

Table 4.19 shows that 2 (3,6%) out of the students chose strongly agree (SA), 14 (25%) chose to agree (A), 35 (62,5%) chose to disagree (D) and 5 (8,9%) out of the students chose strongly disagree (SD). It means that most students had perception that they are lazy to study digital reading because the explanation is difficult for me to understand.

**Table 4.20 Digital reading does not improve my learning outcomes.**

|       | Items             | Frequency | Percent |
|-------|-------------------|-----------|---------|
| Valid | Strongly Agree    | 1         | 1.8     |
|       | Agree             | 10        | 17.9    |
|       | Disagree          | 40        | 71.4    |
|       | Strongly Disagree | 3         | 8.9     |
|       | Total             | 56        | 100.0   |

Table 4.20 shows that 1 (1,8%) out of the students chose to strongly agree (SA), 10 (17,9%) chose to agree (A), 40 (71,4%) chose to disagree (D), and 3 (8,9%) chose strongly disagree (SD). It means that most students disagreed that digital reading does not improve students' learning outcomes.

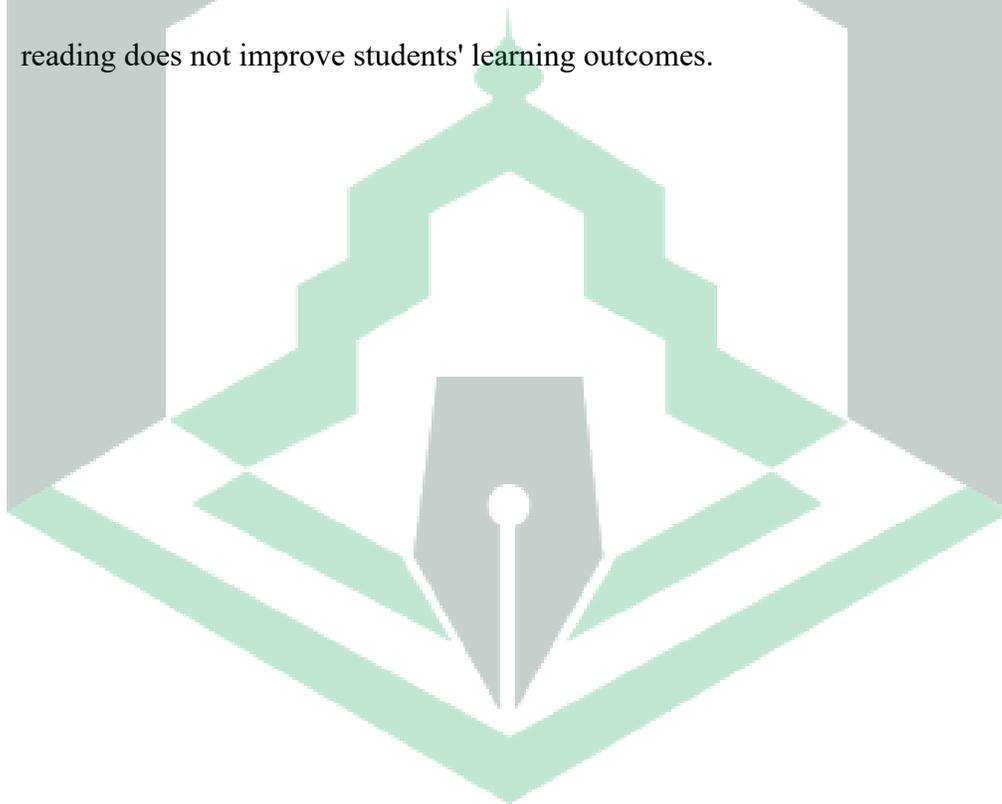


Table 4.21 The students' perception of digital reading

| No  | Questionnaire   | Perception |          |
|-----|---|------------|----------|
|     |   | Positive   | Negative |
| 1.  | Prefer to read English text in digital form (PDF, E-book, and HTML).  | 75%        | 25%      |
| 2.  | Reading text helps me understand English lessons.   | 94,6%      | 5,4%     |
| 3.  | Digital reading makes it easy for me to learn English.  | 87,5%      | 12,5%    |
| 4.  | Like learning English using digital reading because can be opened anytime and anywhere.                           | 92,8%      | 7,2%     |
| 5.  | Think digital reading is a great media for learning English.  | 80,4%      | 19,6%    |
| 6.  | Feel relaxed studying with digital reading.   | 69,6%      | 30,4%    |
| 7.  | More diligent in learning English using digital reading. More diligent in learning English using digital reading. | 60,7%      | 39,3%    |
| 8.  | Digital reading can improve my English skills.  | 94,6%      | 5,4%     |
| 9.  | Using digital reading Because The Storage Can Be On The Cellphone, So It's Easy To Take It Anywhere.              | 78,6%      | 21,4%    |
| 10. | By using digital reading, I can study independently and can repeat learning                                       | 89,3%      | 10,7%    |

|       |  |       |       |
|-------|--|-------|-------|
|       | material at any time.  |       |       |
| 11.   | Don't like learning English with digital reading.  | 85,7% | 14,3% |
| 12.   | Quickly get bored of studying with digital reading.                                      | 42,9% | 57,2% |
| 13.   | Find it difficult to understand the material When studying using a digital reading.      | 55,4% | 44,7% |
| 14.   | Digital reading can't improve my English skills.   | 73,2% | 26,8% |
| 15.   | Think digital reading is not effective in learning English.                              | 91,1% | 8,9%  |
| 16.   | Do not like using digital reading because of network limitations when downloading it.    | 50%   | 50%   |
| 17.   | Find it difficult to use the digital reading in learning English.                        | 42,9% | 57,1% |
| 18.   | Less interested in using digital reading and prefer printed books to study.              | 53,6% | 46,4% |
| 19.   | Lazy to study digital reading because the explanation is difficult for me to understand. | 71,4% | 28,6% |
| 20.   | Digital reading does not improve my learning outcomes.                                   | 80,3% | 19,7% |
| Total |  | 73,4% | 26,5% |

## 2. The result of interview

Based on the interviews, the researchers also obtained some information about students' perceptions of digital reading. In this case, the researcher interviews several students in the sixth semester at the English Language Education Study Program of IAIN Palopo. From the results of the interviews, the following are the answers from several respondents:

### **Question 1: Have you ever bought or downloaded a free digital book?**

R1: *yes, I have downloaded English book*

R2: *yes, I have downloaded English books, novels, e-books*

Based on students' responses above, students have downloaded digital books or several English novels.

### **Question 2: Have you ever followed a discussion or shared experiences reading a digital book with others?**

R1: *yes, in classroom*

R2: *yes, I have discussed it with friends*

Based on the students' responses above, it can be seen that some students enjoy discussing or sharing experiences reading digital books and not just discussing traditional reading (reading printed books).

### **Question 3: Did you experience technical problems during your digital reading?**

R1: *I can't access it because I can't pay for paid digital books and internet connection problems. Loss of connection or slow internet speed causes books not to open quickly or causes problems downloading additional content such as pictures or notes.*

R2: *yes, display or formatting problems, eyestrain when reading text on digital screens and battery limitations.*

R3: *yes, I did because sometimes network limitations and sometimes my storage is full*

Based on the students' negative responses, students appear to experience some problems when reading digital books. In addition, to use digital books, students need internet access, unlike printed books, which must be downloaded again to be read directly.

**Question 4: What is the most often content you read through digital reading?**

R1: *English teaching*

R2: *the content I have read when using gital reading is about tenses, vocabulary, and idioms.*

R3: *I most often read comics and novels.*

Based on the student responses above, it appears that digital books can help students search for English books, and digital reading makes it easier for students to learn English. Students can also access them anytime and anywhere.

**Question 5: Do you think digital reading can replace traditional reading (reading printed books)?**

R1: *yes, because the book could be brought anytime and anywhere because it is already on our phone*

R2: *Because reading books can sometimes be more effective than reading digitally, I don't think technology can completely replace traditional reading.*

R3: *I think not because sometimes there is a situation that I should use reading printed books, like in the village that doesn't have good networking.*

Based on the students' responses above, it can be seen that digital reading has become a popular and useful option for many people, but it does not replace traditional reading. Printed books have their advantages. Some people still prefer the sensation of reading printed books, including the smell, taste, and physical experience. They enjoy feeling the pages of a book, touching and turning them, and having a physical book in their hands. For them, digital reading cannot replace the experience of reading a printed book. Some people may choose the latter depending on their situation and preferences.

## **B. Discussion**

This research was conducted in semester 6 of the English Education Study Program at IAIN Palopo. The number of samples, or respondents, is 56. Perception is a person's judgment of an object according to his feelings, sight, smell, and hearing. This research aims to determine students' perceptions of digital reading. The research design uses a quantitative-descriptive approach. The instruments in this research were questionnaires and interviews. Researchers collected data through questionnaires and interviews.

In this research, there are two types of perceptions: positive perceptions and negative perceptions. As for the results of this research, students' responses to digital

reading while learning English were positive. It can be seen from the 20 statements in the research questionnaire, including 12 positive statements and eight negative statements.

From table 4.4, it shows that 1 (1.8%) students chose to strongly disagree (SD), 3 (5.4%) chose to disagree (D), 32 (57.1%) chose to agree (A), and 20 (35.7%) chose to strongly agree (SA). Most students perceive that they enjoy learning English using digital reading because it can be opened anytime and anywhere. Enjoy learning English using digital reading because it can be opened anytime and anywhere. It agrees with Abigail; the application of e-books helps students in the learning process because students find it easier to find research material, and the use of e-books is very easy and practical so that they can be opened by a mobile phone and carried everywhere. The e-book is applied in the learning process first and must be adapted to the syllabus and material given to students so that it can produce satisfactory results at the end of the learning process.<sup>40</sup>

In table 4.9, "Using digital reading because it can be stored on a cellphone, so it's easy to carry anywhere," The results of the Questionnaire conducted by the researcher showed that 78.6% of students' perceptions were positive and 21.4% of students' perceptions were negative. The results of this research were in line with According to Haning. Digital reading is easier to carry in many files, does not run out of learning materials for students, can reduce the teacher's burden in presenting

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<sup>40</sup> Abigail Josephine Kusumatuty, Baedhowi, and Tri Murwaningsih, "Penerapan E-Book Dalam Proses Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa," *Seminar Nasional HARDIKNAS 2018*, 2018, 1–5, [https://callforpapers.uksw.edu/index.php/semnas\\_hardiknas/semnas\\_2018/paper/download/494/272](https://callforpapers.uksw.edu/index.php/semnas_hardiknas/semnas_2018/paper/download/494/272).

information, is more concrete, and allows individual learning for students because it does not depend on information provided by the teacher. One of the digital reading formats that can be used on smartphones is Epub, a digital book format, namely the form standardization format. Epub replaced Open eBook as the open book format. Audio and video formats, interactive content, dynamic web layout formats, copyright protection, and text size settings can support this format.<sup>41</sup> So that the use of smartphones can accommodate interest in learning, the alternative is to take advantage of the sophistication of smartphones in learning because learning is not only through books, especially learning English. Learning English emphasizes direct experience. Therefore, students need to be assisted in developing processing skills. Ragawanto's statement states that the selection of digital reading on smartphones is an alternative to solving educational problems through aspects of the application of educational technology, namely by utilizing learning resources that are designed, developed, and utilized in learning so that digital reading stored in mobile phones can stimulate the learning process in students independently.<sup>42</sup>

In table 4.8, "Digital reading can improve my English skills." The results of the Questionnaire conducted by the researcher showed that 94.6% of students' perceptions were positive, and 5.4% of students' perceptions were negative. Puluhulawa's research supports that students will be more motivated and enthusiastic

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<sup>41</sup> Haning Hisbiyati and Laila Khusnah, "Penerapan Media E-Book Berekstensi Epub Untuk Meningkatkan Minat Dan Hasil Belajar Siswa Smp Pada Mata Pelajaran Ipa," *Jurnal Pena Sains* 4, no. 1 (2017): 16, <https://doi.org/10.21107/jps.v4i1.2775>.

<sup>42</sup> Sofyan Tahta Ragawanto and Damajanti Kusuma Dewi, "Pengembangan Media Web Moodle Pada Mata Pembelajaran Produktif Teknik Komputer Dan Jaringan Bab Mediagnosis Permasalahan Pengoperasian PC Dan Periferal Untuk Siswa Kelas X TKJ Di SMK Negeri 1 Surabaya," *Journal Mahasiswa Teknologi Pendidikan* 1, no. 3 (2013): 5–24, <https://ejournal.unesa.ac.id/>.

about learning English if the teacher uses interactive and interesting learning media and resources integrated into a website-based learning application. Most students also stated that the application of website-based English learning could significantly improve their ability to master English, especially in the four basic English skills, namely listening, speaking, reading, and writing.<sup>43</sup>

In table 4.18, "I am less interested in using digital reading and prefer printed books to research." The results of the Questionnaire conducted by the research showed that 53.6% of students' perceptions were positive, and 46.4% were negative. In line with Yusnimar's research, which states that electronic books have various benefits, E-book users need a way to connect to a device like their phone, laptop, tablet, or iPad. But in practice, students still think printed books are more effective than e-books.<sup>44</sup>

Apart from that, there are also some negative perceptions related to digital reading. In table 4.16, "Don't like using digital literature because of network limitations when downloading it." The results of the Questionnaire conducted by the researcher showed that 50% of students' perceptions were negative, and 50% of students' perceptions were positive. I agree with Husna, who stated that e-learning-based learning experienced many disruptions, a lack of networks, and a lack of facilities and infrastructure to support courageous learning where not all students

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<sup>43</sup> Yulan M Puluhulawa, Indah Wardaty Saud, and M. Ilyas Abas, "Pengembangan Aplikasi Pembelajaran Bahasa Inggris Berbasis Website Bagi Siswa Sekolah Menengah Atas Di Kabupaten Gorontalo (Suatu Analisis Kebutuhan)," *Jurnal ORBITH* 15, no. 3 (2019): 103–19.

<sup>44</sup> Yusnimar, "Perpustakaan Perguruan Tinggi Di Jakarta," *E-Book Dan Pengguna Perpustakaan Perguruan Tinggi Di Jakarta* 13, no. 1 (2014): 34–39, <http://journal.uinjkt.ac.id/index.php/al-maktabah/article/view/1572>.

have cell phones that can access the internet. The decrease in their scores on student tests and exams was caused by the students' lack of understanding of the material and the many assignments the teacher gave.<sup>45</sup> Also, according to Laraswati's in Hanikah, which states that E-books are inseparable from electronic devices as reading tools, Reading e-books depends on the availability of batteries or electricity from electronic devices that are used as e-book reading tools and also on disturbances to the senses of the eye. There is a difference between reading and writing in printed books and on electronic devices.<sup>46</sup>

Based on the results of the Questionnaire, most students chose a positive perception of 73.4% and a negative perception of 26.5%. In terms of efficacy: Most students also stated that using digital reading could improve their English skills. Students also feel digital reading is a good medium for learning English. Students also feel that by reading digitally, they can study independently and repeat learning material at any time. There is also the aspect of accessibility: Students stated that they find digital reading more accessible and that their storage can be stored on their phones and can be accessed at any time via their devices. However, students also feel that digital reading is difficult to download due to network limitations when downloading it.

The researcher identified several novelties aspects in this study. Prior research primarily addressed students' perceptions of electronic books (E-Books) and

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<sup>45</sup> Asnatul Husna, "Kendala Yang Dihadapi Siswa Dalam Pembelajaran Berbasis E- Learning Di Masa Pandemi," *At-Tarbiyah Al-Mustamirrah: Jurnal Pendidikan Islam* 2, no. 2 (2021): 66, <https://doi.org/10.31958/atjpi.v2i2.3718>.

<sup>46</sup> Hanikah et al., "Penggunaan Media Interaktif Berbasis Ebook Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 4 (2021): 2541–49.

was conducted at Muhammadiyah University Makassar. In contrast, this research investigates students' perceptions of digital reading within the English Language Education research program, with the research conducted at IAIN Palopo. Secondly, while previous research focused on junior high school students, this research delves into university-level students' perspectives. Thirdly, this research diverges from prior studies in the way it gathers data. The researcher employed a combination of online questionnaires administered via Google Forms and conducted interviews. In contrast, previous research explored online reading strategies among English language learners, specifically examining the potential need for English as a Second Language (ESL) learners. Lastly, this research employed a non-experimental research design with a quantitative approach, a departure from the methods used in previous research.



## CHAPTER V

### CONCLUSION AND SUGGESTION

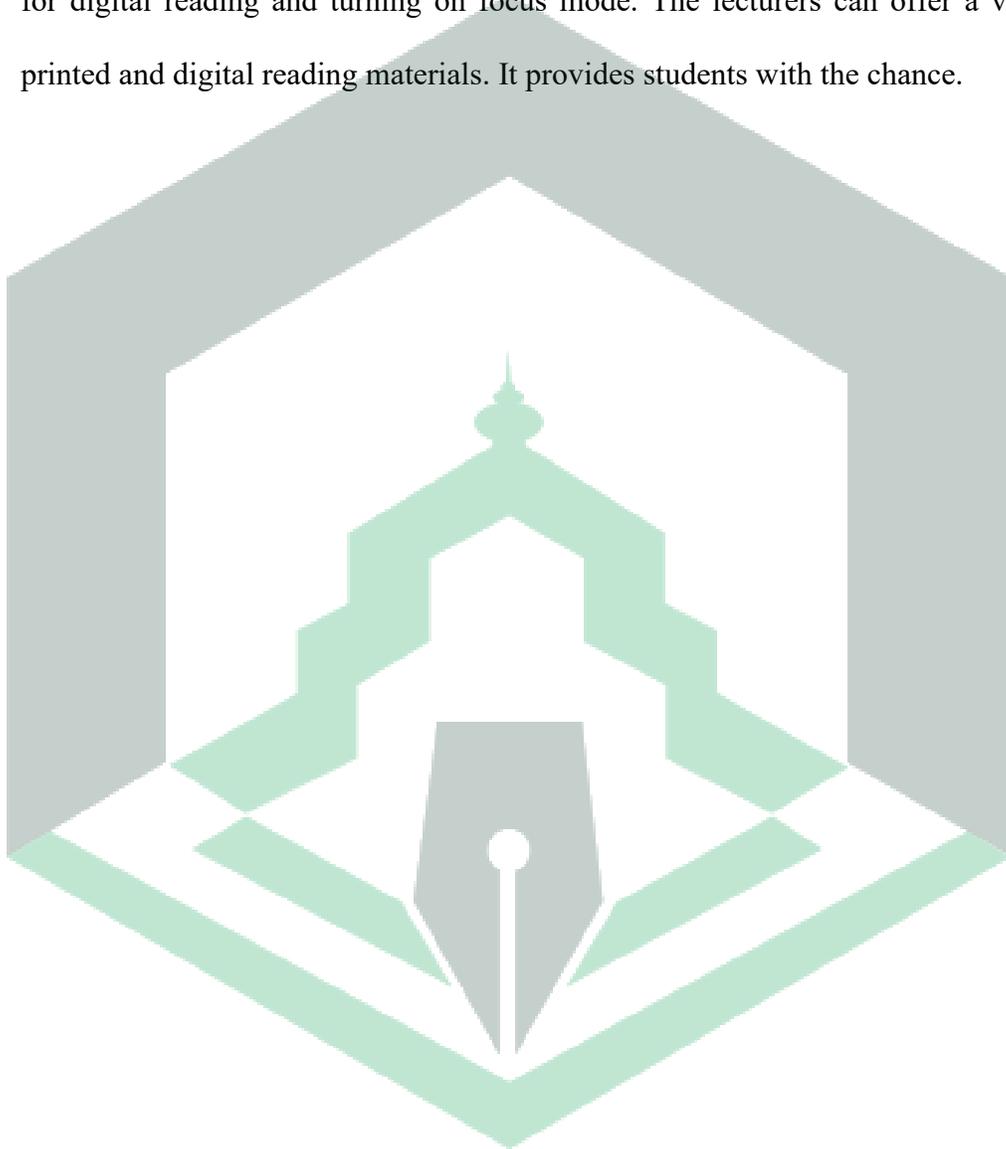
#### A. Conclusion

Based on the results of the research, Students have a good perception of digital reading; this is influenced by students' knowledge and experience in using digital reading. In terms of efficacy, most students also stated that using digital reading can improve their English skills. Students also feel digital reading is a good medium for learning English. Students also feel that by reading digitally, they can study independently and repeat learning material at any time. There is also the accessibility aspect: students stated that they found digital reading more accessible and that their storage could be stored on their phones and accessible at any time via their devices. However, students also feel that digital reading is difficult to download due to network limitations when downloading it. Students are interested in digital reading as a substitute for printed books as a source of information for monitoring and supporting technological advances. Although some students still don't really understand digital reading, they just know about it and haven't tried to take advantage of its convenience. Due to the many benefits offered by digital reading, it is often used by students and lecturers for teaching and learning activities and daily assignments.

#### B. Suggestion

Given the dangers of technological dependence, it is advised that universities include a course on digital literacy in their curricula. It is important to educate students on the advantages and drawbacks of technology use and how to limit their screen time. Despite the interactive elements of digital reading, motivating students to continue paying attention to the material is crucial. To increase understanding and

retention, lecturers should offer advice on how to make the most of features like tags, highlighting, and digital notes. Campuses can collaborate with students to create the best possible digital settings. It can entail establishing a distraction-free time window for digital reading and turning on focus mode. The lecturers can offer a variety of printed and digital reading materials. It provides students with the chance.



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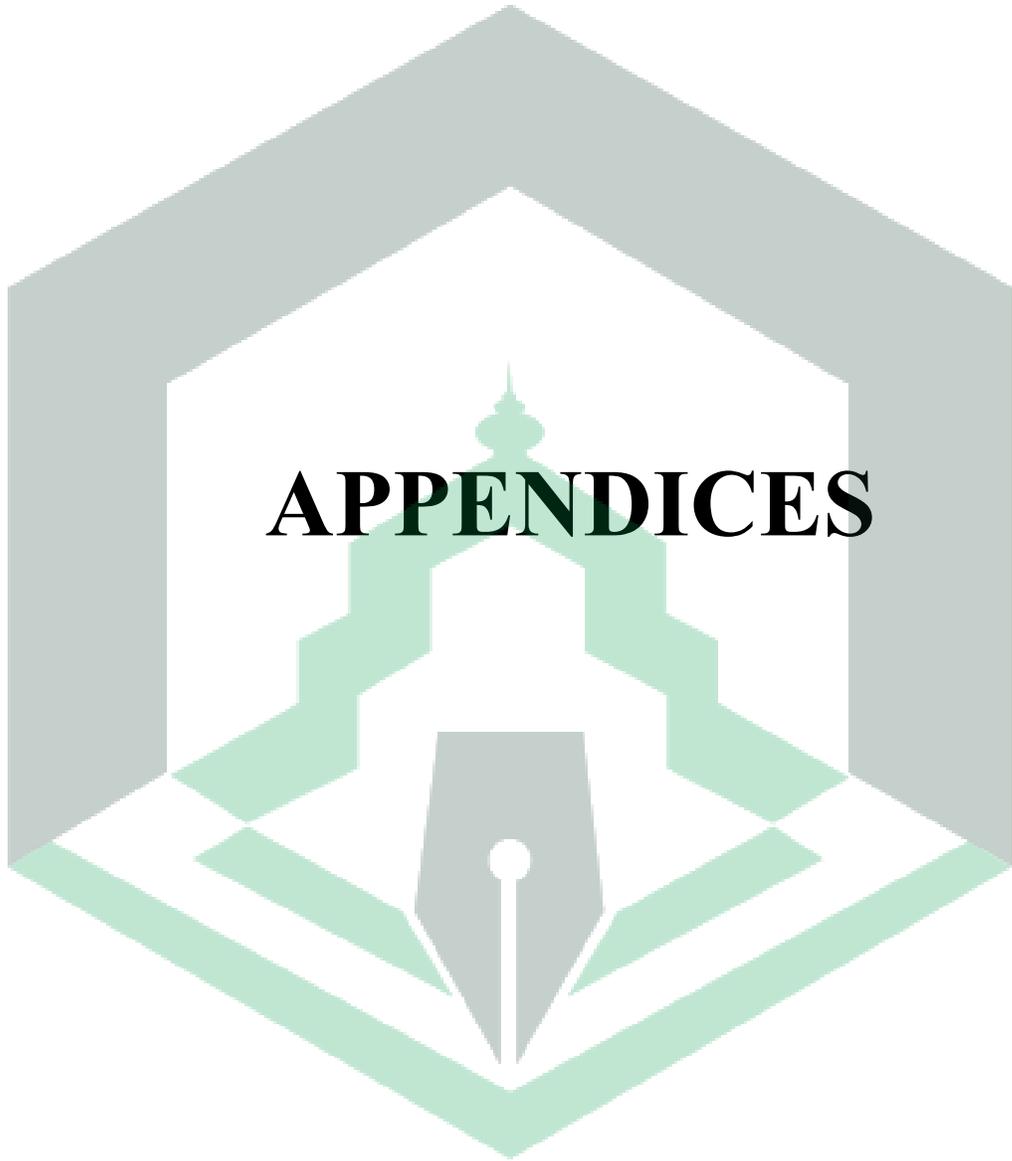
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## Appendix I

### Instrument of Questionnaire

**Nama** :

**Nim** :

**Kelas & Semester** :

1. I prefer to read English text, in digital form (PDF, E-book, and HTML)

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

2. Reading text helps me understand English lessons

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

3. Digital reading makes it easy for me to learn English

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

4. I like learning English using digital reading because can be opened anytime and anywhere

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

5. I think digital reading is a great media for learning English

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

6. I Feel relaxed studying with digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

7. I am more diligent in learning English using digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

8. Digital reading can improve my English skills

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

9. I like Using digital reading Because The Storage Can Be On The Cellphone So It's Easy To Take It Anywhere

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

10. By using digital reading I can study independently and can repeat learning material at any time

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

11. I don't like learning English with digital reading

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

12. I quickly get bored of studying with digital reading

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

13. I find it difficult to understand the material When studying using a digital reading

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

14. Digital reading can't improve my English skills

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

15. I think digital reading are not effective in learning English

- a. Strongly agree
- b. Agree

c. Disagree

d. Strongly Disagree

16. I do not like using digital reading because of network limitations when downloading it

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

17. I find it difficult to use the digital reading in learning English

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

18. I am less interested in using digital reading and prefer printed books to study

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

19. I am lazy to study digital reading because the explanation is difficult for me to understand

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

20. Digital reading does not improve my learning outcomes

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

## Appendix II

### Instrument of Interview

1. Have you ever bought or downloaded a free digital book?
2. Have you ever followed a discussion or shared experiences reading a digital book with others?
3. Did you experience technical problems during your digital reading?
4. What is the most often content you read through digital reading?
5. Do you think digital reading can replace traditional reading (reading printed books)?





| No. respond | PERNYATAAN |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         | skor |
|-------------|------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------|
|             | Item.1     | Item.2 | Item.3 | Item.4 | Item.5 | Item.6 | Item.7 | Item.8 | Item.9 | Item.10 | Item.11 | Item.12 | Item.13 | Item.14 | Item.15 | Item.16 | Item.17 | Item.18 | Item.19 | Item.20 |      |
| 30          | 3          | 4      | 3      | 3      | 3      | 3      | 4      | 3      | 4      | 4       | 3       | 2       | 2       | 4       | 3       | 3       | 2       | 3       | 3       | 3       | 62   |
| 31          | 3          | 3      | 3      | 4      | 3      | 3      | 4      | 4      | 3      | 4       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 4       | 3       | 65   |
| 32          | 3          | 2      | 3      | 3      | 3      | 2      | 2      | 3      | 2      | 3       | 3       | 2       | 2       | 3       | 3       | 3       | 2       | 2       | 2       | 3       | 51   |
| 33          | 3          | 3      | 3      | 4      | 3      | 3      | 3      | 3      | 3      | 3       | 3       | 3       | 2       | 2       | 3       | 3       | 2       | 3       | 3       | 3       | 58   |
| 34          | 2          | 3      | 3      | 3      | 4      | 3      | 3      | 3      | 2      | 3       | 3       | 2       | 2       | 2       | 3       | 2       | 2       | 2       | 3       | 2       | 52   |
| 35          | 3          | 4      | 3      | 4      | 3      | 2      | 2      | 3      | 3      | 3       | 3       | 2       | 3       | 3       | 3       | 2       | 3       | 1       | 3       | 3       | 56   |
| 36          | 3          | 4      | 2      | 3      | 2      | 4      | 3      | 3      | 4      | 3       | 3       | 3       | 3       | 3       | 3       | 1       | 2       | 1       | 2       | 2       | 54   |
| 37          | 3          | 3      | 3      | 3      | 3      | 3      | 3      | 3      | 3      | 3       | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 3       | 51   |
| 38          | 3          | 3      | 3      | 4      | 3      | 4      | 3      | 3      | 4      | 3       | 3       | 2       | 3       | 3       | 3       | 2       | 3       | 3       | 3       | 3       | 61   |
| 39          | 3          | 3      | 4      | 3      | 3      | 2      | 3      | 3      | 3      | 3       | 4       | 3       | 3       | 3       | 3       | 2       | 3       | 3       | 3       | 3       | 60   |
| 40          | 3          | 3      | 4      | 4      | 3      | 3      | 3      | 3      | 4      | 3       | 3       | 3       | 3       | 3       | 4       | 3       | 3       | 3       | 3       | 3       | 64   |
| 41          | 4          | 4      | 3      | 4      | 3      | 3      | 2      | 3      | 2      | 3       | 3       | 3       | 2       | 2       | 3       | 3       | 2       | 2       | 3       | 3       | 57   |
| 42          | 4          | 4      | 4      | 4      | 4      | 4      | 3      | 3      | 2      | 4       | 3       | 3       | 3       | 3       | 3       | 1       | 1       | 4       | 4       | 4       | 65   |
| 43          | 2          | 3      | 3      | 3      | 3      | 3      | 2      | 3      | 3      | 3       | 3       | 2       | 2       | 3       | 3       | 2       | 2       | 3       | 2       | 2       | 52   |
| 44          | 2          | 3      | 2      | 1      | 2      | 3      | 2      | 3      | 2      | 3       | 2       | 2       | 2       | 2       | 3       | 3       | 2       | 2       | 2       | 2       | 45   |
| 45          | 4          | 4      | 4      | 4      | 4      | 4      | 4      | 4      | 4      | 4       | 4       | 4       | 4       | 4       | 4       | 3       | 4       | 3       | 4       | 4       | 78   |
| 46          | 4          | 3      | 3      | 4      | 3      | 3      | 2      | 3      | 4      | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 62   |
| 47          | 2          | 3      | 2      | 2      | 3      | 2      | 2      | 2      | 2      | 2       | 2       | 2       | 2       | 2       | 3       | 2       | 2       | 2       | 2       | 2       | 43   |
| 48          | 2          | 3      | 3      | 3      | 4      | 3      | 2      | 3      | 3      | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 1       | 3       | 3       | 57   |
| 49          | 2          | 4      | 3      | 3      | 4      | 2      | 3      | 4      | 3      | 3       | 2       | 2       | 3       | 4       | 4       | 4       | 4       | 1       | 3       | 4       | 62   |
| 50          | 2          | 3      | 2      | 3      | 2      | 2      | 2      | 3      | 4      | 3       | 2       | 2       | 3       | 3       | 3       | 3       | 2       | 1       | 3       | 3       | 51   |
| 51          | 2          | 3      | 3      | 3      | 3      | 3      | 2      | 3      | 2      | 3       | 3       | 2       | 2       | 3       | 3       | 2       | 2       | 3       | 3       | 3       | 53   |
| 52          | 2          | 4      | 2      | 2      | 1      | 3      | 3      | 3      | 3      | 3       | 3       | 3       | 3       | 2       | 3       | 2       | 2       | 2       | 3       | 3       | 53   |
| 53          | 2          | 4      | 3      | 3      | 2      | 2      | 3      | 3      | 3      | 2       | 2       | 2       | 1       | 2       | 1       | 1       | 1       | 2       | 2       | 2       | 42   |
| 54          | 2          | 4      | 2      | 2      | 2      | 2      | 2      | 2      | 2      | 3       | 2       | 2       | 3       | 3       | 2       | 2       | 2       | 2       | 2       | 3       | 46   |
| 55          | 2          | 3      | 3      | 3      | 3      | 3      | 3      | 3      | 3      | 3       | 3       | 2       | 3       | 2       | 3       | 3       | 2       | 3       | 3       | 3       | 56   |
| 56          | 2          | 3      | 3      | 3      | 3      | 3      | 3      | 3      | 3      | 3       | 3       | 2       | 2       | 3       | 3       | 2       | 2       | 2       | 3       | 3       | 54   |
| 157         | 170        | 165    | 165    | 160    | 157    | 150    | 171    | 160    | 171    | 163     | 135     | 117     | 157     | 160     | 130     | 156     | 130     | 155     | 161     | 161     | 56,6 |

**Appendix IV**  
**The students' perception of digital reading**

| No | Questionnaire   | Perception |          | Exp.          |
|----|---|------------|----------|---------------|
|    |   | Positive   | Negative |               |
| 1. | Prefer to read English text in digital form (PDF, E-book, and HTML).  | 75%        | 25%      | -             |
| 2. | Reading text helps me understand English lessons.   | 94,6%      | 5,4%     | Efficacy      |
| 3. | Digital reading makes it easy for me to learn English.  | 87,5%      | 12,5%    | Efficacy      |
| 4. | Like learning English using digital reading because can be opened anytime and anywhere.                           | 92,8%      | 7,2%     | Accessibility |
| 5. | Think digital reading is a great media for learning English.  | 80,4%      | 19,6%    | Efficacy      |
| 6. | Feel relaxed studying with digital reading.   | 69,6%      | 30,4%    | -             |
| 7. | More diligent in learning English using digital reading. More diligent in learning English using digital reading. | 60,7%      | 39,3%    | Efficacy      |
| 8. | Digital reading can improve my English skills.  | 94,6%      | 5,4%     | Efficacy      |
| 9. | Using digital reading Because The Storage Can Be On The Cellphone, So It's Easy To Take It Anywhere.              | 78,6%      | 21,4%    | Accessibility |

|     |   |       |       |                        |
|-----|---|-------|-------|------------------------|
| 10. | By using digital reading, I can study independently and can repeat learning material at any time. | 89,3% | 10,7% | Accessibility          |
| 11. | Don't like learning English with digital reading.   | 85,7% | 14,3% | Negative Efficacy      |
| 12. | Quickly get bored of studying with digital reading.   | 42,9% | 57,2% | Negative Efficacy      |
| 13. | Find it difficult to understand the material When studying using a digital reading.               | 55,4% | 44,7% | Negative Efficacy      |
| 14. | Digital reading can't improve my English skills.  | 73,2% | 26,8% | Negative Efficacy      |
| 15. | Think digital reading is not effective in learning English.                                       | 91,1% | 8,9%  | Negative Efficacy      |
| 16. | Do not like using digital reading because of network limitations when downloading it.             | 50%   | 50%   | Negative Accessibility |
| 17. | Find it difficult to use the digital reading in learning English.                                 | 42,9% | 57,1% | Negative Efficacy      |
| 18. | Less interested in using digital reading and prefer printed books to study.                       | 53,6% | 46,4% | Negative Efficacy      |
| 19. | Lazy to study digital reading because the explanation is difficult for me to understand.          | 71,4% | 28,6% | Negative Efficacy      |
| 20. | Digital reading does not improve my learning outcomes.  | 80,3% | 19,7% | Negative Efficacy      |

|       |       |       |  |
|-------|-------|-------|--|
| Total | 73,4% | 26,5% |  |
|-------|-------|-------|--|



## Appendix V

### Surat Keterangan Validasi Instrument

#### SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S.S., M.Hum  
 Jabatan/Pekerjaan : Dosen  
 Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:  
*Students' Perceptions of Digital Reading at English Language Education Study  
 program of IAIN Palopo.*

dari mahasiswa:

Nama : Sapna Dewi Nur Ramadhanty  
 Program Studi : Pendidikan Bahasa Inggris  
 NIM : 18 0202 0019

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan  
 beberapa saran sebagai berikut:

.....  
 .....  
 .....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana  
 mestinya.

Palopo,

Validator



Dr. Masruddin, S.S., M.Hum

NIP 19800613 200501 1 005

\*coret yang tidak perlu

## Appendix VI

### Izin Penelitian





1 2 0 2 3 1 9 0 0 9 0 4 0 8

**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

**IZIN PENELITIAN**  
 NOMOR : 408/IP/DPMPPTSP/IV/2023

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2019 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Merjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

|               |  |
|---------------|--|
| Nama          | : SAPNA DEWI NUR                                     |
| Jenis Kelamin | : Perempuan  |
| Alamat        | : Jl. Ahmad Yani ( Asrama I Kodim 1403 ) Kota Palopo |
| Pekerjaan     | : Mahasiswa  |
| NIM           | : 1802020019   |

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

STUDENTS' PERCEPTIONS OF DIGITAL READING AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF IAIN PALOPO

|                    |   |
|--------------------|---|
| Lokasi Penelitian  | : INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO |
| Lamanya Penelitian | : 04 April 2023 s.d. 04 Juni 2023           |

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
 Pada tanggal : 05 April 2023  
 a.n. Kepala Dinas Penanaman Modal dan PTSP  
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



**ERICK K. SIGA, S.Sos**  
 Pangkat : Penata Tk.I  
 NIP. : 19830414 200701 1 005

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dirsipin 1403 SWO
4. Kapibid Ralopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

## Appendix VII

### Surat keterangan selesai meneliti


**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
 Jl. Agatis Kel. Balandi Kec. Bara 91914 Kota Palopo  
 Email: pbi@iainpalopo.ac.id

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**SURAT KETERANGAN**  
 Nomor : 225 / In.19/FTIK-PBI/PP.00.9/04/2023

*Assalamu'alaikum Wr.Wb.*

Saya Yang bertanda tangan di bawah ini :

Nama : Amalia Yahya, SE., M.Hum  
 NIP : 19771013 200501 2 006  
 Jabatan : Ketua Prodi Pendidikan Bahasa Inggris

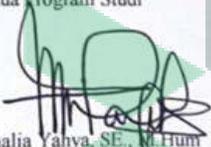
Menerangkan Bahwa :

Nama : Sapna Dewi Nur Ramadhanty  
 Nim : 18 0202 0019  
 Prodi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan penelitian di program studi Pendidikan Bahasa Inggris untuk kepentingan penyusunan skripsi dengan judul **"Students' Perception of Digital Reading at English Language Education Study Program of IAIN Palopo."**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr.Wb.*

Palopo, 17 April 2023  
 Ketua Program Studi  
  
 Amalia Yahya, SE., M.Hum  
 NIP. 19771013 200501 2 006

## Appendix VIII

### The result of Questionnaire

Nama : Hasriani  
Nim : 2002020052  
Kelas & Semester : BIA 6A

#### Questionnaire

1. I prefer to read English text, in digital form (PDF, E-book, and HTML)

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

2. Reading text helps me understand English lessons

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

3. Digital reading makes it easy for me to learn English

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

4. I like learning English using digital reading because can be opened anytime and anywhere

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

5. I think digital reading is a great media for learning English

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

6. I Feel relaxed studying with digital reading

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

7. I am more diligent in learning English using digital reading

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

8. Digital reading can improve my English skills

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

9. I like Using digital reading Because The Storage Can Be On The Cellphone So It's Easy To Take It Anywhere

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

10. By using digital reading I can study independently and can repeat learning material at any time

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

11. I don't like learning English with digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

12. I quickly get bored of studying with digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

13. I find it difficult to understand the Material When studying using a digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

14. Digital reading can't improve my English skills

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

15. I think digital reading are not effective in learning English

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

16. I do not like using digital reading because of network limitations when downloading it

- a. Strongly agree 1
- b. Agree 3
- c. Disagree 2
- d. Strongly Disagree 1

17. I find it difficult to use the digital reading in learning English

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

18. I am less interested in using digital reading and prefer printed books to study

- a. Strongly agree 4
- b. Agree 3
- c. Disagree 2
- d. Strongly Disagree 1

19. I am lazy to study digital reading because the explanation is difficult for me to understand

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

20. Digital reading does not improve my learning outcomes

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree



Nama : Nabila Putri Akmal  
Nim : 2002020009  
Kelas & Semester : B1G 6B

### Questionnaire

1. I prefer to read English text, in digital form (PDF, E-book, and HTML)

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

2. Reading text helps me understand English lessons

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

3. Digital reading makes it easy for me to learn English

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

4. I like learning English using digital reading because can be opened anytime and anywhere

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

5. I think digital reading is a great media for learning English

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

6. I feel relaxed studying with digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

7. I am more diligent in learning English using digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

8. Digital reading can improve my English skills

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

9. I like Using digital reading Because The Storage Can Be On The Cellphone So It's Easy To Take It Anywhere

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

10. By using digital reading I can study independently and can repeat learning material at any time

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

11. I don't like learning English with digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

12. I quickly get bored of studying with digital reading

4  a. Strongly agree

3  b. Agree

2  c. Disagree

1  d. Strongly Disagree

13. I find it difficult to understand the Material When studying using a digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

14. Digital reading can't improve my English skills

4  a. Strongly agree

3  b. Agree

2  c. Disagree

1  d. Strongly Disagree

15. I think digital reading are not effective in learning English

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

16. I do not like using digital reading because of network limitations when downloading it

- a. Strongly agree
- b. Agree 3
- c. Disagree
- d. Strongly Disagree

17. I find it difficult to use the digital reading in learning English

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

18. I am less interested in using digital reading and prefer printed books to study

- a. Strongly agree
- b. Agree
- c. Disagree 2
- d. Strongly Disagree

19. I am lazy to study digital reading because the explanation is difficult for me to understand

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

20. Digital reading does not improve my learning outcomes

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree



Nama : Nuning Ningsih  
Nim : 2002020076  
Kelas & Semester : B16 6A.

### Questionnaire

1. I prefer to read English text, in digital form (PDF, E-book, and HTML)

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

2. Reading text helps me understand English lessons

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

3. Digital reading makes it easy for me to learn English

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

4. I like learning English using digital reading because can be opened anytime and anywhere

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

5. I think digital reading is a great media for learning English

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

6. I feel relaxed studying with digital reading

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

7. I am more diligent in learning English using digital reading

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

8. Digital reading can improve my English skills

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

9. I like Using digital reading Because The Storage Can Be On The Cellphone So It's Easy To Take It Anywhere

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

10. By using digital reading I can study independently and can repeat learning material at any time

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

11. I don't like learning English with digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

12. I quickly get bored of studying with digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

13. I find it difficult to understand the Material When studying using a digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

14. Digital reading can't improve my English skills

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

4  
3  
2  
1

B 2

B 2

15. I think digital reading are not effective in learning English

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

16. I do not like using digital reading because of network limitations when downloading it

- a. Strongly agree
- b. Agree 3
- c. Disagree
- d. Strongly Disagree

17. I find it difficult to use the digital reading in learning English

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

18. I am less interested in using digital reading and prefer printed books to study

- a. Strongly agree
- b. Agree
- c. Disagree 2
- d. Strongly Disagree

19. I am lazy to study digital reading because the explanation is difficult for me to understand

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

20. Digital reading does not improve my learning outcomes

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree



Nama : YULIA  
Nim : 2002020070  
Kelas & Semester : B1G 6B

### Questionnaire

1. I prefer to read English text, in digital form (PDF, E-book, and HTML)
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
2. Reading text helps me understand English lessons
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
3. Digital reading makes it easy for me to learn English
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
4. I like learning English using digital reading because can be opened anytime and anywhere
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree

5. I think digital reading is a great media for learning English

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

6. I Feel relaxed studying with digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

7. I am more diligent in learning English using digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

8. Digital reading can improve my English skills

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

9. I like Using digital reading Because The Storage Can Be On The Cellphone So It's Easy To Take It Anywhere

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

10. By using digital reading I can study independently and can repeat learning material at any time

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

11. I don't like learning English with digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

12. I quickly get bored of studying with digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

13. I find it difficult to understand the Material When studying using a digital reading

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

14. Digital reading can't improve my English skills

a. Strongly agree

b. Agree

c. Disagree

d. Strongly Disagree

15. I think digital reading are not effective in learning English

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

16. I do not like using digital reading because of network limitations when downloading it

- a. Strongly agree
- b. Agree
- c. Disagree <sup>2</sup>
- d. Strongly Disagree

17. I find it difficult to use the digital reading in learning English

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

18. I am less interested in using digital reading and prefer printed books to study

- a. Strongly agree
- b. Agree
- c. Disagree <sup>2</sup>
- d. Strongly Disagree

19. I am lazy to study digital reading because the explanation is difficult for me to understand

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

20. Digital reading does not improve my learning outcomes

a. Strongly agree

b. Agree

c. Disagree

Strongly Disagree



Nama : Bella Seputra  
Nim : 2002020075  
Kelas & Semester : BIG VIB

### Questionnaire

1. I prefer to read English text, in digital form (PDF, E-book, and HTML)
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
2. Reading text helps me understand English lessons
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
3. Digital reading makes it easy for me to learn English
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
4. I like learning English using digital reading because can be opened anytime and anywhere
  - a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree

5. I think digital reading is a great media for learning English

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

6. I feel relaxed studying with digital reading

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

7. I am more diligent in learning English using digital reading

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

8. Digital reading can improve my English skills

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

9. I like Using digital reading Because The Storage Can Be On The Cellphone So it's Easy To Take It Anywhere

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

10. By using digital reading I can study independently and can repeat learning material at any time

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

11. I don't like learning English with digital reading

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

12. I quickly get bored of studying with digital reading

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

13. I find it difficult to understand the Material When studying using a digital reading

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

14. Digital reading can't improve my English skills

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

15. I think digital reading are not effective in learning English

- a. Strongly agree
- b. Agree
- ~~c. Disagree~~
- d. Strongly Disagree

16. I do not like using digital reading because of network limitations when downloading it

- a. Strongly agree
- b. Agree
- c. Disagree
- ~~d. Strongly Disagree~~

17. I find it difficult to use the digital reading in learning English

- a. Strongly agree
- ~~b. Agree~~
- c. Disagree
- d. Strongly Disagree

18. I am less interested in using digital reading and prefer printed books to study

- a. Strongly agree
- ~~b. Agree~~
- c. Disagree
- d. Strongly Disagree

19. I am lazy to study digital reading because the explanation is difficult for me to understand

- a. Strongly agree
- b. Agree
- ~~c. Disagree~~
- d. Strongly Disagree

20. Digital reading does not improve my learning outcomes

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

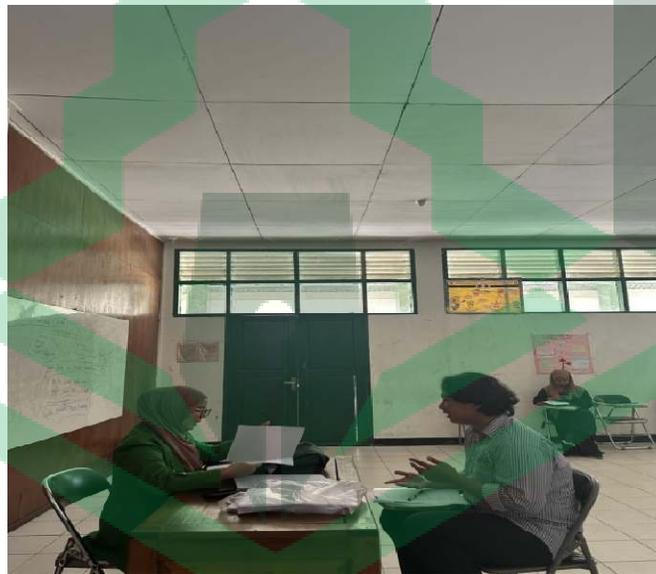


## Appendix IX

### Documentation



Picture 1: The researcher interviews the students'



Picture 2: The researcher interviews the students'



Picture 3: The researcher interviews the students'



Picture 4: The researcher interviews the students'



Picture 5: The researcher gave student questionnaires in class B semester 6



Picture 6: The researcher gave student questionnaires in class C semester 6



Picture 7: The researcher gave student questionnaires in class A semester 6



Picture 8: The researcher took a photo with the students



Picture 9: The researcher took a photo with the students



Picture 10: The researcher took a photo with the students