

**EXPLORING THE USE OF PRINTED AND DIGITAL READING FORMATS
ON READING COMPREHENSION AT ENGLISH TADRIS STUDY
PROGRAM OF IAIN CURUP
THESIS**

**This Thesis is Submitted to Fulfill the Requirement
For “Sarjana” Degree in English Study Program**



Written By:

Aditya Gusti Pratama

21551002

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTES OF CURUP**

2025

Hal : Pengajuan Sidang Munaqasah
Kepada
Yth. Dekan Fakultas Tarbiyah IAIN Curup
Di –
Curup

Assalamualaikum Warohmatullahi Wabarokatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan, maka kami berpendapat bahwa skripsi atas nama **ADITYA GUSTI PRATAMA (21551002)** sebagai mahasiswa dari program studi Tadris Bahasa Inggris, dengan judul “**Exploring the Use of Printed and Digital Reading Formats on Reading Comprehension at English Tadris Study Program of IAIN Curup**” sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

Wassalamualaikum Warohmatullahi Wabarokatuh

Curup, August 2025

Advisor

Co-Advisor

Sarwo Edy, M.Pd
NIP.198106072 023211 011

Meli Fauziah, M.Pd
NIP.19940523 2020122003

STATEMENT OF OWNERSHIP

The Author who has signed below:

Name : ADITYA GUSTI PRATAMA

NIM : 21551002

Study Program : TADRIS BAHASA INGGRIS

Faculty : Tarbiyah

Declare that **Exploring the Use of Printed and Digital Reading Formats on Reading Comprehension at English Tadris Study Program of IAIN Curup** thesis was written honestly and to the best of my ability. If this thesis has some mistake the following day, the author is prepared to assume responsibility for the consequences and any additional criticism from IAIN Curup and to abide by its policies.

Curup, August
2025
Author

Aditya Gusti Pratama
NIM. 21551002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH**

Jl. Dr. AK Gani No. 01 PO 108 Telp. (0732) 21010-21759 Fax 21010 Kode Pos 39119
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id

APPROVAL

Nomor: **1589** /In.34/F.TAR/I/PP.00.9/08/2025

Name : **Aditya Gusti Pratama**
NIM : **21551002**
Faculty : **Tarbiyah**
Department : **English Tadris Study Program**
Title : **Exploring the Use of Printed and Digital Reading Formats on Reading Comprehension at English Tadris Study Program of IAIN Curup**

Had Examined by examining board of English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day/Date : **Thursday, 14th August 2025**
Time : **15.00 - 16.30 PM**
At : **Room 2 TBI IAIN Curup**

Had been received to fulfill the requirement for the degree of *Strata I* in English Study Program of *Tarbiyah* Faculty IAIN Curup.

Curup, August 2025

Head,

Examiners,

Secretary,

Sarwo Edy, M.Pd

NIP. 19810607 202321 1 011

Examiner I,

Meli Fauziah, M.Pd

NIP. 19940523 20201 2 2003

Examiner II,

Dr. Leffi Noviyenty, M.Pd

NIP. 19761106 200312 2 2004

Jumatul Hidayah, M.Pd

NIP. 19780224 20021 2 2002

Dean

Faculty of Tarbiyah

Dr. Sutarto, S.Ag., M.Pd
NIP. 19740921 200003 1 003

MOTTO

“ Only you can change your life,no body else do it for you”

Orang lain gak akan bisa paham struggle dan masa sulitnya kita yang mereka ingin tau hanya bagian success stories. Berjuanglah untuk diri sendiri walaupun ga ada yang tepuk tangan. Kelak diri kita dimasa depan akan bangga dengan apa yang kita perjuangkan hari ini, tetap berjuang ya!”

"Seek help with patience and prayer. Truly, Allah is with those who are patient."

(QS. Al-Baqarah,153)

Itami o kanjiro!, Itami o kangaero!, Itami o uketore!, Itami o shire!, Itami o shiranu mono ni hontou no heiwa wa Wakaran, Koko yori Sekai ni Itami o! SHINRA TENSE

Rasakanlah kepedihan, pikirkanlah kepedihan, terimalah kepedihan, ketahuilah kepedihan, orang yang tidak tau kepedihan, tidak akan mengerti kedamaian yang sebenarnya, dari sini dunia harus menerima kepedihan

“PAIN AKATSUKI”

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb. Alhamdulillahirabbil'alamin, all of praises to Allah SWT the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this research completely. Peace and salutation always be given to Propeth Muhammad SAW, who has been good example for every Muslim in this world.

The researcher finished this thesis entitled **“Exploring the Use of Printed and Digital Reading Formats on Reading Comprehension at English Tadris Study Program of IAIN Curup** This thesis is obtained in partial fulfillment of the requirement for Degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer like to express the deepest appreciation to:

1. Mr. Prof. Dr. Idi Warsah, M. Pd. I as Rector of IAIN Curup
2. Mrs. Jumatul Hidayah, M. Pd as the Head of English Tadris Study Program.
3. Dr. Sutarto, S.Ag, M.Pd, as the Dean of the Faculty of Tarbiyah at IAIN Curup
4. Mr. Sarwo Edy, M. Pd as my advisor who guides me in making this thesis to completion and has given me a lot of time and motivation. Allah blesses every step in your life inshaAllah.
5. Mam. Meli Fauziah , M. Pd as my co-advisor who always guides me from the beginning until end my thesis. For all time Allah will give his bless for you. Aameen.

6. Mr. Rizki Indra Guci, M. Pd as my perfect rater who always help me to check my data.
7. All of the lecturers and staff in English Tadris Study Program who have given knowledge, inspiration, and support during I studied at IAIN Curup.

Finally, the writer realized that this thesis is still far from being perfect. So, the writer is really contented, if there are criticisms or suggestion directly to the writer to make this thesis better and more perfect. Hopefully, the result of this research can give a beneficial contribution mainly for readers and English Lecturer in English Tadris Study Program. Wassalamu'alaikum Wr. Wb.

Curup, August 2025

Writer

Aditya Gusti Pratama
NIM. 21551002

DEDICATION

1. **To my dearest father**, Thank you for being my constant source of strength, encouragement, and wisdom. Your unwavering belief in me has guided me through every challenge, and your sacrifices have never gone unnoticed. This achievement is as much yours as it is mine, and I dedicate it to you with all my heart. I hope to continue making you proud in all that I do.
2. **To my beloved Mother**, Thank you for being my greatest support and inspiration. Your endless encouragement, patience, and guidance have shaped the person I am today. Every step of this journey was made easier because of your presence and belief in me. This accomplishment is a reflection of your love and dedication, and I share it with you wholeheartedly. I will carry your strength with me as I continue to grow and strive for excellence.
3. **To my both supervisors**, I would like to extend my deepest gratitude to **Mr. Sarwo Edy, M.Pd**, for your unwavering support, valuable insights, and continuous encouragement throughout the completion of this thesis. Your guidance has not only shaped my academic journey but also instilled in me the importance of resilience and dedication. Your words, reminding us that life may not always be easy, have become a source of motivation that I will carry forward.
4. **To Ma'am Meli Fauziah, M.Pd**, thank you for your tireless supervision, constructive feedback, and sincere concern from the very beginning of this research until its final stage. Your attention to detail and willingness to

provide guidance at every step have been crucial in helping me complete this work successfully. I am truly honored to have been mentored by both of you. May Allah SWT reward you abundantly for your knowledge, patience, and devotion in shaping your students' futures.

5. **To the Head of the English Tadris Study Program (TBI),** I would like to extend my heartfelt appreciation to Ma'am Jumatul Hidayah, M.Pd, for her unwavering support, thoughtful leadership, and continuous dedication to the academic and personal growth of her students. Throughout the course of my studies and the writing of this thesis, her role has been instrumental in ensuring smooth academic administration, offering wise guidance, and fostering a positive and supportive learning environment. I truly admire her genuine concern for student development and well-being. May Allah SWT reward her sincere efforts and commitment with abundant blessings, good health, and continued success in all her endeavors.
6. **To all of the Lecturers of English Tadris Study Program (TBI)** I would like to sincerely thank all the lecturers of the English Tadris Study Program at IAIN Curup for the knowledge, guidance, and support you have given me throughout my academic journey. Every lecture, piece of advice, and encouragement has helped me grow not only as a student but also as a person. Your dedication to teaching and your commitment to our success have truly inspired me. I am grateful for the lessons you have taught both inside and

outside the classroom. May Allah SWT bless you all with continued health, success, and strength to keep educating future generations.

7. **To my beloved Sisters**, You both are incredible, and I am truly blessed to have you in my life. Your presence, support, and constant encouragement have been a source of strength and inspiration for me throughout this journey. During difficult moments, your words and care lifted my spirit and reminded me to keep going. Even in the small arguments and playful teasing, I have always felt your love. I am proud to be your older brother, and I hope that through this achievement, I can make you proud too. Thank you for being by my side, I will always carry your support in everything I do.
8. **To my dearest woman Tri Dinda Mepipta sari**, I am so proud to be the person who can grow with you. My gratitude to you will never end, because you made my thesis easier to complete, and this moment is very meaningful to me. I enjoy every day with you.
9. **To Depri, Anizzar, Fadel, Deki** Thank you to Parkon Squad you are not just friends, you are a once-in-a-lifetime kind of madness. I have never met people who could make me laugh as hard, feel as accepted, or be as completely myself as I do when I'm with you. Our time together has been filled with unforgettable laughter, chaotic moments, and genuine support that I will always treasure. One day, life may take us on different paths, but the memories we've created will forever live in the corners of my heart. This isn't the end it's just the beginning of each of us becoming something greater. And

when fate allows us to meet again, I hope you'll still be the same crazy, kind-hearted souls I've come to know and love. Thank you for being the kind of friends who turned ordinary days into lifelong memories.

10. **To the incredible Apo Bae Squad**, thank you for being an irreplaceable part of my life's journey. You have been more than just companions, you are family I chose along the way. Through moments of joy, sorrow, frustration, and triumph, you stood beside me with unwavering support. When I was overwhelmed, exhausted, or ready to give up, your presence, laughter, and encouragement reminded me that I was never alone. Your strength, warmth, and chaos have left a mark that words can hardly express. Not everyone is lucky enough to walk through life with people who bring both comfort and courage, and I am deeply grateful that I had you. Though this thesis has reached its final page and life may scatter us in different directions, the memories we've created and the bond we share will always stay with me. From the bottom of my heart thank you.

11. **To my Friends from the TBI Class of 2021**, Trust Be Intelligent, You are not the smartest people, and you are not the most talented, but I am proud to have met you. Thank you for the three years we spent learning together in this class. During my time in class, I never felt bored when we were together. We never put each other down; instead, we supported each other to get the best grades. You are all amazing.

12. **Thank you** to myself, I know this journey has never been easy. Choosing to return to my studies after working for two years to save money was not a simple decision, it was an act of courage and self-belief. But despite the doubts, the judgments, and the moments of exhaustion, I never let go of my passion for learning. I wanted to prove, to myself more than to anyone else, that I am capable, resilient, and determined. I didn't rely on others; I stood on my own, and for that, I am proud. This thesis is more than just a requirement, it is a symbol of perseverance, a testament to my growth, and my first real trophy. I dedicate this work to the version of me who never gave up, and I believe it won't be the last achievement I claim.

ABSTRACT

ADITYA GUSTI PRATAMA : Exploring the Use of Printed and Digital Reading
Formats on Reading Comprehension at English
Tadris Study Program of IAIN Curup
NIM : 21551002
Advisor : Sarwo Edy, M.Pd
Co-Advisor : Meli Fauziah, M.Pd

This study investigates the influence of printed and digital reading formats on the reading comprehension of students in the English Tadris Study Program at IAIN Curup. Employing a mixed-methods approach with a Sequential Explanatory Design, the research involved both quantitative and qualitative phases. The quantitative data were collected through questionnaires distributed to fourth- and sixth-semester students, while the qualitative data were obtained from semi-structured interviews. The findings reveal that students demonstrate varied preferences: some favor printed texts for deeper comprehension, concentration, and reduced distractions, while others prefer digital formats due to accessibility, efficiency, and convenience. Overall, the study highlights that both printed and digital reading formats have unique strengths and challenges that affect students' reading comprehension. These results suggest that integrating both formats strategically in the learning process can enhance students' comprehension skills and adaptability in diverse academic contexts.

Keywords: Printed Reading, Digital Reading, Student Perceptions, Reading Preferences.

LIST OF CONTENT

COVER	
LEMBAR PENGAJUAN SIDANG MUNAQSAH.....	i
STATEMENT OF OWNERSHIP	ii
THESIS APPROVAL	iii
MOTTO	iv
ACKNOWLEDGEMENT	v
DEDICATION.....	vii
ABSTRACT.....	xii
LIST OF CONTENT	xiii
LIST OF TABLE	xv
LIST OF DIAGRAM	xvi
CHAPTER I INTRODUCTION.....	1
A. Background of The Research	1
B. Research Question.....	5
C. Objective of the Research	6
D. Limitation of the research	6
E. Significances of the research.....	6
F. Definition of Key Term.....	7
G. Thesis Organization	11
CHAPTER II LITERATURE REVIEW	13
A. Review of Related Theories.....	13
1. Reading Comprehension	13
2. Definition of Reading Formats.....	19
3. Printed Reading Format.....	22
4. Digital Reading Formats	25
5. Student Perceptions	29
6. Student Preferences	40
B. Review of Related Finding.....	43

CHAPTER III RESEARCH METHODOLOGY	48
A. Kind of The Research.....	48
B. Subject of Research.....	50
C. Technique for Collecting Data	52
D. Instrument of Research	54
E. Analyzing Questionnaire Validity and Reliability	61
F. Technique of Data Analysis	65
CHAPTER IV FINDINGS AND DISCUSSION	69
A. FINDINGS	69
B. DISCUSSION	81
BAB V CONCLUSIONS AND SUGGESTIONS	87
A. CONCLUSIONS.....	87
B. SUGGESTIONS	89

LIST OF TABLE

Table 3. 1 Number of Research Participants by Class	51
Table 3. 2 Answer Weighting Criteria of Likert Scale	55
Table 3. 3 Blueprint Questionnaire 2	56
Table 3. 4 Blueprint Interview Guidance 2	59
Table 3. 5 Validity of Questionnaire	62
Table 3. 6 Interpretation of Cronbach Alpha	64
Table 3. 7 Reliability of Questionnaire	65
Table 4 1 Students' Reading Format Preferences	70
Table 4 2 Factors Influencing Students' Preferences	73

LIST OF DIAGRAM

Diagram 3. 1 The Explanatory Sequential Design.....	50
Diagram 4. 1 <i>Students Preferences</i>	71

CHAPTER I

INTRODUCTION

This chapter presents the study's background, research focus, and objectives, explaining the context of printed and digital reading formats in the English Tadris Study Program at IAIN Curup and their relevance to reading comprehension. It outlines the research questions, scope, significance, and key terms, and ends with the thesis organization.

A. Background of The Research

Reading is one of the activities to get the information from the text. Reading is described as an interaction between the reader and the text. Reading is the process of understanding a reading text. That statement implies that when the teacher does a reading class activity, the teacher has to make sure that the students can comprehend the writer's ideas written in the text. By doing this, reading comprehension activity will be carried out effectively in the teaching and learning process.¹ Furthermore, reading, according to Rumelhart, is an activity that entails interaction between the reader and the text as well as between the reader and the text with the aim of deriving the text's message. In summary, a

¹ S. Edy, "The Effectiveness of Extensive Reading on Students' Reading Comprehension Achievement as Observed from Students' Motivation," *Jurnal Pendidikan Humaniora (JPH)* 2, no. 1 (2015): 54–58.

proficient reader should communicate with the text by comprehending the problems it raises.²

In other words, by reading, the reader may interact with the author through written or printed material to get knowledge and concepts that will help them comprehend the writer's point of view. Additionally, reading may help children become more proficient in language usage and patterns, as well as teach them how to articulate their own ideas. Additionally, reading is a key component of teaching foreign or second languages in many situations. There are a number of reasons behind this. First, one of the main reasons why many foreign language learners read is for enjoyment and knowledge; they want to be able to read for both learning and job goals. In the majority of EFL situations, students only wish to be able to read in a foreign language. Second, textual materials offer a range of educational goals. A thorough explanation of linguistically understandable written texts will speed up the language learning process³.

Reading is very important aspect in our lives. We would never know anything if we didn't read. Students who read can learn to be excellent citizens, deal with challenges at work, handle problems at home, and overcome obstacles in their own life. Reading is also crucial for enhancing general language proficiency when learning English. It is significant because reading helps kids

² Jo A. Aebersold and Mary L. Field, *From Reader to Reading Teacher* (New York: Cambridge University Press, 1997), 15.

³ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), 273.

learn how to think in English, expand their vocabulary, write better, and discover new concepts, information, and experiences. One For those who aspire to be educated, reading is therefore one of the keys to success.⁴

In the context of language learning, reading is not a single, isolated skill but rather encompasses various types, each serving different purposes and strategies. These include skimming, which involves reading quickly to grasp the main idea; scanning, which is used to locate specific information within a text; extensive reading, which aims to build fluency and promote reading for pleasure; and intensive reading, which focuses on detailed understanding of shorter texts. Among these types, reading comprehension stands out as one of the most cognitively demanding activities. To comprehend a text, readers must visually process the words, recognize their phonological, orthographic, and semantic forms, and connect them using syntactic rules to construct deeper meaning at the sentence level. Therefore, reading involves an active cognitive process through which readers interpret and internalize written information in order to acquire knowledge and construct meaning.⁵

Reading formats refer to the medium through which texts are accessed, typically categorized into printed and digital forms. Printed reading materials, such as books, journals, or photocopies, offer tactile and visual interaction,

⁴ Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power* (USA: Addison-Wesley Publishing Company, 1996), 1.

⁵ Jean F. Mooney and John F. Savage, *Teaching Reading to Children*, 6th ed. (Belmont, CA: Wadsworth Publishing, 2001).

allowing readers to annotate manually and often promoting better focus due to minimal distractions.⁶ On the other hand, digital reading formats including e-books, PDFs, and online articles provide flexibility and ease of access through electronic devices like smartphones or tablets. However, factors such as screen fatigue, lighting, and multitasking may influence comprehension.⁷

Based on preliminary observations and interviews conducted with several students of the English Tadris Study Program at IAIN Curup, it was found that students' reading comprehension is influenced by the format of the reading material they engage with, whether printed or digital. This preliminary observation was conducted to obtain a real picture of the students' condition before carrying out the research in depth. By doing so, the researcher was able to identify tendencies, challenges, and factors that affect students' reading comprehension, ensuring that this study is not only grounded in theoretical assumptions but also supported by objective evidence from the field. Students who frequently read printed texts tend to demonstrate stronger comprehension skills, citing better focus, reduced eye strain, and deeper engagement with the material. Printed formats, with their tangible nature and structured layout, were perceived to support concentration and memory retention, fostering a more thorough understanding of reading content.

⁶ Naomi S. Baron, *Words Onscreen: The Fate of Reading in a Digital World* (New York: Oxford University Press, 2015), 120.

⁷ Anne Mangen, Bente R. Walgermo, and Kolbjørn Brønnick, "Reading Linear Texts on Paper versus Computer Screen: Effects on Reading Comprehension,"

On the other hand, students who are more accustomed to digital formats appreciated the accessibility and interactive features but often reported challenges such as distractions and eye fatigue that could hinder comprehension. Familiarity with technology, personal reading habits, and the physical comfort of reading formats significantly shaped students' preferences and their overall reading outcomes. Thus, it can be concluded that the type of reading format printed or digital plays a crucial role in influencing students' reading comprehension, with printed materials generally offering more advantages for focused and in-depth reading among English Tadris students at IAIN Curup.

The objective of this study is to close the current knowledge gap by investigating the usage of digital and printed reading formats in reading comprehension classes further and by obtaining a more thorough understanding of students' preferences for both formats. Researcher are interested in finding out how individual preferences, past experiences, comfort levels, and digital technology usage patterns affect students' reactions to reading content in both printed and digital media. Therefore this research entlited **“EXPLORING THE USE OF PRINTED AND DIGITAL READING FORMATS ON READING COMPREHENSION CLASS”**.

B. Research Question

Based on the background, the problem of this research are formulated toward the following objective:

1. How are the student perceptions on printed and digital reading format on reading comprehension?
2. What factors do influence students' preferences for printed versus digital reading formats?

C. Objective of the Research

Based on the problem formulation described above, the research objective formulated in this study are:

1. To investigate the student perceptions printed and digital reading format on reading comprehension
2. To investigate factors that influence students' preferences for printed versus digital reading formats

D. Limitation of the research

The research uses a mixed-methods approach. The questionnaire is based on Eden and Eshet-Alkalai's theory, covering aspects like reading habits, speed, comfort, cognitive load, text design, and format preference. Interviews are based on Bao et al.'s theory, focusing on factors that influence students' preferences such as understanding, focus, emotions, and long-term use.

E. Significances of the research

1. For Students

This research is important for students of the English Tadris Study Program at IAIN Curup because it helps them understand how printed and digital reading formats affect their reading comprehension. By knowing the

strengths and weaknesses of each format, students can choose the one that supports their learning best. This is especially useful for EFL students who need strong reading skills to succeed in their studies. The findings can also help students become more aware of their reading habits and adjust them to improve focus, understanding, and academic performance.

2. For Lecturers

This research offers insights into the effectiveness of various reading formats, assisting lecturers in adjusting teaching strategies and material selection. In addition, it informs curriculum development, facilitates professional development for lecturers, improves student engagement and learning outcomes, contributes to educational policy making, adds to the academic literature, and helps adapt to technological advances in education. This research bridges traditional educational tools with modern technology, enriching the educational landscape for educators and students.

3. For Researcher

For other researcher, hope that this research will give additional information for other researcher who interested to conduct further research on the related field.

F. Definition of Key Term

In order to prevent any misunderstandings related to this study, the following section offers a detailed explanation of several important terms and the operational definitions used in this research. This will ensure that readers have a

clear understanding of the concepts and terminology that are fundamental to the study.

1. Reading Comprehension

Reading comprehension is the process through which readers understanding some information to be knowledged from texts like book, newspaper, magazine, article, and so forth.⁸ It is a fundamental skill necessary not only for academic success but also for everyday life activities, such as reading instructions, following directions, and critically analyzing information from various sources like news articles.⁹ The process of comprehension is influenced by several factors, including the reader's motivation, interest, and level of engagement with the material.¹⁰ Because of its importance, reading comprehension is considered a key skill that supports effective learning and decision-making across different contexts, making it essential for both educational achievement and practical daily functioning.

Considering the previously given explanation, reading comprehension is the ability to understand and interpret written texts. It is essential for

⁸ Fauziah, M., Vrika, R., & Amrullah, A. (2024). EFL Students' Perception on Kahoot! as Alternative Learning Strategy to Improve Reading Comprehension Skill. *JELITA*, 5(2), 459-470.

⁹ Nell K. Duke and P. David Pearson, "Effective Practices for Developing Reading Comprehension," in *What Research Has to Say About Reading Instruction*, 3rd ed., ed. Alan E. Farstrup and S. Jay Samuels (Newark, DE: International Reading Association, 2002), 205–242.

¹⁰ Kate Cain and Jane Oakhill, *Children's Comprehension Problems in Oral and Written Language: A Cognitive Perspective* (New York: Guilford Press, 2006)

academic success and everyday life, influenced by factors like motivation and engagement, making it a key skill for learning and decision-making.

2. Reading Format

Reading formats are the ways reading materials are presented to readers. The two main types are printed and digital. Printed formats include books, newspapers, or handouts in physical form, while digital formats are accessed through electronic devices such as smartphones, tablets, or computers, in the form of PDFs, e-books, or online articles. Each format offers different experiences for the reader. Printed texts are often seen as easier for focus and deep understanding, while digital texts are more practical and easier to access. Understanding these formats helps researchers see how students read and how it affects their comprehension and learning¹¹

3. Printed Reading Format

Printed reading formats are physical texts such as books, journals, magazines, and printed handouts that allow for direct interaction through page turning, highlighting, annotating, and note-taking. These formats provide a stable and distraction-free reading experience, which supports deeper concentration and comprehension.¹² Moreover, readers often develop better spatial orientation and memory when reading printed texts because they can

¹¹ Naomi S. Baron, *Who Wrote This? How AI and the Lure of Efficiency Threaten Human Writing* (Stanford, CA: Stanford University Press, 2023).

¹² Naomi S. Baron, *Words Onscreen: The Fate of Reading in a Digital World* (New York: Oxford University Press, 2015), 120.

recall the physical layout of the content. For many students, printed materials are preferred for academic reading because they reduce eye strain and offer a more immersive and focused experience.¹³

From the explanation, printed reading materials have many benefits for learning. Handling physical books, like turning pages and taking notes, helps readers remember and understand better. Printed texts also offer a steady, distraction-free experience that improves focus and comprehension. Because of this, many students prefer printed materials for studying, as they are easier on the eyes and help create a better learning environment.

4. Digital Reading Format

Digital reading formats are texts that are read using electronic devices like computers, tablets, smartphones, or e-readers. These include e-books, PDFs, websites, and multimedia content. Digital reading is convenient because it is easy to access, carry, and search. It can also include features like links, videos, and interactive tools that make reading more engaging. However, reading on screens can lead to eye strain and distractions, such as notifications. Some research shows that digital reading may affect how well

¹³ Anne Mangen, Bente R. Walgermo, and Kolbjørn Brønnick, "Reading Linear Texts on Paper versus Computer Screen: Effects on Reading Comprehension," *International Journal of Educational Research* 58 (2013): 61–68.

readers understand and remember information, as screen reading often involves different ways of interacting with the text.¹⁴

Digital reading means reading texts on devices like computers, tablets, or smartphones. It is easy to access, simple to carry, and allows quick searching. Digital texts may also include links, videos, or interactive features that make reading more engaging. However, screen reading can cause eye strain and distractions. Some studies suggest that reading on screens may affect how well people understand and remember the content compared to printed texts.

Reading comprehension is the ability to understand and make meaning from written texts. It is an important skill for both academic success and daily life. This skill is influenced by factors such as motivation and focus, and it plays a key role in learning and making decisions.

G. Thesis Organization

This thesis is organized into five chapters to provide a systematic structure for the research. Chapter 1 is the Introduction, which includes the background of the research, formulation of research questions, research objectives, research limitations, significance of the research for students, lecturers, and future researchers, and definitions of key terms used in the study. Chapter 2 presents a Review of Related Literature, which discusses theories related to reading

¹⁴ Robert Ackerman and Michael Goldsmith, "Metacognitive Regulation of Text Learning: On Screen versus on Paper," *Journal of Experimental Psychology: Applied* 12, no. 2 (2006): 79–87.

comprehension, printed and digital reading formats, and reviews previous research findings relevant to the topic. Chapter 3 is the Research Methodology, explaining the type of research (mixed methods Explanatory Sequential Design), research subjects, sampling technique, data collection techniques (questionnaire and interview), research instruments, and data analysis techniques for both quantitative and qualitative data. Chapter 4 contains the Results and Discussion, where the findings from questionnaires and interviews are presented and interpreted in relation to the research questions. Finally, Chapter 5 presents the Conclusions and Suggestions, summarizing the main findings of the study and providing recommendations for future research and educational practices

CHAPTER II

LITERATURE REVIEW

This chapter reviews theories and studies on reading comprehension and reading formats, including perspectives from Eden and Eshet-Alkalai as the basis for the quantitative phase, and Kharisma, Wulyani, and Astuti as the basis for the qualitative phase. It discusses reading qualities, speed, concentration, physical and emotional reactions, and long-term use, providing the theoretical and empirical basis for the study.

A. Review of Related Theories

1. Reading Comprehension

Reading comprehension is inextricably linked to the reading process. Comprehension is defined by Jean F. Mooney and John F. Savage. "Comprehension is the capacity to extract meaning and comprehension from written language," they stated. Reading cannot be considered complete unless understanding has occurred.¹⁵ According to that notion, reading itself can lead to comprehension. Readers have understood the printed language they have read if they are able to decipher the meaning and comprehension of what they have read. Additionally, the idea of understanding was asserted by

¹⁵ John F. Savage & Jean F. Mooney, *op.cit.*, p. 29.

Harvey F. Silver et al. "A variety of skills are involved in comprehension," they stated. or methods for reading and thinking¹⁶

Understanding the author's use of language, locating and relaying information, identifying main ideas, recognizing cause-and-effect relationships, drawing conclusions, making generalizations, sequencing events, differentiating fact from fancy, figuring out the author's purpose, assessing the veracity or value of written passages, applying information based on one's own experience, identifying with characters and events, and a variety of other reading thinking processes are all considered aspects of comprehension.¹⁷

These elements demonstrate that comprehension is a comprehensive knowledge that necessitates a wide range of linguistic skills, including those listed above. Dale H. Schunk used the phrase "language comprehension" to refer to the relationship between language and comprehension. He stated, "Language comprehension occurs if in light of increasing number of students whose native language is not English (L2)".¹⁸ He went on to explain that there are three main parts to language comprehension:

- a. Perception: This entails paying attention to and identifying the input.

¹⁶ Harvey F. Silver, Susan C. Morris, and Victor Klein, *Reading for Meaning: How to Build Students' Comprehension, Reasoning, and Problem-Solving Skills* (Alexandria, VA: ASCD Publisher, 2010).

¹⁷ John F. Savage & Jean F. Mooney, op.cit., p. 30

¹⁸ Dale H. Schunk, *Learning Theories: An Educational Perspective*, 6th ed. (Boston: Pearson Education Inc., 2012), 204.

- b. Parsing is the process of cognitively breaking down sound patterns into meaningful parts.
- c. Use: It describes how the parsed mental representation is handled (for example, storing it in LTM if it is a learning assignment, providing a response if it is a question, posing a question if it is not understood, etc.)¹⁹

To summarize, comprehension is the process of holistic knowledge that necessitates a variety of language skills, particularly the capacity to infer meaning from receptive skills like reading. Because it takes place in the reader's mind, comprehension is an invisible phenomenon. Therefore, comprehension products should be used to gauge someone's level of understanding. Understanding is also the aim of reading as it indicates that the reader has accomplished the reading objective if they have grasped all of the information and elements in written materials.

Reading comprehension is the ability to comprehend a text that has been read or the act of deriving meaning from it. Because comprehension entails all of the components of the reading process cooperating to form a mental image of the text as it is read, it is referred to as a "construction proces."²⁰ Skilled readers are able to absorb a stream of conversation and comprehend its general idea without being overly preoccupied with specifics.

¹⁹ Ibid

²⁰ Nell K. Duke and P. David Pearson, "The Science of Reading Comprehension Instruction," Oxford Research Encyclopedia of Education (2020)

Such general understanding reading entails not pausing to consider each word or scrutinize every element the author has incorporated into the text.²¹ Many of the children are concerned about what each and every word means. If given the opportunity, a large number of them would prefer to read a section while holding an electronic dictionary in one hand and writing the translations on the paper with a pen in the other.

It is obvious that readers must find strategies that encourage kids to acquire certain reading skills. According to Mikulecky Jeffries, some crucial comprehension abilities include:²²

a. Previewing for better comprehension

Finding out what the readers will be reading before they actually read it is the goal of previewing. When they get a letter, for instance, they typically start by looking at the stamp or return address to determine who delivered it and where it came from. They then speculate as to what it will be about.

b. Scanning

Scanning is a technique of reading which is used by the readers look for specific information within a text such as dates, names, and places, among others.

²¹ Jeremy Harmer, op.cit p. 202. 14

²² Beatrice S. Mikulecky and Linda Jeffries, *Reading Power*, 2nd ed. (New York: Pearson Education, 1998), 21–150

c. Skimming

Skimming Is the process by which a reader quickly scans a manuscript to gain an overview of its main ideas. To get a rough idea of what it's about, they skim

d. Using vocabulary knowledge for effective reading

The greatest way to try to grasp what is being written or discussed is to guess. Because they don't have to stop frequently, they enjoy reading more.

e. Making inference

As they read, proficient readers constantly draw conclusions. They occasionally try to foresee what would happen next. After that, they make educated guesses about the text and the author's thoughts using the hints.

f. Finding topics

To comprehend what they are reading, readers must Make a connection to what they already understand. They must be certain that they understand what they are reading in order to draw this link.

g. Discovering topics of paragraph

It is hard for readers to grasp what they are reading if they don't know what it is about. Even if there are no difficult vocabulary or syntax, readers who don't know the topic can't understand the sentences.

h. Understanding main idea

A paragraph's primary theme is an expression of the author's thoughts on the subject. The topic and the thoughts the author wants to convey about it are always included in a single phrase that serves as a major concept statement.

i. Summarizing

Reciting the key points of a passage in a considerably condensed format is known as summarizing. Being able to summarize a passage gives one the assurance that they have understood it, which is a crucial reading ability.

Students who possess these comprehension abilities are able to read fluently in English and think in the language while they read. They will struggle to understand if they transfer their thoughts from another language into English. It's not enough to understand the syntax and the words. The concepts and details in your reading must be logically connected by the students. That involves drawing a conclusion based on what you already know. Stated differently, you must use rational thought.

From the explanation above, it can be concluded that reading comprehension is a complex mental process that involves understanding and making meaning from written texts. It is not just about recognizing words, but also using higher-level thinking skills such as understanding the author's message, identifying main ideas, making inferences, and recognizing

connections within the text. Jean F. Mooney and John F. Savage state that reading is incomplete without comprehension, as it shows the reader's true engagement with the text. Harvey F. Silver and colleagues highlight that comprehension also involves skills like telling facts from opinions and recognizing cause-and-effect relationships. Dale H. Schunk adds that understanding language requires perception, organization, and usage. According to Mikulecky and Jeffries, reading comprehension is supported by strategies such as previewing, scanning, skimming, and inferring, making it an active and interactive process.

2. Definition of Reading Formats

Reading formats refer to the ways or formats in which text or reading materials are presented for individuals to read. These formats determine how information is delivered, either in physical or digital form. Different reading formats offer various reading experiences depending on the type of medium used. Each format has its own advantages and disadvantages, and the choice often depends on the reader's purpose and learning context.²³

a. Printed Books

Printed books are the most traditional and commonly used reading format. They offer a physical reading experience, involving direct interaction with the text by flipping and touching the pages. Advantages of

²³ Naomi S. Baron et al., "Advantages and Disadvantages of Printed and Electronic Study Material: Perspectives of University Students," *Information Research* 24, no. 2 (2019): paper 828.

printed books include visual comfort without the reliance on electronic devices and better concentration over extended periods. Printed books are also considered more comfortable for the eyes since they do not emit harmful light.

b. E-books (Electronic Books)

E-books are digital versions of books that can be read on electronic devices such as e-readers, tablets, or smartphones. This format offers easy access as e-books can be downloaded and read anytime without the need for physical storage space. E-books often come with features like text search, font size adjustment, and note-taking capabilities. However, reliance on devices and screen reading may affect long-term reading comfort.

c. Audiobooks

Audiobooks are audio versions of books that allow users to listen to content instead of reading it. This format is ideal for those who want to consume book content while engaging in other activities like driving or exercising. Audiobooks are particularly helpful for individuals with reading difficulties or those who prefer auditory learning.

d. Online Articles

Online articles refer to texts published on websites or other digital platforms. These articles are often shorter and more focused on specific topics. A major advantage of this format is the ease of access from

anywhere at any time [3], often at no extra cost, along with the ability to share and discuss articles in real time.

e. PDF Documents

The Portable Document Format (PDF) is used to present documents that can be read on any device without altering their format. PDFs are often used for reading materials that require a consistent layout, such as journals, scientific articles, and published books. This format can include well-organized text and graphic elements.

f. Blogs

Blogs are digital platforms that allow individuals or organizations to publish articles or posts regularly. This format is commonly used for sharing ideas, opinions, or current information in short and accessible writings. Readers can interact directly by commenting and sharing blog posts via social media.²⁴

Therefore, we can conclude that each reading format presents unique benefits that cater to different needs and preferences. Printed materials offer a tactile and focused reading experience that supports deeper comprehension and memory through physical engagement with the text. Digital formats such as e-books and PDFs provide portability, accessibility, and interactive features that enhance convenience in modern

²⁴ Jean F. Mooney and John F. Savage, *Comprehension: The Essential Connection* (Boston: Pearson, 2017).

learning environments. Audiobooks support flexible, auditory-based learning, while online articles and blogs enable rapid access to information and foster interactive engagement. The diversity of these formats reflects the evolving nature of reading practices, emphasizing the importance of selecting formats that align with specific learning goals and contexts.

3. Printed Reading Format

a. Definition of Printed Reading Media Format

Printed reading materials refer to physical texts produced through traditional printing methods, such as books, magazines, newspapers, and pamphlets.²⁵ Historically, printed materials have been the primary medium for disseminating information and facilitating learning in both academic and non-academic contexts. These materials have a fixed and stable structure, allowing readers to access

information in an unaltered format over time. One of the key advantages of printed reading materials is their ability to provide a more immersive reading experience. The physical interaction with text such as flipping pages, highlighting important sections, and making notes in the margins enhances comprehension and memory retention.²⁶ Additionally, printed materials do not require electronic devices or an internet

²⁵ Naomi S. Baron, *How We Read Now: Strategic Choices for Print, Screen, and Audio* (Oxford: Oxford University Press, 2021).

²⁶ Z. Ghafar, "The Impact of Electronic Books on Learning English Language in the Digital Era: An Overview," *Journal of Digital Learning and Distance Education* 2, no. 7 (2024): 635–644.

connection, making them more accessible in various settings without technical limitations.

Therefore, we can conclude that printed reading materials offer a stable and immersive reading experience through physical interaction with the text. Activities like flipping pages, highlighting important sections, and making notes help enhance comprehension and memory retention. Printed materials also provide consistent access to information without the need for electronic devices or internet connections, which highlights the enduring importance of printed texts in supporting learning across various settings.

b. Advantage of Printed Reading Formats

According to Alfiah Kharisma, Anik Nunuk Wulyani and Utari Praba Astuti there are some benefits were shared by the proponents of print books. First, readers can feel their reading progress and enjoy it when they read through a print book. Secondly, readers remember a story better when reading a book than reading the same story in an e- book. Third, it has previously been observed that the reading time was faster when students read the print texts. In addition, one reason readers prefer print books is that multiple screens on a computer can sometimes distract their focus on

reading. Similarly, students cannot experience the tactile sensation of a book and are unfamiliar with the feel of e-books.²⁷

c. Disadvantage of Printed Reading Formats

Despite their many advantages, printed reading materials have several disadvantages, particularly in today's digital era:

a) Limited Accessibility and Distribution

Printed books and materials require significant production costs, both in printing and distribution. Additionally, storing printed materials demands more physical space compared to digital files, which can be conveniently stored on a single device like a tablet or laptop.

b) Lack of Interactive Features

Printed texts are static and do not offer interactive elements such as videos, animations, or hyperlinks that can enhance the learning experience. This can be a challenge for visual and auditory learners who benefit from multimedia resources.

Therefore, we can conclude that printed reading materials continue to offer a uniquely stable, immersive, and distraction-free learning experience through direct physical engagement with the text. Tactile activities, flipping pages, underlining or highlighting key

²⁷ A. Kharisma, A. N. Wulyani, and U. P. Astuti, "Students' Preference of Digital or Print Books/Reading Materials," *Journal of English Language, Literature, and Teaching (J ELLiT)* 5, no. 2 (2021): 1–9.

passages, and annotating, margins reinforce comprehension and support long-term memory retention. Readers also benefit from a clear sense of progress as they navigate through a physical book, often recalling narrative and factual details more effectively and reading at a faster pace than on-screen counterparts. Crucially, printed texts demand no electronic devices, battery power, or internet connectivity, ensuring reliable and uninterrupted access to information in any context. At the same time, their production and distribution incur higher costs, and they require significant storage space, while their inherently static format lacks the interactive multimedia features that some learners find advantageous. Nonetheless, these considerations underline the enduring importance of printed materials as foundational tools for learning across diverse educational and situational settings.

4. Digital Reading Formats

a. Definition of Digital Reading Formats

Digital reading materials encompass various types of electronic texts that can be accessed through devices such as computers, tablets, e-readers, and smartphones. These materials come in multiple formats, including e-books, online articles, electronic journals, blogs, and PDF documents. The primary advantage of digital reading lies in its flexibility and accessibility; readers can easily search for specific keywords, adjust text size, and access materials anytime and anywhere without physical limitations.

Moreover, digital formats enable faster information dissemination compared to printed materials, as they can be instantly downloaded or accessed online without the need for printing and distribution processes. This makes them an efficient choice for educational institutions, researchers, and learners who require instant access to reading resources.

Therefore, we can conclude that digital reading materials provide greater flexibility and accessibility compared to printed materials. They allow readers to access content anytime and anywhere, offering faster information dissemination without physical limitations. This makes them an efficient and practical choice for educational institutions, researchers, and learners who require instant access to reading resources, highlighting the importance of digital materials in modern education.

b. Advantages of Digital Reading Formats

According to Alfiah Kharisma, Anik Nunuk Wulyani, and Utari Praba Astuti, reading through smartphones provides an alternative source of reading material that is not available in printed books. The technical and material features of digital reading devices differ from printed books. Reading from a screen may seem unfavorable at first, but it offers several benefits such as mobility, portability, saving time, and reducing costs. Additionally, a “do-it-all” device such as a tablet can display multiple features simultaneously, including audio, video, and text. Other reasons for preferring online reading include quicker and easier access to

materials, unlimited reading hours, lower costs, accessibility from anywhere, and overall reading convenience²⁸

From the explanation above, the researcher can conclude that reading through smartphones offers an alternative source of reading materials that printed books cannot provide. As noted by Alfiah Kharisma, Anik Nunuk Wulyani, and Utari Praba Astuti, digital reading devices differ in technical and material features from traditional printed books. Although reading from a screen may initially seem less favorable, it presents significant advantages, including greater mobility, portability, time efficiency, and cost savings. Moreover, multifunctional devices like tablets enhance the reading experience by integrating text, audio, and video features. Additional factors such as faster access to materials, flexible reading times, lower costs, and the convenience of accessing content from any location further highlight the practicality and growing preference for digital reading in modern contexts.

c. Disadvantages of Digital Reading Formats

Although digital reading formats offer convenience and accessibility, several disadvantages have been identified, particularly in relation to reading comprehension and cognitive engagement. First, reading on screens is often linked to lower comprehension levels compared to printed

²⁸Kharisma, A., Wulyani, A. N., & Astuti, U. P. (2021). Students' Preference of Digital or Print Books/Reading Materials.

texts. This is due to factors such as screen glare, scrolling, and the temptation to multitask while using digital devices. These distractions can reduce focus and hinder deep reading, especially when dealing with long or complex texts.²⁹ Second, digital texts often discourage linear and sustained reading, as users tend to skim or jump between sections. Anne Mangen et al. argue that the physical presence of printed texts supports spatial orientation and memory, while digital texts may disrupt the mental mapping of information.³⁰ Third, eye strain and physical fatigue are common issues when reading on screens for long periods. This can lead to discomfort, reduced reading time, and less effective comprehension³¹. Lastly, digital reading may lead to superficial processing. Readers are more likely to read quickly and superficially, rather than engaging critically with the material, especially when using mobile devices or reading in multitasking environments.³²

Based on the explanation above, the researcher concludes that despite the practical benefits of digital reading formats, they present several disadvantages that may negatively affect reading comprehension. These

²⁹ Naomi S. Baron, *Words Onscreen: The Fate of Reading in a Digital World* (New York: Oxford University Press, 2015), 120. pp. 133–135.

³⁰ Anne Mangen, Bente R. Walgermo, and Kolbjørn Brønnick, “Reading Linear Texts on Paper Versus Computer Screen: Effects on Reading Comprehension,” *International Journal of Educational Research* 58 (2013): 61–68.

³¹ Ziming Liu, “Reading Behavior in the Digital Environment: Changes in Reading Behavior over the Past Ten Years,” *Journal of Documentation* 61, no. 6 (2005): 700–712.

³² Maryanne Wolf and Mirit Barzillai, “The Importance of Deep Reading,” *Educational Leadership* 66, no. 6 (2009): 32–37.

include reduced concentration due to screen-related distractions, a tendency toward non-linear reading, eye strain from prolonged screen exposure, and superficial engagement with texts. As a result, digital reading may not fully support deep and critical understanding, especially when compared to traditional printed formats.

5. Student Perceptions

Students' perception refers to the process by which learners interpret and make sense of information, experiences, or stimuli related to their learning environment. It involves how students mentally construct meaning from their interactions with instructional materials, teaching strategies, and educational formats (such as printed or digital texts). These perceptions are shaped by their prior knowledge, emotions, preferences, and contextual factors within their academic settings.³³

Perception is an internal process involving an individual's understanding, interpretation, and evaluation of stimuli received through the senses. In the context of learning, students' perceptions of reading formats, whether print or digital, influence how they comprehend, absorb, and reflect on the information they read. According to Eden and Eshet-Alkalai, students'

³³ Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior*, 18th ed. (New York: Pearson, 2019)

perceptions of reading formats are closely related to their reading experience, efficiency, comfort, and effectiveness in understanding the content³⁴.

In the digital era, significant changes have occurred in how students access and consume reading materials. Digital formats such as e-books, online articles, and PDFs have become dominant alternatives to printed books. The study conducted by Eden and Eshet-Alkalai revealed that despite many previous studies emphasizing the superiority of print reading in terms of comprehension, their research found no significant differences in students' reading performance between print and digital formats, especially when students engaged in active reading, which involves editing, identifying errors, and improving texts³⁵.

This finding provides a new understanding that students' perceptions of both reading formats have evolved in line with the increase in digital literacy. Students tend to have similar levels of comfort and efficiency when reading in either format, depending on their experience and individual preferences. Therefore, perception of reading formats cannot be separated from the variable of reading comprehension and prior reading experience³⁶.

³⁴ Sigal Eden and Yoram Eshet-Alkalai, "The Effect of Format on Performance: Editing Text in Print versus Digital Formats," *British Journal of Educational Technology* 44, no. 5 (2013): 846–856.

³⁵ Robert Ackerman and Michael Goldsmith, "Metacognitive Regulation of Text Learning: On Screen versus on Paper," *Journal of Experimental Psychology: Applied* 17, no. 1 (2011): 18–32

³⁶ Liu, Z. (2005). Reading behavior in the digital environment: Changes in reading behavior over the past ten years. *Journal of Documentation*, 61(6), 700–712.

Eden and Eshet-Alkalai identified several important aspects in comparing students' perceptions of print and digital reading formats, which can serve as the basis for measuring perception through a questionnaire instrument. These aspects include the following:

a. Methodological reading

Refers to a structured, systematic, and linear reading pattern, where readers follow the text in a sequential order from beginning to end. This type of reading is more commonly observed when using printed materials. According to Evans et al. print readers tend to read line by line, aiming to understand the entire content, rather than selectively scanning for information. This is largely due to the nature of print media, which promotes deep engagement and focus, free from distractions often found in digital formats such as hyperlinks, pop-ups, or advertisements³⁷. Hillesund further emphasizes that print readers exhibit a slower and more reflective interaction with texts. He argues that printed texts encourage immersive reading, where readers follow the author's logical flow and narrative without interruption. In contrast, digital reading tends to be more fragmented and non-linear, as readers frequently scan, skim, and jump

³⁷ M. A. Evans, M. E. Kelley, and J. Sikora, "Comparing Paper and Screen-Based Reading: Effects on Reading Comprehension, Reading Speed and Fatigue," *Journal of Educational Research* 102, no. 4 (2009): 239–252.

from section to section without following the intended structure of the text.³⁸

Liu, in his extensive study on digital reading habits, found that most digital readers do not finish texts in full. Instead, they often jump between paragraphs, read only selected parts, or search for keywords. This behavior is driven by the abundance of online texts, which fosters a culture of fast, selective reading rather than deep comprehension³⁹. Similarly, Quinn and Stark-Adam explored differences in reading strategies between print and digital media. They concluded that digital reading is more interactive but also more superficial. Digital texts are rarely read from start to finish, and readers often miss contextual understanding because they overlook the narrative flow and argumentative structure that writers build. In print reading, however, such structures are more respected and followed, resulting in more coherent and in-depth comprehension⁴⁰.

b. Reading pace

Which refers to the speed and accuracy with which individuals process written texts, has been consistently found to be slower and less

³⁸T. Hillesund, "Digital Reading Spaces: How Expert Readers Handle Books, the Web and Electronic Paper," *First Monday* 15, no. 4 (2010).

³⁹ Liu, Z. (2005). Reading behavior in the digital environment: Changes in reading behavior over the past ten years. *Journal of Documentation*, 61(6), 700–712.

⁴⁰ C. M. Quinn and J. Stark-Adam, "Digital vs. Traditional Reading: Comparative Studies on Reading Comprehension and User Interaction," *International Journal of Learning and Media* 4, no. 2 (2007): 56–67.

accurate when reading from digital screens compared to print. Altonen et al. observed that digital reading often results in decreased reading speed and increased fatigue, particularly when users are reading lengthy or dense materials. They noted that the lack of tactile interaction and visual stability in digital formats may disrupt the reader's natural rhythm, leading to a slower processing rate⁴¹. Similarly, Evans et al. reported that participants reading from screens not only read more slowly but also exhibited lower comprehension levels and more frequent regressions going back to reread previous sections than those reading printed texts. They attributed this to screen glare, scrolling, and interruptions from digital elements, which break concentration and reading flow⁴².

Furthermore, Garland and Noyes found that even when comprehension levels were similar across media, the time taken to complete a reading task was significantly longer on screens. They suggested that cognitive overload and reduced spatial orientation in digital texts contribute to slower reading performance⁴³. Collectively, these studies provide strong evidence that digital reading environments tend to

⁴¹ K. Altonen, J. K. Kaakinen, and J. Hyönä, "Reading for Comprehension and Interest: Effects of Congruence Between Interest and Importance," *Journal of Research in Reading* 34, no. 1 (2011): 36–52

⁴² M. A. Evans, M. E. Kelley, and J. Sikora, "Comparing Paper and Screen-Based Reading: Effects on Reading Comprehension, Reading Speed and Fatigue," *Journal of Educational Research* 102, no. 4 (2009): 239–252.

⁴³ K. Altonen, J. K. Kaakinen, and J. Hyönä, "Reading for Comprehension and Interest: Effects of Congruence Between Interest and Importance," *Journal of Research in Reading* 34, no. 1 (2011): 36–52.

impede the natural pacing and efficiency of reading compared to traditional print, especially when it comes to sustained and focused reading tasks.

c. Discomfort and Disorientation

Reading digital texts is frequently associated with physical discomfort, eye fatigue, and a sense of disorientation, especially during prolonged reading sessions or when navigating long digital documents. Altonen et al. found that digital reading often results in increased visual fatigue and reduced reading motivation. Their study showed that participants experienced more physical strain and mental exhaustion when reading lengthy texts on screens compared to print, largely due to screen glare and lack of tactile interaction⁴⁴. Chang and Ley emphasized that digital reading not only causes physical discomfort but also leads to cognitive fatigue. In their study, students who read academic materials on screens reported reduced attention, lower engagement, and quicker mental fatigue than those reading from printed books⁴⁵.

This is consistent with findings by Lam, Lam, Lam, and McNaught, who studied university students in Hong Kong and reported that reading

⁴⁴ S. C. Chang and K. Ley, "Electronic versus Traditional Print Textbooks: A Comparison Study on the Influence of Learning Style on Student Learning Outcomes," *Journal of Educational Computing Research* 34, no. 2 (2006): 95–113

⁴⁵ P. Lam, S. Lam, J. Lam, and C. McNaught, "Usability and Usefulness of eBooks on PPCs: How Students' Opinions Vary Over Time," *Australasian Journal of Educational Technology* 25, no. 1 (2009): 30–44.

PDFs on computer screens induced stress and discomfort, particularly when navigation was difficult or when the documents were long and text-heavy⁴⁶. In terms of disorientation, Rouet and Rouet, Epstein, and Fayard found that digital texts especially hypertexts and web-based materials cause readers to lose track of the overall structure of the content. The lack of fixed spatial references, such as page numbers or visible section divisions, made it difficult for readers to build a coherent mental model of the text.⁴⁷

Armitage et al. further explained that the absence of a physical text contributes to a sense of detachment. Without the ability to flip through pages or physically sense the length of the material, readers struggle to gauge their progress and often feel disconnected from the reading experience⁴⁸. Lazar et al. supported this by showing that readers using digital formats found it difficult to relocate previously read content, as digital interfaces do not provide stable visual cues like printed books do⁴⁹. Additionally, Niederhauser et al. found that hyperlinked or poorly structured digital texts caused readers to become confused and lost,

⁴⁶ J.-F. Rouet, "What Do People Really Do When They Read Hypertext?," *Educational Technology Research and Development* 48, no. 3 (2000): 41–50

⁴⁷ J.-F. Rouet, M. A. Epstein, and P. Fayard, "Reading and Navigation in Hypertext: Effects of Screen Size and Content Structure," *Canadian Journal of Experimental Psychology* 57, no. 1 (2003): 50–64

⁴⁸ J. Armitage, K. Wilson, and K. Sharp, "Navigation and Comprehension in e-Textbooks: The Impact of Physical Text Absence on Readers," *Educational Multimedia and Hypermedia* 13, no. 4 (2004): 405–422.

⁴⁹ Jonathan Lazar et al., "Help! I'm Lost: User Frustration in Web Navigation," *IT & Society* 1, no. 3 (2003): 18–26

especially when multiple jumps between sections were required or when there was no clear navigational index⁵⁰.

d. Cognitive load

Cognitive load refers to the amount of mental effort required to process and comprehend information. Numerous studies have reported that reading from hypertext-based digital environments characterized by their non-linear structure and embedded hyperlinks results in a higher perceived cognitive load than traditional print reading. Ackerman and Goldsmith found that digital readers often experience uncertainty regarding their own comprehension because navigating hypertext consumes cognitive resources that would otherwise support understanding. They describe this phenomenon as “metacognitive misjudgment” in digital reading environments⁵¹. Similarly, Niederhauser et al. emphasized that readers exposed to hyperlinked digital texts frequently experience disorientation due to fragmented information structures, which increases mental workload and negatively impacts comprehension⁵². Rouet et al. added that the multiple informational *nodes* in hypertext require continuous decision-making on the reader’s part

⁵⁰ D. S. Niederhauser et al., “The Influence of Cognitive Load on Learning from Hypertext,” *Journal of Educational Computing Research* 23, no. 3 (2000): 237–255.

⁵¹ Ackerman, R., & Goldsmith, M. (2011). Metacognitive regulation of text learning: on screen versus on paper. *Journal of experimental psychology: Applied*, 17(1), 18.

⁵² Niederhauser, D. S., Reynolds, R. E., Salmen, D. J., & Skolmoski, P. (2000). The influence of cognitive load on learning from hypertext. *Journal of Educational Computing Research*, 23(3), 237–255.

where to go next, what to click placing additional strain on working memory and slowing information integration⁵³.

Van den Broek et al. pointed out that digital reading often involves attentional switching between links and content, leading to cognitive fragmentation. This multitasking hampers the reader's ability to retain and synthesize meaning from the text⁵⁴. Winter, Cotton, Gavin, and Yorke also observed that students report greater difficulty staying focused and constructing coherent understanding while reading academic materials in hypertext format compared to printed books, further confirming the heightened subjective cognitive load in digital reading contexts⁵⁵. Taken together, these studies highlight that while digital reading offers flexibility and convenience, it imposes significant cognitive challenges due to its non-linear structure and the constant shifts in attention required during navigation.

e. Text design

Text design plays a crucial role in reading comprehension, especially when text is converted from one format to another such as from print to

⁵³ Rouet, J.-F., Levonen, J. J., Dillon, A., & Spiro, R. J. (Eds.). (2003). *Hypertext and cognition*. Mahwah, NJ: Lawrence Erlbaum Associates.

⁵⁴ Van den Broek, P., Kendeou, P., Kremer, K. E., Lynch, J. S., Butler, J. A., White, M. J., & Lorch, R. F. (2009). Assessment of comprehension abilities in young readers. In S. E. Israel & G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 219–236). New York: Routledge.

⁵⁵ Winter, J., Cotton, D., Gavin, J., & Yorke, J. D. (2009). Effective e-learning? Multi-tasking, distractions and boundary management by students in the digital age. *ALT-J, Research in Learning Technology*, 17(2), 85–97.

digital or vice versa. Research has shown that the way text is visually and structurally presented can significantly influence how readers process and understand it. Dillon emphasized that the design of a text directly affects usability and comprehension, particularly in electronic formats. He argued that digital texts often present challenges such as scrolling, lack of stable layout, and difficulties in maintaining orientation, which can hinder reading efficiency compared to the more consistent spatial layout of printed texts⁵⁶.

Eshet-Alkalai and Geri supported this view, highlighting that reading comprehension decreases when a text designed for print is simply scanned and presented “as is” on a digital screen. They found that such direct conversions fail to account for the distinct cognitive demands of digital reading, such as visual fatigue, navigation complexity, and the lack of tactile interaction that helps readers stay oriented in print⁵⁷. Ackerman and Goldsmith further reported that converting text from print to digital formats often leads to a decline in learning outcomes. They discovered that digital readers tend to be overconfident in their understanding of material displayed on screens. However, actual comprehension and retention levels were lower compared to reading on paper. This

⁵⁶ Dillon, A. (2004). *Designing Usable Electronic Text: Ergonomic Aspects of Human Information Usage*. CRC Press.

⁵⁷ Eshet-Alkalai, Y., & Geri, N. (2010). Does the medium affect the message? The influence of text presentation on reading comprehension in printed and digital formats. *International Journal of Educational Research*, 49(6), 319–324.

overconfidence can mislead learners into believing they have grasped the content fully when in fact their cognitive processing was more shallow.⁵⁸

f. Ownership and readers

Preferences regarding print and digital reading formats have been widely discussed in scholarly literature. Hillesund emphasized that most readers prefer to read long and complex academic texts in print. He argued that printed materials offer better navigation, reduced eye strain, and a sense of physical engagement with the text, which supports deep and focused reading⁵⁹. In contrast, digital formats are often favored for short, news-like texts due to their convenience and quick accessibility. Supporting this, Ackerman and Goldsmith as well as Spencer found that media preference is context-dependent: readers often choose print for studying and in-depth comprehension, while digital formats are preferred for skimming, searching, or reading brief informational content⁶⁰. A study by Nila, Sathe, Grady, and Nunzia added further nuance by showing that university students tend to prefer electronic journals, citing their accessibility, searchability, and time-saving benefits. However, faculty members still preferred printed journals, possibly due to habits formed

⁵⁸ Ackerman, R., & Goldsmith, M. (2011). Metacognitive regulation of text learning: On screen versus on paper. *Journal of Experimental Psychology: Applied*, 17(1), 18–32

⁵⁹ Hillesund, T. (2010). Digital reading spaces: How expert readers handle books, the web and electronic paper. *First Monday*, 15(4).

⁶⁰ Ackerman, R., & Goldsmith, M. (2011). Metacognitive regulation of text learning: On screen versus on paper. *Journal of Experimental Psychology: Applied*,

over years of reading in print, as well as perceptions of stability and credibility associated with printed publications.⁶¹

Interestingly, Chang and Ley found that students who preferred reading academic texts on-screen were typically higher-achieving students. This finding suggests that digital reading preference is not necessarily associated with lower performance or comprehension. Rather, it may reflect greater adaptability to digital environments and stronger digital literacy skills among top-performing students.⁶² Another key factor influencing preference is the sense of ownership. Armitage et al and Griffith, Krampf, and Palmer argued that many readers still prefer printed materials because they provide a tangible sense of possession and control. Readers can physically hold, annotate, highlight, and return to print texts with ease. These actions foster a deeper emotional and cognitive connection with the material, which is often missing in digital formats⁶³.

6. Student Preferences

Students' preference refers to the choices or tendencies that students show toward certain learning materials, strategies, or formats based on their individual experiences, needs, comfort, and perceptions. In the context of

⁶¹ Nila, M. R., Sathe, V., Grady, J., & Nunzia, S. (2002). Scholarly electronic journals: Issues and trends. *Journal of Academic Librarianship*, 28(1), 9–14.

⁶² Chang, S.-C., & Ley, K. (2006). A learning strategy to compensate for cognitive overload in online learning: Learner control over pacing. *Educational Technology Research and Development*, 54(3), 229–247.

⁶³ Armitage, J., Wilson, M., & Sharp, J. (2004). Print vs screen reading: A comparative study. *British Journal of Educational Technology*, 35(2), 245–258.

reading, students' preference often involves their favored format whether printed or digital based on factors such as ease of use, comprehension, physical comfort, emotional response, and habitual exposure. Preferences are shaped by both internal factors (such as motivation, learning styles, and concentration levels) and external factors (such as the learning environment, access to technology, and instructional practices). Understanding students' preferences is important for educators, as it can influence learning outcomes, engagement, and the effectiveness of material delivery.⁶⁴

Based on the study conducted by Kharisma, Wulyani, and Astuti, students' preferences for printed and digital reading materials are measured through six key indicators.

a. Reading Qualities

Reading qualities refer to the cognitive benefits students perceive when reading in printed versus digital formats. Kharisma et al. found that students tend to comprehend better, feel more motivated, retain more information, and absorb content more effectively when reading printed books. These qualities are influenced by factors such as fewer distractions, easier visual tracking, and the tactile interaction provided by physical books, which strengthen memory and comprehension processes

⁶⁴ Bao, S., R. Kuboki, R. Iijima, H. Minagawa, K. Yamanaka, and T. Mizuhiki. "Print Book or E-book, Which Is Better? An Investigation Using Manga and Magazine." *International Journal of Affective Engineering* 18, no. 1 (2019): 9–16. <https://doi.org/10.5057/ijae.IJAE-D-18-00008>

b. Reading Speed

Reading speed is the pace at which students complete reading tasks, and it varies depending on the medium. According to Kharisma et al., students reported that they read faster when using printed books compared to digital ones. This difference is attributed to the comfort of print reading and the absence of screen-related visual fatigue, which often slows down the reading process on digital devices.

c. Reading Concentration

Reading concentration describes a student's ability to maintain focus during reading. The study by Kharisma et al. indicated that most students can concentrate more effectively when reading printed materials. They associate print with fewer digital distractions, such as pop-up notifications, and report that physical books help reduce the temptation to multitask, thus supporting uninterrupted reading sessions

d. Physical Reactions to Reading

This indicator includes physical responses like eye comfort and the ease of annotating. Kharisma et al. explain that students experience less eye fatigue and find it easier to write notes or highlight key points when using printed books. Print materials are often preferred due to their stable layout and lack of screen glare, making them more suitable for long reading sessions

e. Emotional Reactions to Reading

Emotional reactions refer to the feelings students experience while reading. The findings show that students feel more relaxed, joyful, and engaged when reading printed books. These emotional responses stem from the sensory experience of handling a book, the feeling of progress through page-turning, and a sense of familiarity that enhances enjoyment and reduces stress

f. Eligibility for Continued Use

This final indicator examines whether students perceive a reading format as sustainable for long-term academic use. Kharisma et al. discovered that students generally prefer printed books for future learning due to their reliability, usability, and the familiarity they offer. Though digital materials are seen as flexible, print books are considered more effective for deep reading and comprehension in academic contexts

B. Review of Related Finding

In conducting this study, the researcher draws upon several previous studies related to printed and digital reading formats, particularly those that examine their impact on students' reading comprehension. Reviewing these studies not only strengthens the theoretical and empirical foundation of the current research but also identifies specific gaps that are yet to be explored, especially in the context of English Tadris students at IAIN Curup.

The first study titled “Print versus digital reading comprehension tests: does the congruency of study and test medium matter?” by Ben-Yehudah and Eshet-Alkalai (2020), was conducted at the Open University of Israel. This experimental research examined the effect of medium congruency between study and test formats on students’ reading comprehension. Participants were tested under conditions where the format of the material (print or digital) either matched or mismatched the format of the test. The findings revealed a significant impact: students who studied and were tested in the same format performed better in comprehension tasks. This highlights the importance of format alignment in educational settings, suggesting that inconsistency in study and test mediums may reduce comprehension outcomes.⁶⁵

The second relevant study is “Comparative Analysis of Digital Or Print Book Reading References Among Journalism Students,” published in 2023 in the *Journal of Library and Archival Information Science*. This study was conducted at the Journalism Department of Jakarta State Islamic University and employed qualitative methods surveys and interviews to gather insights into students’ reading format preferences. The results showed a dominant preference for printed books. Students reported that print provided a more comfortable and focused reading experience, despite also using digital texts for accessibility. This suggests

⁶⁵ Ben-Yehudah, Gal, and Yoram Eshet-Alkalai. “Print versus Digital Reading Comprehension Tests: Does the Congruency of Study and Test Medium Matter?” *Journal of Research on Technology in Education*, vol. 52, no. 1, 2020, pp. 1–14.

that while convenience influences usage, the perception of quality reading remains higher in printed formats.⁶⁶

Another significant study is titled “Exploring the Effectiveness of Digital Reading Platforms in Developing Reading Comprehension Skills” by Lutvia Nur Fitriani and Sunarti, published in *ELT-Lectura: Studies and Perspectives in English Language Teaching*, Volume 11, Number 2.³ This study took place at SMA Negeri 16 Samarinda and used a within-subject research design to compare the effectiveness of traditional instruction with a digital reading platform called ReadWorks. Students took pre-tests and post-tests to measure changes in reading comprehension. The results showed a significant improvement in comprehension skills when digital tools were used, indicating that well-designed digital reading platforms can support comprehension development effectively.⁶⁷

Next Research “Print vs Digital Reading Comprehension in EFL” was published in the *Journal of English Teaching* by Universitas Kristen Indonesia. Authored by Parlindungan Pardede, this article utilizes a literature review method to compare printed and digital texts in terms of reading comprehension within an EFL (English as a Foreign Language) context. The study synthesizes findings from multiple empirical studies and theoretical frameworks, revealing that while early research showed superiority of printed texts in comprehension, speed, and

⁶⁶ Comparative Analysis of Digital or Print Book Reading References Among Journalism Students.” *Journal of Library and Archival Information Science*, 2023.

⁶⁷ Cahyani, M. P., & Wahyunengsih, W. (2023). Comparative Analysis Of Digital Or Print Book Reading References Among Journalism Students. *Ilmu Informasi Perpustakaan dan Kearsipan*, 12(1), 104-111.

accuracy, more recent studies suggest mixed outcomes, with some favoring digital formats. Factors influencing these results include technological familiarity, digital reading skills, and user perceptions. The article concludes that digital texts require more complex reading strategies, such as navigating and surfing, and calls for EFL educators to adapt their methods to support digital literacy alongside traditional reading.⁶⁸

The fifth study titled “Students’ Preference of Digital or Printed Books/Reading Materials” was published in J-ELLiT (Journal of English Language, Literature, and Teaching) by Universitas Negeri Malang. Using a quantitative method and Slovin’s formula for sampling, this study surveyed 127 students. The findings showed diverse preferences among respondents: many students favored printed books for comfort and deeper engagement, while others preferred digital materials for ease of access and flexibility. The results reflect the ongoing shift in reading habits and the coexistence of both formats in academic settings.⁶⁹

From reviewing the aforementioned studies, it is evident that most previous research has primarily focused either on students' preferences or on the effectiveness of one reading format over another. However, none of the studies comprehensively examined how those preferences influence actual reading

⁶⁸ Pardede, P. (2019). Print vs Digital Reading Comprehension in EFL. *Journal of English Teaching*, 5(2), 77-90.

⁶⁹ Kharisma, A., Wulyani, A. N., & Astuti, U. P. (2021). Students’ Preference of Digital or Print Books/Reading Materials.

comprehension, especially in the context of English as a Foreign Language (EFL) learners. This study aims to fill that gap by not only investigating students' perceptions and preferences toward printed and digital reading formats but also analyzing how those choices correlate with their comprehension performance. Specifically, the research focuses on Tadris Bahasa Inggris students at IAIN Curup, aiming to explore the influence of reading formats on comprehension outcomes in a localized and specific academic context.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the Mixed Methods Sequential Explanatory Design used in the study. The quantitative phase uses a questionnaire based on Eden and Eshet-Alkalai's theory, while the qualitative phase uses structured interviews guided by Kharisma, Wulyani, and Astuti's framework. It describes participants, instruments, data collection, and analysis procedures.

A. Kind of The Research

This study employed a Mixed Methods approach with a Sequential Explanatory Design. This method was chosen because it allows the researcher to obtain a comprehensive understanding of students' perceptions of printed and digital reading formats and how these formats affect reading comprehension. Mixed Methods is a research approach that combines the collection and analysis of both quantitative and qualitative data, enabling the researcher to identify measurable patterns and then explain them in greater depth.⁷⁰ Creswell states that the Sequential Explanatory Design consists of two distinct phases: the first is the quantitative phase, followed by the qualitative phase to clarify and expand upon the initial findings.⁷¹

⁷⁰ John W. Creswell and Vicki L. Plano Clark, *Designing and Conducting Mixed Methods Research*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2018), 3–4.

⁷¹ Creswell and Plano Clark, *Designing and Conducting Mixed Methods Research*, 70–72.

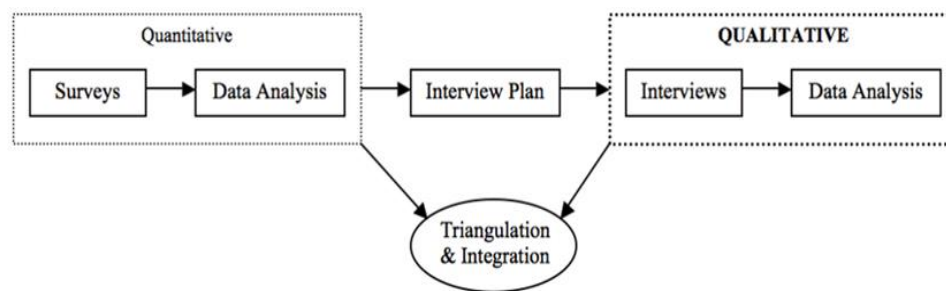
The quantitative phase used a questionnaire based on Eden and Eshet-Alkalai's theory.⁷² It was given to fourth- and sixth-semester English Tadris students at IAIN Curup who had taken or were taking Critical Reading. The questionnaire measured six indicators: reading qualities, speed, concentration, physical reactions, emotional reactions, and long-term use. This stage aimed to quantify students' perceptions of printed and digital formats to find patterns and trends.

The qualitative phase followed with semi-structured interviews of selected students from the same group. It explored reasons for their preferences, focusing on comprehension, access, comfort, emotional engagement, and external influences. As Creswell explains combining quantitative breadth with qualitative depth makes the results both reliable and meaningful.⁷³ By Using this Sequential Explanatory Design, the researcher first identifies trends and perceptions through numerical data, then deepens understanding by exploring personal experiences and context. This approach is suitable for examining how and why reading formats affect comprehension among English Tadris students at IAIN Curup, providing both broad and in-depth analysis.

⁷² Eden, Sigal, and Yoram Eshet-Alkalai. "The Effect of Format on Reading Comprehension: Printed Versus Digital Text." *Computers & Education* 144 (2019): 103694.

⁷³ John W. Creswell and Vicki L. Plano Clark, *Designing and Conducting Mixed Methods Research*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2018), 70–72.

Figure 3. 1
The Explanatory Sequential Design



B. Subject of Research

The subjects of this research are students from the English Tadris Study Program (TBI) at IAIN Curup. Purposive sampling was used, a technique in which participants are deliberately chosen based on characteristics relevant to the research objectives.⁷⁴ The participants were 4th and 6th semester students who have taken or are taking the Critical Reading course, as they have the skills to analyze and comprehend complex texts. Initial screening interviews were conducted via WhatsApp to identify students' preferred reading formats and to determine whether they actively used this platform for academic communication. This process revealed that some favored digital formats while others preferred printed ones. The questionnaire was distributed to all 4th and 6th semester students, while ten participants, four preferring printed formats and three

⁷⁴ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2014).

preferring digital formats, and three with ambiguous were selected for the in-depth interview phase.

Table 3. 1
Total Number of English students
English Tadris study program of IAIN Curup

No	Class	Number of Students
1	4A	17 Students
2	4B	17 Students
3	4C	20 Students
4	6A	19 Students
5	6B	18 Students
6	6C	17 Students
Total		108 Students

The researcher selected students from the English Tadris Study Program at IAIN Curup because they are directly involved in academic reading activities as part of their coursework, which makes them an appropriate population for investigating reading comprehension. The chosen classes (4A, 4B, 4C, 6A, 6B, and 6C) consist of intermediate to advanced-level students who have been exposed to a variety of reading materials in both printed and digital formats during their studies. This prior exposure ensures that they are familiar with both mediums, enabling the researcher to make a meaningful comparison of reading comprehension across formats. The total of 108 students provides a sufficiently large and varied sample to enhance the reliability and generalizability of the research findings.

for the interview the researcher selects 10 students to represents the preferences selections. 5 students for digital printed and 5 students for digital printed formats and 3 students to represents the ambiguous

C. Technique for Collecting Data

In this study, the researcher utilized questionnaires and interviews as data collection techniques. Questionnaires were used to gather quantitative data through structured questions measuring students' perceptions and preferences regarding printed and digital reading formats in reading comprehension. Interviews were conducted to collect qualitative data, with participants selected via WhatsApp to identify their preferred formats. Some interviews were held in person, while others were conducted via WhatsApp to ensure flexibility. Combining both methods provided a comprehensive understanding of the research questions

1. Questionnaire

To find out how students in the English Tadris Study Program at IAIN Curup felt about printed and digital reading formats, the researcher used a close ended structured questionnaire with a four-point Likert scale as the primary instrument for data collection. The questionnaire was developed based on relevant theories and literature and included statements that measured six key indicators: reading qualities, reading speed, reading concentration, physical reactions, emotional responses, and long-term usability. It was distributed to fourth- and sixth-semester students who had

experience with both printed and digital texts. The questionnaire was created using Google Forms and disseminated via WhatsApp to ensure easy access and efficient distribution to all target participants. As part of the quantitative phase in this mixed methods study, their responses offered valuable insights into how different reading formats influence their reading engagement and comprehension. The questionnaire used Eshet-Alkalai's Theory. The researcher adopted Eden and Eshet-Alkalai's theory because it offers a comprehensive framework for understanding how readers interact with different reading formats, considering not only cognitive comprehension but also affective and behavioral aspects. This theory addresses factors such as reading habits, user preferences, perceived effectiveness, and ease of use in both printed and digital mediums, which directly align with the research aim of exploring students' perceptions of these formats. By using this theoretical lens, the researcher can systematically categorize and analyze students' responses, ensuring that the findings are grounded in an established and widely recognized model in reading and digital literacy studies.

2. Interview

In this study, the researcher used a structured interview to collect qualitative data. This method involved asking the participants a set of prepared questions, ensuring consistency and easier comparison of responses. The questions were based on six indicators: reading qualities, reading speed, concentration, physical reactions, emotional responses, and eligibility for

continued use. Some interviews were conducted directly in person, while others were carried out via WhatsApp voice notes to provide flexibility and accommodate participants' availability. This approach kept the data focused and reliable, helping the researcher understand the reasons behind students' preferences for printed or digital reading formats in the English Tadris Study Program at IAIN Curup.

D. Instrument of Research

This study uses two instruments: a closed-ended questionnaire and an interview guide. The questionnaire answers Research Question 1 by measuring students' perceptions of printed and digital reading formats using a Likert scale for structured responses. The interview guide answers Research Question 2, allowing students to explain their reading preferences in more detail through semi-structured discussions. By combining quantitative (questionnaire) and qualitative (interview) methods, this study ensures accurate and comprehensive results.

1. Questionnaire

To address the first research question in this study finding out how students feel about digital and printed reading media for reading comprehension the researcher employed a closed-ended questionnaire. A set of statements with the following response possibilities were included in this questionnaire: "Strongly Disagree," "Disagree," "Neutral," "Agree," and "Strongly Agree." The questionnaire's items were created to investigate a

range of topics related to students' experiences and opinions regarding printed and digital reading materials, such as reading preferences, convenience, comprehension efficacy, and simplicity of use. Students in IAIN Curup's English Tadris Study Program who had previously completed reading comprehension classes were given the questionnaire.

Table 3. 2
Answer Weighting Criteria of Likert Scale

Answer Options	Weight Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The researcher created the questionnaire, and the expert verified it. Fifteen Likert scale questions with four possible answers strongly agree, agree, disagree, and strongly disagree make up the questionnaire. Each choice is described with a scale of 1 denoting severely disagree, 2 denoting disagree, 3 denoting agree, and 4 denoting highly agree. The pupils will get the questionnaire immediately over WhatsApp in the form of a Google Form. The rationale behind using an online questionnaire is to streamline the analysis and categorization of the collected data.

Table 3. 3
Blueprint of Students' Perception of Digital and Printed Reading
Formats Based on Eden and Eshet-Alkalai's Theory

No	Aspect	Indicator	Statement Items (24)
1	Methodological Reading	Line-by-line reading	1. I enjoy reading printed books in a clear, line-by-line sequence from start to finish.
		Skimming/non linear reading	2. When reading digital texts, I often jump between sections rather than reading linearly. (R)
		Text immersion	3. I find it difficult to stay immersed when reading on a screen. (R)
		Narrative comprehension	4. Digital texts help me follow the author's argument more clearly than printed texts.
2	Reading Pace	Reading speed	5. I feel more physically comfortable when reading printed books for a long time.
		Accuracy and regressions	6. I rarely need to reread paragraphs when reading digital materials.
		Task completion time	7. It takes me longer to finish readings on screen than in print. (R)
		Reading flow interruption	8. I feel more in control when I can take notes and highlight directly on digital materials.
3	Physical & Cognitive Comfort	Eye strain/fatigue	9. Reading on digital screens causes me eye strain more quickly than reading printed texts. (R)
		Motivation and engagement	10. I feel more focused when reading long texts on digital devices.
		Navigation disorientation	11. I feel more physically comfortable when reading printed books for a long time
		Locating information	12. I don't lose orientation when reading long or complex documents on a screen.

4	Cognitive Load	Metacognitive misjudgment	13. I can accurately judge my understanding when reading from printed texts.
		Fragmented information	14. Digital materials with links or embedded media make it harder for me to follow the content(R)
		Attentional switching	15. I can understand the content better and connect ideas more easily when using printed texts.
		Coherent understanding	16. I stay focused even with non-text elements while reading digital materials.
5	Text Design	Print-to-digital conversion problems	17. Poorly adapted scanned documents are harder to read on screen.
		Layout and orientation issues	18. Digital reading interfaces help me concentrate while reading.
		Visual fatigue	19. I feel more comfortable reading printed texts because the format is clear and easy to follow.
		Usability/interface	20. Scrolling through digital texts helps me comprehend better.
6	Ownership & Preference	Sense of control	21. .Printed books allow me to study more effectively through active engagement like annotating
		Academic format preference	22. Digital reading formats support my academic performance effectively.
		I prefer reading long academic texts in printed format.	23. I prefer reading long academic texts in printed format..
		Digital preference & performance	24. Despite the convenience, I feel emotionally connected when reading digitally.

After distributed the questioner, the researcher confirmed the result into scale that can lead the researcher to the conclusion of students'

preferences in selecting reading format (Printing and Digital). The scale can be seen in the tabel below:

Tabel 3.4
Scale for Preferences

Scale	Category	Description
5	Strong Positive Printed	Very strong preference for printed format; gives multiple strong reasons supporting it.
3	Ambiguous / Neutral	No clear preference; sees printed and digital formats as equally beneficial.
1	Strong Positive Digital	Very strong preference for digital format; gives multiple strong reasons supporting it.

2. Interview Guidance

The researcher used an interview guide to explore factors influencing students' preferences for printed and digital reading formats in reading comprehension. Based on theories of reading preferences, the guide covered accessibility, convenience, comprehension effectiveness, and reading habits. It was developed to answer Research Question 2, providing a consistent yet flexible structure for interviews. The process included identifying theories, setting indicators, creating questions, and validating the guide. Interviews were conducted both in person and via WhatsApp voice notes to suit participants' availability. This approach ensured accurate, relevant data aligned with the study's objectives.

Table 3. 4
Blueprint of Students' Preference of Digital and Printed Reading
Formats Based on Kharisma's Theory

No	Aspect	Indicator	Questions
1	Factors of students' preferences for printed versus digital reading formats	1. Reading qualities	1. Which format (printed or digital) helps you understand and process the material more effectively? Why do you think so?
			2. Which format makes you feel more motivated to read and finish your reading tasks? Why do you think so?
			3. Based on your experience, which format helps you remember and retain information longer? Why do you think so?
			4. How do distractions or the physical nature of each format (paper vs. screen) affect your ability to absorb content?
		2. Reading speed	5. When comparing both formats, in which one do you read more quickly? What contributes to that?
			6. What features of printed texts, if any, help you maintain or increase your reading pace?
			7. When reading digital texts, do you find yourself re-reading sections more often? Why do you think so?
		3. Reading concentration	8. Which format helps you concentrate better while reading? Why do you think so?
			9. Are you more easily distracted when reading digitally? What kind of distractions usually occur?
			10. When reading printed materials, do

No	Aspect	Indicator	Questions
			you feel more mentally present or engaged? Can you describe that experience?
		4. Physical reactions to reading	11. After reading for an extended period, how do your eyes feel when using each format?
			12. Do you find it easier to highlight and review important information in printed or digital texts? Why do you think so?
		5. Emotional reactions to reading	13. Which format do you find more enjoyable or pleasant for reading? Why do you think so?
			14. Do you feel more relaxed or emotionally connected when reading printed books compared to digital ones? Why do you think so?
		6. Eligibility for continued use	15. Which format do you see yourself relying on for long-term academic reading? Why do you think so?
			16. Which format is more sustainable or relevant for future learning environments? Why do you think so?
			17. What factors (accessibility, academic requirements, or personal comfort) will influence your continued use of either printed or digital books? Why do you think so?

E. Analyzing Questionnaire Validity and Reliability

1. Validity

Because the researcher adopted Eden and Eshet-Alkalai's theory, there was no need to conduct construct validity for the instrument. The theory has been previously established and validated through empirical research, meaning its constructs and dimensions have already been tested for their reliability and accuracy in measuring perceptions of printed and digital reading formats. By directly using a framework and instrument grounded in this theory, the researcher is relying on an existing, well-recognized measurement model, which eliminates the necessity of revalidating the conceptual structure. This allows the focus to remain on applying the theory to the specific context of English Tadris Study Program students, rather than re-establishing the validity of the constructs themselves.

After validation, the revised questionnaire underwent a pilot test with 15 students who had similar characteristics to the main study participants. The questionnaire, created in Google Forms, was distributed via WhatsApp. Responses were analyzed in SPSS to calculate the correlation coefficient (r-count) for each item. Items were considered valid if their r-count exceeded the r-table value of 0.514 at the 5% significance level with $n = 15$ respondents. Items that did not meet this criterion were revised or removed. This process expert validation, revision, pilot testing, and SPSS analysis ensured the questionnaire was valid and reliable before the main data collection.

2. Try out

The validated and proofread questionnaire was administered to 15 respondents from the 2021 cohort of TBI students at IAIN Curup. These respondents were not part of the research population but served solely as try-out subjects to test the instrument before the main study. The try-out subjects were selected from the 2021 cohort to ensure characteristics similar to those of the main study participants. The purpose of this trial was to evaluate the questionnaire's clarity, relevance, and effectiveness before its use in the main data collection. The results from this process served as the basis for conducting the validity and reliability testing of the instrument.

a. Questionnaire Validity

Researchers obtain the following validity criterion for each statement by use the r table:

Table 3. 5
Validity of Questionnaire

No	R hitung	R tabel	Keterangan
1	0.583	0.514	Valid
2	0.598	0.514	Valid
3	0.588	0.514	Valid
4	0.813	0.514	Valid
5	0.637	0.514	Valid
6	0.667	0.514	Valid
7	0.816	0.514	Valid
8	0.540	0.514	Valid
9	0.876	0.514	Valid
10	0.563	0.514	Valid

11	0.848	0.514	Valid
12	0.597	0.514	Valid
13	0.827	0.514	Valid
14	0.760	0.514	Valid
15	0.824	0.514	Valid
16	0.571	0.514	Valid
17	0.549	0.514	Valid
18	0.572	0.514	Valid
19	0.668	0.514	Valid
20	0.534	0.514	Valid
21	0.553	0.514	Valid
22	0.876	0.514	Valid
23	0.565	0.514	Valid
24	0.521	0.514	Valid

Based on the validity test results, the researcher calculated the *r table* value at a 5% significance level with degrees of freedom (df) = $15 - 2 = 13$, which is 0.514, and compared it with the *r count* (Pearson Product Moment correlation) of each item. To ensure the quality of the questionnaire, the try-out was conducted in two stages. The first try-out consisted of 24 items, but only 14 were valid, while 10 items were invalid because their *r count* did not exceed the *r table* value.

The researcher then revised the instrument by replacing the 10 invalid items with newly constructed ones and conducted a second try-out using 20 items. From this, 10 valid items were selected to replace the invalid ones from the first try-out. As a result, the final version of the questionnaire included 24 items (a combination of 14 from the first try-out

and 10 from the second), all of which were declared valid because their *r count* values exceeded the *r table* value of 0.514.

b. Reliability

After validating the instrument and questionnaire, the researcher used Cronbach's Alpha to test its reliability. According to Nunnally, reliable tests usually have Cronbach's Alpha values between 0.75 and 0.83, and some can be above 0.90. Based on the validity results, all 24 questionnaire items were valid because their *r count* values were higher than the *r table* value of 0.443. The reliability test showed a total variance of 33.31 and a sum of item variances of 5.26. The Cronbach's Alpha result was 0.89, which indicates that the questionnaire is highly reliable.

Table 3. 6
Interpretation of Cronbach Alpha

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

To ensure the reliability of the questionnaire used in this study, Cronbach's alpha (α) was employed to measure its internal consistency. The interpretation of α values follows the standard classification, where $\alpha \geq 0.9$ indicates excellent reliability; $0.9 > \alpha \geq 0.8$ is considered good; $0.8 >$

$\alpha \geq 0.7$ is acceptable; $0.7 > \alpha \geq 0.6$ is questionable; $0.6 > \alpha \geq 0.5$ is poor; and $\alpha < 0.5$ is unacceptable. A higher α value suggests that the questionnaire items consistently measure the same construct, whereas lower values may indicate that some items do not align well with the intended measurement. In the context of this research, applying Cronbach's alpha allows the researcher to confirm that the items based on Eden and Eshet-Alkalai's theory reliably capture students' perceptions of printed and digital reading formats, without the need for revalidating the construct itself, as the theory has been previously established and validated in prior studies.

The table below shows the analysis of the questionnaire's test results:

Table 3. 7
Reliability of Questionnaire

VAR TOTAL	33.31
SUM VAR BUTIR	5.26
ALPHA CORN	0,89

It is possible to infer from the statistics above that the questionnaire's reliability was good because its Cronbach alpha was 0.89.

F. Technique of Data Analysis

The researcher employed the data analysis technique of Miles and Huberman to address the research question: How is the students perception printed and digital reading format on reading comprehension? And the second question What factors influence students' preferences for printed versus digital

reading formats. Interviews were conducted as the primary data collection method to gain in-depth insights from students regarding their reading format preferences. The analysis process followed three main stages: data reduction, data display, and conclusion drawing/verification.

1. Quantitative Data

After reading the items in the questionnaire, the students made their decisions using the options that were presented to them. The author then gathered the information from the closed-ended survey and calculated the basic statistics to get the mean and the percentage. If the mean value was greater than three (3), the perception would be deemed "positive," and if it was less than that, it would be deemed "negative." Applying the formula:

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

F = Frequency

n = Number of questions

In this study, a total of 24 questionnaire items were categorized into two groups: printed and digital reading formats. The researcher first classified the items according to their respective formats and then calculated the total score for each category based on individual responses. Subsequently, the average scores for each group were computed to determine students' overall

perceptions. Respondents' preferences were identified by comparing the total scores of each format; those with higher scores for printed items were categorized as preferring printed formats, while those with higher digital scores were categorized as preferring digital formats. If the scores were equal, the preference was classified as ambiguous.

2. Qualitative Data

According to Miles & Huberman, data analysis consists of three simultaneous activities: data reduction, data display, and conclusion drawing/verification. A detailed explanation of these three stages is as follows:⁷⁵

a. Data Reduction

In this phase, the researcher simplified and organized the qualitative data from direct interviews and WhatsApp responses. First, the interviews were transcribed and the WhatsApp replies were converted into written form. Then, the researcher reviewed all the data, selected information relevant to the study, summarized it, and grouped similar responses together. Finally, the data were coded to remove irrelevant or repetitive parts, making it concise and ready for analysis.

⁷⁵ Miles, M. B., Huberman, A. M., & Saldana, J. (1994). *Qualitative Data Analysis: A Methods Sourcebook* (Third). SAGE Publications.

b. Data Display

In this stage, the researcher presented the interview and WhatsApp data in tables to show the main factors influencing students' perceptions of printed and digital reading formats. The tables included student responses explaining their preferences. For printed formats, common reasons were better understanding, stronger focus, comfort for long reading, and the ability to take notes directly on the text. For digital formats, students mentioned practicality, easy access, file storage, familiarity with digital tools, and the option to multitask. Displaying the data in tables made common patterns easier to see and the analysis more organized.

c. Conclusion Drawing/Verification

In this stage, the researcher interpreted the reduced and displayed data to identify patterns, relationships, and answers to the research questions. For example, when many students reported better understanding with printed texts because of improved concentration, the researcher concluded that comprehension effectiveness was a key factor in their preference. These conclusions were verified by reviewing the data multiple times and using triangulation, member checking, and peer discussions to ensure credibility and validity.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings from questionnaires and interviews on printed and digital reading formats in the English Tadris Study Program at IAIN Curup. Using a mixed methods approach, it combines quantitative data with qualitative insights to explore students' perceptions and reading comprehension. The chapter is organized into findings for each research question and a discussion connected to relevant theories and previous studies.

A. FINDINGS

1. The Student Perceptions Printed and Digital Reading Format on Reading Comprehension

To address the first research question, the researcher distributed a questionnaire to 4th- and 6th-semester students of the English Tadris Study Program who had experienced both printed and digital reading formats. The data collection was conducted from 11 to 18 July 2025, targeting a total of 108 students. Of these, 106 students completed and returned the questionnaire, representing a response rate of 98.15%. According to Fraenkel and Wallen, a response rate above 75% is considered sufficient for ensuring the representativeness of the data in educational research⁷⁶. Therefore, the two non-responses do not significantly affect the reliability or generalizability of

⁷⁶ Fraenkel, J. R., & Wallen, N. E. (2012). *How to design and evaluate research in education* (8th ed.). New York: McGraw-Hill

the findings. The purpose of this data collection was to explore students' perceptions of how each reading format influences their comprehension, and the results are presented in the following sections. The result of the questionnaire can be seen in the tabel format:

Table 4 1

Students' Reading Format Preferences Based on Questionnaire Results

Total Respondents (n)	Frequency (f)	Percentage (%)	Format Preference
106	58	54.72%	Positive Printed
106	42	39.62%	Positive Digital
106	6	5.66%	Ambiguous
106	106	100%	

Based on the questionnaire results, students of the English Tadris Study Program exhibited varied perceptions toward the reading formats they used, namely printed, digital, or a combination of both. Out of a total of 106 respondents, 58 students (54.72%) demonstrated a positive perception of printed formats. This group generally expressed strong agreement with statements that emphasized the advantages of printed reading, such as improved comprehension, better concentration, and greater physical comfort. In comparison, 42 students (39.62%) showed a positive perception of digital formats, agreeing more with statements that highlighted the practicality, accessibility, and efficiency of digital reading. Meanwhile, 6 students (5.66%) were identified as having an ambiguous perception, as their responses were balanced or inconsistent across items supporting both formats.

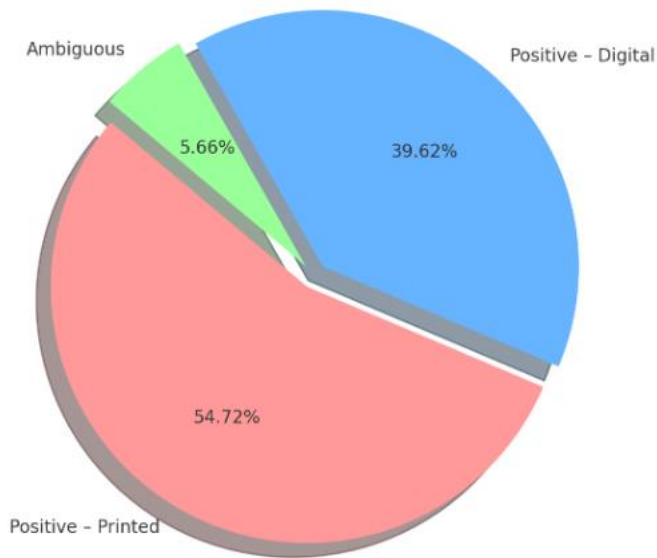


Diagram 4. 1 Students Preferences

1. Positive Printed

The largest proportion of respondents, 58 students (54.72%), expressed a positive preference for printed reading formats. Many students reported that printed texts enhanced their reading comprehension by allowing better concentration, reducing eye strain, and enabling note-taking directly on the page. These findings align with Baron's (2015) observation that printed materials often support deeper engagement and sustained focus, particularly for academic purposes.

2. Positive Digital

A total of 42 students (39.62%) showed a positive preference for digital reading formats. Students who preferred this format emphasized its practicality, easy access to materials, and the ability to store a large

number of texts on a single device. Some also mentioned their familiarity with using digital tools for learning and the convenience of multitasking. These results are consistent with Liu's (2005) argument that digital reading offers flexibility and efficiency, especially for students who rely on mobile devices for academic work.

3. Ambiguous

Only 6 students (5.66%) indicated an ambiguous preference, expressing mixed views toward both printed and digital formats. These students acknowledged the strengths and weaknesses of each medium, suggesting that their choice depends on the reading purpose and context. For example, they might prefer printed texts for long academic readings but opt for digital formats when quick access or portability is needed. This reflects Chen's (2016) finding that readers often adopt a hybrid approach, selecting the format that best suits their immediate needs.

These findings indicate that although perceptions toward printed materials remain more dominant, digital formats are also positively perceived by a significant proportion of the students. Furthermore, the low number of students with ambiguous perceptions suggests that most participants held a relatively clear view regarding which reading format they found more effective and supportive in enhancing their reading experience.

2. Factors Influence Students' Preferences for Printed and Digital Reading Formats

To address the second research question, the researcher conducted interviews with students who were familiar with both printed and digital reading formats. The purpose was to gain deeper insight into the reasons behind their preferences and the factors that shaped their reading habits. The interviews were carried out from 23 to 28 July 2025 via WhatsApp messages and voice notes, allowing participants to respond conveniently and express their thoughts in detail. The collected responses provided rich information on the academic, practical, and personal considerations that influenced students' format choices.

Table 4.2

Factors Influencing Students' Preferences for Printed, Digital, and Ambiguous Reading Formats

Preference Type	Respondent(s)	Main Influencing Factors
Printed	R1, R4, R7, R9	1. Better comprehension and stronger information retention 2. Higher motivation to read 3. Steady rhythm and focus with less eye strain 4. Clear layout and physical cues aid speed 5. Fewer distractions and improved mental presence 6. Comfortable for long reading sessions 7. Easier to highlight and annotate 8. More enjoyable and calming with emotional connection to physical books 9. Preferred for long-term academic reading
Digital	R2, R5, R8	1. Easy access to various sources including via WhatsApp and voice notes 2. Practical and cost effective 3. Fast scrolling and quick skimming

		4. Can use distraction blockers 5. Portable and lightweight for quick reading 6. Flexible reading positions 7. Adjustable font size and brightness 8. Feels modern and efficient 9. Environmentally friendly for daily or casual reading
Ambiguous	R3, R6, R10	1. Choice of format depends on purpose, location, or convenience 2. Uses printed format for deep study, comprehension, and long reading sessions 3. Uses digital format for quick reference, WhatsApp and voice note exchanges, and casual reading 4. Balances comfort from printed with efficiency of digital 5. Prefers flexibility to switch between formats as needed

1. Printed Format Preference

Respondents R1, R4, R7, and R9 expressed a clear preference for printed materials, citing several interconnected reasons. They felt that reading on paper enhanced comprehension and information retention, particularly during intensive study sessions. Printed texts helped them maintain a steady rhythm and avoid the fatigue associated with screen glare, allowing for prolonged focus without eye strain. The physical layout of a book, combined with page-turning cues, provided a natural sense of progress and speed. These respondents also valued the tactile experience and emotional connection that printed books offered, describing them as more enjoyable and calming. Furthermore, the ease of annotating and

highlighting on paper supported active learning strategies, making printed format the preferred choice for long-term academic reading.

Students who preferred printed formats perceived physical books as providing a richer sensory and tactile engagement that facilitates comprehension. The ability to physically turn pages, perceive the texture and scent of paper, and annotate or highlight freely was associated with enhanced motivation and information retention.

R1: *“I can smell the book, flip the pages, and make highlights freely this makes me understand and remember better.”*

Printed format readers commonly acknowledged that well-structured page layouts, readable font sizes, and clear text organization support a consistent reading rhythm.

R1: *“The layout and font size in printed books help me keep a steady reading pace.”*

Participants who preferred printed materials reported superior concentration when reading in print, attributing this to the absence of distractions commonly encountered on digital devices, such as notifications or the temptation to browse unrelated content.

R1: *“Printed books don’t have notifications or apps that can distract me, so I can focus longer.”*

From a physiological perspective, students who preferred printed formats emphasized the comfort of reading physical books for extended periods, noting the absence of glare, eye strain, or other visual discomforts. They

also valued the ability to annotate manually, such as underlining or inserting sticky notes.

R1: *“Printed text doesn’t make my eyes tired, and I can underline or add sticky notes easily.”*

Emotionally, students who preferred printed books found reading calming and satisfying. The feeling of turning pages, the smell of paper, and seeing their reading progress gave them a sense of comfort and achievement.

R1: *“Reading printed books feels calming and satisfying, especially when I can see my progress.”*

Regarding long-term academic reading, printed format users expressed a preference for continuing with physical books, citing their superior comfort and ability to sustain focus during in-depth study.

R1: *“For serious academic reading, I’ll stick with printed it’s more comfortable and keeps me focused.”*

2. Digital Format Preference

R2, R5, and R8 preferred digital formats for their practicality and adaptability. The most cited advantage was the ease of accessing diverse resources quickly, often through platforms such as WhatsApp and voice notes, which enabled faster sharing of materials. Digital reading was also cost-effective, removing the need for physical copies, and allowed for fast scrolling, skimming, and searching. Respondents appreciated the portability of digital devices, which were lightweight and suitable for various reading positions, whether in transit or at home. Adjustable font

size and screen brightness catered to individual comfort levels, while the option to use distraction-blocking applications helped maintain focus. For these respondents, digital reading felt modern, efficient, and environmentally friendly, making it ideal for daily or casual use.

Students who favored digital formats emphasized the efficiency of instant access to supplementary resources, such as online dictionaries, videos, and related articles, as well as the flexibility to read in various locations without carrying physical materials. Additionally, digital platforms offer the convenience of storing and revisiting highlights and notes at any time, which students perceived as beneficial for long-term learning.

R2: *“I can quickly look up words online and access extra explanations, which helps me understand more efficiently.”*

Many participants recognized the comparative efficiency of digital formats, which enable rapid navigation through keyword searches and scrolling features. Such functionalities were considered advantageous for time-sensitive reading tasks.

R2: *“I can scroll and find keywords instantly, which makes me read faster.”*

Those favoring digital formats indicated that concentration could be maintained through specific device settings, including the use of reader

mode or *Do Not Disturb*, which create a simplified and distraction-free reading environment.

R2: *“If I use reader mode or PDF viewer, I can concentrate better because the screen looks clean and simple.”*

Digital readers acknowledged that prolonged screen exposure could cause eye fatigue but noted that this could be mitigated by adjusting screen brightness, enabling dark mode, or using blue light filters. Moreover, digital formats were praised for allowing color-coded highlighting and rapid retrieval of marked sections through search functions.

R2: *“I can highlight in multiple colors and find my notes instantly, which I can’t do as easily in print.”*

Digital readers stated that their emotional engagement was primarily influenced by the content itself rather than the format, asserting that engaging material could be equally immersive in digital or printed mediums.

R2: *“If the story or topic is interesting, I can be just as engaged digitally as with printed books.”*

Digital format users favored continued use of electronic texts due to their portability, cost-effectiveness, storage convenience, and alignment with contemporary learning practices, particularly in online education contexts.

R2: *“Digital fits my academic needs because it’s portable, economical, and easy to store.”*

3. Ambiguous Format Preference

R3, R6, and R10 demonstrated a flexible or situational approach to reading formats. Their choice depended largely on the purpose of reading, the location, and the convenience of accessing materials. For deep study sessions or comprehension-heavy reading, they leaned toward printed formats, citing the same advantages reported by the printed-preference group. However, for quick references, casual reading, or materials received through WhatsApp and voice notes, they shifted to digital formats for speed and accessibility. This group valued the balance between the comfort and focus of printed reading with the efficiency and convenience of digital platforms. Their responses indicated a preference for flexibility rather than a strict commitment to one format, allowing them to adapt to varying academic and personal needs.

Students with an ambiguous format preference reported that their choice between printed and digital formats depended largely on the *purpose, context, and practical constraints* of the reading task. For deep study, intensive comprehension, and extended reading sessions, printed materials were often favored due to their physical tangibility and reduced eye strain. In contrast, for quick reference, casual reading, or accessing time-sensitive materials, digital formats were preferred for their speed and accessibility. This flexible approach allowed students to combine the cognitive comfort of print with the efficiency of digital.

R3: *“If I need to understand something in depth, I prefer printed. But for quick info or reference, digital is faster.”*

Many participants in this group emphasized that printed books offered better retention for complex or lengthy content, while digital texts were ideal for situations requiring portability or immediate access. This hybrid strategy was described as a way to maximize strengths from both mediums while minimizing their respective limitations.

R6: *“Print is good when I’m studying for exams. Digital works best if I’m traveling or don’t have my books with me.”*

Flexibility was identified as a key advantage of holding an ambiguous preference. Students valued the ability to switch formats depending on their mood, environment, or available resources. For instance, printed materials were preferred in quiet study environments, while digital reading was favored in crowded or mobile settings.

R10: *“Sometimes it depends on where I am if I’m in the library, I’ll use printed, but if I’m outside or in a café, I’ll just open the digital one.”*

Respondents also highlighted the complementary use of both formats for a single task such as reading the main text in print while using digital devices for supplementary resources like definitions, translations, or related videos. This blending of formats was seen as an effective study strategy in modern learning contexts.

R3: *"I might read the printed book but still search for explanations or videos online to help me understand better."*

B. DISCUSSION

1. Students' Perceptions of the Use of Printed and Digital Reading Formats.

The results clearly answer the first research question: "How is the student perception on printed and digital reading formats in relation to reading comprehension?" The findings from the questionnaire show that most students in the English Tadris Study Program at IAIN Curup have a more positive perception of printed reading formats. Out of 106 respondents, 58 students (54.72%) viewed printed texts more favorably, believing they help them understand the material better, concentrate more easily, and feel more physically comfortable while reading.

Meanwhile, 42 students (39.62%) had a positive perception of digital texts. These students appreciated the convenience of digital reading, including easy access, portability, and the ability to quickly highlight or search information. Although fewer than those who preferred printed texts, this group still represents a large portion of the participants. A small number of students, 6 (5.66%), showed ambiguous perceptions, meaning they responded equally to both formats or were unsure which one was better for comprehension.

This is also supported by previous research. For instance, Kharisma, Wulyani, and Astuti found that a majority of students preferred printed

reading materials over digital ones, highlighting the importance of understanding format preference in educational settings.⁷⁷ Eden and Eshet-Alkalai have shown that reading behavior differs notably between print and digital contexts, with digital reading often associated with skimming and reduced attention span.⁷⁸ These findings align with the present study, where students preferring printed formats cited factors such as improved comprehension, better focus, emotional comfort, and tactile engagement as influencing their choice. Conversely, those favoring digital formats emphasized practicality, easy access, flexibility, and portability. Together, these studies offer a strong theoretical foundation for explaining why certain reading formats are more favored in academic contexts.

2. Factors Influencing Students' Preferences for Printed and Digital Reading Formats and Ambiguous.

Students who preferred printed formats said they understood and remembered information better with print. They found it easier to focus, avoid digital distractions, and engage with the text, especially for academic reading. Physical aspects like flipping pages and remembering where information is on a page helped comprehension. Many also preferred prints for comfort, noting

⁷⁷ Alfiah Kharisma, Anik Nunuk Wulyani, Utari Praba Astuti, "Students' Preference of Digital or Printed Books/Reading Materials," *Journal of English Language, Literature, and Teaching (J-ELLiT)* 5, no. 2 (2021): 1–9.

⁷⁸ Eden & Eshet-Alkalai, "Under active reading conditions... comparison between print and digital reading," (2012), report cited in "Students' Preference of Reading Print and Digital Resources," *Library Philosophy and Practice* (2019).

less eye strain compared to screens, and valued the emotional connection, describing print as calmer and more personal. They liked the ability to mark pages, write notes, and highlight, which supported active learning.

Students who preferred digital formats valued flexibility, accessibility, and technology. They liked adjusting font size, brightness, and layout, and carrying many books in one device. Digital tools such as search, highlighting, bookmarking, and annotation apps made studying faster and more organized. Some used digital reading with digital note-taking for quick review. While they acknowledged distractions, they managed them with tools like “Do Not Disturb” mode and offline reading. They focused on the content rather than the format and still felt emotionally connected to digital texts. For long-term use, they saw digital as more practical due to easy access, storage efficiency, and cost-effectiveness, especially for online learning.

This is also supported by previous research. For instance, Kaygısız emphasized that students experience lower cognitive load and better comprehension when reading printed texts due to the fixed spatial layout and tactile engagement, which aid memory and focus.⁷⁹ Similarly, Mangen, Walgermo, and Brønnick explained that print reading allows for deeper processing because of its linear structure and fewer distractions, which are

⁷⁹ Kaygısız, Emine. “Comparison of digital and printed text reading process.” *Education and Information Technologies* (2025).

often present in digital reading environments.⁸⁰ These findings align with the present study, where students who preferred printed formats cited improved comprehension, emotional satisfaction, and reduced eye strain as key reasons. On the other hand, Bresó-Grancha et al. highlighted the increasing appeal of digital reading formats, particularly for their convenience, searchability, and customization features such as font size and screen brightness adjustment.⁸¹ Students in this study who favored digital formats also pointed to flexibility, portability, and the integration of study tools as significant benefits. Collectively, these previous studies provide a strong theoretical and empirical basis to interpret students' format preferences in modern academic contexts.

Students with ambiguous preferences those who did not strongly favor either printed or digital formats made their choices depending on purpose, location, or convenience. For example, they often used printed materials for in-depth academic study, where focus and annotation were essential, but switched to digital formats for casual reading, quick reference, or situations requiring portability. This group appreciated the strengths of both formats: print for its tactile engagement, spatial memory, and reduced eye strain, and digital for its speed, searchability, and ability to store large amounts of reading material without taking up physical space. Rather than viewing the

⁸⁰ Mangen, Anne, Bente R. Walgermo, and Kolbjørn Brønneick. "Reading linear texts on paper versus computer screen: Effects on reading comprehension." *International Journal of Educational Research* 58 (2013): 61-68.

⁸¹ Bresó-Grancha, Noelia, et al. "Reading digital- versus print-easy texts: a study on academic performance and reading experience." *Psicologia: Reflexão e Crítica* 35, no. 1 (2022).

two formats as competing, they balanced them strategically, using whichever was most efficient or comfortable for the task at hand.

This is also supported by previous research. For instance, Kaygısız emphasized that students experience lower cognitive load and better comprehension when reading printed texts due to the fixed spatial layout and tactile engagement, which aid memory and focus⁸². Similarly, Mangen, Walgermo, and Brønnick explained that print reading allows for deeper processing because of its linear structure and fewer distractions, which are often present in digital reading environments⁸³. These findings align with the present study, where students who preferred printed formats cited improved comprehension, emotional satisfaction, and reduced eye strain as key reasons. On the other hand, Bresó Grancha et al. highlighted the increasing appeal of digital reading formats, particularly for their convenience, searchability, and customization features such as font size and screen brightness adjustment⁸⁴. Students in this study who favored digital formats also pointed to flexibility, portability, and the integration of study tools as significant benefits. For those with ambiguous preferences, prior research by Baron and Mangen suggests

⁸² Kaygısız, G. (2025). Reading on paper versus screens: What's the difference? *Education and Information Technologies*. Advance online publication. <https://doi.org/10.1007/s10639-025-13668-5>

⁸³ Mangen, A., Walgermo, B. R., & Brønnick, K. (2013). Reading linear texts on paper versus computer screen: Effects on reading comprehension. *International Journal of Educational Research*, 58, 61–68. <https://doi.org/10.1016/j.ijer.2012.12.002>

⁸⁴ Singer, L. M., & Alexander, P. A. (2017). Reading across mediums: Effects of reading digital and print texts on comprehension and calibration. *The Journal of Experimental Education*, 85(1), 155–172. <https://doi.org/10.1080/00220973.2016.1143794>

that a blended approach can enhance both engagement and efficiency, allowing readers to adapt their format choice to different contexts and needs.

In conclusion, students' preferences for printed or digital reading formats are influenced by a combination of cognitive, physical, emotional, and practical considerations. Printed formats are perceived as stronger in enhancing comprehension, focus, and comfort, while digital formats offer greater adaptability, mobility, and efficiency. These insights highlight the importance for educators to recognize varied reading preferences and incorporate both printed and digital materials to meet the diverse needs of learners.

BAB V

CONCLUSIONS AND SUGGESTIONS

Based on the analysis of the previous chapter, this final section presents the conclusions and suggestions of the study. The conclusions answer the research questions about students' perceptions of printed and digital reading formats and the reasons behind their preferences at the English Tadris Study Program of IAIN Curup. The suggestions are intended to offer practical recommendations for students, lecturers, and the study program, and to inspire future researchers to explore similar topics related to reading comprehension and learning formats.

A. CONCLUSIONS

1. Students' Perceptions on Printed and Digital Reading Formats in Relation to Reading Comprehension

The quantitative data gathered through questionnaires revealed that students generally have a more favorable perception of printed reading formats compared to digital ones. Out of 106 respondents, 58 students (54.72%) expressed a positive perception of printed materials, citing benefits such as better comprehension, stronger concentration, and higher physical comfort. Meanwhile, 42 students (39.62%) showed a positive perception of digital reading formats, appreciating the convenience, accessibility, and efficiency offered by digital tools. A small portion of students, 6 participants (5.66%), were categorized as having ambiguous perceptions, meaning they were undecided or found both formats equally effective.

2. Factors Influencing Students' Preferences for Printed or Digital Reading Formats

Based on the data, the respondents' reading format preferences can be grouped into three categories printed, digital, and ambiguous with each shaped by distinct influencing factors. Those who preferred printed formats (R1, R4, R7, R9) highlighted cognitive and emotional advantages such as better comprehension, stronger information retention, reduced eye strain, and improved focus. They valued the tactile experience of physical books, the absence of digital distractions, and the ability to annotate directly on paper, making printed materials more suitable for deep, sustained academic reading.

Students favoring digital formats (R2, R5, R8) emphasized convenience, accessibility, and efficiency. They appreciated the portability of devices, quick search and scrolling functions, adjustable display settings, and cost-effectiveness. While acknowledging potential distractions, they employed strategies such as distraction blockers to maintain focus, making digital reading more appealing for casual, on-the-go, and environmentally conscious reading habits. Meanwhile, those with ambiguous preferences (R3, R6, R10) demonstrated situational flexibility, choosing printed materials for deep learning and long reading sessions, and digital resources for quick reference, casual reading, and communication through platforms like WhatsApp. This group valued both the comfort of printed formats and the practicality of digital ones,

switching between them based on reading purpose, location, and convenience.

B. SUGGESTIONS

Based on the results and conclusions of this study, several suggestions are proposed for the following parties:

1. For Lecturers

Lecturers are encouraged to consider students' preferences and perceptions regarding reading formats when designing learning activities or assigning reading tasks. Since many students perceive printed materials as more supportive for comprehension and focus, lecturers might provide key reading materials in printed form or as printable PDFs. However, they should also help students develop strategies for effective digital reading, especially by teaching digital literacy skills and how to minimize screen-related distractions

2. For Students

Students are advised to become more aware of their own reading habits and preferences. Understanding which format supports their comprehension and motivation can help them make more effective reading choices. While printed formats may support deeper focus, students should also learn to manage digital tools wisely, especially in situations where digital reading is necessary due to accessibility or time constraints.

3. For the English Tadris Study Program

The English Tadris Study Program is encouraged to provide flexible access to both printed and digital reading resources. Supporting students with library materials in both formats and promoting awareness of how different formats affect comprehension can enhance academic performance. The program may also consider integrating training on effective reading strategies for both print and digital media to better prepare students for modern academic challenges.

REFERENCE

- Ackerman, Robert, and Michael Goldsmith. "Metacognitive Regulation of Text Learning: On Screen Versus on Paper." *Journal of Experimental Psychology: Applied* 12, no. 2 (2006): 79–87.
- Aebbersold, Jo A., and Mary Lee Field. *"From Reader to Reading Teacher"*. New York: Cambridge University Press, 1997.
- Baron, Naomi S. *"How We Read Now: Strategic Choices for Print, Screen, and Audio"*. Oxford University Press, 2021.
- Baron, Naomi S. *"Words Onscreen: The Fate of Reading in a Digital World"*. New York: Oxford University Press, 2015.
- Baron, Naomi S., et al. "Advantages and Disadvantages of Printed and Electronic Study Material: Perspectives of University Students." *Information Research* 24, no. 2 (2019): paper 828.
- Chang, S. C., and K. Ley. "Electronic Versus Traditional Print Textbooks: A Comparison Study on the Influence of Learning Style on Student Learning Outcomes." *Journal of Educational Computing Research* 34, no. 2 (2006): 95–113.
- Creswell, John W. *"Research Design: Qualitative, Quantitative, and Mixed Methods Approaches"*, 4th ed. Thousand Oaks, CA: SAGE Publications, 2014.
- Duke, Nell K., and P. David Pearson. "The Science of Reading Comprehension Instruction." *"Oxford Research Encyclopedia of Education"* (2020).
- Eden, Sigal, and Yoram Eshet-Alkalai. "The Effect of Format on Performance: Editing Text in Print Versus Digital Formats." *British Journal of Educational Technology* 44, no. 5 (2013): 846–856.
- Evans, M. A., Kelley, M. E., and Sikora, J. "Comparing Paper and Screen-Based Reading: Effects on Reading Comprehension, Reading Speed and Fatigue." *Journal of Educational Research* 102, no. 4 (2009): 239–252.
- Fauziah, M., Vrika, R., & Amrullah, A. (2024). EFL Students' Perception on Kahoot! as Alternative Learning Strategy to Improve Reading Comprehension Skill. *JELITA*, 5(2), 459-470.
- Ghafar, Z. "The Impact of Electronic Books on Learning English Language in the Digital Era: An Overview." *Journal Of Digital Learning and Distance Education* 2, no. 7 (2024): 635–644.
- Kharisma, A., Wulyani, A. N., and Astuti, U. P. "Students' Preference of Digital or Print Books/Reading Materials." (2021).
- Liu, Ziming. "Reading Behavior in the Digital Environment: Changes in Reading Behavior over the Past Ten Years." *Journal of Documentation* 61, no. 6 (2005): 700–712.

- Mangen, Anne, and Jean-Luc Velay. "Digitizing Literacy: Reflections on the Haptics of Writing and Reading." "Advances in Haptics" (2010): 385–401.
- Mikulecky, Beatrice S., and Linda Jeffries. "More Reading Power". USA: Addison-Wesley Publishing Company, 1996.
- Mikulecky, Beatrice S., and Linda Jeffries. "Reading Power: Second Edition". New York: Pearson Education, 1998.
- Mooney, Jean F., and John F. Savage. "Comprehension: The Essential Connection". Pearson, 2017.
- Quinn, C. M., and J. Stark-Adam. "Digital vs. Traditional Reading: Comparative Studies on Reading Comprehension and User Interaction." "International Journal of Learning and Media" 4, no. 2 (2007): 56–67.
- Richards, Jack C., and Willy A. Renandya. "Methodology in Language Teaching: An Anthology of Current Practice". New York: Cambridge University Press, 2002.
- S. Edy, "The Effectiveness of Extensive Reading on Students' Reading Comprehension Achievement as Observed from Students' Motivation," Jurnal Pendidikan Humaniora (JPH) 2, no. 1 (2015): 54–58.
- Schunk, Dale H. "Learning Theories: An Educational Perspective", 6th ed. Boston: Pearson Education Inc., 2012.
- Silver, Harvey F., Susan C. Morris, and Victor Klein. "Reading for Meaning: How to Build Students' Comprehension, Reasoning, and Problem-Solving Skills". Alexandria: ASCD Publisher, 2010.
- Wolf, Maryanne, and Mirit Barzillai. "The Importance of Deep Reading." "Educational Leadership" 66, no. 6 (2009): 32–37.

A P P E N D I C E S

SK PEMBIMBING



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 448 Tahun 2025

Tentang

**PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- | | | |
|----------------------|---|---|
| Menimbang | : | a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; |
| | | b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disuruh tugas sebagai pembimbing I dan II ; |
| Mengingat | : | 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ; |
| | | 2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup; |
| | | 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; |
| | | 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; |
| | | 5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026. |
| | | 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup |
| | | 7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| Memperhatikan | : | 1. Permohonan Saudara Aditiya Gusti Pratama tanggal 13 mei 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi |
| | | 2. Berita Acara Seminar Proposal Pada Hari Jumat, 7 Maret 2025 |

MEMUTUSKAN :

**Menetapkan
Pertama**

- | | | |
|---|------------------------------|------------------------------|
| : | 1. Sarwo Edy, M.Pd | 19810607 202321 1 011 |
| | 2. Meli Fauziah, M.Pd | 19940523 202012 2 003 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Aditiya Gusti Pratama

N I M : 21551001

JUDUL SKRIPSI : Exploring the use of Printed and Digital Reading Formats on Reading Comprehension at English Tadris Study Program of IAIN Curup

- | | | |
|----------------|---|--|
| Kedua | : | Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; |
| Ketiga | : | Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| Keempat | : | Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| Kelima | : | Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| Keenam | : | Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| Ketujuh | : | Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ; |



Ditetapkan di Curup,
Pada tanggal 14 Mei 2025

Dekan

Safarto

Terghusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Yang lain yang bersangkutan dan lain-lain

INSTRUMENT

Blueprint of Students' Perception of Digital and Printed Reading Formats

No	Indicator	Sub Indicator	Statement Items(24)	SD	D	A	SA
1	Methodological Reading	Line-by-line reading	25. I enjoy reading printed books in a clear, line-by-line sequence from start to finish.				
		Skimming/non-linear reading	26. When reading digital texts, I often jump between sections rather than reading linearly				
		Text immersion	27. I find it difficult to stay immersed when reading on a screen.				
		Narrative comprehension	28. Printed texts help me follow the author's argument more clearly than digital texts.				
2	Reading Pace	Reading speed	29. I feel more physically comfortable when reading printed books for a long time.				
		Accuracy and regressions	30. I often need to reread paragraphs when reading digital materials.				
		Task completion time	31. It takes me longer to finish readings on screen than in print.				
		Reading flow interruption	32. I feel more in control when I can take notes and highlight directly on printed materials.				

3	Physical & Cognitive Comfort	Eye strain/fatigue	33. Reading on digital screens causes me eye strain more quickly than reading printed texts.				
		Motivation and engagement	34. I feel less focused when reading long texts on digital devices.				
		Navigation disorientation	35. I feel more physically comfortable when reading printed books for a long time				
		Locating information	36. I often lose my orientation when reading long or complex documents on a screen.				
4	Cognitive Load	Metacognitive misjudgment	37. I can accurately judge my understanding when reading from digital texts.				
		Fragmented information	38. Digital materials with links or embedded media make it harder for me to follow the content				
		Attentional switching	39. I can understand the content better and connect ideas more easily when using printed texts.				
		Coherent understanding	40. I often get distracted by non-text elements while reading digital materials.				
5	Text Design	Print-to-digital conversion	41. Poorly adapted scanned documents are				

		problems	harder to read on screen.				
		Layout and orientation issues	42. Digital reading interfaces help me concentrate while reading.				
		Visual fatigue	43. I feel more comfortable reading printed texts because the format is clear and easy to follow.				
		Usability/interface	44. Scrolling through digital texts disrupts my comprehension process.				
6	Ownership & Preference	Sense of control	45. .Printed books allow me to study more effectively through active engagement like annotating				
		Academic format preference	46. Printed reading formats support my academic performance more effectively than digital formats.				
		I prefer reading long academic texts in printed format.	47. I can still understand and perform well in my studies even when using digital formats.				
		Digital preference & performance	48. Despite the convenience, I feel disconnected when reading digitally.				

Blueprint of Students' Preference of Digital and Printed Reading Formats

No	Aspect	Indicator	Questions
1	Factors of students' preferences for printed versus digital reading formats	7. Reading qualities	18. Which format (printed or digital) helps you understand and process the material more effectively? Why do you think so?
			19. Which format makes you feel more motivated to read and finish your reading tasks? Why do you think so?
			20. Based on your experience, which format helps you remember and retain information longer? Why do you think so?
			21. How do distractions or the physical nature of each format (paper vs. screen) affect your ability to absorb content?
		8. Reading speed	22. When comparing both formats, in which one do you read more quickly? What contributes to that?
			23. What features of printed texts, if any, help you maintain or increase your reading pace?
			24. When reading digital texts, do you find yourself re-reading sections more often? Why do you think so?
		9. Reading concentration	25. Which format helps you concentrate better while reading? Why do you think so?
			26. Are you more easily distracted when reading digitally? What kind of distractions usually occur?
			27. When reading printed materials, do you feel more mentally present or engaged? Can you describe that experience?
		10. Physical reactions to reading	28. After reading for an extended period, how do your eyes feel when using each format?
			29. Do you find it easier to highlight and review important information in printed or digital texts? Why do you think so?
		11. Emotional reactions to reading	30. Which format do you find more enjoyable or pleasant for reading? Why do you think so?
			31. Do you feel more relaxed or emotionally connected when reading printed books compared to digital ones? Why do you think so?

No	Aspect	Indicator	Questions
		12. Eligibility for continued use	32. Which format do you see yourself relying on for long-term academic reading? Why do you think so?
			33. Which format is more sustainable or relevant for future learning environments? Why do you think so?
			34. What factors (accessibility, academic requirements, or personal comfort) will influence your continued use of either printed or digital books? Why do you think so?

Validation Notes:

The validated interview guideline refines the draft by improving clarity, neutrality, and structure. It eliminates bias toward printed formats through more balanced, open-ended questions, enhancing the depth and reliability of responses. Redundant or leading items are removed, while question phrasing is made more concise and consistent across all aspects. Compared to the draft's longer, sometimes overlapping questions, the validated version presents a more streamlined and cognitively accessible format, ensuring better alignment with qualitative research standards and respondent experience.

Curup, June 30, 2025

Validator



Rizki Indra Guci, M.Pd.

Data of The Questionnaire

Students' Perception of Digital and Printed Reading Formats

R8 8	2	3	3	4	4	3	2	4	3	3	4	3	2	3	4	3	4	2	4	3	4	3	3
R7 5	3	2	3	4	4	3	3	4	2	3	4	3	2	2	3	4	3	2	4	4	4	4	3
R1 06	4	3	3	4	4	3	1	4	1	3	4	3	2	3	4	3	3	2	4	3	4	4	3
R8 4	2	3	3	4	4	3	2	4	1	3	4	3	2	3	4	3	3	2	4	3	4	4	3
R3 2	3	3	2	3	3	2	3	2	3	1	4	2	4	2	4	4	4	4	3	2	3	3	4
R1 01	2	3	3	4	4	3	1	4	1	3	4	3	2	3	4	3	3	2	4	3	4	4	3
R1 04	2	3	4	4	4	3	1	4	1	3	4	3	2	3	4	3	3	1	4	3	4	4	3
R1 05	2	4	3	4	4	3	1	4	1	3	4	3	2	3	3	3	3	2	4	3	4	4	3
R1 1	3	1	4	4	4	3	4	4	2	3	2	3	3	3	3	3	1	3	3	4	2	2	3

R1

1. Format cetak, karena kita bisa dapat pengalaman yang lebih daripada content cetak. Content cetak kita nggak bisa kayak mencium buku-buku itu kita nggak bisa, atau kita bolak-balikin halaman secara nyata kan nggak bisa. Kalau bisa bolak-balik halaman bebas, itu tentu bisa mempertanyakan informasi lebih baik.
2. Format cetak, karena saya bisa mendapatkan pengalaman sensorik yang nggak saya dapetin di digital. Saya bisa cium bau buku, tahu ini bau buku lama atau bau buku baru. Kalau dapat buku baru, saya lebih semangat untuk menyelesaikan buku itu. Saya juga bisa merasakan teksturnya, meng-highlight, menggaris bawah, kasih notes, atau menotasi.
3. Format cetak, karena saya bisa bikin catatan, komen, atau listing keynote sesuka hati saya. Saya bisa menyorot di tekstur di situ lebih mudah dibandingkan di digital. Di digital saya agak kesulitan untuk kasih notes.
4. Cetak, karena layar digital membuat saya mudah terdistraksi dengan notifikasi, sedangkan cetak membantu saya tetap fokus.
5. Digital, karena dengan adanya digital, ada fitur search, jadi terserah kita mau baca bagaimana, dan tentu lebih memudahkan serta mempercepat bacaan.
6. Dari cetak, yaitu tata letak atau layout, dan ukuran font bisa bikin saya mempercepat kecepatan membaca dan tetap stabil.
7. Ya, karena saya sering kehilangan fokus dan lupa apa yang baru saja dibaca di digital.
8. Cetak, karena teks fisik tidak terlalu mengganggu seperti digital. Di digital banyak gangguan seperti notifikasi sosmed, atau tergoda melihat hal lain.
9. Ya, saya lebih mudah terdistraksi saat membaca digital, biasanya dari notif WA, IG, atau rasa penasaran melihat story orang.
10. Cetak, karena saya merasa lebih “hadir” dan fokus.
11. Mata saya bakal lebih lelah kalau baca di digital; mata pedih, kering, gatal. Kalau baca cetak efeknya tidak seberat itu, dan minus mata saya tidak bertambah cepat.
12. Lebih mudah di cetak, karena saya bisa menggaris bawah, memberi highlight, memberi notes, atau thinking notes jika teks terlalu panjang.
13. Cetak, karena saya bisa dapat pengalaman sensorik yang nggak ada di digital, seperti membalik halaman dan mencium aroma buku.
14. Ya, saya lebih santai kalau baca di cetak, karena terasa menenangkan seperti healing, mata tidak kering, dan lebih mudah terhubung dengan materi.
15. Cetak, karena lebih efektif dan nyaman untuk membaca mendalam.
16. Walaupun digital lebih eco-friendly, untuk pembelajaran pribadi saya lebih percaya pada cetak.

17. Akses ke materi, kenyamanan, dan konsentrasi adalah faktor yang memengaruhi pilihan saya dan cetak unggul di semua area itu.

R2

1. Saya merasa format digital lebih membantu saya dalam memahami dan memproses materi karena saya dapat dengan cepat mencari arti kata-kata yang tidak saya pahami melalui kamus online. Selain itu, saya juga bisa mengakses penjelasan tambahan, seperti video atau artikel terkait, yang mendukung pemahaman saya terhadap teks yang sedang saya baca. Kemudahan akses terhadap berbagai sumber ini membuat proses belajar saya menjadi lebih efisien dan mendalam.
2. Saya merasa lebih termotivasi ketika membaca dalam format digital karena saya bisa membaca kapan saja dan di mana saja, baik melalui ponsel maupun laptop. Saya tidak perlu repot membawa buku fisik yang berat, sehingga membaca menjadi lebih praktis dan fleksibel. Kemudahan ini membuat saya lebih semangat dalam menyelesaikan tugas-tugas bacaan yang diberikan.
3. Saya merasa informasi lebih mudah saya ingat ketika menggunakan format digital, karena saya sering membuat catatan digital dan menggunakan fitur sorotan (highlight). Catatan tersebut bisa saya buka kembali kapan pun dibutuhkan, dan hal itu memudahkan saya dalam mengulang serta meninjau kembali informasi penting.
4. Memang, ketika membaca dalam format digital, terkadang ada gangguan seperti notifikasi pesan atau media sosial. Namun, saya biasanya mengaktifkan mode fokus atau aplikasi pembaca khusus yang membantu meminimalkan gangguan tersebut. Selain itu, saya juga menyukai fitur penyesuaian tampilan seperti pengaturan kecerahan dan ukuran huruf yang membuat pengalaman membaca jadi lebih nyaman.
5. Saya membaca lebih cepat dalam format digital karena saya bisa menggulir halaman dengan mudah dan mencari kata kunci tertentu secara instan. Hal ini mempercepat proses pemahaman dan pencarian informasi dibandingkan harus membalik halaman secara manual pada buku cetak.
6. Secara pribadi, saya tidak merasa bahwa teks cetak membantu meningkatkan kecepatan membaca saya. Justru saya merasa prosesnya lebih lambat karena harus membalik halaman satu per satu dan sulit untuk mencari bagian tertentu secara cepat.
7. Tidak terlalu sering. Justru dengan adanya fitur sorotan dan pencarian cepat di teks digital, saya bisa langsung kembali ke bagian yang saya perlukan tanpa harus mengulang membaca seluruh bagian sebelumnya. Ini sangat membantu efisiensi waktu dan pemahaman saya.
8. Format digital lebih membantu saya berkonsentrasi, terutama ketika saya menggunakan mode pembaca atau PDF viewer yang memiliki tampilan bersih dan minim gangguan. Antarmuka yang sederhana membuat saya lebih fokus dibandingkan dengan membaca buku cetak yang terkadang terasa kaku dan penuh catatan margin.
9. Kadang-kadang memang saya terdistraksi, terutama oleh pesan atau notifikasi dari media sosial. Namun, ketika saya benar-benar ingin fokus, saya biasanya mengaktifkan fitur "Do Not Disturb" pada perangkat saya, sehingga gangguan tersebut bisa diminimalkan.
10. Tidak juga. Justru saya kadang merasa bosan atau mengantuk ketika membaca buku cetak dalam waktu yang lama. Saya tidak merasa ada keterlibatan mental yang lebih

besar, dan saya merasa lebih nyaman saat membaca teks digital yang bisa saya sesuaikan tampilannya.

11. Mata saya memang bisa terasa lelah saat membaca dari layar dalam waktu yang lama. Namun, saya mengatasinya dengan menyesuaikan kecerahan layar atau menggunakan mode gelap (dark mode), sehingga ketegangan mata bisa diminimalkan.
12. Saya merasa lebih mudah dalam teks digital karena saya bisa menyorot dengan berbagai warna, menambahkan komentar, dan bahkan mencari kembali bagian yang sudah saya tandai dengan cepat. Hal-hal tersebut tidak bisa saya lakukan secara fleksibel di buku cetak.
13. Saya lebih menikmati membaca dalam format digital karena terasa lebih fleksibel. Saya bisa membaca di tempat tidur, saat bepergian, atau di tempat mana pun tanpa perlu membawa alat tambahan seperti buku, stabilo, atau pembatas buku.
14. Tidak terlalu. Saya merasa tingkat keterlibatan emosional saya tetap sama ketika membaca dalam format digital, terutama jika ceritanya menarik atau isi bacaan tersebut sesuai dengan minat saya. Format digital pun bisa membuat saya tenggelam dalam cerita dengan cara yang sama seperti cetak.
15. Saya lebih mengandalkan format digital untuk kebutuhan akademik jangka panjang karena saya bisa menyimpan banyak dokumen tanpa perlu mencetak. Saya juga bisa mengatur file dalam folder, memberi nama, dan mengakses semuanya dengan cepat kapan pun dibutuhkan.
16. Saya rasa format digital lebih relevan dan berkelanjutan. Selain menghemat kertas, penggunaan format digital juga lebih ekonomis dan sejalan dengan perkembangan teknologi serta pembelajaran berbasis daring (online learning).
17. Faktor yang paling memengaruhi saya adalah aksesibilitas dan kepraktisan. Format digital lebih mudah diakses dan sesuai dengan rutinitas saya. Saya dapat membuka file dari ponsel atau laptop kapan pun dibutuhkan, tanpa harus membawa banyak buku.

R3

1. "Saya suka buku cetak karena membantu saya fokus, tapi kadang saya bisa menyelesaikan bacaan lebih cepat dalam format digital. Untuk materi yang panjang, saya lebih nyaman dengan cetak, tapi kalau tenggat waktu mepet, saya pilih digital."
2. "Membaca di layar itu praktis karena saya bisa mencari kata tertentu, tapi mata saya cepat lelah. Buku cetak terasa lebih nyaman untuk membaca lama, meskipun berat untuk dibawa."
3. "Saya bisa mengikuti alur penulis dengan lebih jelas di cetak, tapi di format digital saya bisa cepat lompat ke bagian penting. Namun, itu kadang membuat saya kehilangan konteks."
4. "Kalau membaca digital di tablet, saya bisa fokus, tapi di ponsel sering terdistraksi. Buku cetak membuat saya lebih tenang, tapi kalau perlu mencari informasi cepat, saya pilih digital."
5. "Buku cetak membantu saya lebih paham, tapi saya sering memakai digital untuk tugas karena bisa copy-paste kutipan. Meski begitu, membaca digital terlalu lama membuat kepala terasa berat."

6. "Dengan teks digital, saya bisa menyorot dan menyimpan catatan dengan cepat, tapi kadang saya tidak benar-benar mengingat apa yang dibaca. Cetak terasa lebih melekat di ingatan, meski lebih sulit untuk direvisi."
7. "Membaca cetak terasa lebih serius, tapi di format digital saya bisa langsung membuka referensi lain. Namun, kalau internet lambat, membaca digital justru bikin kesal."
8. "Digital itu praktis, tapi kalau dokumennya hasil scan yang buruk, mata saya sakit. Buku cetak lebih jelas, tapi saya malas membawa banyak buku."
9. "Saya merasa lebih nyaman menggunakan cetak untuk materi akademik, tapi kalau waktunya terbatas, saya membaca PDF agar lebih cepat. Sering kali saya kembali ke versi cetak untuk lebih memahami."
10. "Membaca di layar membantu saya menyelesaikan bacaan dengan cepat, tapi kadang saya merasa tidak menyerap semuanya. Cetak membuat saya lebih fokus, meski jarang punya waktu untuk membacanya."
11. Memegang buku cetak terasa lebih nyaman dan alami, apalagi kalau duduk santai di sofa. Tapi saya juga punya perangkat digital yang ringan dan ukurannya pas di tangan, jadi membacanya juga tidak terasa capek.
12. Saya biasanya tidak kehilangan arah saat membaca di layar, apalagi kalau ada fitur penanda halaman. Tapi kalau dokumennya sangat panjang dan banyak bagian yang mirip, kadang saya lupa terakhir sampai bagian mana.
13. Kalau membaca buku cetak, saya merasa lebih bisa menilai apakah saya sudah paham atau belum, mungkin karena proses membacanya lebih lambat. Tapi kalau tampilan digitalnya rapi dan terstruktur, saya juga bisa mengukur pemahaman saya.
14. Link dan media tambahan di bacaan digital kadang justru mengganggu konsentrasi saya karena membuat saya membuka halaman lain. Tapi kalau materinya sulit, link itu kadang membantu saya memahami dengan memberi contoh tambahan.
15. Kalau membaca di cetak, saya lebih mudah menghubungkan ide-ide dan mengingat poin penting. Tapi kalau sumber digitalnya terorganisasi dengan baik dan ada fitur pencarian, saya juga bisa cepat mengaitkan informasi.
16. Elemen tambahan di digital seperti gambar atau video bisa membantu saya memahami, tapi kalau terlalu banyak, saya malah lupa dengan inti bacaan. Kalau secukupnya saja, saya masih bisa fokus.
17. Kalau file digitalnya hasil scan dengan kualitas rendah, saya cepat capek membacanya. Tapi kalau kualitasnya bagus, saya bisa membacanya seperti membaca teks biasa di buku cetak.
18. Ada beberapa tampilan digital yang menurut saya sangat membantu fokus, misalnya mode baca tanpa iklan. Tapi ada juga tampilan yang terlalu ramai sehingga bikin saya cepat bosan.

19. Buku cetak terasa jelas dan mudah diikuti karena tata letaknya rapi. Tapi kalau layout digitalnya bagus, saya juga bisa membaca dengan nyaman tanpa merasa kehilangan arah.
20. Scrolling di digital kadang membantu saya memahami alur bacaan dengan cepat, apalagi kalau mencari poin tertentu. Tapi ada kalanya saya kehilangan posisi dan harus bolak-balik mencari halaman sebelumnya.
21. Menulis catatan di buku cetak membuat saya merasa lebih aktif belajar. Tapi saya juga suka anotasi digital karena bisa disimpan dan dicari kembali kapan saja.
22. Kalau butuh cepat, saya mengandalkan digital untuk menyelesaikan tugas kuliah. Tapi kalau ingin mendalami materi, saya tetap lebih memilih membaca di cetak.
23. Untuk bacaan akademik yang panjang, saya merasa lebih nyaman membaca di cetak karena lebih fokus. Tapi kalau harus dibawa ke banyak tempat, digital jelas lebih praktis.
24. Membaca di digital memang sangat praktis, apalagi kalau sedang bepergian. Tapi saya merasa lebih terhubung secara emosional ketika memegang buku cetak dan merasakan kertasnya.

Factors Influence Students' Preferences For Printed Reading Formats

No	Indicators	Items	Description
1	Reading qualities	1. Which format (printed or digital) helps you understand and process the material more effectively? Why do you think so?	All five participants consistently reported that printed reading formats help them understand and process content more effectively. They attributed this to the lack of digital distractions, the tactile nature of holding a physical book, and the ability to follow a linear flow of ideas from one page to the next. Printed materials, according to them, foster deeper engagement with the author's arguments, allowing for more focused and uninterrupted reading experiences. This suggests that cognitive absorption is stronger when there are fewer environmental and screen-related interruptions.
		2. Which format makes you feel more motivated to read and finish your reading tasks? Why do you think so?	Participants expressed that printed books evoke a stronger sense of motivation to complete reading tasks. The act of holding a physical book created feelings of academic seriousness, discipline, and commitment. Several students mentioned that the physical presence of a book acts as a visual reminder to continue reading, and the tactile experience makes them more emotionally invested. This emotional attachment enhanced their motivation to complete readings in a structured manner.
		3. Based on your experience,	Every subject emphasized that

		which format helps you remember and retain information longer? Why do you think so?	printed texts improved their memory retention. They could recall information more easily due to physical interactions such as underlining with a pen, annotating in the margins, and folding pages. These actions, which are not as intuitive or flexible in digital formats, allowed them to connect more deeply with the content and create mental associations with page layout and note positions. Thus, the format's tangibility aids long-term information recall.
		4. How do distractions or the physical nature of each format (paper vs. screen) affect your ability to absorb content?	The majority noted that digital formats often caused them to lose concentration due to constant exposure to pop-ups, notifications, or the temptation to open other apps. In contrast, printed materials allowed for a distraction-free environment, enabling greater absorption of content. Physically engaging with the book allowed them to “be in the moment,” fostering cognitive presence and deeper textual engagement.
2.	Reading speed	5. When comparing both formats, in which one do you read more quickly? What contributes to that?	While a few participants admitted they could scroll faster through digital texts, most agreed they read more efficiently and with better comprehension using printed texts. They cited reduced eye strain and a more consistent reading rhythm as key factors that enabled them to read faster without sacrificing comprehension. Thus, “speed”

			was redefined not just as completion time but also as effective processing of information.
		6. What features of printed texts, if any, help you maintain or increase your reading pace?	Participants indicated that clear text layout, visible page numbers, and the physical act of flipping pages contributed to a steady reading rhythm. Being able to annotate with pens or highlighters also helped them stay engaged and alert. These features gave them a visual and spatial sense of progress, which digital screens failed to replicate due to scrolling and lack of physical cues.
		7. When reading digital texts, do you find yourself re-reading sections more often? Why do you think so?	Yes, all respondents reported frequent re-reading when using digital formats, mainly because they often lost their place or focus. The structure of digital texts made it difficult to visually track where they left off, especially with long passages. This led to inefficient reading, where they had to repeatedly scan or search for previously read sections.
3	Reading concentration	8. Which format helps you concentrate better while reading? Why do you think so?	All five students reported higher levels of concentration when using printed materials. They noted that the print environment was quieter and more conducive to focus. Without the temptation of switching between applications or checking notifications, they could immerse themselves fully in the reading. Several participants also mentioned that the act of holding a book

			anchored their attention.
		9. Are you more easily distracted when reading digitally? What kind of distractions usually occur?	Participants confirmed that digital reading is more prone to distractions, especially on smartphones. Notifications, social media, instant messages, and the urge to multitask were common interruptions. Even when using silent mode, curiosity often drove them to check apps or websites unrelated to their reading. This constant disruption affected both focus and content retention.
		10. When reading printed materials, do you feel more mentally present or engaged? Can you describe that experience?	Yes, all respondents felt mentally present and emotionally engaged while reading printed books. They described the experience as immersive, relaxing, and tactile turning pages, feeling the texture of paper, and observing visual markers like bookmarks or handwritten notes helped them maintain a steady connection with the material. The printed format made reading feel intentional and meaningful.
4	Physical reactions to reading	11. After reading for an extended period, how do your eyes feel when using each format?	Without exception, participants reported that printed books were far more comfortable for their eyes. Reading on screens, especially for long periods, caused eye strain, dryness, and even headaches. In contrast, printed text allowed for prolonged reading without discomfort, which encouraged longer study sessions.
		12. Do you find it easier to highlight and review	All students stated that highlighting and reviewing is

		important information in printed or digital texts? Why do you think so?	easier with printed texts. They could annotate freely, flip through pages quickly, and immediately recognize highlighted sections. This flexibility was limited in digital platforms, where highlighting often required specific apps and scrolling made it hard to relocate key information.
5	Emotional reactions to reading	13. Which format do you find more enjoyable or pleasant for reading? Why do you think so?	Participants overwhelmingly preferred printed books for enjoyment and reading pleasure. Factors such as the smell of paper, the sound of page-turning, and the comfort of reading without blue light contributed to a pleasant experience. Reading print was seen not just as an academic task but as a calming personal activity.
		14. Do you feel more relaxed or emotionally connected when reading printed books compared to digital ones? Why do you think so?	Yes, printed books were described as emotionally comforting and relaxing. Students felt more personally engaged with the story or content, and the slower, more deliberate reading pace helped create a deeper emotional connection. Reading a printed book felt like having a one-on-one interaction with the text.
6	Eligibility for continued use	15. Which format do you see yourself relying on for long-term academic reading? Why do you think so?	All five participants stated they would rely on printed texts for long-term academic reading. They felt printed materials allowed them to focus better, understand more deeply, and commit information to memory more effectively. For them, print was more conducive to

			critical reading and academic rigor.
		16. Which format is more sustainable or relevant for future learning environments? Why do you think so?	While some acknowledged that digital formats may be more environmentally friendly and convenient, most believed that printed books are still more relevant for serious academic learning. They emphasized the need for deep concentration and understanding, which is better supported by physical materials.
		17. What factors (accessibility, academic requirements, or personal comfort) will influence your continued use of either printed or digital books? Why do you think so?	The key influencing factors mentioned were personal comfort, comprehension effectiveness, and concentration level. Despite digital's accessibility, students consistently preferred print because it helped them study more seriously, retain more information, and remain focused. Thus, they would continue to prioritize printed materials whenever possible.

Factors Influence Students' Preferences For Digital Reading Formats

No	Indicators	Items	Description
1	Reading qualities	1. Which format (printed or digital) helps you understand and process the material more effectively? Why do you think so?	All participants stated that the digital format helps them understand and process material more efficiently. They mentioned features such as online dictionaries, hyperlinks, instant search tools, adjustable displays, and access to supporting content like videos. These tools allow them to

			comprehend the material more thoroughly and with less effort.
		2. Which format makes you feel more motivated to read and finish your reading tasks? Why do you think so?	All five subjects reported feeling more motivated when reading digitally, mainly due to the flexibility of time and location. They appreciate being able to read on their phones or laptops anytime and anywhere, without the burden of carrying physical books. Some also benefit from reading apps that include reminders and organization features.
		3. Based on your experience, which format helps you remember and retain information longer? Why do you think so?	All respondents indicated that they retain information better through digital reading, especially when they combine it with digital note-taking, highlighting, and bookmarks. These features allow for quick reviewing of key points, which supports memory retention.
		4. How do distractions or the physical nature of each format (paper vs. screen) affect your ability to absorb content?	Most participants admitted that digital reading can lead to distractions, such as notifications or social media. However, they also noted that features like focus mode, airplane mode, and reader view help minimize distractions, enabling them to absorb content effectively.
2.	Reading speed	5. When comparing both formats, in which one do you read more quickly? What contributes to that?	All five participants stated that they read more quickly in the digital format. They attributed this to smooth scrolling, quick keyword searches, and easier navigation, which help them move through texts more efficiently.
		6. What features of printed texts,	None of the respondents felt

		if any, help you maintain or increase your reading pace?	that printed texts helped their reading pace. On the contrary, they considered printed books to be slower and more rigid, making it difficult to scan or jump between sections compared to the dynamic nature of digital formats.
		7. When reading digital texts, do you find yourself re-reading sections more often? Why do you think so?	Most subjects reported that they rarely re-read digital texts, as digital features like highlighting and bookmarking allow them to easily return to important sections without needing to read the entire passage again.
3	Reading concentration	8. Which format helps you concentrate better while reading? Why do you think so?	All participants agreed that they concentrate better with digital reading, especially when using tablets or apps that minimize distractions. Clean interfaces, dark mode, and adjusted settings make it easier for them to maintain focus.
		9. Are you more easily distracted when reading digitally? What kind of distractions usually occur?	While most acknowledged that distractions such as social media or app notifications can occur, they also explained that they actively manage these through screen-time limits, productivity apps, offline reading, or turning off notifications, making digital reading manageable.
		10. When reading printed materials, do you feel more mentally present or engaged? Can you describe that experience?	All respondents felt more mentally engaged and productive when reading digitally. They described digital reading as more interactive and dynamic, allowing multitasking such as note-taking, browsing related materials, and organizing thoughts more effectively.

4	Physical reactions to reading	11. After reading for an extended period, how do your eyes feel when using each format?	Most participants admitted that digital screens can cause eye strain, but they found it manageable using dark mode, screen brightness adjustment, night filters, and regular breaks. They considered these side effects to be relatively minor and controllable.
		12. Do you find it easier to highlight and review important information in printed or digital texts? Why do you think so?	All subjects agreed that digital texts are easier to highlight and review, thanks to neat, color-coded tools, searchable highlights, and integrated comment features. This made their reading and reviewing process more organized and efficient.
5	Emotional reactions to reading	13. Which format do you find more enjoyable or pleasant for reading? Why do you think so?	All respondents found digital reading more enjoyable, as it can adapt to different environments and personal preferences. They appreciated the ability to read in low-light conditions, change font size, or adjust layout for comfort.
		14. Do you feel more relaxed or emotionally connected when reading printed books compared to digital ones? Why do you think so?	Most participants expressed that their emotional connection is with the content rather than the format. Therefore, even in a digital environment, they feel just as engaged with the material, as long as the topic interests them.
6	Eligibility for continued use	15. Which format do you see yourself relying on for long-term academic reading? Why do you think so?	All participants shared that they will continue to rely on digital format for academic purposes, as it is more practical, portable, cost-effective, and suitable for long-term use, especially with the rise of online learning.
		16. Which format is more sustainable or relevant for	All five agreed that digital format is more sustainable and

		future learning environments? Why do you think so?	future-oriented, as it supports paperless learning, environmental responsibility, and better integration with digital platforms and tools used in modern education.
		17. What factors (accessibility, academic requirements, or personal comfort) will influence your continued use of either printed or digital books? Why do you think so?	Participants highlighted factors such as portability, ease of access, efficiency, tech integration, and academic flexibility as key reasons for preferring digital books. These aspects make digital reading better suited to their daily academic routines and learning environments.

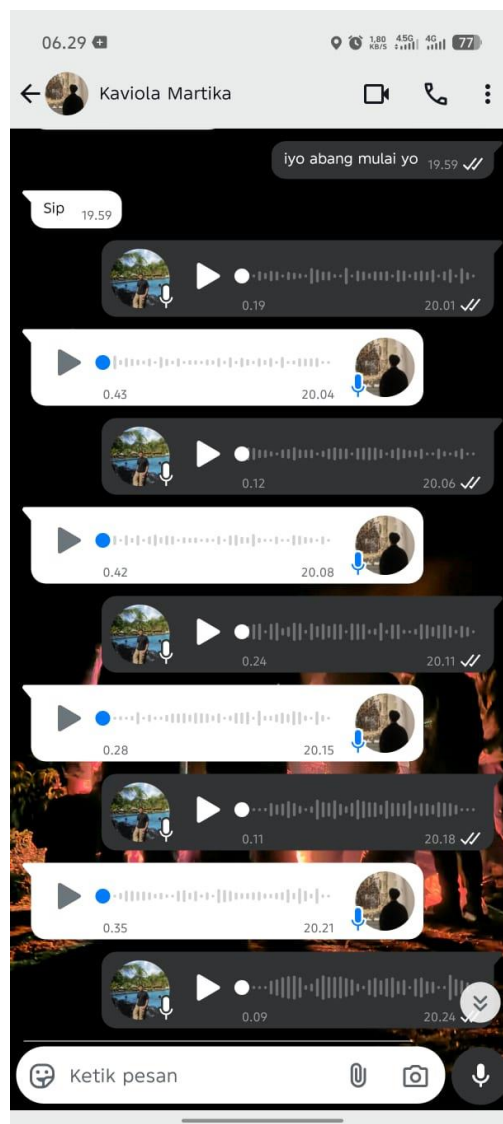
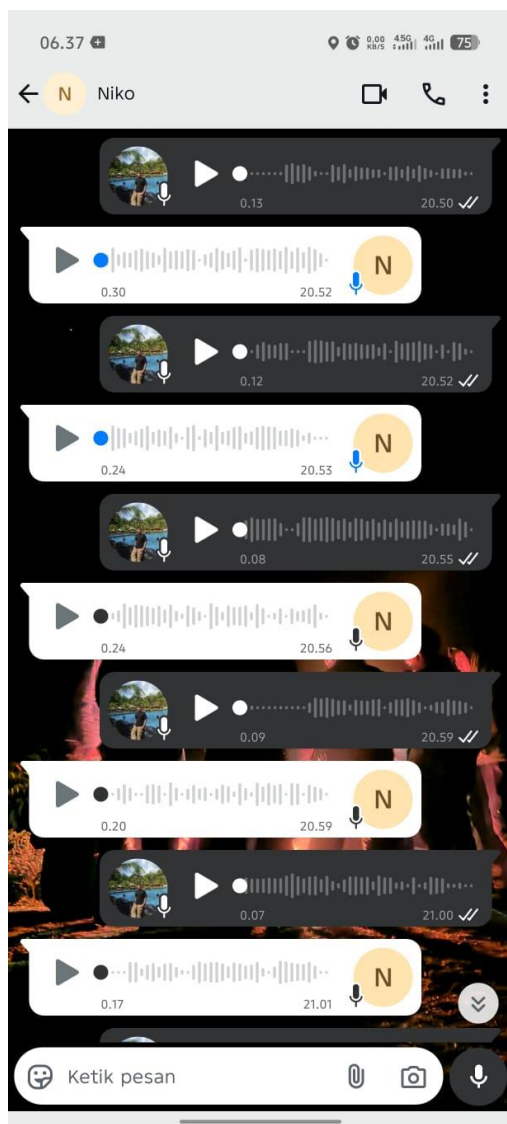
**Factors Influence Students' Preferences For Digital Reading and printed reading
Formats**

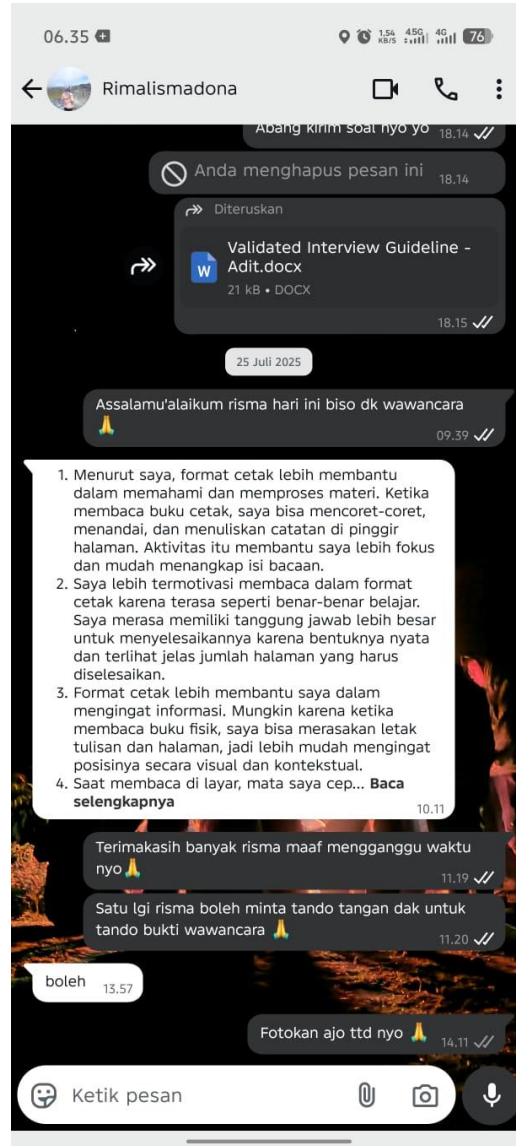
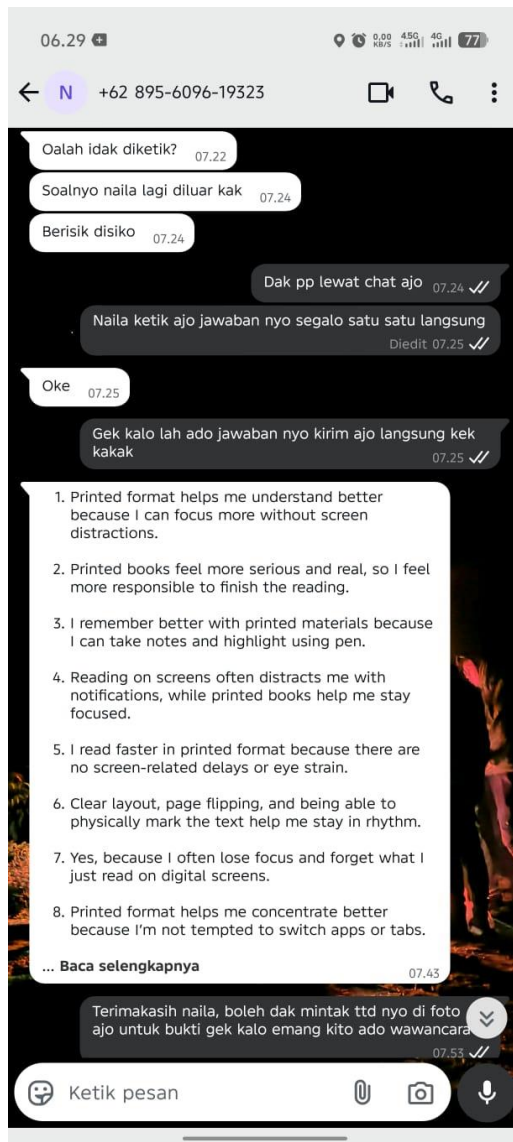
No	Indicators	Items	Description
1	Reading qualities	1. Which format (printed or digital) helps you understand and process the material more effectively? Why do you think so?	Both participants stated that the choice of format depends on the purpose of reading. They use printed formats for deep study, comprehension, and long reading sessions, while digital formats are preferred for quick reference or casual reading.
		2. Which format makes you feel more motivated to read and finish your reading tasks? Why do you think so?	Motivation is influenced by location and convenience. Printed formats motivate them when they need focus and immersion, while digital formats are more motivating for on-the-go reading.
		3. Based on your experience, which format helps you remember and retain information longer? Why do you think so?	Printed formats support long-term retention due to deeper engagement and fewer distractions; digital formats are more suitable for quick recall

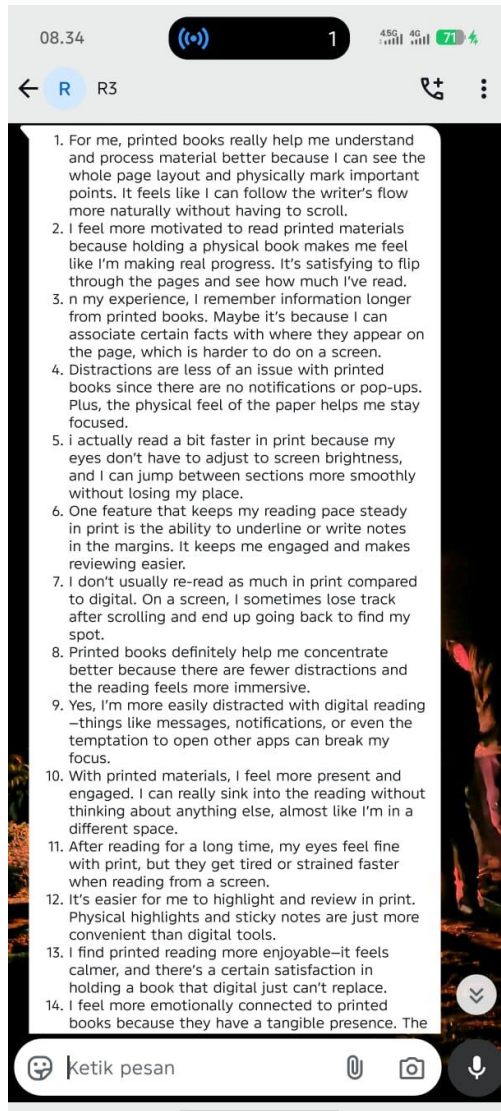
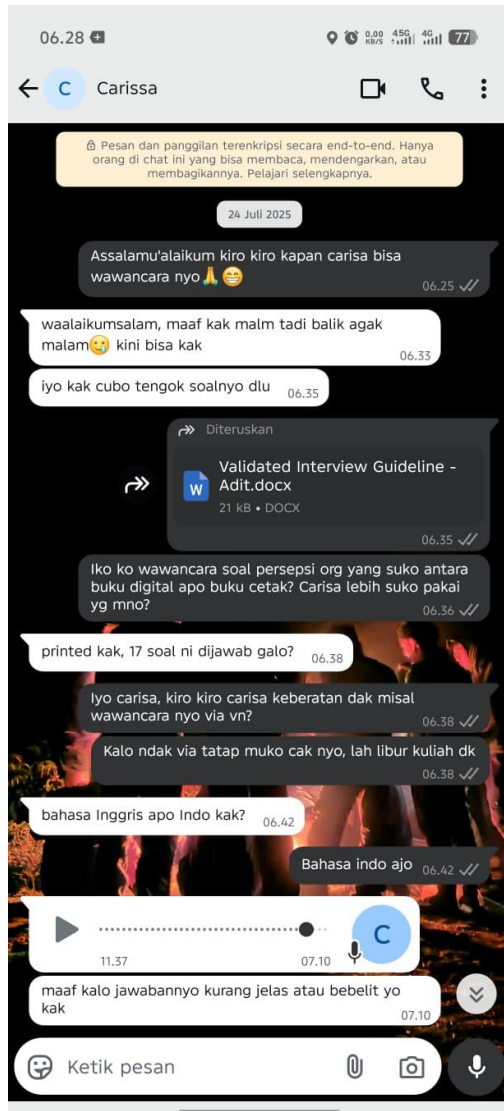
			when using search or note-taking features.
		4. How do distractions or the physical nature of each format (paper vs. screen) affect your ability to absorb content?	Printed formats reduce distractions and improve focus, while digital formats can be efficient if used in distraction-free conditions.
2.	Reading speed	5. When comparing both formats, in which one do you read more quickly? What contributes to that?	They read more quickly in digital formats for short texts or quick look-ups, but prefer printed formats for slower, more thorough reading.
		6. What features of printed texts, if any, help you maintain or increase your reading pace?	The stable and linear layout of printed texts supports steady reading without screen-related fatigue.
		7. When reading digital texts, do you find yourself re-reading sections more often? Why do you think so?	They re-read both printed and digital texts depending on the complexity of the material rather than the format itself.
3	Reading concentration	8. Which format helps you concentrate better while reading? Why do you think so?	Printed formats provide better concentration during long study sessions, while digital formats work well for short tasks in convenient settings.
		9. Are you more easily distracted when reading digitally? What kind of distractions usually occur?	Digital reading can cause distractions such as notifications, but they manage this with settings or offline mode.
		10. When reading printed materials, do you feel more mentally present or engaged? Can you describe that experience?	printed materials make them feel more immersed due to tactile interaction and spatial awareness of the text.
4	Physical reactions to reading	11. After reading for an extended period, how do your eyes feel when using each format?	Printed formats cause minimal eye strain; digital formats can cause fatigue without proper settings or breaks.
		12. Do you find it easier to highlight and review important information in printed or digital texts? Why	Highlighting is easier in digital formats, but reviewing is often more effective in printed formats.

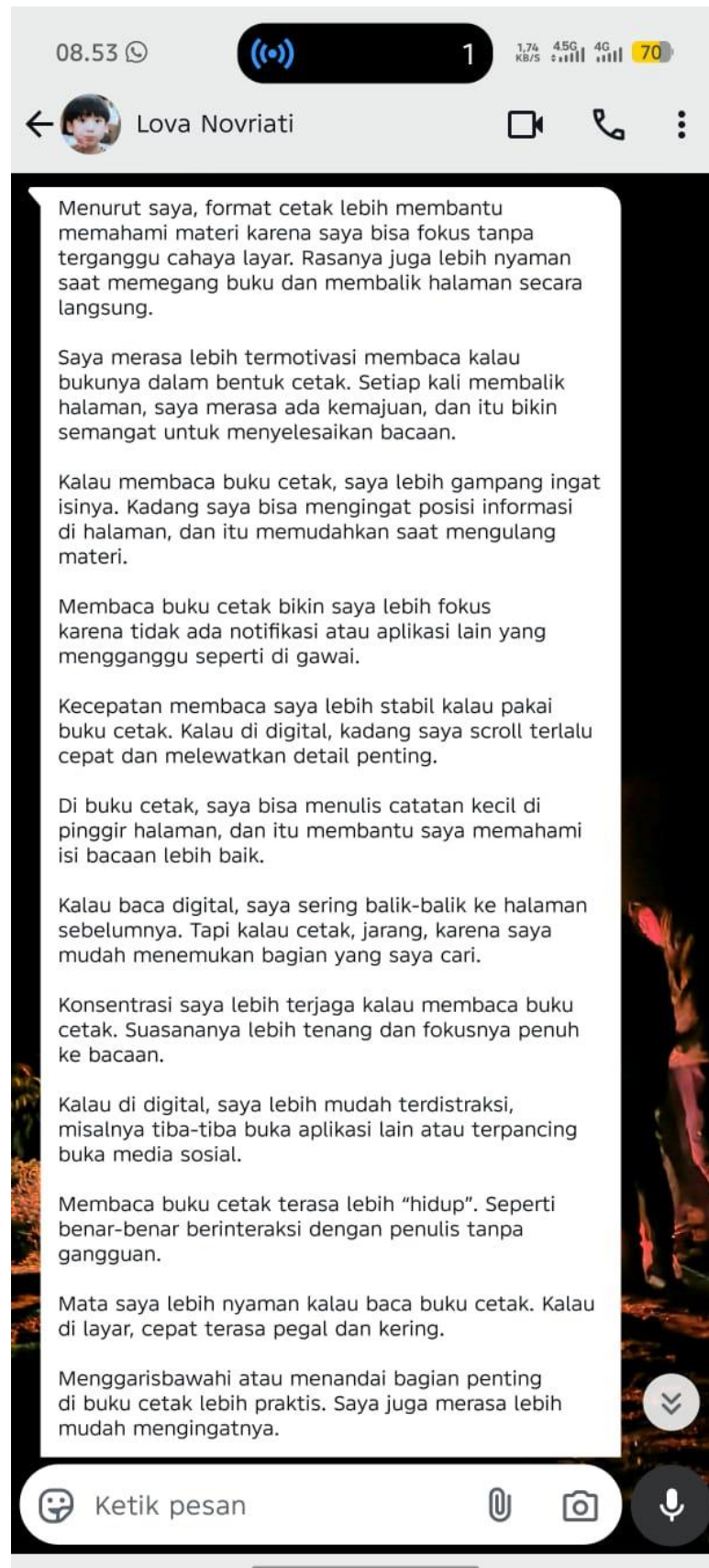
		do you think so?	
5	Emotional reactions to reading	13. Which format do you find more enjoyable or pleasant for reading? Why do you think so?	Enjoyment depends on the reading context: printed for relaxation and immersion, digital for efficiency and quick access.
		14. Do you feel more relaxed or emotionally connected when reading printed books compared to digital ones? Why do you think so?	Printed formats give a stronger sense of comfort and connection, but interest in the topic remains the main factor.
6	Eligibility for continued use	15. Which format do you see yourself relying on for long-term academic reading? Why do you think so?	They plan to continue using both formats printed for deep study and digital for convenience.
		16. Which format is more sustainable or relevant for future learning environments? Why do you think so?	Digital formats are seen as more sustainable, but printed formats still hold value for certain academic needs.
		17. What factors (accessibility, academic requirements, or personal comfort) will influence your continued use of either printed or digital books? Why do you think so?	Factors include purpose, location, convenience, and the need for flexibility to switch between formats as required.

DOKUMENTATION













**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP**

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

KARTU BIMBINGAN SKRIPSI

NAMA	: ADITYA GUSTI PRATAMA
NIM	: 21551002
PROGRAM STUDI	: IADRIS BAHASA INGGRIS
FAKULTAS	: TARBIYAH
DOSEN PEMBIMBING I	: SARWO EDY, M.Pd
DOSEN PEMBIMBING II	: MELI FAULIAH, M.Pd
JUDUL SKRIPSI	: EXPLORING THE USE OF PRINTED AND DIGITAL READING FORMATS ON READING COMPREHENSION AT ENGLISH TADRIS STUDY PROGRAM OF IAIN CURUP
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.		Revisi Bab 1	
2.		Revisi bab 2	
3.		Revisi bab 3	
4.		Acc bab 1.2 3	
5.		Revisi Instrument	
6.		Object of the research	
7.		Technique analysis data	
8.		Bab IV	
9.		Bab IV	
10.		Finding and Discussion	
11.		Bab V	
12.		Skripsi telah layak untuk diserahkan	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,


Sarwo Edy, M.Pd
NIP. 19810607 202321 1 011

CURUP,202

PEMBIMBING II,


Meli Fauziah, M.Pd
NIP. 19800523 202012 2 003

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP**

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

KARTU BIMBINGAN SKRIPSI

NAMA	: ADITYA GUSTI PRATAMA
NIM	: 2151002
PROGRAM STUDI	: TARBIYAH
FAKULTAS	: SARBIYAH
PEMBIMBING I	: SARWO EDY, M.Pd
PEMBIMBING II	: MELI FAUZIYAH, M.Pd
JUDUL SKRIPSI	: EXPLORING THE USE OF PRINTED AND DIGITAL READING FORMATS ON READING COMPREHENSION AT ENGLISH TADRIS STUDY PROGRAM OF IAIN CURUP
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.		Revisi bab 1	
2.		Revisi bab 2	
3.		Revisi bab 3	
4.		Acc bab 1, 2, 3	
5.		Revisi instrument	
6.		Object of the research	
7.		Technique analysis data	
8.		Bab IV	
9.		Bab III	
10.		Finding and Discussion	
11.		Bab V	
12.		Skripsi telah layak sidang munaqosah	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP,202

PEMBIMBING I,

Sarwo Edy, M.Pd
NIP. 19810607 202321 1011

PEMBIMBING II,

Meli Fauziah, M.Pd
NIP. 19940523 202012 2 003

AUTOBIOGRAPHY



The author, Aditya Gusti Pratama, was born in Lokasari on August 28, 2003. He is the first of three siblings. He began his formal education at SD Negeri 1 Lebong, graduating in 2015. He then continued his studies at SMP Negeri 10 Lebong and graduated in 2018, before completing his senior high school education at SMKN 4 Lebong in 2021, majoring in Electrical Power Installation Engineering. After graduating from vocational high school, he pursued higher education at the State Islamic Institute (IAIN) Curup, majoring in English.

During his college years, the author was actively involved in organizational activities. In 2023, he served as the Chairman of Pencak Silat Pagar Nusa Rejang Lebong at the regional board level, where he gained valuable experience in training, teamwork, and leadership. These experiences helped him develop essential skills and strengthened his commitment to both academic and personal growth.

The author completed his undergraduate studies in 2025 with a thesis entitled **“Exploring the Use of Printed and Digital Reading Formats on Reading Comprehension at English Tadris Study Program of IAIN Curup.”** He hopes that this work will contribute to education, enrich academic knowledge, and be beneficial for teachers, researchers, and others who are interested in this field.