

**STUDENT'S PERCEPTION TOWARDS THE USE OF  
DIGITAL AND PRINTED TEXTBOOK OF ENGLISH  
EDUCATION STUDY PROGRAM STUDENTS OF  
SRIWIJAYA UNIVERSITY**

**A Thesis by**

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**English Education Study Program**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

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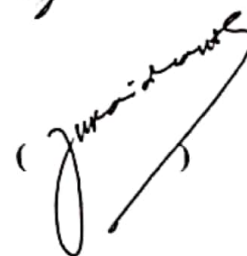
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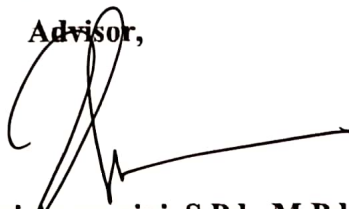
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## DECLARATION

I, the undersigned,

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Certify that the thesis entitled "*Student's Perception Towards the Use of Digital and Printed Textbook of English Education Study Program Students of Sriwijaya University*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents (Emilda Zahara and Mulian Junaidi) who always love, support, and pray for me.
2. My entire extended family who always support me.
3. member of fahira kos 2016 who always motivates and encourages to be able to finish college together.

## **MOTTO**

Dream for God will embrace your dreams.

-Andrea Hirata-

People don't buy what you do, they buy why you do it

-Make My Mindset-

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the writer also would like to deliver big thanks to her family that always support and protect her. The writer would like to express her appreciation to her juniors at English Education Study Program for their help and cooperation during the research.

Last, hopefully that this thesis will be useful to all of the people who need it.

Indralaya, August 2, 2022

The writer

Elyan Rizky

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**ABSTRACT**

Technology advent has been transforming students' perceptions and preferences mostly on how they acquire information and learn. Many textbooks are now available in digital reading formats which became an additional learning resource from the printed textbook. The objectives of this study were to find the students' perceptions on the use of digital and printed reading textbook and their preference between digital and printed reading textbook. The data were collected using the qualitative approach. 6 students from three different semesters of English Education Study Program. The result showed the students viewed digital and printed textbooks as equally important for their learning. Even though some students read digital textbooks more often than printed textbooks, students liked to use both digital and printed textbooks for reading. They mentioned similar amounts of things they liked most in reading digital and printed textbooks. None of the students said which one was better. Therefore, students saw the necessity of using digital textbooks as printed ones. The results showed that most students (4 students) preferred to print the learning materials in reading courses. The two other students chose to read the digital materials directly.

**Keywords:** *digital textbook, printed textbook, perception, reading, preference.*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

#### **1.1 Background of the Study**

Technology is all the knowledge, products, processes, tools, methods, and systems employed in the creation of goods or providing services. (Khalil, 2000). The usage of technology includes not only machines (computer hardware) and instruments but also involves structured relations with other humans, machines, and the environment. Information and Communication Technologies (ICT) have become commonplace entities in all aspects of life including Education. According to Jaya et.al (2020), The field of education is constantly changing to keep pace with dynamic worlds such as the Phenomenon of Industry 4.0 which has brought rapid changes in education. Both in the educational process has moved from traditional learning to modern learning, and the use of technology can be considered as one of its distinct features. According to Shan Fu (2013), ICT is considered a powerful tool for educational change and reform. Amin (2013) states that ICT increases the flexibility of delivery of education so that learners can access knowledge anytime anywhere.

The adoption of ICT in education has a big impact on those progressions on the worldwide status of English language and language education brings us new opportunities, challenges, and besides, a feeling of risk and uncertainty to those who find themselves in the field of teaching English as a Foreign Language (EFL). Jaya et.al (2021) state that Technology applies to support the success of language learning, for example, providing web-based learning, mobile-based learning, educational videos, stimulation, online learning platforms, and many more. Reading tools are also various since technology is applied in education.

Reading, one of four skills, is defined as an act to gain information and knowledge. According to Noor (2011), Reading is the key to many experiences

that connect people in ways that go beyond distance or time. Reading provides experience for the individual so that he or she can explore his or her horizons, embody, expand and intensify his interests and get a deeper position than himself and other people and the world. Schools have used the textbook as the media of learning. Textbook, a specific book that is first and foremost determined by its function, it presents a fundamental resource for learning and is intended for a clearly defined circle of users, for a defined level of education, age, and field of education (Ivic, 2019).

Textbooks until now still play an important role as the main learning resource needed in the learning and teaching process, this is evident from various educational institutions from the basic level to higher education in principle still use textbooks as the main learning resource. Thus the existence of textbooks is still an inseparable compote of the learning process that takes place in various educational institutions, (Prastowo, 2011). According to Liu (2012), since ICT was applied in a school environment, the reading equipment has increasingly diverse, include the presence of digital textbook and then reading from digital resources gaining popularity.

The term of digital texts is used to describe a text analogous to a book that is digitally displayed on the screen of a computer or phone device (Jeong, 2010). According to Agustiana (2021), A digital textbook is usually an electronic version of a printed book, but not infrequently also a book is only published in digital form without a printed version. Digital textbooks are used as additional media for printed reading books. In the academic role, the trend of replacing printed texts with digital textbooks is increasing. The educational institution is also encouraged to move to paperless classrooms from the use of digital tools as reading devices (Giebelhausen, 2015).

From the teacher perspective on digital textbook in Lindqvist (2019) research entitled *“Talking about Digital Textbooks: The Teacher Perspective”*, found that in teaching, digital text is essential to support the use of digital textbooks in school environments, it promotes and increase students’ knowledge towards the technology and digital textbook in learning activities, and can help

students to be active and motivated in learning and provide access to schoolwork both at home and in school.

During the COVID-19 pandemic, educational institutions emphasized conducting teaching and learning activities online and it still ongoing today. Online learning is one of the most effective ways to apply to the world of education, as it is usually applied in secondary and higher education where the students already understand the technology (Fathina And Jaya, 2021). Then digital textbooks become more dominant since teaching-learning activities are done remotely. In this unpredictable situation, students are required or encouraged to use both printed and digital textbooks which they may not be comfortable with.

Despite the application of both Digital and printed texts students tend to be more dominant using only one reading equipment. Not all students can handle both printed textbooks and digital textbooks. According to Patton (2014, p.3), some students prefer printed text because they can touch the book physically, mark the pages, and even write some summaries in text. Meanwhile, other students tend to choose digital textbooks in case they don't have to bring a lot of physical books into the classroom. They also prefer online or digital text because of the features that engaged them, some students are not sure which kind of reading equipment that they consider to be more useful to use while studying.

The study conducted by Min Chen Tseng (2010) shows negative results, he found that students disliked reading from computer screens. Factors that influence students were font size and background color of web pages. The major difficulties include eyestrain, inability to take notes or underline text, and skipping lines when reading on computer screens. Meanwhile, the study conducted by Walton (2014) explained that the factor why students decided to use e-book is force adoption. When printed books were not available, some students typically choose to use e-books. Another reasons they use e-books in case for leisure reading so they can practically read them outside.

Regarding the current situation and students' preference, the writer would like to focus on college students' perceptions of the use of digital and printed reading textbooks in learning English language learning that digital and printed

textbooks to some extent will increase students' eagerness in reading English textbooks.

### **1.2 The Problems of the Study**

The problems of the study are formulated in the following questions:

1. How do the students see the use of digital and printed reading textbook?
2. Do the students prefer digital reading textbook or printed reading textbook?

### **1.3 The Objective of the Study**

Based on the problems above, the objective of this study is as follows:

1. To find out how the students see the use of digital and printed reading textbook.
2. To find out whether the students prefer digital reading textbook or printed reading textbook

### **1.4 The Significance of the Study**

This study is expected to give a meaningful contribution to English teachers, students, and future research. First, this result of this study can be help teachers to varying their teaching style and strategies in applying technology in language learning especially in English. Second, this study is expected to students information about the digital textbook in their reading ability so that they ready to face digital era. Finally, this result is expected to give more information to the future writers as a guideline in order to conduct the same study.



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