

**LAPORAN AKHIR
PENELITIAN INTERNAL**



**A PRINTED TEXTBOOK OR E-BOOK USE:
A LENS VIEW OF FRAMEWORK ON FACILITATING FLEXIBLE
LEARNING DURING COVID 19
(Phenomenological Study University of Muhammadiyah Jambi)**

Oleh:

YAHFENEL EVI FUSSALAM, S.Pd., M.Pd
NIDN : 1029098802

RIKA NELDAWATY, S.E.,M.S.Ak.
NIDN : 1010017902

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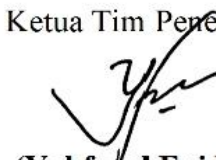
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2. **Tim Penelitian**
- a. **Ketua Tim Peneliti** :
- Nama : Yahfenel Evi Fussalam, S.Pd., M.Pd
 - NIDN : 1029098802
 - JabFung : Lektor
 - Program Studi : Manajemen
 - Fakultas : Ekonomi dan Bisnis
 - No. HP/ Email : 081366416822/yahfenel88@gmail.com
- b. **Anggota**
- Nama : Rika Neldawaty, S.E., M.S.Ak.
 - NIDN : 1010017902
 - JabFung : Lektor
 - Program Studi : Ekonomi Pembangunan
3. **Lokasi Kegiatan** : Kota Jambi, Provinsi Jambi
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Menyetujui,
Ketua Program Studi Manajemen

Ketua Tim Peneliti


(Ermaini, SE, MM)
NIDN: 1016027301


(Yahfenel Evi Fussalam, S.Pd., M.Pd)
NIDN: 1007048403

Mengetahui,
Ketua LPPM
Universitas Muhammadiyah Jambi


(Prina Audia Daniel, SE, ME)
NIDK: 8852530017



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SUMMARY

The ongoing Covid-19 pandemic has not only impacted the way school institutions interact with their students, but also contributed to growing concerns around textbook affordability. To provide students with the best support some scholars argue that read digital books or e-book more useful rather than printed or paper books. The primary focus here could be depicted in two ways. First, portraying the lived experiences of students and lecturer in relation to the way how do they choose materials during covid pandemic. The second purpose of this study is to exploring suitable materials for them in relation the use ebook and printed book. This research will be conducted on odd semester students who have graduated using purposive sampling.

Hopefully, this study is having value in light of its theoretical and practical contributions. Theoretically, this study attempts to fill a gap in the students learning experiences during covid 19 literature. Practically, this study will potentially contribute the sort of evidence necessary for providing support in terms of academic and non-academic programs and policies to educational policymakers who need to facilitate Indonesian students' adjustment on how they face challenge and overcome the obstacles teaching and learning process in the pandemic period. The research results are targeted by researchers to be published in the International Conference in the form of articles published in the proceedings as mandatory output.

Keywords: *Printed book, e-book, flexible learning, Covid-19*

CHAPTER I

INTRODUCTION

A. Research Background

Globally, everything has stopped. Projects have been delayed, workplaces closed and schools shut down during the COVID-19 pandemic (Onyema, E.M et al, 2020; Owusu-Fordjour, C.,Koomson, C. K,& Hanson, D. 2020; Radha, R et al. 2020). However, students need to continue their education through alternative as keeping schools open poses a safety risk for students, namely online learning system (Inter-agency Network for Education in Emergencies, 2020). Therefore, many countries have adopted online learning system. Schools in Asia, UK, and United States, prepared for online learning by promoting flexible online learning to their students, ensuring they had access to learning materials.

The ongoing Covid-19 pandemic has not only impacted the way school institutions interact with their students, but also contributed to growing concerns around textbook affordability. To provide students with the best support some scholars argues that read digital books or e-book more useful rather than printed or paper books (Dabbagh, N., & Kitsantas, A. 2012; Garrison, D. R., & Vaughan, N. D. 2008; Purwanto, A et al. 2020; Sun, L., Tang, Y. & Zuo, W. 2020). They believe that using e-books will be beneficial to the readers due to its practicality as well as the environment, although some researchers believe it comes along with a certain drawback.

Based on preliminary observations globally, it was obtained an initial assumption that much of the research mentioned above has been conducted on learning system related a suitable material on facilitating flexible learning during COVID 19 in the world including the behaviors of students, and teachers in use it. However, little is known about how the principal processes on facilitating flexible learning during education disruption and which do students prefer during Covid 19 (Tikhonova, E., & Raitskaya, L., 2018). Thus, the primary purpose of this paper is to synthesize theory and practice of suitable materials (printed or digital) on facilitating flexible learning during educational disruption.

Undoubtedly, the phenomenon of increasing number of digital learning materials during covid pandemic has become an important topic to be discussed. In

spite, the issue of the amazing growth of ebook raises questions: How do lecturers choose learning materials during the COVID-19 pandemic? ebooks or a printed book that the students and the lecturer preferred during COVID 19? Or is the issue of growing related to some other factors that have not been exposed because few studies have addressed the factors the trend of framework on facilitating flexible learning during covid 19.

Hopefully, this study is having value in light of its theoretical and practical contributions. Theoretically, this study attempts to fill a gap in the students learning experiences during covid 19 literature. Practically, this study will potentially contribute the sort of evidence necessary for providing support in terms of academic and non-academic programs and policies to educational policymakers who need to facilitate Indonesian students' adjustment on how they face challenge and overcome the obstacles teaching and learning process in the pandemic period.

B. Research Questions

The research questions are as follows:

1. How do students and lecturers at the University of Muhammadiyah Jambi view e-books as an academic resource?
2. How do students and lecturers at the University of Muhammadiyah Jambi view printed book as an academic resource?
3. How do students and lecturers at the University of Muhammadiyah Jambi prefer their decisions to use or not use e-books?

B. Purpose of the Research

Generally, the purpose of this research is to explore experiences with e-book and printed book within an academic field. These encounters will be described in two major ways. First, an understanding of the use and perception of e-books by lecturers and their students will be developed. Secondly, how these groups interact with each other and how students become aware of and communicate about textbook resources will be described. This study is relevant to the study of communication because it examines the adoption of and communication about a book preference during pandemic. For the purpose of this study, the University of Muhammadiyah Jambi will be examined as a case.

This study is having value in light of its purpose of this research. The primary focus here could be portraying the participants' experiences when choosing learning materials during the COVID-19 pandemic. Then, this study also explores what are the materials (ebooks or a printed book) that they preferred during COVID 19. In simply, the aim of this research is to explore how people prefer print and digital books. Through this research, the readers will be able to determine the pros and cons of digital versus print books and why people prefer one to the other. It is specifically interesting to look at college students in relation to textbooks.

C. Significance Research

This research is supposed to have theoretical and practical contribution. Theoretically, the result of this research will give contribution to the development theories of textbook. It can enrich the theories in describing the effectiveness of using teaching and learning textbook in university level. It is expected that the finding of this research can offer English lecturer more information and alternative decision about effective teaching materials.

Practically, the result of this study can be used by the lecturer to help the students improve their academic skill. In specifically, it could be making enjoyment of the students in choosing textbook, and the gradually reading activities become creating more effective atmosphere during learning English. In brief, the result of this research gives better contribution to the improvement of students' reading skill at university level. Perhaps, it becomes new consideration for university policy in using book preference especially in learning during covid pandemic. It also can be a guideline for the English lecturers to use materials in material sources.

In brief, this study is having potential significances in theoretical and practical views. Theoretically, this study attempts to fill a gap in the students and the lecturer learning experiences during covid 19 literature. Practically, this study will potentially contribute the sort of evidence necessary for providing support in terms of academic and non-academic programs and policies to educational policymakers who need to facilitate Indonesian students' adjustment on how they face challenge and overcome the obstacles teaching and learning process in the covid 19.

D. Outcome Target

After portraying the platform in which college students and their lecturer prefer to read from. The questions that were asked prominently focused on the lecturer's and student's experience with both printed books and e-books and which platform they most preferred. They were asked questions in the form of a scenario where they would need to pick either an e-book or a printed book, as well as questions regarding their demographic. They were asked about cost, how often they read, and which platform they generally preferred. All responses were anonymous. Moreover, by giving the students' opportunities to do a dialogue about textbooks increased significantly their participation in reading activities.

Therefore, the researcher also excited to share textbook preference to other English teacher through teachers' forum such as *publishing journal*, and another type of wider of forum which existed formerly like *International Seminar on Language Teaching*. The researcher believes that the suitable use of textbook could be increase their motivation in llearning English. In addition, the researcher assumes that the research result not only appropriate to teaching learning reading, but also any other skills of language such as listening, speaking, and writing. In brief, it can be shows in the table 1 below;

Table 1. Outcome Target Planning

No	Jenis Luaran		Indikator Capaian
1	Publikasi ilmiah di jurnal nasional (ber-ISSN)		Published
2	Pemakalah dalam temu ilmiah	International	Draft
		Nasional	Tidak ada
3	Bahan ajar		Tidak ada
4	Luaran lainnya jika ada		Tidak ada
5	Tingkat Kesiapan Teknologi (TKT)		Tidak ada

CHAPTER II

REVIEW RELATED THEORIES

A. Book Revolution

Textbooks are a resource that academics use to execute the tasks required of them as educators and researchers. E-books are a new medium for content that has previously been delivered in traditional print formats. E-journals have been integrated into the informationseeking behaviour of academics. However e-books are a more recent technology and there is some uncertainty regarding their adoption in academic settings. To some extent adoption will be dependent on how academics perceive the ‘fit’ between this new medium and the tasks they undertake, as well as what added-value functionality is provided and utilized by the e-readers that deliver the content (Hoseth, A., & McLure, M, 2012; Craig Anderson & Jeanie Pham, 2013).

Books have an important role in the history of humankind. They have been used to store and disseminate knowledge for centuries (Baron, N.S., Calixte, R.M., & Havewala, M, 2017). The word ‘book’ is so much a part of everyday conversation that there is no doubt about it. Every reader already has a mental image and a complete understanding of what is being discussed (Cassidy, E. D., Martinez, M., & Shen, L., 2012; Daniel, D. B., & Woody, W. D, 2013). In simple word, they have been used to store and disseminate knowledge for centuries. The globalization century faced with digital transformation and reflection of this transformation has been seen in many fields including the book industry.

History of books in English-speaking countries appears from place to place and from time to time. It might even be called the social and cultural history of communication by print because its purpose is to understand how ideas were transmitted through print and how exposure to the printed word affected the thought and behavior of mankind during the last five hundred years (Dobler, E, 2015). Some students of printing concentrate on newspapers, broadsides, and other forms besides the book. Reading books continues to be one of the most popular leisure-time occupations around the world (Huang, R.H., Liu, D.J., Tlili, A., Yang, J.F., Wang, H.H., 2020).

In some other countries, people said they enjoy reading books more than they like using the Internet, going to the movies, and playing video games. The only

leisure activities more popular than reading books were watching television, listening to music and the radio, and reading newspapers and magazines, pursuant to the poll conducted by them. Other surveys show that older women tend to favor books, while men prefer to spend their leisure time with electronic media, such as television and the Internet. Books are big business. Based on that situation, in recent decades, there have been talks as to when and whether the e-book will overtake the printed book in terms of popularity. E-book will be established as a further book format in addition to paperbacks and hardcovers (Jeong, H, 2012).

Over the past decade or so, libraries have made a remarkable transition from print to electronic resources. With indexes and journals, this change has been successful and quite popular with users and librarians alike. Though there are many electronic books available, they have not achieved near the popularity that other electronic resources hold. Ebooks have been described as a disruptive technology, alluding to the fact that we are not simply in a period of evolutionary change. Dobler, E (2015) stated that ‘the e-book has the potential to disrupt the processes for the production, distribution and use of authorial texts, and is already in the process of doing so’. He highlighted two areas of particular concern for libraries: ‘user demand is raising the problems of how to manage e-books within their collection development and management processes, as well as how to negotiate with publishers on price and other aspects.’ Jethro, O. O., Adewumi, M. G., Kolawole, T (2012) suggested that we are only in the second of three phases of disruption, and that a new paradigm of digital publishing and a new purchasing model has not yet reached maturity.

This research has presented some perspectives as well as some research questions regarding the evaluation of e-books as an information resource for academic users. The research has taken a triangulated approach in developing scales for measuring the ‘fit’ of e-books with the needs of academics. One of the main questions about the future of print books and ebooks is whether ebooks will replace print books. The idea of media displacement or replacement, which has been studied by media researchers for decades, is based on the notion of equivalence. This equivalence can take many forms, such as similarity in appearance, method of use, and function. Since functional equivalence is based on the assumption that a new medium provides the same gratifications or benefits as the old, it is imperative that studies using this

framework specify the functions of the media very carefully (Khalid, A.S, et al., 2017).

B. Digital Book

1. Definition Digital (e-book)

Digital education is essentially a product of the past several years, the of electronic books, or e-books, area major topic of discussion for experts across the country. E-books have been around since the 1970s with the Gutenberg Project which began making plain text books freely available in the electronic format. This synthesise examines the literature to establish a definition of electronic books and discovers this is currently related more into online learning (Polanka, S. 2011; Weisberg, M. 2011; Vasileiou, M., Rowley, J., & Hartley, R., 2012; Chulkov, D. V., & VanAlstine, J. 2013; Mangen, A., Walgermo, B. R., & Brønnick, K. 2013; Shin, S. 2014; Baker-Eveleth, L., & Stone, R. W. 2015).

Originally, e-book was defined as the contents of a book made available in an electronic form (Polanka, 2011) and this definition has become the most cited in the literature (Shin, S, 2014; Huang, 2014). It was driven by the concept of a text or book that can be read in a digital format using technology devices such as computers, smart phones, tablets or any portable reading machine (Stepanenko, K., & Torosyan, L., 2016). Throughout the literature, e-books also have been defined and described in other ways. Most research on e-books defines them as texts that are digital and accessed via electronic screens.

Hence, e-book has been perceived and translated into practice in several ways, depending on certain purpose. Regardless of all these different views and definitions of e-books, the scholars all seem to agree that an e-book involves the use of technology tools to view and read books (Khalid, A.S, et al. 2017). E-book (digital book) is an electronic version (digital) of thE-book. E-book also contains digital information that can be either text or images. E-book demand because of its small size compared with thE-book, and also generally has a search feature, so that the words in the e-book can be quickly searched and found. According to Oxford English Dictionary e-book is an electronic version of a printed book that can be read on a personal computer or a handheld device designed specifically for this purpose. It means e-book is dedicated to those of the electronic media reader or e-book devices

either through a computer or can be via a mobile phone that can be used to read this electronic book.

According to Cambridge dictionary an e-book is “a book that is published in electronic form, for example on the Internet or on a disk, and not printed on paper”. It mean an e-books are used with electronic media, the use of e-books is more practical because reading material is available directly in the electronic media, such as tablets, smart phones, and others. In addition, e-book is an electronic representation of a book is usually published in printed form, but this time in digital form (Lee, 2004:50). E-book can bE-books originally published in a traditional way and then digitalized for use as an e-book or they can bE-books written directly for the digital market. Based on this definition, the researcher can conclude that the e-book has important properties, that is digitized e-book. So to read an e-book, readers need access to a computer, a cell phone or perodicals, and newspapers.

E-book as a digitized form of a book, and usually includes multimedia effects, such as written text, oral reading, oral discourse, music, sound effects, and animations. Multimedia features of e-books not only support processing and memory, but also develop readers’ positive attitudes toward reading because their formats are more engaging, interesting, more enjoyable, and motivating to readers (Ertem, 2010; Korat, 2010; Park & Kim, 2011).

2. Types of e-book

Electronic book consists of several formats that are widely used. Generally, the format that is used depends on the availability of electronic books in that format and easy software that is used to read the electronic book format type. Here is an explanation of the format of e-book (Polanka, S. 2011; Weisberg, M. 2011; Vasileiou, M., Rowley, J., & Hartley, R., 2012; Chulkov, D. V., & VanAlstine, J. 2013; Mangen, A., Walgermo, B. R., & Brønnick, K. 2013; Shin, S. 2014; Baker-Eveleth, L., & Stone, R. W. 2015).

a. Plain Text

Plain text or plain text format simplest of electronic books. This format can be seen almost in every software using a personal computer. For some mobile device format, can be read by using software which must diintal first.

b. Pdf

Pdf format is a format that is widely used as an electronic book format that mostly contain text. This format has advantages in terms of print-ready format. This format is similar to the actual book form (conventional). In addition, pdf format has a search feature, table of contents, can contain images, external links, and multimedia.

c. JPEG

JPEG format is a format that is devoted to the image, but this format can be used as an electronic book format. This format has a size that is larger than the text information it contains. Therefore, the jpeg format is generally popular as a kind of comic book format or manga that is dominated by picture. For an electronic book (e-book) is dominated by text, format it less attractive.

d. LIT

LIT format is the format of Microsoft Reader. This format allows text dalam electronic book (e-book) can be adapted to the screen width of mobile device used to read it. LIT format has advantages in the form of letters that comfortable to read.

e. HTML

In HTML format, images and text Dapa accommodated together. The layout layout) of text and images can be set. However, the results of which have been finished in the screen sometimes is not appropriate when printed.

f. Open Electronic Book Format Packed

This format is also known as OPF flipbook. OPF is an electronic book format based on XML that is created by the system of electronic books. Electronic books (e-books) in this format is known today as the software provider flipbook featuring books in 3D format that can be opened and open (flipping).

3. The Advantages of E-book

E-book offers a range of benefits that can increase knowledge. e-book is one of the alternative format of a printed book. There are many advantages of e-books that are not owned by the textbook. According to Daniel, D. B., & Woody, W. D. (2013), there are advantages of e-book such as Fast, easy and immediate access” to information, then Easier to navigate through the E-books, and it also provide searching abilities within the-book.

Meanwhile according to Chulkov, D. V., & VanAlstine, J. (2013) the benefit and the advantages of access e-book is very effective in learning process. There are ; first, the size and quality of the screen. It means that the e-book has good quality. The readers can set the size to move or download it in other application such as in mobile phone. Then, e-book has the good quality of the screen in order to the read can read the text clearly. Secondly, resistance to read on a screen rather than holding a “real book”. It means that, the reader can read the book directly on a screen without printed the book. Thirdly, the e-reading device itself- too small, scared of breaking it, having to charge the batteries, etc. It means that the e-learning had the equipment it-self. Last, The lack of e-book standards both in platform and publishing rules. It can be concluded that the e-book have the standard form for the reader that will read it.

According to Annand, D (2008), the main function of the e-book is as a learning medium. Lots of sciences of the E-book that has been made by many people. Here are some other benefits of e-book. There are : a) E-books are delivered directly. b) No trees are required to manufacture paper for the pages of E-books. It mean that, e-book does not need any paper to print the text. c) When you need certain information, you can get it immediately, by downloading an E-book, d) Many E-books are sold nowadays with bonuses, which you usually, do not get with a printed book. This adds value to your purchase, e) E-books take up less space. You practically don't need any space to, store them, f). E-books are portable; without worrying about their weight, h). With today's technology you can read E-books everywhere, i). You can carry with you a great number of E-books wherever you go since it easy to access, j) E-books are searchable; instead of turning page after page k). E-books can be interactive and contain audio, video and animations, l) Since E-books are delivered through the Internet, there are no packing and shipping expenses, m) E-books also can be printable, n) Fonts in E-books can be resized, and also some of the E-books into audio books, o) E-books are very easy to sell and distribute, p) It is very simple and easy to purchase and download an E-book.

Based on the above it can be concluded e-book is one of the effort to preserve the E-books that shaped literature numerous and require additional maintenance costs in order to preserve the literature only by transfer of the shape of books to e-book form. With the presence of the e-book, readers are permitted to not store their favorit E-books in physical form (conventional book)

4. E-Book Challenges and Developments

Over the past decades, web-based learning has become a critical issue in education due to the large amounts of information and recourses available in online environments. Nowadays, mobile learning technologies have influenced many aspects of education, including the computing applications for teaching, such as tablet PCs, which provide new method for instructors to deliver content and motivate students to engage in various learning activities inside and outside the classroom (Cassidy, E. D., Martinez, M., & Shen, L., 2012; Daniel, D. B., & Woody, W. D, 2013).

The use of E-books has increased in many different levels of institutions, and some researchers are also found potential applications for public school settings (Polanka, S. 2011; Mangen, A., Walgermo, B. R., & Brønnick, K. 2013; Shin, S. 2014). Moreover, software technologies of E-book play a critical role in enabling various mobile devices such as tablet PCs for teaching in the instructional process (Polanka, S. 2011; Weisberg, M. 2011; Baker-Eveleth, L., & Stone, R. W. 2015). E-books have become more popular with publishers, librarians, and teachers within the past two years. This is evident by the number of E-book initiatives. E-book readers can be divided into the following categories: E-book hardware, Personal Digital Assistants (PDAs), tablet PCs and E-book software (Buzzetto-More, N., Guy, R. & Elobaid, M. (2007).

At this time, print books and ebooks are essentially the same in terms of content, but may differ in function, or the way people use them. While most existing reader studies have speculated about the demise of print, what many have failed to examine more closely are the readers who opt to use both formats. These are the users who could offer comparative insight into reader preference. A cross comparison of different reader groups will be more likely to give a complete picture regarding reasons for adoption versus reasons for non-adoption and predictors of continued use. Most previous studies are based on small research samples, resulting in a deficit of research based on largescale and representative samples (Annand, D. (2008).

This study intends to address these research gaps by investigating reader preference for ebooks and print books across contexts to understand preference and adoptionrelated factors, based on a large, national, representative sample for more generalizable results. The study will also examine the differences in functions fulfilled by ebooks and print books based on readers' individual contextual factors, including

age, gender, education level, race/ethnicity, income, community type, and Internet use.

The interest of using electronic media in the school for education is growing nowadays. Electronic Book or e-Book had been recently accepted as a tool in education system to facilitate students and teachers in teaching and learning. Government of Malaysia has taken cognizance of the institutional support required for resources in e-Book and formulated the mission on education through Information and Communication Technology (ICT). However, the focus is still largely on study the acceptance of adoption e-Book in Malaysia. It is necessary to consider the individual factors that play an important role in the adoption of e-Book. The purpose of this study is to examine teachers' acceptance of e-Book usage at schools in the States of Terengganu.

C. Printed Book

1. Definition of Printed Book

Generally, the researcher may be referring to either a print book or an e-book. When they refer to a "print book", they are specifically talking about a physical book, printed on paper. Then, when they refer to an "e-book", automatically they are talking about the digital or electronic version of a book, which is viewed on an electronic device (Lamphear, R, 2015). It is difficult to define textbook in a single definition. There are some definitions of textbook. Huang (2014) define the paper book as one the material used to help teachers teach learner. Weisberg (2011) say that a textbook is a guide for teacher in teaching and for learner to review knowledge. It is also consider a record for measuring what has been taught by the teachers.

Furthermore, Jethro, O. O., Adewumi, M. G., Kolawole, T. (2012) definition is as follows: A paper book is defined as an effective printed resource for self-directed learning, an effective source of presentation of materials, a source of ideas and activities, a reference source for students, a syllabus where they reflect predetermined language objectives, and support for less experienced teachers who have yet to gain confidence. This definition seems to cover many things (Mangen, A., Walgermo, B. R., & Brønnick, K. (2013). Generally, textbook is defined differently by different writers. It depends on how and in which context printed books are used. In brief, A book paper (or publishing paper) is a paper that is designed specifically for the publication of printed books.

2. Type of Printed Book

Generally printed book has known from hardcover and coffee table books, to diaries, magazines, journals, reports, catalogues and more. It also offer thesis and textbook printing services for educational applications (Lamphear, R, 2015; Polanka, S, 2011; Rockinson-Szapkiw, A. J., Courduff, J., Carter, K., & Bennett, D. 2013). Overall the reader could read and find out more about the types of printed books such as.

a) Hardcover Books

Hardcover books are an excellent option if you are promoting your publication to serious book collectors, would like to celebrate a debut work, or foresee that the first edition of the volume in question will become a prized possession down the line. Hardcover books are typically printed on demand, and can be produced with or without a dust jacket. There is also a number of options available in terms of binding.

b) Paperback Books | Softcover Books

Paperback books are a quick, cost-effective solution for book distributors and self-publishers who want to spread their content far and wide, and make it affordable for the general reading public. Also known as softcover books or booklets, these units are normally quicker to sell and have the potential to give your publication a wider reach due to its affordability. Paperbacks can be bound in various ways to ensure a sturdy product that will hold up against frequent use.

c) Coffee Table Books

Coffee table book formats vary greatly according to subject matter and the personal preference of the author or compiler, but are normally oversized and hard-covered. This type of book is ideal for the display of enticing visual images and concise bursts of text that can be enjoyed in a shorter amount of time. Normally, the author wishes the book to be a showpiece or conversation starter that can be displayed in common areas and shared spaces within homes and businesses.

d) Diaries

Branded diaries are a wonderful way of keeping a business top of mind with its core clientele. By distributing such a useful item at the right time of year,

you can ensure that your logo and company information stays within easy reach of existing customers and the decision-makers of businesses you'd like to attract. By tailoring a diary in your corporate colours and filling it with value-added content that appeals to your target demographic, you are effectively creating a 365-day advertisement for your company.

e) Magazines

Whether your content is related to sport, beauty, business, agriculture, nature, photography, fashion, engineering or any other specialised field under the sun, Book Printers offers a magazine printing solution that will tick all your boxes. From industry-specific magazines that are distributed to roleplayers within a certain field, to widely applicable publications that can be read and enjoyed by a broad spectrum of readers, we do it all.

f) Journals

Where as magazines and similar periodical publications are largely aimed at the general public, with news, opinion pieces and personal narratives, journals normally comprise scholarly periodicals that are developed for and aimed at researchers or specialists in a given field. We offer a range of journal printing services that satisfy the stringent requirements of this specialised field. This includes medical and scholarly journals, as well as general reviews for industries as varied as finance and psychology.

g) Annual Financial Reports.

Although annual reports are in essence technical documents that provide insight on a company's activities and performance throughout a given year, it can be elevated to the realm of promotional material with the correct approach. We take great pride in working with our clients to tailor annual financial reports that reflect their company's internal ethos and simultaneously provide easily-consumed data, and a valuable platform to generate added impact by promoting the overall business narrative.

h) Brochures

Essentially a small book or magazine that contains images and information about a product or service, a well-executed brochure has the potential to become an compelling and highly effective marketing tool in the right hands. From half-fold, to tri-fold, single gate fold, four-panel fold, double-gate fold

and Z-fold, we do it all. We even tackle four-panel accordion folds and four-panel roll folds. Get in touch with us for your company's particular promotional content.

i) Catalogues

A catalogue is more than just a list of the goods or services your company provides – it is an opportunity to leave a lasting impression with the person on the other side of the printed page. By investing in high-quality, well-printed catalogues, your business is sending a message that it values its clientele and wants to provide them with a seamless purchase process from start to finish. Book Printers offers a range of custom catalogue solutions for trade, corporate and small business applications.

j) Academic & Educational Texts

The academic realm calls for specialised printing solutions that pave the way for effortless learning and the proper dissemination of educational materials. Book Printers offers the following educational printing services such as *Text Books*. The digital learning environment may be developing very quickly, but there will always be a demand for printed text books. Many students report that the tactile element of interacting with printed learning material adds to their retention of the information it contains, and studies by academics agree. Book Printers offers a range of text book printing services for discerning educational institutions that want to give their learners the edge with user-centric course materials that provide a suitable platform for a variety of subjects ranging from linguistics, to mathematics and more. Next, *Thesis*. As trusted thesis and dissertation printers and binders for a wide variety of scholars from all walks of life, Book Printers takes great pride in providing publication solutions for discerning academics who are ready to share their discoveries and research findings with the world. We work closely with each scholar to determine their printing and binding needs, and to determine a dissertation printing solution that suits their timeline and budget.

3. The Advantages of Printed book

In this study, the authors synthesize flexible pedagogy as a freedom learner-centered educational strategy, which provides choices from the main dimensions of study, such as time and location of learning, learning sources for teaching and

learning, instructional approaches, learning activities, support for teachers and learners in online educational system. In online learning, the author assumes that learners can interact directly with the learning content that they find in multiple formats such as video, audio, computer conferencing, chats, or virtual world interaction, etc (Wiese, M., & du Plessis, G, 2014; Rockinson-Szapkiw, A. J., Courduff, J., Carter, K., & Bennett, D. 2013). Additionally, they can also choose to have their own learning sequenced, directed, and evaluated with the assistance of a teacher by using a variety of internet facilities (Ross, B et al, 2017).

Although online learning is no longer a new norm of paradigm in education field, but previous reports reveal several challenges. Not only for learners' readiness and lack of variation in pedagogy, but also lack of infrastructure that facilitates online teaching, and students do not have access to computer hardware and internet services (Shin, S., 2014; Mangen, A., Walgermo, B. R., & Brønnick, K., 2013). So, how to apply flexible education? One of the keys to ensure effective online education is reliable network infrastructure. It will cover a number of related learning modes, methods, and movements.

D. Digital or Printed Textbooks: Which do Students Prefer during COVID 19?

Despite the growing technology our world can offer, it is statistically proven that there is 90% of the people who are still reading printed books (Khalid, A.S, et al, 2017). Printed books, specifically those that are part of book collections or series of a main story, are given more satisfaction from the readers due to the short content that comes with it (Dennis, A. R., et al., 2016). In addition, reading printed books can help long-term memory, since the readers are open to the opportunities to physically highlight these texts. Meanwhile, eBooks (or known as electronic books) are more convenient than printed books. Readers can gain information immediately by downloading the file online, plus taking up less physical space compared to printed books, since the file can be accessed in our daily gadgets (Daniel, D. B., & Woody, W. D, 2013). Rather than having to travel to a bookstore to buy a book, it is more favorable to buy an eBook online and download it. Moreover, they are also environment friendly since the eBook readers are recyclable, since you can read countless books through one electronic device. Electronic readers, which are cleaner to start with, are also the ultimate in recyclability: consumers can read countless of books on the same e-reader. Therefore, eBooks should be more encouraged than

printed books in the publishing industry due to their accompanied convenience and environment friendliness. Although, in perspectives concerning psychological matters, printed books can be healthier and more educational.

Ever since e-books became a thing, there have been debates on their and paper books' advantages and disadvantages. Some people believe that e-books will never replace paper ones. E-books are good but they are gaining popularity at a very high rate which essentially translates to the death of printed publications. This is because the aspect of having publications in digital format and available to the entire world at the click of a button, means that they can easily be freely and maliciously circulated over the internet. As such, the writers and publishers will not make any money from their works because readers would rather contact a hacker and get the entire free e-book as opposed to buying the more expensive printed text.

As the world responds to the COVID-19 pandemic, most nations have temporarily closed all educational institutions. Consequently, there is a transition to distance learning on certain institutions. Institutes are racing to shift their educational system into online learning and use electronic learning materials (e-book). From the graph above, there is a rise in the demand for audio books with Scribd and e-books too. The books and literature selling e-commerce websites have seen a good amount of raise in their website traffic during this pandemic. Therefore, some researcher believe that print out books and articles will be replaced by digital book/e-book (Dobler, E, 2015; Dennis, A. R., et al., 2016; Ross, B et al, 2017). To a certain extent, the authors would agree that the number of printed books will decrease significantly during pandemic, but the authors do believe that printed books will continue to exist in the future and need to be discussed.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study adopted a case study using qualitative approach. The case study was intended to investigate phenomena in a ‘real-life’ setting (Johnson, B., & Christensen, L. B., (2008). Case studies have been widely used in studies of educational change at institutional levels (Creswell, J. W, 2015). as well as pedagogical practices in classrooms (Bogdan, R., & Biklen, S. K., 2007; Johnson, B., & Christensen, L. B., 2008). Case study reports are also powerful means for the dissemination of information (Miles, M.B. & Huberman, A.M. (1994).

The research question was investigated through a qualitative case studies approach that included an initial survey, in-depth interviews, and focus group discussions. The data are typically collected through long interviews with 5 to 25 individuals (Creswell, 2015; Johnson & Christensen, 2008). The complex phenomena were about the opinions of the lecturers and their students of faculty of economic and business at Univerity of Muhammadiyah Jambi toward ebook or printed book use during their online learning in the Covid-19 Pandemic era. The qualitative design was implemented to explore the phenomena using words, stories, and pictures (Creswell, 2012). It facilitated the understanding of the meaning from the gained phenomena, the explanation of the existing issues, and offering solution (Miles, M.B. & Huberman, A.M. (1994).

In brief, a qualitative design and phenomenological tradition will be selected for addressing the purpose of this study, which is to describe or understand the lived experiences of students and lecturer at individual, subcultural, and general levels in relation to their academic matters and social relations on the use of ebook or printed book on facilitating their learning during covid pandemic.

B. Research Site and Participants

The research was held at one private university in the heart of Sumatra Island, Jambi Province namely University. This research was conducted at Faculty of Economic and Business, since the researcher as one of the lecturers in this Faculty. The researcher conducted the research at even semester academic year 2021/2022 since for this period of time the online and offline teaching and learning process had

well inserted a kind of textbooks (ebook or printed) that were formally used by the faculty.

The site was purposively chosen based on the purpose of the study (Johnson, B., & Christensen, L. B. 2008). Hence, the study was conducted in Faculty of Economic and Business in order to explore the the English lecturer and their students there. It was to know either intrinsic or extrinsic motivation play important role in their online learning. Taking into account the condition of physical distancing during the Covid-19 Pandemic when the study was conducting, the participants were approach using snowball sampling. It was done because the population was hard to locate during the study (Creswell, 2012). Some English lecturer and their students located in various areas with diverse technological problems, e.g.: internet access,improper gadgets, limited quota. Thus, only students (regardless their semester and gender) who were able to participate taken as participants.

The informants for this study were selected by purposive sampling, as the aim was to choose digital natives who actively read books (i.e., typically complete at least one printed book and one e-book per month and understand their content). Based on these inclusion criteria, 25 participants (20 students and 5 lecturers) were chosen to take part in a semistructured interview. Prior to commencing the study, all participants signed the confidentiality agreement. Moreover, even though each interview was audio-recorded and transcribed verbatim, no identifying information was used There were eight participants for individual in-depth interview and fourteen participants for focus group discussion (FGD). All the participants were identified as Participant (S) followed with number (1, 2, 3...) for number identification, meaning Participant 1 will be named as S1, and so on .

C. Data Collection Procedure

According to Cresswell (2015), purposive sampling helps the researchers investigate the participants who are able to share their stories and direct experiences better related to the use of ebook or printed book on facilitating their learning during covid pandemic. Therefore, criterion sampling is also utilized to identify successful students who have experience on the suitable learning material, and they have better English score than other colleagues as evidenced by their achievement at previous

semester. In this study, in-depth interviews and focus group discussions with students and the lecturers will be used as the techniques for data collection.

1. Interviews

Interviewing is a preferred data collection method when researchers want to examine past events, which are not possible to repeat (Bogdan & Biklen, 2007). This will apply in order to allow every participant to share his or her personal stories and experiences on the use of ebooks or a printed book on facilitating their learning during Covid 19. For the phenomenological interviews, the researcher also will be employed in-depth interview. technique guided by an interview consent form, included in (Appendix 1).

2. Focus Group Discussions (FGD)

Focus group discussions (FGD) with students and the lecturers will be facilitated by the researcher to describe their detailed accounts of experiences on the use of learning materials during covid. At least twice FGD will be held by the researcher. Firstly, the researcher will invite the lecturers, and the second FGD will be held between the researcher and students participants. The researcher announce rules for the discussion which requiring all participant involvement, all comments and ideas are equally valid, there are no correct or incorrect responses, and every participant's perspectives should be heard and respected.

D. Data Analysis

Miles & Huberman (1994) wrote, "Qualitative data ...are a source of well-grounded, rich descriptions and explanations of processes in identifiable local contexts...". For phenomenological data analysis, there are some steps that will be applied in this study:

1. The researcher set the data management, he will put the data into computer files and file folders after transcribing the raw data into text. It will make easy to copy and paste a word, a phrase, a sentence, or a paragraph.
2. The researcher must understand the concept of *Epoche or Bracketing*. In this steps, the researcher will immeres himself in the details, getting a sense of the interviews and focus groups data as a whole before he broke them into several parts.

3. The need of Generating and Developing Codes, Themes, or Categories in which the researcher spreads out all aspects of data so as to find and list every significant statement relevant to the topic and gives them an equal value.
4. The researcher creates “clusters of meanings”. During this process, the researcher organizes, groups, or clusters the significant statements into themes or meaning units, removing overlapping and repetitive data or statements
5. The researcher develops “a structural synthesis” containing the bones of experiences and bringing together of the pieces that have emerged into a total experience, showing themes, patterns, and relationships.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Findings

The data from the interviews revealed both ebook and printed book preferences of the lecturers and their students at the faculty of economics and business of the University of Muhammadiyah Jambi as the participants of this study in online learning during the Covid-19 pandemic. Their participation in this sudden emergence of the distance learning experience, somehow, was influenced by their why people are choosing print or e-books and what goes into making that decision for them. The findings are explored and depicted under the questions about how students and lecturers view e-books and printed books as an academic resource, and their reason in making decisions to use or not use e-books.

1. How do students and lecturers view e-books as an academic resource?

Based on the results of the participants' interview and Focus Group Discussion (FGD), the majority of the lecturers and their students had favorable statements and responses about how the E-book helped them learn to read in the classroom since it provided them with benefits. Most of students were extremely satisfied with the E-book in the form of application, and other students were somewhat satisfied, indicating that this program had a favorable impact on pupils learning to read in the classroom. The researcher extracted three points of lecturer's and their students' perception on the use of E-book in learning process:

a. Ebook: Interesting

One of the effects of E-book Reader is that it offers characteristics that make students more interested in reading a book. According to the result of data analysis from interview, the majority of students were pleased with the application's features. The themes of the application help the students because there are many colors of the themes, so the students can change it the way want and make them interested in reading a book because there are various backgrounds that they can use while reading and they do not bored as they read in print book. There are multiple fonts, one of which, a style, it is easier for the eyes to read.

According to an interview, student S1, S7 and S11 stated,

"The existence of an e-book in pandemic makes it very easy for me to read and learn because there are the screen have many colors we can used when reading E-book."

Student 6 (S6) and S8 backed up the statistics by revealing:

"I am not bored when reading a book in E-book form because the theme of the application"

In addition, the data from the lecturer's Focus Group Discussion (FGD) showed that the material in the E-book Reader application is simple to read. The majority of lecturers' responses revealed that it is simple to read, and there isn't a single student response that is challenging for them. Furthermore, from the data FGD revealed that most of lecturers found the E-book Reader application to be extremely helpful, while the remaining other lecturers found that somewhat helpful, implying that the effects of the E-book Reader application aided students in the reading process and allowed them to read comfortably without difficulty, and thus the lecturers and their students stated that it was effective for them.

b. Ebook; Practicallity

According to the interview, the majority of students expressed a strong desire to read. E-book easy to open document, PDF, or book, transfer E- book or documents and to get what we want to read. The application is light students could easily to download from play store or the app store on any sort of mobile phone or tablet. This application draws their attention to read carefully because it is practical, easy to use, and requires no registration. Students can also use the application offline. In one application, students can read any book or document, including Microsoft Word documents, PDF files, and archives. If a new book or files are downloaded directly on the application, files are automatically transferred to the E-book Reader application. It's also simple to navigate through directories and downloads in the app, including the ability to view the complete page, flip the screen. This tool aided the students since it allowed them to read a large number of files and because it was simple to use.

Student 9 (S9) and S5 admitted in support of the data:

“So far, I have had a lot of experience while using the e-book reader because this application so practical because there is no registration easy to transfer book or documents and get knowledge in the school environment or outside the school environment,”

Based on the evidence, student 10 (S10) and S14 stated:

“For the time being, I haven't had any problems utilizing the e-book because it is a really practical and simple textbook. Since I started using the E-book reader, I have had no problems.”

“It's quite simple to transfer files to an e-book materials. It's not difficult for me.”

Based on the results of the survey, most of students said it was easy to read, other students said it was neither easy nor tough, and it was extremely easy, indicating that the majority of people said it was easy to read.

c. E-book; Save time and Space

According to the interview, the researcher discovered that the application is quite beneficial to students because it saves time and space. They can utilize the app in their spare time to make their daily lives more productive by reading a lot of books or documents, and it can also help them read quicker. Students can read books not only in the library or in the classroom, but also anywhere they have access to a phone or tablet. Personal thematic collections can be created using the Collections tool (bookshelves). At the same time, books and papers can be added to one or more collections. They need a place to store their book collection so they don't have to worry about losing them and having to buy new ones. This program also eliminates the need for pupils to carry books around with them. It is backed up by the following comment from students (S20):

“I can say it's good for me because an E-book saves time and space.”

After using E-book the lecturers also do not need to bring book everywhere or buy a new book for their teaching materials because they can access in the application by their phone or tablet, it supporting by some students' perceptions (S1, S16, S 18):

”I no longer need to buy printed books since I used an E-book by the application in my gadget much more practical, less heavy, and definitely take up less space”

This is the location where the participants keep our book collection. They no longer need to save books because they were afraid of having to replace them if the library is gone. Student (S4) also revealed the following:

“E-books allow me to study or read whenever and wherever I want.”

The statement above from the data FGD revealed that most of students utilized ebook by using ebook-reader in areas other than public venues (library, school, public transportation etc).

2. How do students and lecturers view Printed as an academic resource?

Printed books must have been known and existed for a long time, while ebooks are currently a trend among school and university students. There are many factors that a person chooses between a printed book or an ebook. When viewed from the cutting edge of technology, ebooks are definitely superior. For people who like to read, of course, reading a book is a must and fun. In this era, it is much easier to get the title of the book you want because you just have to buy it at your favorite online shop by looking for the desired title. Compare this with the old days when we had to look for books directly in physical stores without us knowing whether the books we wanted were available or not.

However, no matter how advanced ebook or digital book technology is, some people think that physical books are still much better and will never be replaced. Then, according to lovers of printed books, they think that printed books feel more personal and special. In fact, printed books and ebooks are both useful, so it depends on the taste of the reader. There are several reasons why physical books are so much better and will not be replaced by ebooks.

a. Printed Book; Pleasant Experience

From the research finding, the researcher find out the reader experience data in reading printed books. A total of 4 participants stated that the experience of flipping paper and physically touching the book directly is an experience that cannot be obtained from reading an eBook (S3, S12, S14, S16).

“The feeling of opening a book from its plastic seal for the first time has its own happiness.”

“The printed book can be used as a gift or a gift to others.”

“Lend a book. We can also lend books to friends or colleagues, which cannot be done if we buy digital books because they are only allowed to be read by 1 account”

“I can focus on giving certain signs to the part of the writing that we think is important to remember. The point is the ease of taking notes. Taking small notes on a notebook is much easier compared to a digital book”.

Whereas the 3 lecturers (L2, L4, L5) as participants also stated that the experience of giving notes or small notes using sticky notes was a pleasant experience when reading printed books.

“In printed books, we can use colored pencils or pens to highlight, add symbols or pictures, and so on. This feature is very limited to digital books that are only capable of highlighting lines, marking pages, and adding notes.

In addition, the result of FGD also mentioned that the aroma that emanated from books both new and old books has its own sensation that cannot be felt when reading books in electronic form. Uniquely, one of the lecturers (L1) also mentioned the experience gained when reading a printed book is that:

Paper scent" for some people is important. Readers of printed books have their own satisfaction when reading books while inhaling the distinctive scent of paper, neat paper bindings, and the sensation of turning the paper over. All these things cannot be enjoyed when reading books digitally. In addition, there is a pleasant feeling when there are books around us, even though we don't/have not read them.

From several statements from the participants above, it can be seen that apart from using electronic books, participants actually also enjoy reading printed books, because after all, reading printed books does have its own convenience.

b. Printed Book; Comprehension

Printed and electronic books each have their own advantages and disadvantages. There are advantages possessed by printed books, but not owned by electronic books. Vice versa.

“The reason I prefer to use printed books is because I like the thrill of dragging a book if I find a good quote or if there is a word I don't understand.”

“I like to doodle or stick my books with sticky notes.”

“Of course because I can focus more because if I use electronics the possibility of being distracted will be very large.”

From some of the statements from the students, it can be seen that printed books provide convenience in understanding the contents of the reading because at the time of reading the ability to skim can be easily done on printed books compared to digital books. Flipping through printed books is also faster than digital books.

The statements from the students above are also supported by the opinions of the lecturers (L3, and L4). They agreed that printed books could make them more focused. When reading ebooks, sometimes you are disturbed by notifications on WhatsApp, Instagram, the tails open other applications. When I read ebooks, I usually use a tablet that I don't install other social media applications except email.

c. Printed Book; Eye Fatigue

Staring at the screen can tire the eyes and brain quickly. Researchers and conducted in Sweden in 2005 showed that reading on a screen consumes far more energy than reading from paper. The LED light that appears can also disrupt sleep patterns and make sleep quality worse. But don't be in a hurry to throw away your gadgets and e-books. The use of this e-book can help you to provide a variety of books in a concise form.

The interactive display and multimedia presented by e-books make them remember less about the text contained. In addition, exposure to light from devices on eye health has an unfavorable effect. Moreover, if you stare at your screen for too long, besides making your eyes tired quickly, the long-term impact is causing damage to the sense of sight. This arguments also argues by the students about advantages of using printed book (S2, S5, S24).

“By reading the printed version, I can reduce my cell phone usage and radiation exposure from it.”

“In my opinion, printed books are more comfortable to look at. If we want to relax for 1-2 hours to read a book, I think, the eyes will not feel too tired like reading a digital book.”

“Printed books don't make the eyes work hard to receive the light they get, unless you read in bright light.”

Physical books or printed book use paper materials that are designed so as not to tire the eyes quickly, especially for fiction books whose paper is made of special paper for novels. In one sitting, reading a physical book can take hours and can even go straight to completion. Meanwhile, ebooks will tire your eyes quickly because they use electronic screen media. Just reading a few pages can make your eyes dizzy.

The statement related to eye comfort in reading was also reinforced by the opinion of one of the lecturers (S3) during the FGD by saying:

“One of the reasons I like to read books is to stay away from smartphones that make your eyes tired and that's an effective reason to read printed books. Put down your smartphone and grab a book while drinking tea, it can make me free from the shackles of social media with all the notifications. Well, if you read an ebook, it's the same as lying because you have to hold your smartphone and stare at the screen.”

In short, the convenience of reading physical books also directly affects the brain's grasping power in extracting information from reading. Honestly, in my opinion, reading a novel in physical form is easier in terms of imagining the existing story than reading a novel in ebook form. The same goes for other printed books.

3. The Effectiveness of eBook or Printed Books to study.

In this digital era, humans already know what is called a digital book or commonly called an ebook. With ebook format, books can be obtained very quickly even though there is no physical form. Ebooks are usually accessed on smartphones, tablets, to special devices such as applications in the Playstore. The development of ebooks in Indonesia is now also starting to grow rapidly where many readers have started reading ebooks in various formats ranging from PDF, ePub, to applications such as Wattpad and iPusnas.

However, no matter how advanced ebook or digital book technology is, some people actually think that physical books are still much better and will not be replaced

forever. Then, is it true that digital books are better than printed books? This is actually still under debate even today. Both reading tools have their advantages and disadvantages. Here are some of them. The different views on these two reading tools will be seen by exploring the reasons why it is necessary and not necessary to use printed books or electronic books in learning.

a. *Why the lecturers and their students need or not ebook*

In the modern world, people are increasingly reading books online and the demand of printed books has declined. In this research showed that the advantages of this trend could outweigh its drawbacks. There are many benefits to reading electronic books.

“The space required for storing electronic books is very small compared to the space required for storing printed books (S12).”

“Electronic books can be stored in small pen drives or in CDs and it is easy to carry them around. Actually hundreds of books can be stored in a small pen drive (S13).”

“Another advantage is that people can buy ebooks online and download them to their device within seconds of completing the purchase (L2).”

“Better still, eBooks are eco-friendly. Since they do not require paper, no trees are cut down to produce eBooks (L4).”

“In addition, it is possible to get books published in different parts of the world. People can read books which are usually not available in their local stores (S7).”

The most important reasons indicated for the use of digital books to study gravitate around aspects related to their transport and storage, with the effects on living beings and the environment in which they live, and with the search for information. Students consider that digital books take up little space, are easier and more convenient to transport and store than printed books. From the ecological point of view and the sustainability of the environment, the digital book results in a considerable saving of paper.

Students attach great importance to the links provided by digital books, which allow access to other aspects of the same topic and, in this way, better understand or expand the initial information. The digital reading devices, if they are connected to the Internet, also allow, through search engines, dictionaries

databases or translators, search and expand information which complements learning.

On the other hand, The main disadvantage of eBooks is that they are not exactly eye-friendly. Of course, new technologies have emerged and newer eBook readers do not cause much eye strain. Even so, reading eBooks for hours on end can be tiring for the eyes. Another downside is that in order to read an eBook we need a compatible device with power supply and perhaps an internet connection. If we run out of battery power or are in an area where internet connectivity is not available, we will not be able to read.

As there were more students who showed support for the printed book to study, consequently there were also more unfavourable opinions in relation to studying from digital books. As the main reason, students indicate that the use of electronic books can have an impact on health, academic performance and physical safety. They consider that the brightness of the screen, with the passing of hours, causes visual fatigue, headaches and blurry vision, and it is an inconvenience when it comes to studying.

"The lights emitted by the electronic devices used to read ebooks cause eye fatigue" (S2).

"The electronic book may at some point fail us, erase the data or run out of battery or electronic devices can fail or break down, causing the loss or damage of documents (L5).

In conclusion, it is not hard to see that eBooks are better than paper books in many aspects. They are portable and they don't occupy physical space. They might cause eye strain but it can be easily prevented by using protective screens. However, some students more inclined to believe that the popularity of eBooks is a positive development. Then, the benefits offered by them outweigh the disadvantages.

b. Why the lecturers and their students need or not Printed book

The rising popularity of electronic books can be attributed to their cost efficiency, portability and eco-friendliness. Unfortunately, they are posing a threat to the existence of paper or printed book.

Among the main reasons to study from a book in printed format, students indicated the possibility of highlighting, annotating, crossing out, making drawings and schemes in books and even entering marks in books. They consider that these personalised actions allow them to make a more controlled reading (S18), highlight the information (S9), more easily remember the information of the text (S20), and make the search of some contents (S11) more efficient. The term:

"senses and feelings"

Students refer that reading from printed books is more pleasant, natural, intuitive, close and personal because they can feel them, handle them, turn the sheets and they even have their own smell. The same students enhance and emphasise that reading from paper, together with the actions indicated above, allows them to study in a more concentrated way and make them have a greater memory of what they read, as well as helps to memorise or better understand the topics.

On the downside, reasons not to study from a printed book. As reasons not to study from a printed book, 4 of the participants argue that :

“paper books require more space for storage, deteriorate over time and get lost easily (S9, S17)”

“the manufacture of a paper book is harmful to the environment, since it produces in some types includes plastics” (S2, S12)

Printed books are rigid and therefore their portability is less. Ebook readers are lightweight and can be conveniently carried anywhere. Only a few printed books can be carried in one go while ebooks can be carried in gigantic numbers in hundreds and thousands. This makes ebooks a miraculous creation. As we know that printed books are the physical form of books, it is apparent that they require a specific location for storage.

The biggest disadvantage of the space required for storing printed books is very big compared to the space required for storing Ebooks. Printed books can't be stored in small pen drives or in CDs and it is easy to carry them around. By contrast, a small space is required to store ebooks. People usually need a room to keep their academic books.

B. Discussions

Books have been a large part of people's life since they can read it. The researcher interest in the research on the why people are choosing print or e-books and what goes into making that decision for them. The researchers would like to have concrete evidence, not only from other people's research but also from interviewing participants personally know, about the decisions going into purchasing printed or e-books. Then, the researcher would also like to know if people that have reading disabilities have a preference as to which type of book is easier to read. There are so many decisions that go into buying a print versus e-book, and researcher incredibly curious as to know what makes people ultimately decide to go with one over the other.

The purpose of this paper was to compare e-books with p-books in terms of students' reading comprehension, eye fatigue, and perceptions. First, this study investigated whether sixth-grade students' comprehension was different after reading e-books and p-books. Although previous studies have reported no significant differences between e-books and printed books (Dobler, E, 2015; Dennis, A. R., et al., 2016; Ross, B et al, 2017), the current study shows that the students performed better with p-books than with e-books. We found some possible reasons for this result: reading on a screen might require more concentration than on paper, and e-book reading is more error prone than p-book reading.

Second, reading from a screen is not the same as reading from a printed book. This study found that the students' statements were different for e-books and printed books. The result found that the students experienced more eye fatigue when reading e-books than when reading printed books. It also supported by the lecturers opinions that eye fatigue can cause students to grow tired and may even cause nervousness.

Furthermore, the research result viewed that sustained or intentional reading of digital texts on screen displays was difficult in part because of hardware limitations and ergonomics: stationary computer screens require static reading positions, and poor type representation impedes reading and causes eye fatigue. The researcher found that eye fatigue can reduce concentration, which may also affect comprehension. Therefore, special glasses may be the best way to help e-book users. The time spent in front of a screen is a factor in determining whether special glasses

are required. Special lenses can save an e-book user from eyestrain problems. The lecturers suggest placing the screen about 10-15 degrees below the e-book users' horizontal line of vision. The screen should be 18-30 inches from the user's eyes, and the eyes should be level with the top of the monitor (Dabbagh, N., & Kitsantas, A. 2012; Garrison, D. R., & Vaughan, N. D. 2008; Purwanto, A et al. 2020; Sun, L., Tang, Y. & Zuo, W. 2020).

Next, the students expressed that e-books are useful reading devices. Most students reported that the e-book was easy to read. For example, regarding the e-books' usefulness, they found that the font size and type were easy to read, that the screen sequence was clear, and that the tasks of scrolling up and down, moving pages, and finding information were easy and convenient. The current study also found that most students were satisfied with e-books as a reading or learning tool. The results from this paper partially support those of previous studies showing that students have a positive perception of e-books (Khalid, A.S, et al. 2017; Chulkov, D. V., & VanAlstine, J, 2013; Annand, D, 2008).

However, this paper provides interesting insights into user satisfaction with the usefulness of e-books and behavioral intentions that were not observed in previous studies. Based on the results of the current study, we suggest that, although most students are satisfied with using an e-book and perceive it as a useful reading tool, they do not intend to choose e-books if given a choice between an electronic or print version of a particular book. It might seem paradoxical that students would show satisfaction with e-books and acknowledge the usefulness of e-books but still prefer p-books to e-books. Of course, by studying students who have grown up with print on paper, we can understand such a phenomenon.

As mentioned by Annand, D (2008) the students in the current study are also users of print on paper who enjoy their freedom in navigating the text. They dominate the text, with a simple overview, scanning at will any portion or section, leafing through pages, setting down to read at any point significant to mind and eye, randomly coursing through footnotes and bibliographic citations.

The current study heavily supports the general belief that most people still prefer to read lengthy texts on paper. Today's commonly used digital equipment and software cannot compete with printed paper as a medium for sustained reading. This paper finds that there are barriers to e-book adoption. Still, although this study

suggests that students in general are not yet ready to entirely give up p-books, e-books are becoming increasingly common. There are increasing signs that print on demand will become much more popular and economical. Schools continue to respond to the changing needs of students who are increasingly comfortable with technology.

The researcher are guardedly positive about the future of e-books, arguing that, “in time”, perhaps not very much time, the problems of the presentation of text on screen may be solved, and e-books may become as easy and pleasant to read as p-books (Chulkov, D. V., & VanAlstine, J. (2013). Feeling that the future of reading will involve e-books and that this will bring some interesting changes to the manner in which we read. E-books provide us with new ways to read; this is not necessarily a welcome novelty for all, as our habits from the past often subvert the inventions that move us to the future. In simple, the research result strongly believe that in the future a migration toward e-books over the next ten years will be happened, given the power that comes with the ability for digital content to be updated in real time. Ultimately, there will be more choices for information users

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Printed books are preferred mostly for their easy usage and reading. Both student and teachers of University of Muhammadiyah Jambi feel pleasure in reading printed books. Students feel more satisfied with the overall learning experience provided by the printed books. Lecturers prefer to use printed books for their convenience of book marking, layout and design of the printed book. Both students and lecturers perceives that e-books are very easy to store and easy to carry. Both have more intention to use the e-books in the future. Lecturers also believes that it is a trend to use e-books.

However their intention to use printed books in the future is lower among students than educators in the university. The finding denotes that eBook will slowly occupy the place of print book as it allows the user to access their preferred content at any time in any place. Both print books and e-books have their own merits and demerits. As both eBook and print book evolves, in future it may complement each other as it may able to provide the same content in two different mediums

B. Suggestion

One of the findings in this study was the confusion about learner preference in selecting materials for their study. It is recommended that awareness be raised about the textbook use. Therefore, for the future research participants may representative of all EFL students in large area such Indonesia. There may be differences between the book preference faced by who are enrolled in different faculty and others university (private school and/or state school).

Next, in the other research learning staff, and administrators need to include from this study. The future research could investigate the members of university or faculty perspectives on their awareness of the issues that students face in choosing ebook or printed book.

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APPENDIX 1.
INVITATION LETTER

CONSENT FORM FOR PARTICIPANTS INFORMATION

Dear students,

I am Yahfenel Evi Fussalam, I am currently conducting A Printed Textbook or e-Book Use: A Lens View of Framework on Facilitating Flexible Learning during Covid 19 (Phenomenological Study University of Muhammadiyah Jambi). Attached here is a consent form designed to collect data for the study. It will take you about 5 to 10 minutes to complete it. I kindly invite you to take part in this study by filling in the demographic background information.

However, your participation in the study is completely voluntary. Even if you decide to participate, you may skip any questions that you do not like to answer or withdraw your participation at any time without negative consequences. The identities of all people who participate in the study will remain pseudonym. Your responses will be used as data for writing up a dissertation which will be submitted to University of Muhammadiyah Jambi, in 2021..

Taking part in this study will not cause any risks to you. Also, you will not have any direct benefits. But it is assumed that the study will enhance our understanding of issues and concerns related on better understanding how Framework on Facilitating Flexible Learning during Covid 19, which in long term will be beneficial for English educational sector in Jambi. If you have questions about the study, you may contact me by email at yahfenel88@gmail.com and/ or text me at my phone number 081366416822. I do appreciate your participation in my study.

Looking forward to hearing from you.

Thank you very much.

Sincerely,

Yahfenel Evi Fussalam

INFORMED CONSENT FORM

(Interview)

- I understand that I am being invited to participate in a research study conducted by Yahfenel Evi Fussalam, one of a lecturer in University of Muhammadiyah Jambi.
- I understand that the research project focuses on investigating A Printed Textbook or e-Book Use: A Lens View of Framework on Facilitating Flexible Learning during Covid 19
- I understand that should I wish to ask questions about the project prior to taking part in the interview, this option is available to me.
- I understand that I will be providing information through an interview.
- I understand that the interview will take between 10-30 minutes in person.
- I understand that I will be providing information and suggestions on various aspects regarding the concept of 'A Printed Textbook or e-Book Use: A Lens View of Framework on Facilitating Flexible Learning during Covid 19.
- I understand that the interview will be audio recorded, and this recording may later be transcribed.
- I understand that no other use will be made of the recordings without my written permission and that interviews will be recorded solely for the purpose of analysis.
- I understand that I may decline to answer any questions and that I may withdraw my agreement to participate at any time during the interview or for up to fourteen days after completion of the interview. At that time, I know that I may indicate whether or not the data collected up to that point can be used in the study, and that any information I do not want used will be destroyed immediately.
- I understand that I will have an opportunity to comment on the written record once it has been produced for accuracy only.
- I understand that the data will be handled and stored in a manner in which ensures that only the researcher can identify me as their source. Therefore personal details will be held electronically on a password protected or encrypted area and hard copies will be stored in a locked filing cabinet.

- I understand that I am being offered confidentiality in any written report or oral presentation that draws upon data from this research study, and that none of my comments, opinions, or responses will be attributed to me, nor will any other person discussed in the interview.
- I understand that the information gathered from me will be used for academic purposes and other interventions.
- I understand that this research study has been reviewed and received ethics approval following the procedures from LPPM University of Muhammadiyah Jambi.

Do you agree to participate in the study? [**circle one**]:

Yes No

Date :

Name of participant :

Signature of participant :

Name of researcher : Yahfenel Evi Fussalam

If you have any concerns or complaints, have further questions about the study, or would like a debrief after the study is completed please write to yahfenel88@gmail.com and/ or text me at my mobile phone number 081366416822.

