

**THE ANALYSIS OF STUDENTS' BARRIERS IN READING
DIGITAL BOOK AT ENGLISH LANGUAGE EDUCATION
STUDY PROGRAM OF IAIN PALOPO**

A Thesis

*Submitted to English Language Education Study Program of Education and
Teacher Training Faculty of State Islamic Institute of Palopo for undergraduate
Degree in English Language Education Study Program (S.Pd)*



Written by:

NUR ANDRIANI

(2002020073)

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY OF
STATE ISLAMIC INSTITUTE OF PALOPO
2025**

**THE ANALYSIS OF STUDENTS' BARRIERS IN READING
DIGITAL BOOK AT ENGLISH LANGUAGE EDUCATION
STUDY PROGRAM OF IAIN PALOPO**

A Thesis

*Submitted to English Language Education Study Program of Education and
Teacher Training Faculty of State Islamic Institute of Palopo for undergraduate
Degree in English Language Education Study Program (S.Pd)*



Written by:

NUR ANDRIANI

(2002020073)

Supervised by:

1. **Dr. Wisran, S.S., M.Pd.**
2. **Dewi Furwana, S.Pd.I., M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY OF
STATE ISLAMIC INSTITUTE OF PALOPO
2025**

STATEMENT OF AUTHENTICITY

Who undersigned below:

Name : Nur Andriani
Reg. Number : 2002020073
Faculty : Education and Teacher Training Faculty
Study program : English Language Education Study Program

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work thought.
2. All part of this thesis is my own work, except the citations whose original source have been reported. All mistakes or error in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 20 February 2025



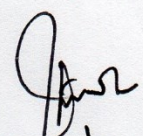

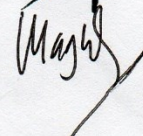
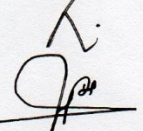

Nur Andriani

THESIS APPROVAL

This thesis entitled "The Analysis of Students' Barriers in Reading Digital Book at English Language Education Study Program of IAIN Palopo" written by Nur Andriani, Registration Number 2002020073, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in *Munaqasyah* session which is carried out on Tuesday, February 4th 2024 M. Coincided with 5 Syaban 1446 H. It is has been approved by the examiner as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, February 18th 2025

BOARD OF EXAMINERS

1. Husnaini, S.Pd.I., M.Pd.	Chairwoman	()
2. Prof. Dr. H. Rustan S., S.S., M.Hum.	Examiner I	()
3. Dr. Magfirah Thayyib, S.S., M.Hum.	Examiner II	()
4. Dr. Wisran, S.S., M.Pd.	Consultant I	()
5. Dewi Furwana, S.P.d.I., M.Pd.	Consultant II	()

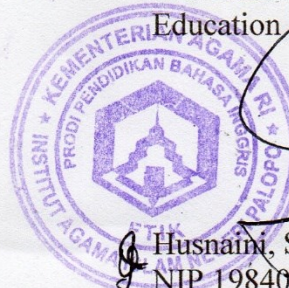
Approved by:

On behalf of Rector of IAIN Palopo
The Dean of Education and Teachers
Training Faculty



Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP 19670516 200003 1 002

The Head of English Language
Education Study Program



Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

ACKNOWLEDGE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin, the researcher expresses her gratitude to Almighty Allah who bestows and blesses him, so she could finish writing this thesis. Salawat and salam are addressed to the beloved and the chosen messenger, Muhammad Saw.

The researcher realizes that, this thesis would not finish without assistance and the guidance from the other people, so the researcher expresses her appreciation and thankfulness to the following person

1. Dr. Abbas Langaji, M.Ag. as the Rector of State Islamic Institute of Palopo.
2. Prof. Dr. H. Sukirman, S.S., M.Pd. as Dean of Tarbiyah and Teachers Training Faculty.
3. Husnaini, S.Pd.I., M.Pd. as the Head of the English Education Study Program of (IAIN) Palopo and an academic advisor for supporting the researcher during her study at IAIN Palopo.
4. Dr. Wisran, S.S., M.Pd. as the first consultant, and Dewi Furwana, S.Pd.I, M.Pd as the second consultant who has also given guidance, explanation, correction, suggestions, and some ideas until the researcher can finish this research.
5. All lecturers and staff of IAIN Palopo, especially lecturers and staff of the English language education study program.
6. The researcher beloved parents Bapak Mugiono and Mama Tafrikah for their continuous pray to the God Almighty, love, soul, motivation, and advice so the researcher can finish her thesis. Thanks for everything for them this thesis dedicated.

7. A lot of thanks of researcher beloved siblings Mas Eko Ahmadi, Mas Dwi Akbar, Kak Fitriani, Mbak Anita Karolina, Mbak Mulianti, Mas Muhammad Bintoro, kak Isma, and my niece Febi. They give spirit and motivation as for me.
8. All researcher friends in English Language Education Study Program at IAIN Palopo for their help during the researcher had been doing the research.
9. The members of Big Admirable (BIG A 2020) for togetherness, motivation, and happiness during the researcher's study. Especially Dina Mahriati, Neneng Ningsih, Silvia, Ratni, Hasriani, and Nurul Ismi Rosadi.
10. All people who help researcher and cannot be mentioned one by one.

The researcher admits that this thesis is still not perfect, but she will accept suggestions and input from readers for improvement. Finally, the researcher hopes Allah SWT will continually bless us.

Palopo, January 2025

Nur Andriani

NIM : 2002020073

LIST OF CONTENTS

COVER PAGE	i
TITLE PAGE	ii
STATEMENT OF AUTHENTICITY	iii
THESIS APPROVAL	iv
ACKNOWLEDGEMENT	v
LIST OF CONTENTS	vii
LIST OF APPENDICES	ix
ABSTRACT	x
CHAPTER I INTRODUCTION.....	1
A. Background	1
B. Scope of the Research	9
C. Research Question.....	9
D. Research Objective.....	9
E. Research Significance	10
1. Theoretical.....	10
2. Practical.....	10
CHAPTER II REVIEW OF RELATED LITERATURE.....	11
A. Review Related Study	11
B. Some Pertinent Ideas.....	17
1. Reading Skills	17
2. Reading Text	20
3. Digital Book.....	23
4. Students' Barriers.....	24
C. Conceptual Framework	31
CHAPTER III RESEARCH METHOD.....	32
A. Research Design.....	32
B. Definition of Term	33
1. Analysis.....	33
2. Students Barriers	33
3. Reading	34
4. Digital Book.....	34
C. Data and Data Source.....	34

1. Primary Data	35
2. Secondary Data	35
D. Research Instruments	36
1. Interview	36
2. Documentation	37
E. Data Collection Technique.....	38
1. Interview	38
2. Documentation	38
F. Data Analysis Technique	38
1. Data Reduction.....	39
2. Data Display.....	39
3. Conclusion or Verification.....	39
G. Content of Validity.....	40
CHAPTER IV FINDINGS AND DISCUSSION	41
A. Finding	41
B. Discussion	47
CHAPTER V CONCLUSION AND SUGGESTION	63
A. Conclusion.....	63
B. Suggestion.....	64
BIBLIOGRAPHY	66
APENDICES	

List of Appendices

Appendix 1 Research Instrument Validation

Appendix 2 Surat Izin Meneliti dari Kesbang

Appendix 3 Surat Keterangan Selesai Meneliti dari Prodi

Appendix 4 Blue Print Test of the Interview

Appendix 5 Transcript Result Findings Based on Interview Recording

Appendix 6 Barcode Interview Recording


Appendix 7 Interview Documentation

ABSTRACT

Nur Andriani, 2025. *“The Analysis of Students Barriers in Reading Digital Book at English Language Education Study Program of IAIN Palopo”*. Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Wisran and Dewi Furwana.

Technological advancement has significantly influenced the field of education, particularly through the integration of digital books as learning media. Despite their advantages, students face various obstacles in accessing and utilizing digital books. This study aims to identify the specific barriers encountered by students in reading digital books. Employing a qualitative approach with a case study method, the research involved 12 participants, with data collected through unstructured interviews and supporting documentation. The data were analysed using qualitative procedures, including data reduction, data display, and conclusion drawing. The findings reveal seven primary barriers: limited phone storage and weak battery life when outside the home (software access); unstable internet connectivity in students' areas (internet connection); eye strain from prolonged screen exposure (eye fatigue); dizziness caused by extended digital reading (reading fatigue); distractions from social media notifications while reading on mobile devices (concentration and retention); unattractive digital book layout and design (formatting issues); and restricted access due to paid content (socioeconomic barriers).

Keywords: Reading, Student Barriers, Digital Books

Verified by UPT Pengembangan Bahasa IAIN Palopo	
Date	Signature
17/04/2025	

ABSTRAK

Nur Andriani, 2025. *"Analisis Hambatan Mahasiswa dalam Membaca Buku Digital pada Program Studi Pendidikan Bahasa Inggris di IAIN Palopo"*. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Wisran dan Dewi Furwana.

Kemajuan teknologi telah memberikan dampak yang signifikan dalam dunia pendidikan. Salah satunya adalah penggunaan buku digital sebagai media pembelajaran. Walaupun buku digital mempunyai kelebihan sebagai media pendidikan, mahasiswa menghadapi berbagai hambatan dalam mengakses dan memanfaatkannya. Penelitian ini bertujuan untuk mengidentifikasi hambatan yang dihadapi oleh mahasiswa dalam membaca buku digital. Peneliti menerapkan pendekatan kualitatif dengan metode studi kasus untuk mengeksplorasi tantangan yang dihadapi oleh mahasiswa. Penelitian ini melibatkan 12 responden. Data dikumpulkan melalui wawancara tidak terstruktur untuk mendapatkan informasi dan dokumentasi sebagai bukti. Lebih lanjut, data dianalisis secara kualitatif melalui reduksi data, penyajian data, dan kesimpulan atau verifikasi. Hasil penelitian mengungkapkan tujuh hambatan utama dalam membaca buku digital di kalangan mahasiswa: pertama, sebagian dari mahasiswa menghadapi kesulitan dalam mengakses buku digital karena penyimpanan ponsel yang terbatas dan baterai yang lemah saat berada di luar rumah (akses perangkat lunak); kedua, banyak mahasiswa mengalami kesulitan dalam mengakses buku digital karena konektivitas internet yang tidak stabil di daerah mereka (koneksi internet); ketiga, banyak mahasiswa yang mengalami kelelahan pada mata apabila terlalu lama membaca buku digital (mata lelah); keempat, beberapa mahasiswa mengalami pusing setelah membaca buku digital karena terlalu lama terpapar layar (kelelahan membaca); kelima, beberapa mahasiswa terganggu oleh notifikasi media sosial saat membaca di ponsel (konsentrasi dan retensi); keenam, beberapa mahasiswa tidak menyukai desain buku digital karena tata letak yang kurang menarik (masalah format); dan ketujuh, beberapa mahasiswa mengalami kesulitan mengakses buku digital karena berbagai hambatan (hambatan sosioekonomi).

Kata kunci: Membaca, Hambatan Mahasiswa, Buku Digital


Verified by UPT Pengembangan Bahasa IAIN Palopo	
Date	Signature
17/04/2025	Jhy

الملخص

نور أندرياني، ٢٠٢٥. "تحليل العوائق التي يواجهها الطلبة في قراءة الكتب الرقمية في شعبة تدريس اللغة الإنجليزية في الجامعة الإسلامية الحكومية (IAIN) فالوفو." رسالة جامعية، في شعبة تدريس اللغة الإنجليزية، بكلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية (IAIN) فالوفو. بإشراف: وسران و ديوي فوروانا.

لقد أدى التقدم التكنولوجي إلى تأثير كبير في مجال التعليم، ومن بين هذه التأثيرات استخدام الكتب الرقمية كوسيلة تعليمية. وعلى الرغم من أن الكتب الرقمية تتميز بمزاياها كوسيلة تعليم، إلا أن الطلاب يواجهون عدة عوائق في الوصول إليها والاستفادة منها. يهدف هذا البحث إلى التعرف على العوائق التي يواجهها الطلاب في قراءة الكتب الرقمية. اعتمدت الباحثة النهج النوعي باستخدام طريقة دراسة الحالة لاستكشاف العوائق والتحديات التي يواجهها الطلاب. شارك في هذا البحث ١٢ مشاركاً/مستجيباً، وتم جمع البيانات من خلال المقابلات غير المنظمة للحصول على المعلومات، بالإضافة إلى التوثيق كأدلة. ثم تم تحليل البيانات تحليلًا نوعيًا من خلال تقليص البيانات، وعرض البيانات، واستخلاص النتائج أو التحقق منها. كشفت نتائج البحث عن سبعة عوائق رئيسية في قراءة الكتب الرقمية لدى الطلاب: أولاً، يواجه بعض الطلاب صعوبة في الوصول إلى الكتب الرقمية بسبب محدودية مساحة تخزين الهاتف وضعف البطارية عند التواجد خارج المنزل (مشكلة الأجهزة). ثانياً، يعاني العديد من الطلاب من صعوبة في الوصول إلى الكتب الرقمية بسبب ضعف الاتصال بالإنترنت في مناطقهم (مشكلة شبكة الإنترنت). ثالثاً، يشعر الكثير من الطلاب بإجهاد في العينين عند قراءة الكتب الرقمية لفترات طويلة (مشكلة الإجهاد في الجهاز البصري). رابعاً، يصاب بعض الطلاب بالدوار بعد قراءة الكتب الرقمية بسبب التعرض الطويل للشاشة (الإرهاق). خامساً، تشتت إهتمام بعض الطلاب بسبب إشعارات وسائل التواصل الاجتماعي أثناء القراءة عبر الهاتف (مشكلة التركيز والإستيعاب). سادساً، لا يفضل بعض الطلاب تصميم الكتب الرقمية بسبب سوء تنسيقها (مشكلة التنسيق). سابعاً، يواجه بعض الطلاب صعوبة في الوصول إلى الكتب الرقمية لأنها تتطلب الدفع أو يحتاج إلى التكلفة (عوائق اجتماعية اقتصادية).

الكلمات المفتاحية: القراءة، عوائق الطلاب، الكتب الرقمية

Verified by UPT Pengembangan Bahasa IAIN Palopo	
Date	Signature
17/04/2025	

CHAPTER I

INTRODUCTION

A. Background

The development of information and communication technology has brought significant changes in various aspects of life, including in the world of education. One of the innovations that have emerged is digital books. At the English Study Program of IAIN Palopo, the use of digital books is a learning method that is expected to improve the quality and accessibility of reading materials for students. The existence of digital books is certainly very helpful in the world of education; students can access all information just by using a smartphone or laptop connected to the internet because the large number of digital books can make it easier for students to access reading material.

Reading is certainly a fun activity for those who enjoy it, but quite a few people bored while reading so they immediately want to end it. In fact, the benefits of reading are many, for example someone who reads diligently can easily convey their ideas verbally and in writing because they have a large vocabulary compared to people who have never read. According to Sullivan from University College London, children who read frequently have broader knowledge and better language skills than children who rarely read. Long-term research shows that reading regularly can provide significant benefits in terms of academic performance.¹

¹ Alice Sullivan and Matt Brown, *Social Inequalities in Cognitive Scores at Age 16: The Role of Reading*, 2013.

According to Berns et al, a neuroscientist at Emory University, reading can increase connectivity in the brain, especially in areas related to language and story comprehension. Research conducted by the organization shows that reading can improve brain function and provide long-term benefits.² It is necessary to realize that reading is an activity that is useful for everyday life. However, for some people who read, it is considered a difficult activity to do. This happens because there is still a lack of interest in reading. In the world of education, making reading a student's hobby is the hope of every teacher and parent. Moreover, parents and teachers felt that in the past it was very difficult to read books, both fiction and non-fiction. Meanwhile, now books can be accessed easily via smartphone.

According to Anne, an associate professor and literacy expert at the University of Rochester's Warner School of Education, wants kids to fall in love with reading. "It helps grow their vocabulary and their understanding about the world," she says. "The closeness of snuggling up with a favorite book leads to an increase in self-confidence and imagination, and helps children gain a wealth of knowledge from the books you share. And it only takes 15 minutes a day of reading together to nurture this growth."³ The lack of motivation to read books is influenced by several factors, such as busyness, difficulty understanding the contents of the book, and the price of the book which is still considered expensive. Even though

² Gregory S. Berns and others, 'Short- and Long-Term Effects of a Novel on Connectivity in the Brain', *Brain Connectivity*, 3.6 (2013), pp. 590–600, doi:10.1089/brain.2013.0166.

³ St. George, Carol Anne. "Why Read? The Importance of Instilling a Love of Reading Early." *Horizons at Warner*, University of Rochester, 31 Oct. 2019, <https://www.rochester.edu/warner/horizons/2019/10/31/why-read-the-importance-of-instilling-a-love-of-reading-early/>.

people can read books online for free on various platforms and apply their understanding of reading books to quickly students' understanding. Motivation is indeed a major problem in learning, many students just sit, be quiet and listen to the teacher's explanation because they are afraid of their parents. However, they are not motivated to study, so motivation from a teacher is essential. According to Wisran motivate the model students by publicly acknowledging their achievements, and their classmates will view the model portfolios and learn from that work.⁴

Even though there are so many positive facts expressed in research journals regarding reading, there are still many people who find it difficult to read. This is caused by barriers that are not addressed. If we compare it with 20th century learning, of course, 21st century learning has many advantages. 21st century learning refers to an educational approach designed to prepare students to face the challenges of the ever-evolving modern world. The main characteristics of 21st century learning include, among others, technology integration; Use of technology as a tool to support the teaching and learning process, facilitate access to information, and increase interactivity. Then student centered learning; an approach that places students at the center of the learning process, with more personal and adaptive methods. Apart from that, it also discusses global context; emphasizes the importance of understanding global issues and developing internationally relevant skills. Project and inquiry-based learning: and most

⁴ Wisran, 'Pedagogical Innovations in Language Teaching Methodologies', *Journal of Language Teaching and Research*, 1.6 (2010), pp. 269–78, doi:10.4304/jltr.1.6.765-770.

importantly encourage students to learn through real projects and research that are relevant to everyday life.

Currently, the term digital book is often heard, namely an electronic book that can be accessed via digital devices (applications, smartphones, laptops, computers, etc.). On the internet, of course, there are many digital books available that can be used as reading material for students, ranging from fiction to non-fiction books. Of course, this digital book can broaden students' insight.

Digital book offer various advantages such as easier accessibility, interactive features, and the ability to combine various media, the use of digital books also presents its own challenges for students. However, based on initial observations, there were several students who had difficulty understanding texts presented in digital book format. This service can be caused by various factors, such as a lack of technical skills in using digital books, differences in the format and structure of the text compared to printed books, as well as interference that may arise from the use of electronic devices.

According to research conducted by Delgado, Vargas, Ackerman, and Salmerón (2018), although students often feel more comfortable with digital devices, their reading comprehension tends to be lower when using e-books compared to print books. This research highlights that although e-books offer ease of access, there are important elements of reading that can be disrupted by digital

formats, such as the physical interaction with the text and the more stable visual organization of print books.⁵

Additionally, a recent study by Clinton (2019) found that students demonstrated better reading comprehension when reading from paper compared to a screen. This is related to cognitive limitations and eye fatigue which occurs more quickly when reading on a digital screen.⁶ Meanwhile, other research by Singer and Alexander also shows that students' preferences for digital media do not always align with their comprehension performance, indicating a need for more adaptive learning strategies.⁷

Based on the differences in reading problems from the research above, the researcher wants to find out what barriers students experience when reading using digital books. Researcher took research that focused on barriers to reading in digital books because now humans are more familiar with digital books than printed books because almost 24 hours modern humans focus on the smartphone in their hands. So, the researcher have to analyze barriers in reading using digital books because researcher consider reading to be a window of knowledge that can open the insight of every reader. Since reading the reader have a large vocabulary so can easily convey arguments when speaking. Apart from that, reading also has

⁵ 'Don't Throw Away Your Printed Books: A Meta-Analysis on the Effects of Reading Media on Reading Comprehension Pablo Delgado 1 , Cristina Vargas 1 , Rakefet Ackerman 2 , And', 2018, pp. 1–39.

⁶ Clinton, V. 'Reading from paper compared screens: A systematic review and meta-analysis'. *Journal of Research in Reading*, 13.January (2019), 43(2), 288-325.

⁷ Lauren M. Singer and Patricia A. Alexander, 'Reading Across Mediums: Effects of Reading Digital and Print Texts on Comprehension and Calibration', *Journal of Experimental Education*, 85.1 (2017), pp. 155–72, doi:10.1080/00220973.2016.1143794.

an informative function. In line with Allah's command in surah Al-Alaq verses 1-5.

Apart from that, Indonesia is also ranked 11th from the bottom of 81 countries in PISA (Program for International Student Assessment) data, namely an international study that assesses the quality of the education system by measuring essential learning outcomes for the 21st century. The PISA results in 2022 regarding reading literacy show that Indonesia's ranking has increased by 5 compared to the position in 2018. However, the score obtained is still less than satisfactory, so researcher think it is important to carry out this research to investigate the difficulties or obstacles experienced so that people are lazy about reading, the researcher started this research by analyzing students' barriers in reading skills and the results can be applied when the researcher has graduated from college and become a teacher.

English has a very important role, because with English, it can be likened to the key to mastering science.⁸ In the use of digital books in the class of 2020, the English Study Program at IAIN Palopo, which will be the respondents of the research certainly no stranger, because they are part of Generation Z. Generation Z, which generally includes those born between 1997 and 2012, grew up in a digital era full of technology and the internet. This influences their preferences in many aspects of life, including the way they consume reading. Generation Z known as "digital natives" because they grew up with highly developed

⁸ Andi Riawarda M and Amalia Yahya, 'Development of Multimedia-Based and Islamic English Textbooks at IAIN Palopo Language Laboratory', 5.2 (2023), pp. 339–49.

technology and the internet. They are used to smartphones, tablets and other electronic devices that make it easy to access digital books.

One of the main reasons why Generation Z likes digital books is ease of access and mobility. They can access hundreds of books from a single device, taking their personal library anywhere without physical burden. Although Generation Z has a high tendency towards technology use, their preferences between digital books and printed books do not completely replace each other. OverDrive Research (2020): A report from OverDrive, a digital book platform, shows that e-book use among Generation Z students increased significantly during the COVID-19 pandemic, as access to physical libraries was limited.⁹ However, the latest research from Tenrisyana Syam and Furwana (2023) states that digital reading and traditional reading do not affect students' reading skills. It was evidenced by the t-test value being higher than the alpha ($0.40 > 0.05$). In contrast to many lecturers' opinions, students do not prefer digital reading because they need more explanations from their lecturer.”¹⁰

The existence of digital books is very helpful in the world of education. There are many digital books that can be used as teaching materials for students. The researcher took an example during the COVID-19 pandemic era in 2020. The researcher had just entered college at English Study Program of State Islamic Institute of Palopo. At that time, the researcher and the researcher's classmate had

⁹ OverDrive. (2021, January 7). 33% Growth for Digital Books from Public Libraries and Schools in 2020 Sets Records. *OverDrive Company*. Retrieved from <https://company.overdrive.com/2021/01/07/33-growth-for-digital-books-from-public-libraries-and-schools-in-2020-sets-records/>

¹⁰ Andi Tenrisanna Syam and Dewi Furwana, 'The Lecturers and Students' Voice about Digital Reading', *Linguistics Initiative*, 3.1 (2023), pp. 66–78, doi:10.53696/27753719.3193.

to study online because the situation and conditions did not allow face to face learning. During the teaching and learning process, lecturers used WhatsApp, Google Meet, and digital books as teaching media. During the teaching and learning process, the researcher observed the researcher's classmates, among whom there were always those who had difficulty receiving lessons using digital books. Less efficient learning strategies in online classes make students less involved in the learning process.¹¹

The researcher's classmates said they had difficulty accepting the material presented in the digital book. The researcher has also made these observations from first semester to third semester because it was in that semester that the researcher and the researcher's classmates consistently learned to use digital books for reading skills. So, this is the background to which this research emerged, because of the many difficulties that the researcher's classmates experienced. Researcher is looking to find out what students' barriers are when learning reading skills using digital books. The researcher has also created a conceptual framework based on the general experiences by the researcher's classmates, which are supported by previous relevant research. The researcher will involve research participant from the class of 2020 majoring in English because the class of 2020 majoring in English consists of classes A, B, and C, which all use digital books. After all, students from the class of 2020 majoring in English both used digital books as a teaching medium when learning reading skills. The researcher will be

¹¹ Alfatihah Alfatihah and others, 'Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of SMP Negeri 4 Palopo', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10.1 (2022), pp. 152–65, doi:10.24256/ideas.v10i1.2555.

used qualitative to collecting data and using interview and documentation as an instrument of the research. So, from the explanation above, the researcher will analyze students' barriers in reading digital at English Study Program of IAIN Palopo.

B. Scope of the Research

English is complete, such as teaching vocabulary, reading, listening, writing, speaking, grammar, and so on. In this research, researcher focuses to analyze students' barriers in reading digital book at English Language Education Study Program of IAIN Palopo especially class of 2020 when they were online learning in Covid-19 Pandemic Era start from first semester to the third semester and did not intend to compare students' responsiveness in learning.

C. Research Question

Based on the explanation above, the researcher stated that the research question is as follow:

What are the students' barriers in reading digital book at the English Language Education Study Program of IAIN Palopo?

D. Research Objective

Based on the research questions, the objective of this research is to identify students' barriers in reading digital book.

E. Research Significances

The significance of this research was expected to be used theoretically and practically:

1. Theoretically

Researcher hopes this research can provide theoretical benefits:

- a. The results of the research can be used as input for understanding students' barriers in reading digital book.
- b. The results of this research can be used as a model and review for interested parties who want to conduct more in-depth research on students' barriers in reading skills digital book.

2. Practical

Researcher hopes this research can provide practical benefits on:

- a. Lecturers

The results of this research can be used as a reference or reflection for lecturers so that lecturer can optimize learning reading digital book.

- b. For students

The results of this research can motivate students to improve reading skills, especially reading by using digital book.

- c. Further researcher

The results of this research can increase knowledge and experience about the teaching style of reading digital book.

CHAPTER II

LITERATURE RIVIEW

A. Review Related Study

There were some previous related studies to the research there are:

Utami Aulia Bafadhal (2021) research entitled “An Analysis of Students' Obstacles in Reading Comprehension Using Classroom for Twelfth Social 2 at SMA Negeri 1 kota Jambi”. The objective of this research is to identify the obstacles in reading comprehension faced by the twelfth grade students at SMA Negeri 1 Kota Jambi, to identify the obstacles using Google Classroom faced by the twelfth grade students at SMA Negeri 1 Kota Jambi. This research is qualitative research with phenomenological approach. The subject of research was the twelfth grade students at SMA Negeri 1 Kota Jambi in Academic Year 2020/2021. The techniques of collecting the data is Reading test. The researcher uses the technique of analyzing the data are data reduction, data display, and conclusion drawing/verification. The researcher presents the data from the obstacles in comprehending English text. The result of the researcher shows that there are 21,9% students who have obstacles in understanding to look for the main idea of the text with the total of incorrect is 47. Then, there are 20% students who have obstacles in understanding vocabulary of the text with the total of incorrect is 43. Then, there are 20,4% students who have obstacles in understanding making inference of the text with the total of incorrect is 44. Next, there are 37,7%

students who have obstacles in understanding to look detail information of the text with the total incorrect is 81.¹²

Table 2.1 the similarities and differences between previous study.

Similarities	Differences
<ul style="list-style-type: none"> • This research used qualitative research. • An analysis of students' obstacle in reading. 	<ul style="list-style-type: none"> • The object of the research was Senior High School. • The previous research used Google classroom as a media in her research.

Maysarah Mustikasari (2021) research entitled “Psychological Barriers in Reading Comprehension Encountered by the Students at Fourth Semester of English Education Study Program of University of Muhamadiyah Kotabumi”. Reading is one of skills which can be said very important, because the learners not only asked to read the content of the text, but also learners have to master and comprehend the content of the text. However, the four skills in English certainly have the barriers that will be felt by the learners, one of barrier is coming from reading skill. The barriers are coming from 2 aspects such as from language component barrier and psychological barrier. This research will explain about psychological barriers in reading comprehension encountered by the students at fourth semester of English education study program of University of Muhammadiyah Kotabumi academic year 2019/2020. The purpose of this research is to describe the barriers and to find the psychological barriers which

¹² Utami Aulia Bafadhal, “An Analysis of Students’ Obstacles in Reading Comprehension Using Classroom for Twelfth Social 2 at SMA Negeri 1 Kota Jambi”, *Thesis*, English Education Study Program Faculty of Teacher Training and Science University of Batangkari Jambi, 2021.

most affecting negatively for the students at fourth semester of English education study program of University of Muhammadiyah Kotabumi academic year 2019/2020. The kind of research used is descriptive qualitative that focuses on case study. The subjects of this research were the learners at fourth semester class A of English Education study program. The researcher has picked eight learners as the subjects of this research using snowball sampling technique. The researcher also has used interview for collecting the data. The result of this research has showed that there are some psychological barriers encountered by the students at fourth semester of English education study program of University of Muhammadiyah Kotabumi academic year 2019/2020, those are (1) Lack Of Attention, (2) Poor Retention, (3) Loss Of Confidence, (4) Emotions, (5) Shyness, (6) Motivation, (7) Age, (8) The Attitudes, (9) Self Efficacy, and (10) Self Concept. From this research the researcher find that psychological barrier which most affecting negatively for learners is coming from motivation aspect.¹³

Table 2.2 the similarities and differences between previous research.

Similarities	Differences
<ul style="list-style-type: none"> • This research used descriptive qualitative method. • The subject of the research was student in English Department Study Program. • The researcher used interview for 	<ul style="list-style-type: none"> • This research explains about two aspect barriers' such as from language component barrier and psychological barrier. • The objective of this research to find the psychological barriers

¹³ Maysarah Mustikasari, 'Psychological Barriers in Reading Comprehension Encountered by the Students at Fourth Semester of English Education Study Program of University of Muhamadiyah Kotabumi', *Journal Griya Cendikia*, Volume 6, (2020).

collecting the data.	which most affecting negatively for the students.
----------------------	---

Muna Raihana (2022) research entitled “Students’ Barriers in Answering Reading Section of TOEFL”. This study aimed to determine the barriers students face in answering the reading section of TOEFL, to figure out the factors that influence the students to face difficulties in answering the reading section of TOEFL, and to investigate the strategies that students used in answering TOEFL in the reading section. To collect the data, the researcher used the interview instrument that was analyzed through a descriptive qualitative approach. Eight students from the English Education Department at UIN Ar-Raniry in the academic year 2018 were chosen as participants for this research. They were selected through a purposive sampling technique where the students took the TOEFL and achieved a score of 500 and above. The research finding showed that students often faced many barriers in finding unstated detail, identifying the main idea, finding the implied details, answering transition questions, finding pronoun referents, and identifying the meaning of difficult words used in the context. There are several main factors for this: Students' lack reading motivation, students' lack background knowledge, time management, inadequate vocabulary knowledge, and the complexity sentence. The researcher also found several strategies students often use to overcome some of their difficulties and classified them into two strategies. The reading strategy are skimming and scanning text, utilizing background knowledge while reading the text, and understanding unfamiliar word using context clues. Also, the test-taking strategy is to look at the

questions before reading the text, to answer the easier questions first, and to eliminate erroneous options.¹⁴

Table 2.3 The similarities and differences between previous researches.

Similarities	Differences
<ul style="list-style-type: none"> • In collecting data used descriptive qualitative. • The subject of the research was student in English Education Department. • The instrument of the research researcher used the interview. 	<ul style="list-style-type: none"> • This research aimed to determine the barriers in answering the reading section of TOEFL. • The objective of the research to find strategy of student difficulties and classified them.

Rinaldy Alidin and Sri Hartiningsih, (2024) research entitled “Exploring Barriers and Solution of Students' Reading Comprehension Through Question Answer Relationship Strategy in Recount Text for Fashion Major at SMK Negeri 5 Malang”. This research aims to reveal the barriers and solutions that occur to students when using the Question Answer Relationship (QAR) strategy in improving students' reading comprehension skills through recount text. The students involved in this research were students at SMK Negeri 5 Malang class X majoring in fashion design. The method used in this research is a qualitative research method with a case study design. In this research, data was collected through observations that occurred in class and interviews with English subject teachers. The QAR strategy is one of the lessons in Active Learning and

¹⁴ Muna Raihana, “Students’ Barriers in Answering Reading Section of TOEFL”, *Thesis*, Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University Banda Aceh, (2022).

this learning strategy is also known as Student-Centered. The application of the QAR strategy can build and create students' critical thinking and high order thinking. Apart from that, students can also recognize or group questions according to the answers and improve reading comprehension. The findings in this research revealed that some students experienced barriers when the teacher implemented the QAR strategy through recount text. Some students experience barriers because they lack skills in think and search question, grouping questions and finding the main idea in a text. In this research, teachers applied QAR strategy based on the Raphael Model. This research is expected to provide benefits to English teachers as one of the strategies implemented to improve students' reading comprehension.¹⁵

Table 2.4 the similarities and differences between previous researches.

Similarities	Differences
<ul style="list-style-type: none"> • This research aims reveal the barriers. • The instrument of the research used interview. • The method of the research used qualitative to collecting data with case study design. 	<ul style="list-style-type: none"> • Exploring barriers in reading comprehension. • The subject of this research was conducted in MTS Darel Hikmah Pekanbaru.

¹⁵ Rinaldy Alidin and Sri Hartiningsih, 'Exploring Barriers and Solutions of Students ' Reading Comprehension Through Question Answer Relationship Strategy in Recount Text for Fashion Major At Smk Negeri 5 Malang', 5.1 (2024), pp. 14–20.

B. Some Pertinent Ideas

1. Reading skills

Reading is one of basic skills that is very important in the world of education, especially in understanding various information conveyed through text. There are 4 types of reading techniques that will assist you with your studies and help improve your information retention, leading to higher grades.¹⁶

a. Skimming

Skimming reading, often referred to as skimming, is a rapid reading technique used to gain an overall impression of the text without delving into every detail. When skimming, readers glance through the content, paying attention to headings, subheadings, bolded/italicised text, and any visuals. This technique is particularly useful when:

- 1) Previewing material: it's useful to skim through a text before undertaking an in-depth reading session. This will allow you to understand the main ideas and structure of the text.
- 2) Determining relevance: as you skim through a section of text, you'll be able to determine which information is relevant and potentially important. Therefore, you'll understand which areas to focus on and work through thoroughly.

¹⁶ CambriLearn. (n.d.). Types of Reading Skills. *CambriLearn*. Retrieved from <https://cambrilearn.com/blog/types-of-reading-skills>

- 3) Refreshing: it can be useful to skim through text and sections before an exam. This'll refresh you on the information you have already studied and help you remember the main points.

Though skimming aids in quickly grasping the gist of a text, it may lead to missing finer points and nuances. As such, it's not recommended for comprehensive understanding or when dealing with complex subjects. Rather, it's seen as the first step when approaching a topic and studying.

b. Scanning

Scan reading or scanning, is another rapid reading technique that focuses on locating specific information within a text. Unlike skimming, where readers glance over the entire content, scanning involves a more targeted approach. Readers actively look for keywords, dates, names, or specific data, effectively 'scanning' the text for the required information. Scanning is useful in various scenarios:

- 1) Finding information: scanning can be used to find a particular piece of information in an index, table of contents, or glossary.
- 2) Specific data: information sources such as articles or reports can be long and it'll, therefore, take a lot of time to locate information if you read through each article properly. Scanning allows you to quickly find specific data in long pieces of text.
- 3) Locating answers: during an exam or while completing an assignment, scanning can help you quickly and easily locate answers hidden within the provided text.

Scanning helps readers to save time and quickly pinpoint relevant information. However, it may not offer a profound understanding of the context or broader concepts present in the text.

c. Active and Intensive Reading

Active, or intensive reading, is a comprehensive and engaging reading technique that encourages readers to actively interact with the text. Instead of passively absorbing information, active reading involves asking questions, making connections, and taking notes. This technique is ideal for:

- 1) Studying academic material and complex subjects in depth
- 2) Enhancing your comprehension and retention of information
- 3) Encouraging critical thinking and analysis of the content.

Active reading can be achieved through various strategies, such as annotating the text, highlighting key points, jotting down questions, or summarizing the material in your own words. By actively participating in the reading process, readers can develop a deeper understanding and long-lasting knowledge.

d. Analytical Reading

Analytical reading is a reading technique that requires you to analyse the text you are interacting with. Therefore, this technique goes beyond comprehension and moves towards evaluating and critiquing the text. This approach is often employed by researchers, academics, and those seeking a thorough understanding of complex concepts.

2. Reading text

a. Narrative Text

Narrative text is a type of text that tells an incident or event experienced by a character in a certain time sequence. According to Gerot and Wignell (1994), narrative is a type of text that aims to entertain readers or listeners through imaginative or real stories.¹⁷ Examples are folk tales, novels, biographies, and fairy tales.

b. Descriptive Text

Descriptive text is a type of text that describes objects, places, or events in detail so that readers can feel or see what is described. According to Anderson (1997), descriptive text aims to provide a clear and detailed picture of something so that readers can feel or see it in their imagination.¹⁸ Examples are descriptions of tourist attractions, people and objects, descriptions of characters in novels, and descriptions of objects in scientific works.

c. Exposition Text

Expository text is a type of text that aims to explain or provide information about a topic to the reader. According to Gerot and Wignell (1994), expository text presents arguments or opinions that

¹⁷ Gerot & Wignell, 'Making Senses of Functional Grammar.Pdf', 2013, p. 198.

¹⁸ Anderson, M., & Anderson, K. (1997). Text Types in English. Australia: Macmillan Education.

support a view with the aim of convincing the reader.¹⁹ Examples are scientific articles, essays and research reports.

d. Argumentative Text

Argumentative text is a type of text that aims to convince readers of a view or opinion by providing strong reasons and evidence. According to Keraf (1983), argumentative texts aim to influence readers to accept or reject an opinion or idea by providing logical reasons and relevant evidence.²⁰ Examples are editorials, debates, and film or book criticism.

e. Persuasive Text

Persuasive text is a type of text that aims to influence readers to do something or change their attitude towards something. According to Gorys Keraf (2000), persuasive texts aim to invite or persuade readers to do something through the use of logical reasons and feelings. Examples include advertisements, campaign speeches and promotional brochures.

f. Procedure Text

Procedure text is a type of text that provides guidance or steps to do something. According to Anderson and Anderson (1998), text procedures aim to tell readers how to do something with clear and

¹⁹ Gerot & Wignell.

²⁰ Keraf, G. (1983). *Argumentasi dan Narasi*. Jakarta: Gramedia.

systematic steps.²¹ Examples include cooking recipes, tool usage manuals, and software installation instructions.

g. Report Text

According to Anderson & Anderson (1997), A report text is a text that describes something in general terms, providing information about natural, cultural, and man-made phenomena in a systematic and factual manner.²² Meanwhile Knapp & Watkins (2005), Report texts provide information about something, often based on systematic observations, to explain phenomena that occur in nature or in everyday life.²³

h. Recount Text

According to Derewianka (1990), Recount text is a text that retells past events or experiences with the aim of entertaining or providing information.²⁴

i. News Item Text

According to Bender (2000), News item text is reporting about an event or actual event that attracts public attention, written in a journalistic style.²⁵

²¹ Anderson, M., & Anderson, K. (1997). *Text Types in English*. Australia: Macmillan Education.

²² Anderson, M., & Anderson, K. (1997). *Text Types in English 1*. MacMillan Education Australia.

²³ Peter Knapp and Megan Watkins, 'Genre, Text, Grammar: Technologies for Teaching and Assessing Writing', *Education*, 17.2 (2005), p. 258 .

²⁴ By Kaye Lowe and Kaye Lowe, 'Writing The', February, 2020, p. 3106.

²⁵ Carole Rich, *WRITING & REPORTING NEWS: News Scene 3.0 A Coaching Methode*, 2010.

j. Explanatory Text

According to Knapp & Watkins (2005), Explanatory text explains how or why something happens. This text aims to explain the process or reasons behind the phenomenon. Meanwhile, according to Anderson & Anderson (1997), Explanatory texts explain the processes that cause the occurrence or formation of natural, social or cultural phenomena.

3. Digital Book

Being in the digital era has a positive impact on the world of education. One of the most popular technology products used by people in the universe is the internet. The learning process can run face-to-face in the classroom and can run online via the internet. Blended, learning is a formal or informal education program that combines online digital media with traditional classroom methods.²⁶ Books that was previously carried everywhere in your hand, but now easily held in your hand. This convenience can certainly make it easier for students to learn reading skills. Today students can read books anywhere and anytime just by searching on the internet. Digital books can be opened via software such as smartphones, laptops, computers and others. Borgmann (1999) said that "Digital books are a new form of book that leverages digital technology to

²⁶ Muhammad Iksan and others, 'Online English Learning at Junior High School', *International Journal of Asian Education*, 3.1 (2022), pp. 40–55, doi:10.46966/ijae.v3i1.268.

enhance the reading experience. This includes features such as digital bookmarking, text search, and integration with multimedia content."²⁷

Then according to Burbules (2000) stated "Digital books include not only readable text but also other multimedia formats such as images, video and sound. This provides a more interactive reading experience compared to printed books."²⁸ Digital books offer a variety of benefits and have changed the way we read and distribute books. However, there are still challenges that need to be overcome for an optimal reading experience. With technological developments, digital books will become more inclusive and provide greater benefits to the wider community. A study by Nicholas C. Romano Jr. and Jerry Fjermestad in 2001 showed that ease of access, portability, and reduced printing costs were the main factors driving digital book adoption. They also noted that technical barriers such as device dependency and incompatible formats posed initial challenges.

4. Students' Barriers

Here are some definitions of barriers according to experts:

- a. Ige states that "barriers to education refer to barriers that prevent students from accessing or taking advantage of educational opportunities. These can include physical, economic, social, and

²⁷ Borgmann, Albert. *Holding On to Reality: The Nature of Information at the Turn of the Millennium*. University of Chicago Press, 1999.

²⁸ Burbules, Nicholas C. *Watch IT: The Risks and Promises of Information Technologies for Education*. Westview Press, 2000.

psychological factors that create disparities in learning." educational outcomes."²⁹

- b. Trowler defines "barriers to education" as "structural and institutional barriers that limit educational access and equity. These barriers can be systemic, such as policy frameworks, or they can be contextual, including socioeconomic conditions, cultural norms, and individual characteristics."³⁰
- c. Biesta emphasized that "barriers to education can arise from standardized education systems that fail to take into account the diverse needs of students. This can lead to exclusionary practices that hinder the participation and success of marginalized groups."³¹

The concept of "barriers" to education has long been of interest in educational studies, especially in relation to how these barriers affect access and quality of education for various groups in society. The following are several aspects regarding "barriers" in education:

1) Physical and Geographical Barriers

Early in the development of the formal education system, many students faced significant physical and geographic difficulties. In rural or remote areas, access to schools is often difficult due to long distances or lack of infrastructure such as roads or

²⁹ Ige, J. O. (2014). *Overcoming Barriers to Learning*. SAGE Publications.

³⁰ Trowler, P. (2003). *Education Studies: Critical Issues and Key Concepts*. Open University Press.

³¹ Biesta, G. (2010). *Good Education in an Age of Measurement: Ethics, Politics, Democracy*. Routledge.

transportation. In some countries, these barriers still exist, preventing children from getting a decent education.³²

2) Political Barriers

Politics also plays a role in creating or overcoming barriers to education. In some authoritarian regimes, education is used as a tool to promote certain ideologies, which sometimes ignore or even oppress certain groups. On the other hand, inclusive policies initiated by democratic governments have helped reduce some barriers to education.³³

3) Economic Barriers

Economic barriers are also an important factor in education, especially for disadvantaged families. The cost of school, uniforms, books and other necessities can be a significant barrier, especially in developing countries. In the 19th and 20th centuries, several countries began to introduce free or subsidized education to reduce these barriers.³⁴

4) Social and Cultural Barriers

In the history of education, social and cultural barriers have often prevented certain groups, such as women, ethnic minorities and lower income groups, from accessing education. For example, in

³² Hannum, E. (2003). "Poverty and Basic Education in Rural China: Villages, Households, and Girls' and Boys' Enrollment." *Comparative Education Review*, 47(2), 141-159.

³³ Carnoy, M., & Levin, H. M. (1985). "Schooling and Work in the Democratic State." *Stanford University Press*.

³⁴ Psacharopoulos, G., & Woodhall, M. (1985). *Education for Development: An Analysis of Investment Choices*. Oxford University Press.

many cultures, girls are considered better off working at home than at school, or minority communities are not given equal access to education.³⁵

5) Technological Barriers

In the modern era, the emergence of technology has created new opportunities in the world of education, but has also brought new obstacles, especially related to access to digital technology. This barrier is often referred to as the digital divide, where certain groups do not have access to the technology necessary to participate in digital education.³⁶

"Barriers" in education show that the various obstacles faced in obtaining education are very complex and often interrelated. Efforts to overcome these barriers have become an important part of the global agenda to achieve inclusive and equitable education for all.

1) Students' Barriers in Reading

The following are several types of barriers students face in reading, according to experts, along with books or journals that discuss these topics:

- Cognitive Barriers: Difficulty processing information and understanding text deeply, often due to high cognitive load.³⁷

³⁵ UNESCO (2010). "Reaching the Marginalized: Education for All Global Monitoring Report." *United Nations Educational, Scientific and Cultural Organization (UNESCO)*.

³⁶ Warchauer, M, "Technology and Social Inclusion: Rethinking the Digital Divide. MIT Press, 2004.

³⁷ J. S. Beck, M. G. McKeown, & S. E. Kucan, "Understanding and Improving Reading Comprehension: A Developmental Approach", Guilford Press, 2008.

- **Motivational Barriers:** Lack of motivation to read, which can be influenced by interest in the material or purpose of reading.³⁸
- **Environmental Barriers:** Environmental conditions that are not supportive, such as a place that is noisy or uncomfortable for reading.³⁹
- **Technological Barriers:** Difficulty using the technology or devices required for digital reading, including problems with hardware or software.⁴⁰
- **Social and Cultural Barriers:** Social and cultural factors, such as unfamiliar language or cultural norms that influence access to and participation in reading activities.⁴¹
- **Emotional Blocks:** Feelings of stress, anxiety, or emotional problems that can affect concentration and reading ability.⁴²

This reference provides an in-depth overview of the various types of barriers students face in reading, both in cognitive, motivational, environmental, technological, social, cultural, and emotional contexts.

³⁸ A.E. Guthrie, J. E. Wigfield, "Motivating Reading Comprehension: Concept-Oriented Reading Instruction", Guilford Press, 2000.

³⁹ A.S. Brown, "Creating Effective Learning Environments: A Guide for Educators", Routledge, 2015.

⁴⁰ K.M. Fisher, T. H. Hargis, "Technology Use and Reading Comprehension: A Review of the Literature" K. M. Fisher, T. H. Hargis, Journal of Educational Technology Development and Exchange, 2019.

⁴¹ R. V. Kumpulainen, M. L. L. Rasku-Puttonen "Sociocultural Perspectives on Learning and Development: A Reader", Routledge, 2018.

⁴² D.J. Turner, C. L. Nash, "Emotions and Education: Understanding and Managing Emotions in the Classroom", Springer, 2019.

2) Students' barriers in Reading Digital

Students often face a variety of barriers when it comes to reading digital books. These can be broadly categorized into several types:

a) Technological Barriers

- Access to Devices: Some students may not have access to necessary devices like e-readers, tablets, or computers.
- Internet Connectivity: Reliable internet access is essential for downloading and reading digital books, which can be a barrier for students in remote or underprivileged areas.
- Digital Literacy: Students may lack the skills required to effectively navigate and use digital reading platforms.⁴³

b) Physical and Ergonomic Barriers

- Eye Strain: Prolonged reading on screens can cause eye strain and discomfort, which may discourage students from reading digitally.
- Reading Fatigue: The physical posture required for reading on digital devices can lead to fatigue and discomfort.⁴⁴

⁴³ Egard, H., & Hansson, K. (2023). The digital society comes sneaking in. An emerging field and its disabling barriers. *Disability & Society*, 38(5), 761-775.

⁴⁴ Fallah, H., Nazari, J., Choobineh, A., Morowatisharifabad, M. A., & Jafarabadi, M. A. Identifying barriers and problems of physical environment in older adults' homes: An ergonomic approach. *Work*, 70(4), 1289-1303, 2021.

c) Cognitive and Psychological Barriers

- Concentration and Retention: Some students find it harder to concentrate and retain information when reading digitally compared to traditional print books.
- Preference for Print: Many students still prefer the tactile experience of reading physical books and may resist transitioning to digital formats.⁴⁵

d) Content Accessibility Barriers

- Availability of Content: Not all required reading materials may be available in digital format.
- Format Issues: The digital format may not always be compatible with various reading devices or software, leading to accessibility issues.
- Socioeconomic Barriers Cost: The cost of devices and digital books can be prohibitive for some students.
- Resource Distribution: Unequal distribution of resources in educational institutions can lead to disparities in access to digital reading materials.⁴⁶

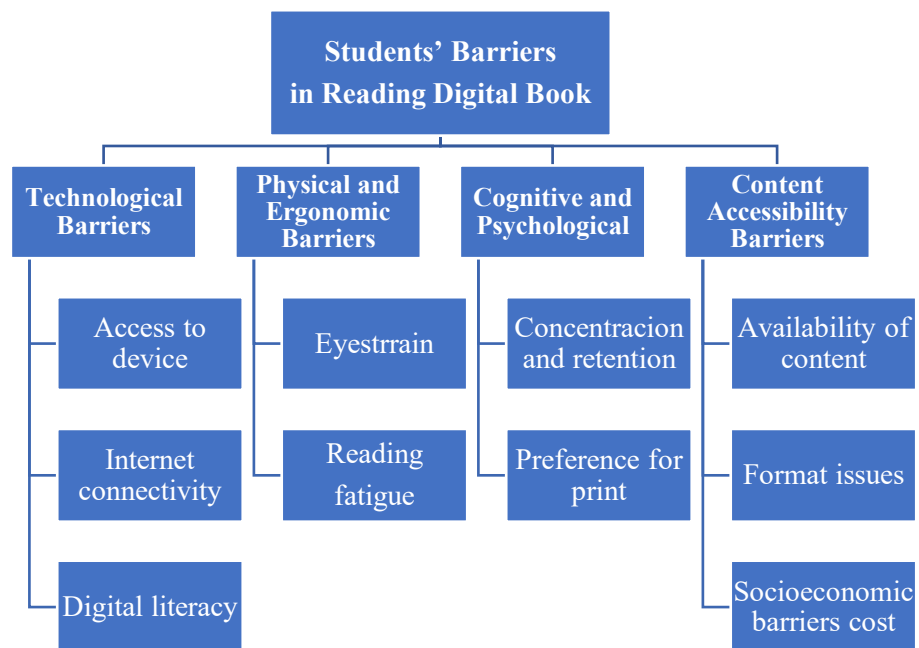
⁴⁵ Skulmowski, A., & Xu, K. M. Understanding cognitive load in digital and online learning: A new perspective on extraneous cognitive load. *Educational psychology review*, 34(1), 171-196, 2022.

⁴⁶ Beyene, W. M., Mekonnen, A. T., & Giannoumis, G. A. Inclusion, access, and accessibility of educational resources in higher education institutions: exploring the Ethiopian context. *International Journal of Inclusive Education*, 27(1), 18-34, 2023.

C. Conceptual Framework

The conceptual framework explains how researcher will carry out research. This research aimed to analyze the students' barriers in reading digital books. The conceptual framework is detailed below:

Conceptual Framework



Based on the conceptual framework, currently, a book is not a text. There are tons of books accessible on the software that can be a resource for students. Therefore, researcher expected to know students' barriers in reading digital books.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, researcher used qualitative method to process the data. Qualitative is a method used to observe individual behavior in depth through observation and interviews supported by documentation as research evidence. According to Creswell explained that qualitative research is an approach to understanding social and cultural phenomena that focuses more on the meaning given by individuals or groups to a problem. This research uses an inductive approach, where researchers draw conclusions based on data collected in the field.⁴⁷ The researcher chooses qualitative because Qualitative methods allow researchers to get an in-depth picture of the barriers students experience in reading digital books. Considering that this research aims to identify personal challenges, such as technological, physical and psychological difficulties, a qualitative approach is very appropriate because the focus is on the experiences, perceptions and in-depth understanding of the subject. Qualitative data provides a vague picture in exploring information from a student's perspective that may not be measurable quantitatively.

The research process includes questions and procedures that arise, collecting data in the minds of participants, organizing, analyzing data inductively, and making interpretations of the meaning of the data. This research design will be

⁴⁷ Creswell, J. W. *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications, 2014.

used to solve students' barriers in learning reading skills using digital book at English Study Program of IAIN Palopo, especially in the class of 2020. The research will be conducted at English Study Program of IAIN Palopo, Balandai sub-district, Bara District, Palopo City, South Sulawesi.

B. Definition of Term

In this section, researcher will explain the definitions of key terms used in this study to avoid misunderstandings.

a. Analysis

Analysis is an activity that examines or investigates an event through data to find out the actual situation. Analysis is usually carried out in the context of research or data processing, and then grouping it. It is hoped that the results of the analysis can help improve understanding of the thing being studied. According to Kerlinger (1986) Analysis is the process of breaking something down into its parts or components to discover the properties and relationships between these parts.⁴⁸

b. Student Barriers

The students' barriers are closely related to social interaction in the learning and teaching process. Factors causing students' barriers in learning usually occur because the learning atmosphere is less interesting, the learning environment is less conducive so that student' loss interest in learning.

⁴⁸ Kerlinger, F. N. (1986). *Foundations of Behavioral Research* (3rd ed.). Holt, Rinehart and Winston.

c. Reading

Reading is the process of understanding a text orally or silently. By understanding reading, readers can increase their knowledge which can be used to convey ideas and ideas through oral and written means.

d. Digital Book

Digital book is a new way to enjoy books in digital form. The existence of digital books really helps students in learning because they can access textbooks easily anywhere, for almost 24 hours the generation Z, who are research respondents, is focused on their smartphones. According to Harris defines digital books as “books available in digital format that include various forms of content other than text, such as audio, video, and interactive elements. Digital books can include e-books, but also expand to more complex formats that enable multimedia experiences.”⁴⁹

C. Data and Data Source

The researcher gets data from several instruments. Data toke from interviews and documentations. The purpose of this research was to determine the students' barriers in English Study Program of IAIN Palopo, especially in the class of 2020 to reading digital book when they were consistently online learning using digital book start from first semester to the third semester (2020-2021). Researcher get data sources from students perspective with the unstructure interview. The results of the interviews are processed into data that can explain what are the student's barriers in learning reading digital books?

⁴⁹ Harris, P. (2023). *Digital Books and Multimedia Content: Expanding the Horizons of Digital Reading*. Boston: TechPress, 2023.

Sugiyono elucidated that data is a written representation that can depict information in accordance with existing facts, as well as various materials used to support research. A data source refers to a place or source of information that can be obtained. This study employs two types of data, namely primary data, and secondary data:⁵⁰

1. Primary Data

Primary data was the main data obtained by researcher when conducting research directly in the field. In this research, the data obtained was information from the respondents, namely the students of English Language Education Study Program of IAIN Palopo, especially class of 2020. There were 15 students from class of 2020 to be respondents. So, the primary data in this research were from the interview and documentation. According to Sugiyono, primary data is information that can be obtained directly from relevant parties and is related to the research theme. This information is obtained through personal interactions related to the research theme being studied.

2. Secondary Data

According to Sugiyono elucidated that secondary data is information that has previously been collected and reported by others, even though it is original data. In this research, secondary data refers to information related to the research such as analysis, reading skills, digital books, and students'

⁵⁰ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2010).

barriers the term obtained from the internet, books, magazines, websites, and other sources.

D. Research Instruments

In qualitative research, interviews and documentation were the two main methods used to collecting data. Both methods allow researcher to explore in-depth information about the phenomenon being studied, with a focus on understanding the context and meaning from the participant's perspective. There were 15 students to be respondents from English Language Education Study Program of IAIN Palopo especially class of 2020 when they were online learning and consistently used digital book as a teaching in the first semester to the third semester (2020-2021).

1. Interview

Researcher use interviews to collect data from respondents because that interviews were direct conversations between researcher and respondents, so researcher can dig deeper into information when conducting interviews. According to Kyale and Steinar Interview is a data collection method in which researcher asks participants direct questions to obtain detailed information. There are several common types of interviews used in qualitative research:

- a. Structured Interview: Questions were prepared in advance and asked to all participants in the same way.
- b. Semi-structured Interview: Combines previously prepared questions with additional questions that arise during the interview.

- c. Unstructured Interview: The researcher has complete freedom to ask questions based on the participant's responses.⁵¹

In this research, the researcher used unstructured interview and then the interview can be in the form of informal conversations between researcher and respondents in the class of 2020 at English Language Education Study Program of IAIN Palopo. In the interview, there were fourteen questions and then the researcher asked about students' barriers in reading digital book at English Study Program of IAIN Palopo and not intending to compare students' learning abilities. The researcher would involve research participants from the class of 2020 majoring in English Study Program of IAIN Palopo consist of class A, class B, and class C. According to Seidman (2006) Interviews are interactions in which researcher and participants to talk each other to obtain relevant data. Qualitative interviews focus on participants' lived experiences and how they make sense of those experiences.⁵²

2. Documentation

Documentation in this research functions as evidence and reinforcement of interview results. Documentation includes all forms of written, visual, or recorded data that can be used as a source of information in research. Frequently used types of documentation include:

- a. Written Documents: Letters, diaries, reports, and memos.
- b. Visual Documents: Photos, videos, and maps.

⁵¹ Kvale, Steinar. "InterViews: An Introduction to Qualitative Research Interviewing." Sage Publications, 1996.

⁵² Seidman, I. *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences* (3rd ed.). New York: Teachers College Press, 2006.

- c. Audio Document: A sound recording of a meeting or interview.

Researcher used visual documents and audio document as instruments for this research. Researcher will record interviews conducted with respondents as proof of having conducted the interview.

E. Data Collection Technique

The procedures of collecting data in this research are:

1. Interview

There are several steps in conducting an interview, including:

- a. The researcher makes an appointment with the respondent then approaches the respondent to conduct the interview.
- b. The researcher asks eleven questions to respondents according to the interview list that has been validated by experts.
- c. The researcher conducted the interview session in relaxed language so that respondents could answer the entire interview comfortably

2. Documentation

Researcher will record interview sessions as reinforcement or evidence of interview results.

F. Data Analysis Technique

The first step in processing interview data and documentation is transcription. Interview data was usually transcribed verbatim to ensure accuracy. After the transcription is complete, the data was coded, which is the process of identifying themes, categories, or patterns in the data. According to Miles, Huberman, and Saldaña (2014) suggested using systematic coding techniques to organize and

interpret qualitative data. They identified three main steps in qualitative data analysis: data reduction, data display, and conclusion drawing/verification.⁵³

1. Data Reduction

Data reduction is the process of simplifying, focusing, and transforming coarse data from interview transcripts, field notes, or other sources into a more manageable form. This includes systematically selecting, organizing, and shrinking data to facilitate further analysis. This process aims to extract main themes or patterns from large and complex data.

2. Data Display

Data display is the steps to present data visually in the form of tables, graphs, matrices, or charts. The purpose of data displays is to make it easier to understand and analyze data by showing emerging relationships, patterns, and trends. Good data display helps researcher see the overall picture of the data and facilitates the process of drawing conclusions.

3. Conclusion/Verification

Drawing conclusions is the process of drawing conclusions from data that has been explained, while verification is a step to re-check the conclusions drawn so that they are valid and trustworthy. Researcher must continually test and confirm their findings through triangulation, cross-checking, and discussion with colleagues to ensure that the conclusions drawn are supported by strong and consistent data.

⁵³ Miles, M. B., Huberman, M. A., & Saldana, J. "Qualitative Data Analysis: A Methods Sourcebook (3rd ed)". California: SAGE Publication, Inc. (2024).

G. Content of Validity

In this research, researcher used triangulation as a technique and source to check the validity of the data. Patton stated that triangulation is a strategy to improve the quality and credibility of qualitative analysis by combining various methods and perspectives to verify and enrich data.⁵⁴

The instrument validation procedure is as follows:

1. Researcher provides research instruments in the form of interviews with expert.
2. Expert provides revisions and suggestions regarding the instruments created by researcher.
3. The expert states that the interview is ready to be used for research after the researcher revises the interview.

⁵⁴Patton, M. Q. "Enhancing the quality and credibility of qualitative analysis." *Health Services Research*, 34(5 Pt 2), 1189–1208, (1999)

CHAPTER IV

FINDING AND DISCUSSION

After collecting and analyzing the data, the researcher identified findings related to the experiences of students from the class of 2020 in the English Language Education Study Program regarding learning to read using digital books. These findings were derived from interviews conducted between the researcher and the respondents, representing the internal use of technology in English language teaching.

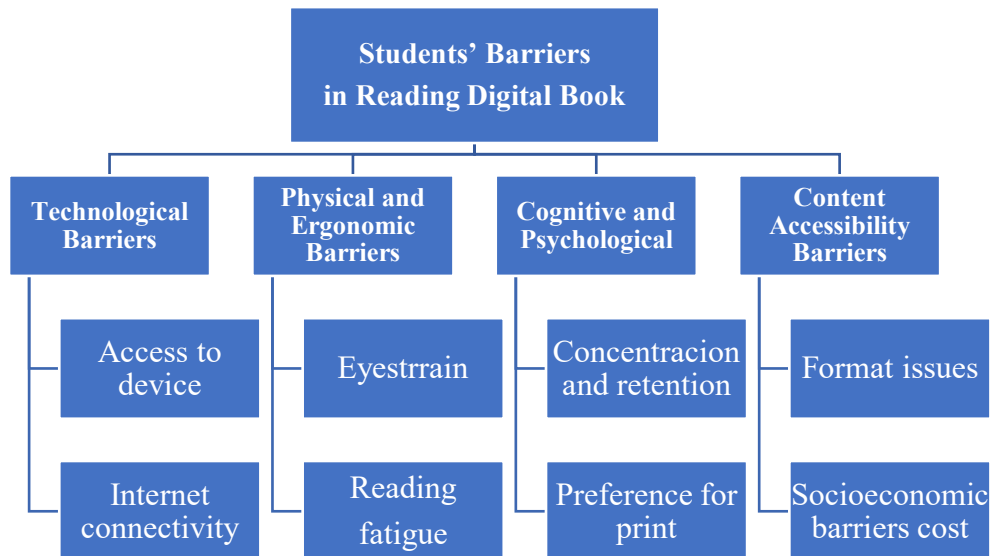
A. Research Findings

The researcher conducted a research at the English Language Education Study Program of IAIN Palopo to identify students' barriers in reading digital books. To collect data, the researcher employed interviews as the primary method and supplemented them with documentation in the form of recordings to validate the interview findings. The participants consisted of 12 students from the class of 2020 in the English Language Education Study Program at IAIN Palopo. The researcher identified the students' barriers and quantified the occurrence of each barrier.

Following data collection and analysis, seven barriers to reading digital books were identified out of 11 barriers initially classified by the researcher. The research was conducted from September 4 to September 20, 2024, through a series of interviews. The findings revealed seven specific barriers faced by students in reading digital books, which include access to devices, internet

connectivity, eyestrain, reading fatigue, concentration and retention, format issues, and socioeconomic barriers cost.

Conceptual Framework after the Research Conducted



1. Access to Device

The learning system utilizing digital books is generally accessed by students via laptops, iPads, or smartphones. Most students rely on smartphones as they are frequently used throughout the day. The following are barriers related to access to devices, as identified through student interviews:

ND : "...My phone battery is low when I'm outside"

S : "...There are books that cannot be downloaded and must be read online."

DM : "...If the phone's memory is full, we can't access digital books...so it's limited..."

Out of the 12 respondents interviewed, 3 students reported challenges related to device access. These issues varied, including low battery levels and insufficient memory on smartphones. These findings highlight the importance of providing adequate devices to support digital learning infrastructure, ensuring students can engage with digital media safely and effectively.

2. Internet Connectivity

Not all regions in Indonesia have stable internet connectivity. Certain areas lack adequate network coverage, posing significant challenges for digital-based learning systems. Respondents reported various obstacles related to internet access:

MJ : “Yes, usually network...”

ND : “... Networking ...”

DF : “The barriers are networking ...”

DM : “To access it, of course, we have to have internet access...but not all places have good internet access...so that's the main barrers.”

KH : “There are difficulties in accessing digital books; maybe the network is slow ...”

NW : “... sometimes networking.”

An unstable network negatively impacts students' ability to study comfortably. Without reliable internet access, students cannot retrieve or use digital books, disrupting their learning process. Addressing these connectivity issues is crucial for the successful implementation of digital-based education.

3. Eyestrain

Below are several barriers from respondents regarding eyestrain. Eyestrain is a barrier that is felt by quite a lot of respondents. Some of them complained of eyestrain when studying using digital books.

MJ : "...If I use it for a long time, it can make my eyes hurt"

R : "It hurts my eyes if I use my handphone for a long time ..."

DF : "...It becomes less comfortable if I've been reading for too long... my eyes hurt,"

S : "...For example, if I use a digital book for a long time, my eyes will hurt...."

DM : "...Yes, sometimes... when I read for too long, my eyes usually hurt. It feels like they're tired, so I can't continue for too long ..."

KH : "...Yes, if I read for a long time, the writing is a bit blurry, making my eyes hurt"

Eyestrain occurs when students engage in prolonged reading on digital devices, leading to excessive exposure to screen time and radiation emitted by the screens. To alleviate this issue, it is essential for students to take regular breaks during their study sessions to minimize the risk of eye strain.

4. Reading Fatigue

Apart from eyestrain, reading fatigue was also felt by several respondents. When studying, respondents complained of dizziness as a result of studying using digital books which required them to look at their smartphones, laptops, or iPads.

DF : "...dizzy, fireflies if it's been a long time."

DJ : "...We always read it on the monitor screen and it gives us a headache."

NW : "The media that we use is a hand phone, by using a hand phone there is radiation there is exposed; annoying so it becomes my obstacle"

Regarding the reading fatigue barriers experienced by respondents, researcher saw that this was also caused by the monitor screen of the device they used for reading. The monitor screen they are looking at reflects blue light rays which impact the user's eyes, causing this.

5. Concentration and Retention

Concentration is certainly needed when it comes to learning. When someone does not concentrate well, they will not understand what they are studying. For this reason, students really need concentration when studying.

MJ : "... Login notification ..."

H : "...Normal but rare (*interrupted by notifications*) ..."

KH : "...Incoming notifications disrupt reading activity"

From the barriers experienced by the respondents above, researcher assess that concentrating on learning using digital books is indeed somewhat difficult. If a social media notification comes in while the respondent is reading; their attention will be diverted to seeing the notification so that the respondent no longer pays attention to what they are reading.

6. Preference for Printed Book

Some students expressed a preference for printed books over digital books due to various factors such as comfort, reduced distractions, and ease of comprehension. The following responses highlight this preference:

DF : "I prefer printed books because sometimes my eyes hurt from reading digital books. Both formats have their advantages, but if I had to choose, I would go with printed books."

DM: "In the future, digital books will indeed be helpful anytime and anywhere, but I still prefer printed books because they are more engaging and aesthetically pleasing."

NW: "I prefer physical books because they are more comfortable to read. Unlike digital books, physical books do not have distracting notifications."

KH: "I would rather read physical books because they allow me to focus better. When using a digital book on my phone, I tend to get distracted by other apps."

The preference for printed books aligns with prior research indicating that students often find physical books more engaging and easier to navigate compared to digital texts. This preference is largely attributed to the tangible nature of printed materials, the absence of screen-related fatigue, and the ability to highlight and annotate text more conveniently. Additionally, printed books eliminate the distractions commonly associated with digital devices, such as notifications and internet browsing temptations.

7. Format Issue

The format found in digital books is certainly different from physical books in general. So, if someone is not used to using it, it will cause barriers when they use it.

R : "...also the design is not attractive."

Regarding barriers to the issue format, researcher assessed that not many respondents had problems with it. Because they are used to digital systems, they just need practice and habits to be more diligent in reading using digital books.

8. Socioeconomic Barriers Cost

In the world of education, funds are certainly needed to support students' smooth learning. One of them is to access learning media.

MJ : "...usually there are also paid ones."

H : "... problems in terms of payment."

Researcher assess that socio-economic barriers and costs are still the main obstacles in Indonesia in terms of accessing education. For this reason, an appropriate platform is needed to support digital-based education.

B. Discussion

Students in the English Language Education Study Program of IAIN Palopo, especially the class of 2020, have been using digital books since first semester. This was because students were studying online due to the Covid-19 pandemic. The existence of digital books really helps students in learning because the students continuously used digital book until third semesters.

Research conducted on student barriers in reading digital books at the English Language Education Study Program aimed at identifying student barriers, and then researcher carried out an analysis of their findings. In this research, researcher collected data through student interviews, and observations during first semester until third semester.

In this section, the researcher discussed the findings described in the previous section and relates them to previous research that has been reviewed in the Related Study Review. This discussion aims to provide a more in-depth interpretation of the obstacles faced by students in reading digital books at the IAIN Palopo English Language Education Study Program. The findings obtained will identify similarities, and differences, and expand the results of relevant previous research.

The research results show that there were various barriers experienced by students, ranging from technological, physical, to psychological barriers. Even though digital books offer easy access, this research confirms that there were special challenges that influence the effectiveness of using digital books in learning. This section focused on how these barriers relate to existing theory and research, as well as explore potential solutions that can be implemented to improve the student learning experience.

In addition, this discussion links the findings with related studies discussed previously, clarifying the contribution of this research in further understanding the factors that hinder students from reading digital books. Thus, it is hoped that this

research can provide new insights for the development of policies and practices in the context of technology-based learning.

Below is a further explanation of the research that has been carried out:

1. Access to Device

Students face various challenges in accessing devices to read digital books, which hinders the effectiveness of technology-based learning. The main barriers include limited device memory capacity, quickly draining batteries when the devices are used outside the home, and restrictions on accessing digital books that are only available online without the option to download them. These issues exacerbate the educational gap, especially in areas with inadequate technological infrastructure. Students in regions with limited internet access or inadequate devices are often hindered in obtaining learning materials, which impacts the quality of education they receive.

This research aligns with the findings of Utami Aulia Bafadhal (2021), who identified technical barriers, such as limited access to digital devices and learning platforms, as the primary obstacles in technology-based learning. Additionally, the availability of a stable internet connection is a key factor in the smooth implementation of the learning process. Students in areas with poor internet quality or no access to the internet at all will struggle to engage with digital learning. This creates a growing divide between students in urban and rural areas, further increasing educational inequality.

The limited access to devices and digital networks adds further challenges to an education system increasingly reliant on technology. For example, some

digital books or learning materials can only be accessed online, which places an additional burden on students living in areas with limited internet access. On the other hand, devices with lower specifications or limited memory capacity often cannot support the use of learning applications that require significant storage or processing power. As a result, students are hindered from downloading or opening necessary learning materials to delve into the topics being taught.

This highlights the need for structured efforts to meet technical requirements for optimal digital learning experiences, both in terms of hardware and network infrastructure. It is not enough to simply provide devices; it is equally important to ensure that these devices are suitable for the specific learning needs of students. Therefore, educational policies must consider the characteristics and specific needs of students to ensure that digital learning is accessible and equitable for all.

Collaboration between the government, educational institutions, and the private sector is crucial to addressing these issues. The government needs to focus on policies that ensure the distribution of adequate devices at affordable prices for low-income families. Moreover, there should be particular attention given to the development of internet infrastructure to ensure more equitable access across all regions of Indonesia, including remote areas. For example, expanding internet access in rural and underserved areas could be an important step toward bridging the existing digital divide. This would provide all

students, without exception, with greater opportunities to access learning materials effectively.

Furthermore, in the context of technology use in education, attention must also be given to the diverse needs of students. Some students, particularly those with special needs, may require devices with specific accessibility features, such as touch screens or screen reader applications. Therefore, the solutions offered must be more inclusive and considerate of the various conditions faced by students.

Overall, the reform of educational policies that support equal access to digital devices and educational technology is crucial. This step will facilitate the creation of a more inclusive and equitable education system. With appropriate policies and adequate infrastructure in place, digital learning experiences can enhance the quality of education, reduce educational inequalities, and provide greater opportunities for students to reach their full potential.

2. Internet Connectivity

Internet connection stability was one of the main barriers for students. Several students reported difficulty accessing digital books due to slow internet networks and uneven internet access where they live. So, they have to look for a place with a stable internet connection so they can download the digital book and then read it when it's downloaded. These findings are consistent with research by Delgado et al. (2018), who stated that poor internet connectivity can hinder digital accessibility and learning. This is also

reinforced by research by Muna Raihana (2022), which highlights that unstable internet access is an obstacle in understanding digital material.

Digital-based education in Indonesia was not yet supported by adequate facilities and infrastructure. One of them was that using digital books as a learning medium still has obstacles in terms of access to devices. Most students use cell phones to access it, but the smartphones they use still do not support digital-based learning. Some students complained that the storage was full, making it difficult to download the digital book. In a Related Study Review, research by Utami Aulia Bafadhal (2021) which discusses students' obstacles in understanding texts using Google Classroom shows that one of the main problems was access to technology and technical obstacles that arise during the use of digital platforms. This was in line with the findings in this research which also found that unstable access to devices and internet connections were the main barriers for IAIN Palopo students in reading digital books. The findings of this research corroborate the results of Utami's research, by showing that technological barriers remain a significant issue in the educational environment, especially among students who do not yet have adequate access or technical skills. This highlights the need for better technological support, as also discussed in previous studies.

3. Eyestrain

Reading for extended periods on digital devices can cause eye strain (eyestrain). Based on interviews with respondents, the majority reported discomfort in their eyes, such as pain or blurred vision, after reading digital

books for an extended period. This indicates that reading on digital screens induces eye strain more quickly than reading printed books. In Delgado et al.'s (2018) research, it was stated that reading on digital screens tends to reduce reading comprehension compared to printed books, partly due to increased cognitive load caused by visual distractions. This aligns with Clinton's (2019) findings, which revealed that reading on screens poses a higher risk of causing eye strain due to continuous exposure to blue light. Furthermore, Singer and Alexander (2022) emphasized that students' preference for digital formats does not always result in optimal comprehension, indicating the need for adaptive learning strategies.

Based on the theory discussed in Chapter II, the primary factors contributing to eye strain include high screen brightness levels, close viewing distance, and blue light radiation emitted by digital devices. Excessive exposure to blue light can also disrupt the body's circadian rhythm, ultimately reducing students' sleep quality.

To address eye strain, several strategies can be implemented:

- 1) Follow the 20-20-20 Rule: Every 20 minutes, rest your eyes by looking at an object approximately 20 feet (around 6 meters) away for 20 seconds.
- 2) Adjust Screen Brightness: Match the screen brightness to the surrounding lighting to reduce glare.
- 3) Use Anti-Radiation or Blue Light Blocking Glasses: These glasses are designed to reduce blue light exposure, lowering the risk of eye strain.

- 4) **Ensure Proper Screen Position and Distance:** Maintain a distance of 40-70 cm between your eyes and the device, and ensure an ergonomic posture while reading.

This research supports previous findings by Mustikasari (2021), which revealed that psychological barriers, such as lack of attention and physical fatigue, are major obstacles to reading comprehension. The eye strain barriers identified in this study add a physical dimension to these findings, highlighting the importance of considering eye health in technology-based learning. Referring to previous theories and findings, a pedagogical approach that incorporates digital literacy training is essential to minimize the risk of eye strain. Educational institutions should also consider designing learning environments that allow students to manage their reading time effectively and provide more eye-friendly devices to support healthier and more effective digital learning experiences.

4. Reading Fatigue

Apart from eyestrain, students also experience general fatigue when reading digital books. This was often caused by radiation from digital device screens. Or it could also be due to irregular study time management. This research supports research by Maysarah Mustikasari (2021) in the Related Study Review shows that psychological barriers such as lack of attention, low motivation, and anxiety are the main obstacles to reading comprehension. In this research, findings related to eyestrain and reading fatigue when using

digital devices also show that physical and psychological factors are very influential in technology-based learning.

These two researches indicate that physical and mental aspects are important factors that need to be considered in the context of digital learning. If Maysarah focuses on psychological aspects such as motivation, this research adds an important physical dimension, namely the reading fatigue that student's face when reading digital books. Thus, this discussion broadens the scope of Maysarah's research by emphasizing the physical effects of technology use in learning. The proposed solutions include the use of ergonomic devices and limiting reading duration.

5. Concentration and Retention

Concentration problems are other barriers in reading digital books. Most students say they were distracted by social media notifications or other applications active on their devices. In the previous study, research by Rinaldy Alidin and Sri Hartiningsih (2024) who examined barriers to reading comprehension using the Question-Answer Relationship (QAR) strategy found that barriers to grouping questions and finding main ideas often become challenges. In this research, it was found that distractions from social media notifications are also one of the main obstacles in digital reading comprehension.

This interference has a negative impact on understanding the material contained in the digital book. The results of this research support the findings Rinaldy & Hartiningsih (2024), who stated that impaired concentration and

lack of focus are the main obstacles in understanding text. This discussion may show that although the contexts and media used are different, both Rinaldy's research and this study highlight the need for strategies to overcome barriers related to comprehension and concentration. From the result interview, repondents suggests using methods such as turning off notifications during study sessions, which could be a strategy to reduce distractions, similar to using QAR as a strategy in improving reading comprehension. A second similar study pointed to the importance of specific intervention strategies to help students overcome their challenges.

6. Preference for Print

The preference for printed books among students aligns with existing research that suggests physical books provide a more engaging and effective reading experience. Many students find printed books easier to navigate, leading to better comprehension and retention of information. This preference is primarily attributed to several key factors:

- 1) **Tangible and Familiar Format:** Students are accustomed to handling physical books, which offer a sense of familiarity and comfort. Unlike digital books, printed materials do not require scrolling or screen adjustments, making them more intuitive to use. This aligns with Anderson & Anderson's (1997) theory on the importance of clear and structured reading materials in facilitating comprehension.

- 2) **Reduced Eye Strain and Fatigue:** Prolonged exposure to digital screens can cause eye strain, fatigue, and headaches, which are commonly reported issues among digital book users. Printed books eliminate this concern, allowing for longer and more comfortable reading sessions. This supports Clinton's (2019) study, which found that prolonged screen exposure negatively affects reading efficiency and cognitive processing.
- 3) **Better Focus and Retention:** Digital books often come with distractions, such as notifications and easy access to social media, which can disrupt concentration. Physical books provide an uninterrupted reading experience, improving comprehension and knowledge retention. Delgado et al. (2018) also found that reading comprehension tends to be higher when using printed books due to fewer external distractions and deeper engagement with the material.
- 4) **Ease of Annotation and Highlighting:** Many students prefer marking important sections of a text for future reference. While digital books offer annotation tools, the traditional method of underlining and writing in margins is still favored by students for its simplicity and ease of access. This is consistent with the findings of Singer & Alexander (2022), who stated that physical interaction with printed materials enhances cognitive engagement and information recall.
- 5) **Personal Connection and Aesthetic Appeal:** Some students find printed books more enjoyable due to their physical presence. The texture,

smell, and visual layout of a book contribute to a more immersive reading experience compared to digital formats. This echoes the argument made by Burbules (2000), who emphasized that the sensory experience of handling physical books plays a role in reader satisfaction and engagement.

Although digital books offer convenience and accessibility, these findings suggest that print books remain an option for some students who value deep focus, eye comfort, and a more engaging reading experience. This highlights the need for a balanced approach in the academic environment, where digital and print materials are available to suit different learning preferences. Additionally, these findings support the theoretical perspectives outlined in Chapter II, specifically regarding the cognitive and psychological effects of digital versus print reading experiences.

7. Format Issue

Some students experience discomfort with the digital book format. The issues that arise include book designs that are perceived as visually unappealing and format incompatibility with certain devices, which in turn can disrupt the smoothness of the reading experience. These barriers can affect the effectiveness of using digital books as a learning tool, especially for students who are more accustomed to print books. Such discomfort has the potential to lead to decreased motivation to read and engagement with learning.

The findings of Raihana (2022) support this by indicating that proper formatting and the structure of digital texts are crucial for enhancing reading

comfort and experience. Effective formatting not only involves visual aspects, such as font size, spacing, and layout, but also device compatibility, including with tablets, smartphones, and personal computers. Raihana (2022) further emphasizes that adapting to user needs, particularly in terms of ease of navigation and readability, plays a critical role in reducing the difficulties experienced by readers.

Additionally, in the context of education, digital books offer several advantages over print books, such as easier access and lower costs. However, to fully maximize this potential, greater attention must be given to the design and development of more user-friendly digital formats. Previous research also indicates that a more enjoyable and seamless reading experience can enhance information retention and the reader's understanding of the material presented. The adaptation of a more user-friendly format, tailored to the devices being used, will positively impact the effectiveness of digital learning. Refining interactive designs, such as incorporating multimedia elements and intuitive navigation, can enrich the learning experience, making digital books more effective and enjoyable. Moreover, paying attention to the diversity of devices used by students will reduce potential discomfort that may hinder accessibility and the use of digital materials.

Overall, the challenges in the implementation of digital books are not limited to technical and design issues but also extend to the psychological aspects of readers. Therefore, it is essential for developers and educators to

collaborate in creating digital books that are more responsive to readers' needs, enabling digital books to function as an effective tool in the learning process.

8. Socioeconomic Barriers: Cost

Cost is one of the primary barriers faced by some students in accessing digital-based education. This barrier arises both in terms of purchasing the necessary devices for digital access and acquiring paid digital books. Several students reported difficulties in obtaining digital books that require payment, as well as economic constraints that limit their ability to purchase adequate devices. This indicates that access to adequate educational technology remains a significant challenge, particularly for students from lower economic backgrounds.

This cost-related issue aligns with the findings of Bafadhal (2021), who identified financial limitations as a major hindrance to the implementation of technology-based learning. In the interviews conducted, respondents who encountered difficulties with the payment process for digital books tended to seek out free digital book alternatives or, in some cases, still purchased the books despite financial sacrifices. This condition reflects a reliance on limited accessibility to digital learning materials, which ultimately affects the quality and effectiveness of the learning process.

Addressing cost issues in digital learning requires a more inclusive and sustainable approach. Therefore, providing affordable and accessible educational resources should be a priority in educational policy planning. Governments and educational institutions must collaborate to provide open

access to digital learning materials or offer them at affordable prices, as well as implement subsidy solutions for students who face difficulties in purchasing devices or digital books.

Furthermore, it is essential to create a more affordable and adaptive educational technology ecosystem. The development of budget-friendly hardware and software, as well as support for the development of educational applications that can be accessed across various devices, will positively impact access equity. The provision of cross-device digital learning platforms, which can be accessed by diverse socio-economic groups, will expand learning opportunities for all students, irrespective of financial constraints. The resolution of these cost issues must also consider sustainability aspects. Educational institutions need to establish mechanisms that can support long-term access to digital learning materials, either through more affordable subscription models or through collaborations with educational content providers to reduce access costs for students. Additionally, direct assistance to students, such as subsidies for devices or vouchers for purchasing digital books, could be an effective solution to address the financial challenges faced by students.

Overall, to realize an inclusive and effective digital-based learning system, attention to cost-related issues must be approached comprehensively. This includes policies that support the availability of affordable learning materials, the development of budget-friendly technologies, and adequate financial support for students. If these cost barriers can be overcome, digital education

can become more equitable and effective in enhancing the quality of learning for all students, regardless of their economic background.

The results of this research show that although digital books provide easy access, technical, physical, cognitive, and socioeconomic barriers still influence learning effectiveness. This discussion contributes to previous research by highlighting the need for improved technological infrastructure, digital literacy training, and pedagogical strategies that support digitally based learning.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research is that the barriers faced by students in the English Language Education Study Program at IAIN Palopo mostly stem from individual internal factors and environmental conditions that have not fully supported digital-based learning. Internal barriers, such as technical difficulties (device and internet connectivity issues) and health problems (eyestrain and reading fatigue), can be addressed through more individualized approaches and improvements in study habits. However, external barriers related to campus infrastructure, such as unstable internet networks, require the institution's attention. To overcome these barriers, the researcher recommends several strategic measures. First, enhancing the quality of digital infrastructure on campus, such as improving internet connectivity to be more stable and faster, is essential to support digital learning. Second, the institution should provide additional supporting devices or facilities, such as free or affordable access to digital books and the necessary hardware for students. Third, policymakers should consider the socio-economic diversity of students and develop policies that facilitate easier and more affordable access to digital educational materials. To address these barriers, the researcher recommends several strategic measures. First, there is a need to enhance the quality of digital infrastructure on campus, such as improving internet connectivity to be more stable and faster to support digital learning. Second, the institution should provide additional supporting devices or facilities, such as free

or affordable access to digital books and the necessary hardware for students. Third, policymakers should consider the socio-economic diversity of students and develop policies that facilitate easier and more affordable access to digital educational materials.

B. Suggestion

Based on the results research that has been done, the researcher has the following suggestion:

1. For the lecturer, by looking at the many barriers from students, hopefully, this can be used as a reflection so that the teaching and learning process provides more comfort, build good communication with students so they can get motivated by the importance of reading, provide education on how to make good use of the digital era to produce patterns think positively. Have discussions with students regarding books or issues that are being widely discussed in the media to arouse students' desire to be more diligent in finding out about the latest topics because the more often students have discussions, the more insight they will have and their desire to study harder. As a result, the campus can produce students who are critical and broad-minded.
2. For the students, the researcher expected that you can be more active in reading because you can convey ideas when writing and speaking if you reading diligently. Fill your time with positive things; spend your time with useful things so you don't regret it. Take advantage of this digital era properly and correctly, don't be careless about the convenience of the

digital world. Digital literacy must of course be accompanied by broad insight and noble character.

3. For the IAIN Palopo campus, especially the English Language Education Study Program, it is better to pay more attention to the direction of foreign languages, provide forums such as seminars or discussions, book reviews, and dialogues between students or lecturers who raise current topics using mandatory English or English area, so that students English language education study programs are more comfortable using a foreign language because the more often the language is used, the easier it is to remember. Apart from that, improve the technology system to help in learning and improve Wi-Fi connections to access digital learning.
4. For future researchers, the researcher is aware that this research is not perfect, so the researcher hopes that other researchers will continue this research by finding new theories regarding barriers to reading digital books.

BIBLIOGRAPHY

- Alemi, Minoo, and Parisa Daftarifard, 'Pedagogical Innovations in Language Teaching Methodologies', *Journal of Language Teaching and Research*, 1.6 (2010), pp. 269–78, doi:10.4304/jltr.1.6.765-770
- Alfatihah, Alfatihah, Devi Ismayanti, Andi Tenrisanna Syam, and Rustan Santaria, 'Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of SMP Negeri 4 Palopo', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10.1 (2022), pp. 152–65, doi:10.24256/ideas.v10i1.2555.
- Alice Sullivan and Matt Brown, *Social Inequalities in Cognitive Scores at Age 16: The Role of Reading*, 2013.
- Anderson, M., & Anderson, K. (1997). *Text Types in English*. Australia: Macmillan Education.
- Andi Riawarda, and Amalia Yahya, 'Development of Multimedia-Based and Islamic English Textbooks at IAIN Palopo Language Laboratory', 5.2 (2023), pp. 339–49.
- Berns, Gregory S., Kristina Blaine, Michael J. Prietula, and Brandon E. Pye, 'Short- and Long-Term Effects of a Novel on Connectivity in the Brain', *Brain Connectivity*, 3.6 (2013), pp. 590–600, doi:10.1089/brain.2013.0166.
- Borgmann, Albert. *Holding On to Reality: The Nature of Information at the Turn of the Millennium*. University of Chicago Press, 1999.
- CambriLearn. (n.d.). Types of Reading Skills. *CambriLearn*. Retrieved from <https://cambrilearn.com/blog/types-of-reading-skills>
- Clinton, V. 'Reading from paper compared screens: A systematic review and meta-analysis'. *Journal of Research in Reading*, 13.January (2019), 43(2), 288-325.
- 'Don't Throw Away Your Printed Books: A Meta-Analysis on the Effects of Reading Media on Reading Comprehension Pablo Delgado 1 , Cristina Vargas 1 , Rakefet Ackerman 2 , And', 2018, pp. 1–39
- Education, English, Study Program, Teks Recount, and Question Answer Relationship, 'Exploring Barriers and Solutions of Students ' Reading Comprehension Through Question Answer Relationship Strategy in Recount Text for Fashion Major At Smk Negeri 5 Malang', 5.1 (2024), pp. 14–20

Gerot & Wignell, 'Making Senses of Functional Grammar.Pdf', 2013, p. 198

Gregory S. Berns and others, 'Short- and Long-Term Effects of a Novel on Connectivity in the Brain', *Brain Connectivity*, 3.6 (2013), pp. 590–600, doi:10.1089/brain.2013.0166.

Iksan, Muhammad, Amalia Yahya, Magfirah Thayyib, and Bahrul Ilmi, 'Online English Learning at Junior High School', *International Journal of Asian Education*, 3.1 (2022), pp. 40–55, doi:10.46966/ijae.v3i1.268

Knapp, Peter, and Megan Watkins, 'Genre, Text, Grammar: Technologies for Teaching and Assessing Writing', *Education*, 17.2 (2005), p. 258
<http://books.google.com/books?hl=en&lr=&id=6VP1slspP7oC&oi=fnd&pg=PA6&dq=Genre,+text,+grammar:+technologies+for+teaching+and+assessing+writing&ots=5qvlMB4nLn&sig=6NCFbL6kwv6gGhXOqWSi1Em_384>

Keraf, G. (1983). *Argumentasi dan Narasi*. Jakarta: Gramedia.

Lauren M. Singer and Patricia A. Alexander, 'Reading Across Mediums: Effects of Reading Digital and Print Texts on Comprehension and Calibration', *Journal of Experimental Education*, 85.1 (2017), pp. 155–72, doi:10.1080/00220973.2016.1143794.

Lowe, By Kaye, and Kaye Lowe, 'Writing The', February, 2020, p. 3106.

Maysarah Mustikasari, 'Psychological Barriers in Reading Comprehension Encountered by the Students at Fourth Semester of English Education Study Program of University of Muhammadiyah Kotabumi', *Journal Griya Cendikia*, Volume 6, (2020).

Mohamed Hashim, M. A., Tlemsani, I., & Matthews, R. (2022). Higher education strategy in digital transformation. *Education and Information Technologies*, 27(3), 3171-3195.

Muhammad Iksan and others, 'Online English Learning at Junior High School', *International Journal of Asian Education*, 3.1 (2022), pp. 40–55, doi:10.46966/ijae.v3i1.268.

Muna Raihana, "Students' Barriers in Answering Reading Section of TOEFL", *Thesis*, Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University Banda Aceh, (2022).

Mustikasari, Maysarah, 'Psychological Barriers in Reading Comprehension', *Journal Griya Cendikia*, Volume 6, (2020).

- OverDrive. (2021, January 7). 33% Growth for Digital Books from Public Libraries and Schools in 2020 Sets Records. *OverDrive Company*. Retrieved from <https://company.overdrive.com/2021/01/07/33-growth-for-digital-books-from-public-libraries-and-schools-in-2020-sets-records/>
- Peter Knapp and Megan Watkins, 'Genre, Text, Grammar: Technologies for Teaching and Assessing Writing', *Education*, 17.2 (2005), p. 258 .
- Rich, Carole, *WRITING & REPORTING NEWS: News Scene 3.0 A Coaching Methode*, 2010.
- Rinaldy Alidin and Sri Hartiningsih, 'Exploring Barriers and Solutions of Students ' Reading Comprehension Through Question Answer Relationship Strategy in Recount Text for Fashion Major At Smk Negeri 5 Malang', 5.1 (2024), pp. 14–20.
- Singer, Lauren M., and Patricia A. Alexander, 'Reading Across Mediums: Effects of Reading Digital and Print Texts on Comprehension and Calibration', *Journal of Experimental Education*, 85.1 (2017), pp. 155–72, doi:10.1080/00220973.2016.1143794
- St. George, Carol Anne. "Why Read? The Importance of Instilling a Love of Reading Early." *Horizons at Warner*, University of Rochester, 31 Oct. 2019, <https://www.rochester.edu/warner/horizons/2019/10/31/why-read-the-importance-of-instilling-a-love-of-reading-early/>.
- Sullivan, Alice, and Matt Brown, *Social Inequalities in Cognitive Scores at Age 16: The Role of Reading*, 2013
- Syam, Andi Tenrisanna, and Dewi Furwana, 'The Lecturers and Students' Voice about Digital Reading', *Linguistics Initiative*, 3.1 (2023), pp. 66–78, doi:10.53696/27753719.3193
- Utami Aulia Bafadhal. (2021). An Analysis of Students' Obstacles in Reading Comprehension Using Classroom for Twelfth Social 2 at SMA Negeri 1 Kota Jambi. Thesis, English Education Study Program Faculty of Teacher Training and Science University of Batangkari Jambi.
- Wisran, 'Pedagogical Innovations in Language Teaching Methodologies', *Journal of Language Teaching and Research*, 1.6 (2010), pp. 269–78, doi:10.4304/jltr.1.6.765-770.

A

P

P

E

N

D

I

C

E

S

Appendix 1

Validasi Research Instrument

Nomor : Istimewa
Lamp. : 1 eksemplar
Perihal : Permohonan Validasi Instrumen Penelitian

Palopo, 5 Agustus 2024

Yth. St. Hartina, S.Pd., M.Pd
Tempat

Assalamualaikum Wr.Wb

Dengan hormat,
Saya yang bertanda tangan dibawah ini :
Nama : Nur Adriani
Nim : 2002020073
Fakultas : Tarbiyah dan Ilmu Keguruan
Program : Pendidikan Bahasa Inggris

Dengan ini memohon kepada Ibu untuk melakukan validasi instrumen penelitian saya, adapun data mengenai penelitian skripsi saya yaitu :

"An Analysis of Students Barries By Using Digital Book at English Department of IAIN Palopo."

Demikian surat permohonan ini saya sampaikan, atas perhatian dan kesediaan Ibu, saya ucapkan terima kasih.

Wassalamualaikum Wr.Wb

Mengetahui
Ketua Program Studi

Husnaini, S.Pd.I., M.Pd
19840620 200902 2 007

Peneliti

Nur Adriani
Nim 1902020073

LEMBAR VALIDASI INSTRUMEN

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Interval skala yang digunakan sebagai berikut:
 - 1) 1: Tidak layak
 - 2) 2: Kurang layak
 - 3) 3: Cukup layak
 - 4) 4: Layak
 - 5) 5: Sangat layak
4. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembaran ini.

B. Penilaian Kelayakan

No	Uraian	Kelayakan				
		1	2	3	4	5
I.	Aspek Isi					
a.	Butir-butir interview mencakup data yang berhubungan dengan cakupan isi materi.				✓	
b.	Pembagian kategori pada butir-butir interview sesuai.				✓	
c.	Butir-butir interview sudah sesuai dengan tujuan penelitian.				✓	
II.	Apek Bahasa	1	2	3	4	5
a.	Butir-butir interview dirumuskan dalam Bahasa Inggris yang baik dan benar.				✓	
b.	Butir-butir interview dirumuskan dalam Bahasa Inggris yang efisien.				✓	

c.	Butir-butir interview dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓	
----	---	--	--	--	---	--

C. Komentar

.....

.....

.....

.....

.....

D. Saran

Dapat digunakan setelah direvisi sesuai petunjuk

.....

.....

.....

.....

.....

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
- ②. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

.....

.....

.....

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

Palopo, 12 Agustus 2024

Penilai Kelayakan

Hartina

St. Hartina, S.Pd., M.Pd.

Appendix 2

Surat Izin Meneliti dari Kesbang



PEMERINTAH KOTA PALOPO DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax. : (0471) 326048, Email : dpmtsp@palopokota.go.id, Website : <http://dpmtsp.palopokota.go.id>

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.1031/IP/DPMTSP

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 Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : NUR ANDRIANI
Jenis Kelamin : P
Alamat : Dsn. Sukamaju Lrg. 03, Kec. Sukamaju, Kab. Luwu Utara
Pekerjaan : Mahasiswa
NIM : 2002020073

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

ANALYSIS OF STUDENT'S BARRIERS IN READING DIGITAL BOOK AT ENGLISH LANGUAGE EDUCATION STUDY OF IAIN PALOPO

Lokasi Penelitian : Institut Agama Islam Negeri Palopo
Lamanya Penelitian : 7 Oktober 2024 s.d. 7 Januari 2025

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. **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 Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 7 Oktober 2024



Ditandatangani secara elektronik oleh :
Kepala DPMTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan, Kepada Yth.:


1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik
yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)



Appendix 3

Surat Keterangan Selesai Meneliti dari Prodi PBI

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

SURAT KETERANGAN
Nomor : 431/ In.19/FTIK/PBI/ /10/2024

Assalamu'alaikum Wr.Wb.
Saya Yang bertanda tangan di bawah ini :
Nama : Husnaini, S.Pd.I., M.Pd
NIP : 19840820 200902 2 007
Jabatan : Ketua Prodi Pendidikan Bahasa Inggris


Menerangkan Bahwa :
Nama : Nur Andriani
NIM : 2002020073
Prodi : Pendidikan Bahasa Inggris

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

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Palopo, 31 Oktober 2024
Ketua Program Studi
Pendidikan Bahasa Inggris


Husnaini, S.Pd.I., M.Pd
NIP 19840820 200902 2 007

Appendix 4

BLUEE PRINT TEST OF THE INTERVIEW

The Analysis of Students' Barriers in Reading Digital Books at English Language Education Study Program of IAIN Palopo	
Indicators	Questions
General Experiences with Digital Books ⁵⁵	<ol style="list-style-type: none">1. Do you like reading digital book? Why?2. What is your opinion at the first time you used digital book?3. What do you think about learning reading using digital book?4. Do you think digital book is easy to access? Why?
Barriers' in Using Digital Books ⁵⁶	<ol style="list-style-type: none">1. What are your barriers' in using digital book? Researcher focused on:<ol style="list-style-type: none">1) Technological Barriers<ul style="list-style-type: none">• Access to devices• Internet connectivity• Digital literacy2) Physical and Ergonomic Barriers<ul style="list-style-type: none">• Eyestrain• Reading fatigue3) Cognitive and Psychological Barriers<ul style="list-style-type: none">• Concentration and retention• Preference for print4) Content Accessibility Barriers

⁵⁵ Allcoat, D., Hatchard, T., Azmat, F., Stansfield, K., Watson, D., & von MühlenenAlice Sullivan and Matt Brown, **Social Inequalities in Cognitive Scores at Age 16: The Role of Reading**, 2013.*ucational Computing Research*, 59(5), 795-816.

⁵⁶ Rahiem, M. (2020). Technological barriers and challenges in the use of ICT during the COVID-19 emergency remote learning.

	<ul style="list-style-type: none"> • Availability of content • Format issue • Socioeconomic barriers cost • Resource distribution <ol style="list-style-type: none"> 2. Do you feel bored when you are reading in digital book? Why? 3. Does learning reading using digital book make you understand better? Why?
Benefits of Using Digital Books ⁵⁷	<ol style="list-style-type: none"> 1. What are the benefits of using digital book? 2. In your opinion, what are the advantages of using digital book in reading comprehension? 3. In your opinion, what are the disadvantages of using digital book in reading comprehension?
Strategy and adaptation ⁵⁸	<ol style="list-style-type: none"> 1. What is your strategy to overcome barriers in reading digital books? 2. Is there any help or support from the lecturer or parents who can help you use digital books? Give some examples if there is any help or support! 3. What can make reading digital books easier and more comfortable?
Suggestions and Recommendations	<ol style="list-style-type: none"> 1. Would you prefer to use digital books or printed books in reading in the future? Why?

⁵⁷ Alt, D. (2023). Who benefits from digital badges? Motivational precursors of digital badge usages in higher education. *Current Psychology*, 42(8), 6629-6640.

⁵⁸ Mohamed Hashim, M. A., Tlemsani, I., & Matthews, R. (2022). Higher education strategy in digital transformation. *Education and Information Technologies*, 27(3), 3171-3195.

Appendix 5

Transcripts Result Findings Based on Interview Recording

1. Opini umum dalam menggunakan digital book

- MJ : "... Ya suka, karena kalau dipake itu simple dibandingkan buku biasa"
- H : "Yes, I like. Karena mudah diakses dan tidak sulit untuk dibawa kesana kemari karena ada di hp."
- ND : "Of course I like, because digital book is easy to access ... dimanapun kita berada, di mobil lagi perjalanan, santai-santai juga bisa baca digital book ... tidak perlu bawa yang fisual ... dan kapan pun kita berada bisa langsung dibaca-baca ..."
- R : "Tidak suka baca buku digital karena mengambil penyimpanan hp banyak sekali, terus jaringan kurang stabil ... terus kurang paham dengan penjelasannya. Kayak liat hp ki lama-lama, bosan ki bacai. Apalagi desainnya kurang menarik."
- DF : "Yes, saya suka buku digital karena simple ... menarik sih, sebenarnya bisa menjadi solusi kalo lagi bosan baca yang printed boo."
- S : "Yes, I like digital book karena kalau digital book bisa dibawa kemana-mana, dalam satu hp bisa mencakup banyak di digital book."
- ZPS : "Yes, I like digital book ... alasannya mudah diakses dimana-mana dan dapat dibaca dimanapun dan kapan pun."
- DM : "Yes, of course. Sometimes I choose ... lebih memilih buat reading in digital because diaksesnya lebih mudah."

NN : “Yes, sure ... karena gampang diakses karena di jaman sekarang sudah modern, kita kemana-mana sudah bawa handphone, jadi enaklah untuk diakses kemana pun.”

DJ : “Yes, I like ... karena lebih gampang untuk digunakan tidak perlu repot-repot bawa buku ... biasanya kalau buku yang fisik itu kan besar, secara kalau digital book bisa diakses di handphone, Ipad dan sebagainya.”

NW : “Kalau saya lebih ke tidak ... karena penggunaan digital book ini sebenarnya bagus menurut saya karena kemudahan mengakses ... disisi lain kenapa saya katakana tidak karena saat kita ingin membaca kita perlu untuk bagaimana cara kita memahami bacaan tersebut, nah kalau kita menggunakan digital book, menggunakan handphone; pasti ada saja beberapa (gangguan) misalnya notifikasi yang mengalihkan focus kita.”

KH : “Yes, I like digital book karena mudah untuk diakses, dalam segi gampang dibawa kemana-mana, jadi kita bisa membacanya setiap waktu.”

2. Manfaat digital book

MJ : “... Karena saya sering pegang hp jadi saya biasa dapat ilmu dari digital book.”

H : “Mudah diakses dan tidak sulit untuk dibawa kesana kemari karena ada di hp.”

- ND : “Lebih banyak paham, lebih banyak buku yang bisa diakses tidak perlu beli, tidak habis-habisi uang, paling untuk internet atau data ... karena kalau ada sesuatu yang tidak ditau tinggal search di google ...”
- R : -
- DF : “Bisa menghemat waktu sih sebenarnya ... kalo pakai digital book lebih leluasa saja ... kalo lagi rebahan bisa buka sedangkan kalo buku fisik dibaca sambil rebahan itu malah lebih cepat pusing.”
- S : “Enak dibawa kemana-mana, kapanpun bisa diakses.”
- ZPS : “Sejauh ini bermanfaat karena sudah ada digital book jadi saya sudah lebih rajin membaca karena bisa dilakukan dimana saja ... kita bisa mengakses ilmu dimana saja, kita tidak perlu lagi ke perpustakaan atau pinjam buku karena sudah bisa diakses lewat handphone.”
- DM : “In my opinion, digital book is really benefits karena sangat bermanfaat ... we can just at home, access with our phone, jadi tidak perlu ke perpustakaan lagi atau kemana buat cari buku tinggal search on google or any other application kita sudah bisa membca atau mencari sesuatu yang kita inginkan.”
- NN : “lebih ke simple sih, gampang dibawa kemana-mana.”
- DJ : “Lebih gampang mengerti dengan digital book dibandingkan buku fisik ... of course ada manfaat ... yang pertama kita lebih paham, terus kita aksesnya kaya di genggamannya kita seperti handphone, Ipad, dan lain-lain ... selalu bawa benda-benda ini, sehingga saat kita lupa langsung dibuka lagi digital booknya ...”

NW : “Manfaatnya lebih kemudahan dalam mengakses.”

KH : “Yaa ada manfaatnya ketika kita membacanya (karena tidak membeli buku lagi.”

3. Merasa Bosan atau nyaman Menggunakan Digital Book

MJ : “Hmm, tidak sih (*tidak bosan*) karena lebih gampang ... dan juga lebih mengerti dan enteng dibandingkan buku biasa. Lebih mudah juga mencari halaman saat menggunakan digital book.”

H : “Yaa nyaman-nyaman ... lebih mudah mengerti sih, karena kalau di hp kan bisa dibawa kemana-mana jadi bisa dibuka kapan saja daripada di buku itu lebih memperlmas.”

ND : “Lebih nyaman pakai buku digital daripada buku fisualnya langsung.”

R : -

DF : “Awalnya sih nyaman, tapi kalo sudah berjam-jam tidak (*tidak nyaman*) ... Tergantung dari mood karena bisa menggunakan 2 kondisi antara buku digital dan buku print.”

S : “Menurut saya tidak membosankan karena banyak fitur yang lebih bagus dan lebih canggih.”

ZPS : “Tidak, justru lebih nyaman lagi ... sebenarnya untuk bosan atau tidak itu tergantung dari buku yang dibaca.”

DM : “Yaa ... sometimes kalau lama di layar handphone bikin kita bosan ... for me, dibilang nyaman tidak juga, karena memilih membaca lewat buku itu menurut saya itu lebih baik karena tidak ada radiasi dari handphone seperti itu.”

- NN : “Awal-awalnya tidak bosan, tapi kalau lama kelamaan membaca terus-terus liat handphone itu lelah juga kan, jadi bosan”
- DJ : “Sebenarnya kalau dibilang nyaman, pasti nyaman. Lebih nyaman menggunakan digital book daripada buku fisik. Cuma kalau untuk bosan itu pasti ada, terkadang bosan karena yang dibaca itu-itu saja.”
- NW : “Yah itu juga, terkadang di tampilan digital book itu sangat-sangat membosankan karena tampilannya begitu-begitu saja ... jadi terasa membosankan ...”
- KH : “Yaa nyaman-nyaman saja ... yaa, mungkin ada kebosanan yang terjadi karena panjang ceritanya jadi itu yang membuat bosan.”

4. Kemudahan akses digital book

- MJ : “Selama ini mudah-mudah saja, saya dalam mengaksesnya.”
- H : “Gampang, jaringan bagus.”
- ND : “Digital book is easy to access ... dimanapun kita berada, di mobil lagi perjalanan, santai-santai juga bisa baca digital book ... tidak perlu bawa yang fisual ... dan kapan pun kita berada bisa langsung dibaca-baca
- R : -
- DF : “Lebih mudah sih sebenarnya ...”
- S : “Gampang-gampang susah, kalau jaringan bagus gampang diakses. Kalau jelek jaringan yaa susah.”
- ZPS : “Iyaa gampang, karena sekarang sudah ada akses jaringan dimanamana.”

- DM : “Waktu diaksesnya itu ada beberapa kaya tulisannya terlalu kecil, kemudian akses internet karena ada sumber bacaan yang tidak bisa didownload dan berbayar ...”
- NN : “karena gampang diakses karena di jaman sekarang sudah modern, kita kemana-mana sudah bawa handphone, jadi enaklah untuk diakses kemana pun.”
- DJ : “karena lebih gampang untuk digunakan tidak perlu repot-repot bawa buku.”
- NW : “Manfaatnya lebih kemudahan dalam mengakses.”
- KH : “Dalam mengakses buku digital itu ada kesulitannya yaa ... mungkin jaringan lambat ...”

5. Barriers in Reading Digital Book

- MJ : “Ya karena digital, hambatannya biasanya itu jaringan. Biasa juga dalam waktu lama dipake bisa membuat mata jadi sakit... biasa (terdistraksi dengan notifikasi masuk) ... kekurangan dalam jaringan, biasanya juga ada yang berbayar.”
- H : “Itu kan dikirim lewat hp yaa, jadi itu penyimpanannya tidak boleh penuh ... Biasa tapi jarang (*terganggu notifikasi*) ... bermasalah dalam hal berbayar, jadi agak susah.”
- ND : “Jaringan, hp lobet semisal di luar ...notifikasi sih nda yaa, tergantung dari hpnya, kalo dari saya sih notifikas aman ... dan justru mata saya sakit saat menggunakan buku visual biasa mata sakit. Masalah notifikasi aman.”

- R : “Sakit mata kalo menggunakan hp lama-lama dan juga design kurang menarik.”
- DF : “Hambatannya dari jaringan ... Biasa kurang nyaman kalau sudah lama bacanya ... mata sakit, pusing, kunang-kunang kalau sudah lama.”
- S : “Jaringan jelek kalau misalnya lama-lama menggunakan digital book mata kaya sakit begitu ... ada buku yang tidak bisa didownload harus dibaca online. Sedangkan kalau jelek jaringan itu susah diakses.”
- Z : “Sakit mata kalau menatap layar hand phone terlalu lama ... kalau notifikasi tidak terlalu mengganggu.”
- DM : “Untuk aksesnya yaa tentu saja kita harus memiliki akses internet ... tetapi kan tidak semua tempat memiliki akses internet yang baik ... jadi itu menjadi kendala yang utama ... kemudian kalau di handphone memori penuh, we can't access the digital book ... so like that ... jadi kaya terbatas ... yaa (eyestrain) sometimes ... kaya lagi membaca dan terlalu lama biasa mata itu sakit; berair seperti itu. Jadi tidak bisa terlalu lama ... (mengenai format) tergantung ... karena aplikasi membaca itu banyak, setiap aplikasi itu memiliki format yang berbeda jadi tergantung aplikasinya”
- NN : “Kalau memandang hand phone terlalu lama mata bisa jadi buram, sakit ... iyaa, untuk akses internetnya susah, apalagi di pelosok.”
- DJ : “Kalau untuk mengalami hambatan itu pasti, terkadang tidak bisa terbuka ... kita bacanya selalu di layar monitor jadinya pusing kepala

... kekurangannya yang berbayar, dan saat menemukan digital book dapat diakses dengan gratis ada beberapa yang berbayar.”

NW : “Media yang kita gunakan itu hand phone, dengan menggunakan hand phone ada radiasi yang dipaparkan; mengganggu sehingga menjadi hambatan saya ... internet juga kadang-kadang.”

KH : “Dalam mengakses buku digital itu ada kesulitannya yaa, mungkin jaringan lambat atau notifikasi yang masuk itu membuat terganggu dalam membaca ... yaa kalau lama membaca agak sedikit buram dilihat tulisan-tulisannya membuat mata biasa sakit ... formatnya itu suka, tapi penulisannya itu ada yang kecil jadi kurang bisa dilihat dengan jelas.”

6. Students’ Solution about Reading in Digital Book

MJ : “Kalau misalnya sakit mataku yaa ku hentikan, nanti lagi dibacai.”

H : “Menghilangkan adanya fitur yang berbayar (lebih memilih yang free access)”

ND : “Biasanya kalau sakit mata karena baca buku yaa istirahat kayak 30 menit baru lanjut lagi baca; yaa something like that.”

R : “Misalnya jaringannya kurang bagus, saya mencari jaringan di tempat yang stabil ... biasanya di pinggir jalan.”

DF : “Tergantung dari mood karena bisa menggunakan 2 kondisi antara buku digital dan printed book.”

- S : “Kalau sakit mata istirahat sebentar 15-20 menit atau biasa langsung tidur ... kalau untuk jaringan, saya mencari jaringan yang koneksinya stabil.”
- ZPS : “Kalau sakit mata pakai kaca mata dulu ... kalau lagi membaca di hp istirahat dulu, nanti dilanjutkan kalau sudah mendingan.”
- DM : “Saya mengatur jam, saya hanya satu jam atau setengah jam ... saya akan berhenti kemudian melakukan aktivitas-aktivitas lain.”
- NN : “Kalau masalah internet ... kalau misalnya di kos internet kurang bagus, untuk mengatasinya pergi ke perpustakaan atau cari-cari wifi terus didownload di perpustakaan ... terus nanti dibacanya di kos ... kalau masalah eyestrain, mungkin bisa pakai kacamata anti radiasi, mungkin bisa juga baca digital booknya setengah; diberhentikan dulu nanti saat matanya dirasa enak baru balik lagi membaca.”
- DJ : “... Membayar digital book yang berbayar ... kalau untuk soal (barriers) kalau misalnya capek atau sakit mata atau pusing terlalu lama yaa kita hentikan dulu, istirahat.”
- NW : “Kadang-kadang kalau saya perlu sekali dengan digital book tersebut saya mencari akses jaringan yang lebih baik lagi ... seperti itu ... kalau usaha membaca digital book dengan menghindari hambatan yang tadi saya sebutkan saya akan menonaktifkan akses jaringan saat penggunaan digital book.”
- KH : “Kita bisa mematikan data ketika kita membaca buku tersebut karena pasti sudah didownload terlebih dahulu ... cahayanya diterangkan lagi,

karena kalau cahayanya rendah itu pusing kepala ... atau bisa istirahat terlebih dahulu.”

7. Support dari orangtua/dosen

- MJ : “Biasanya mace mengirimkan link untuk dibaca, novel juga.”
- H : “Dosen biasanya memberikan link (*download digital book*) sedangkan orangtua memberikan motivasi.”
- ND : “Selama bentuk pembelajarannya positif yaa disupport ... kalo dosen biasanya memberikan link (*download digital book*) kalo orangtua yaa diberikan dana untuk akses digital book...”
- R : “Kalau orangtua dibantu secara finansial ... dikirimkan buku digital (*dosen*)”
- DF : “Tergantung dari nyamannya saya (*orangtua*) .. sering dikirimkan digital book (*dosen*)”
- S : “Selama ini disuport karena sebagai salah satu bentuk alternatif memanfaatkan teknologi dan digital book lebih murah dan lebih gampang diakses dan dicari dibanding buku biasa yang harus dicari di toko.”
- ZPS : “Dari dosen itu pasti ada, kalau kita sudah belajar kita pasti dikirimkan bukunya untuk bisa dibaca lagi di rumah.”
- DM : “Sometimes dari dosen mengarahkan untuk mencari sumber-sumber materi bacaan melalui digital book seperti google scholar ... terdapat artikel-artikel begitu.”

- NN : “Dosen selalu mengarahkan bagaimana memanfaatkan digital book. Bentuk supportnya itu biasa dosen-dosen mengirimkan atau mengarahkan untuk membaca digital book tersebut ... nah kalau support dari orangtua selalu mengarahkan untuk rajin membaca buku.”
- DJ : “Kalau untuk dosen pasti ada yaa. Apalagi saat kuliah secara daring; dosen-dosen pasti mengirimkan ke mahasiswanya untuk belajar dengan digital book; biasanya dikirimkan lewat whatsapp group, classroom ...”
- NW : “Dosen selalu mengarahkan bagaimana memanfaatkan digital book. Bentuk supportnya itu; biasa dosen-dosen mengirimkan atau mengarahkan untuk membaca digital book tersebut ... nah kalau support dari orangtua selalu belajar, membaca buku ...”
- KH : “Ada support agar lebih rajin membaca ... iya, ada buku dikasi untuk memudahkan belajar ... iya, dikirimkan di whatsapp dalam bentuk pdf.”

8. Prefer to use digital book or printed book

- MJ : “Kalau saya lebih menyukai digital book karena gampang diakses.”
- H : “Digital book karena 24 jam hp terus dan lebih mudah dibawa kemana-mana.”
- ND : “Yaa bisa dua-duanya tapi lebih prefer ke digital book dibandingkan buku visualnya.”
- R : “Buku digital ... gampang dibawa kemana-mana, tidak ambil tempat banyak, terus bisa ki akses dimana saja yang penting ada kuota dan penyimpanannya ada.”

- DF : “Kalo saya sih lebih prefer ke printed book karena kadang mata sakit ... sebenarnya sih nyaman dua-duanya cuman kalau disuruh milih lebih pilih printed book.”
- S : “Kalau saya seimbang antara printed book dan digital book.”
- ZPS : “Lebih prefer ke digital book daripada physical book karena lebih mudah diakses, apalagi untuk generasi sekarang yang dilihat lebih banyak pegang barang-barang elektronik seperti handphone, ipad dan laptop.”
- DM : “In the future digital book memang sangat membantu kapan dan dimana saja tapi menurut saya memilih membaca buku itu lebih baik karena lewat buku itu lebih menarik, lebih bagus.”
- NN : “Lebih ke digital book ... ini sudah jaman modern, kita kemana-mana bawa handphone ... digital book bisa diakses lewat handphone dimanapun dan kapanpun.”
- DJ : “Kalau saya pribadi lebih pilih ke digital book daripada yang berbentuk print ... karena kalau untuk saya pribadi orangnya lebih pegang gadget ... maksudnya kalau gadget itu hampir setiap hari dipegang gitu kan ... terus kaya dimana pun dan kapan pun tidak aneh pegang gadget. Beda kalau misalnya pegang buku yang bentuk fisik, apalagi kalau bukunya yang besar banget jadi kaya terkadang ngerasa aneh.”
- NW : “Kalau saya lebih memilih physical book karena dengan membaca physical book lebih nyaman, tidak ada gangguan notifikasi saat menggunakan digital book.”

KH : “Kalau saya buku fisik yaa, karena kita lebih langsung melihatnya, daripada buku digital yang lewat handphone; kita malah buka yang lain saat pegang handphone.”

Appendix 6

Barcode Interview Recording



Appendix 7

Interview Documentation

Interview Nurwahid



Interview Mutmainna A. Torallia



Interview Doni Junergi



Interview Khusnul Hatimah



Interview Setiawan Wancie



Interview Zaskia



AUTOBIOGRAPHY



Nur Andriani, she was born on May 13th 2001 in Sukamaju village of Noth Luwu. She is the youngest child of seven siblings. Her father's name is Mugiono and her mother's name is Tafrikah. The writer finished her studies at SDN 173 Sukamaju 2 in 2014. Then continued her education at SMPN 1 Sukamaju, graduated in 2017. Furthermore, continue her education at SMAN 1 Sukamaju, and graduated in 2020. After graduating, she continues the study at State Islamic Institute of Palopo in English Language Education Study Program of Education and Teacher Training Faculty. In the end of her study in State Islamic Institute of Palopo, she composed a thesis entitled is "The Analysis of Students' Barriers in Reading Digital Book at English Language Education Study Program of IAIN Palopo".