

Students' Perceptions on Accessible and Inclusive Reading Experiences: An Educational Design Research on Digital Book

ABSTRACT : Due to technological advances, English as a Foreign Language (EFL) students who previously relied on printed books have switched to digital books. Higher education is, therefore, one of the levels of education currently one of the most heavily touched by digital technologies. This study aims to determine Indonesian students' perceptions regarding using digital books on promoting accessible and inclusive reading experiences. Twenty-five students from a private university in Indonesia took part in this research. This type of research was a mixed-method design that used a five-point Likert Scale survey and semi-structured interviews to improve and support the results of the previous quantitative methods. The conclusion of this study covers students' past experiences, usefulness, preference for digital books vs. printed books, and English learning with digital books. In terms of students' past experiences, 84% of students have read digital books on computers or tablets, and 92% always use their phones. Moreover, in terms of usefulness, the interviews showed that many participants did not know the highlighting and note-taking features of the digital book. 64% of students prefer digital books, but some interviewees prefer printed books with some justification. In addition, 88% said digital books helped them learn English, especially in reading class, supported by interviews with several participants who said they were better at learning vocabulary from the digital book.

Keywords: Students' perception, Digital Books, Reading Experiences

1. Introduction

Due to the convergence of information and communication technologies (ICT), educational institutions have been forced to draft and practice new policies to address the resulting shift in requirements. The role of technology in our personal and professional lives is ubiquitous (Astri et al., 2022). In recent years, it has become obligatory to employ technology in the classroom (Rasita et al., 2020). Higher education is, therefore, one of the levels of education currently one of the most heavily touched by digital technologies. The ongoing development of information and communication technologies has made the environment conducive to adopting novel strategies in the classroom. Numerous aspects of the emergence of new technological innovations, such as easy access to mobile devices and the internet, have impacted social life, business, and recent learning trends.

The rapid spread of electronic gadgetry is a notable feature of modern technological progress. There is a continuing trend away from reading books with physical pages to reading from electronic screens due to the ubiquitous use of digital devices (laptops, computers, mobile gadgets, tablets, etc.) in everyday life. Reading using a digital device rather than paper is the preferred method of reading for digital natives in particular. However, digital natives, on the other hand, have a strong desire to learn quickly, are skilled at digesting knowledge fast, and are more motivated to obtain information through various communication platforms (Frاند, 2000; Oblinger, 2003; Prensky, 2001a) Digital natives' thinking and information processing styles have been radically affected by new digital gadgets like tablets (Prensky, 2001b)

In addition to the research that has been conducted on the various distinctions that can be made between reading from a screen and reading from a paper, there has also been researched done on how students behave when using online resources versus print ones. Furthermore, new technological innovations have also drawn several research dealings with students' behaviour when using online and print resources. These studies investigate how students perceive when accessing both types of materials. However, on the other hand, it seems that students, instructors, parents, and schools are not yet equipped with technology tools to attract and encourage technology. Therefore, the perception of Indonesian students regarding the use of digital books, which is one of the technology products, needs to be investigated to see the extent to which students are prepared to welcome technological advances that are highly developed. In term of theoretical benefit, this research is expected to be a source of

information or can be a reference for researchers who are researching the same topic. Future researchers can conduct research on the same topic in different language skills such as writing, listening or speaking skill. The research questions in this study are:

1. How are students' past experiences with digital book related to the attainment of accessible and inclusive reading experiences?
2. How are students' perceptions related to the usefulness of digital books?
3. How are the students' preferences regarding digital versus printed textbooks?
4. How are students' perceptions of using digital books in creating inclusive and accessible reading experiences in English learning?

2. Literature Review

2.1 Reading on paper versus reading on digital devices

Some researchers believe highlighting the advantages of digital reading is an effective way to foster a culture of reading. Incorporating multi-media components such as sound and video clips is only possible in digital or electronic materials because these components cannot be displayed in print books (Bodomo et al., 2003). Users of automatic writing have access to various educational opportunities, including the ability to control the font size, the use of word references, the highlights generated by text-to-speech, and the resources for taking notes (Larson, 2010). Visuals such as graphics, shapes, and illustrations are used in traditional texts; however, in digital textbooks, in addition to those visuals, a wide variety of visual and audial components such as videos, sounds, and animations can be implemented in the environment. Traditional texts are limited to only using visuals. People's "reading" and "writing" abilities have evolved as a direct result of this phenomenon. As an alternative to reading printed materials and writing on paper, it has become common practice to read from electronic devices such as mobile phones, computers, and e-book readers and write using the same electronic devices. This practice has become widespread in recent years (Mazzoleni, 2012).

On the other hand, (Brown, 2016) asserts that the strategies and methods of comprehension utilized while reading printed texts might not apply to the process of reading from a screen. This is because printed texts are more easily digested than digital texts. Because of this, it is essential to question and develop one's skills, methods, and techniques when reading from the screen.

Reading on paper versus reading on digital devices, such as computers (Mayes et al., 2001; Noyes & Garland, 2008; Wästlund et al., 2005), video display terminals (VDT) (Mayes et al., 2001; Noyes & Garland, 2008; Wästlund et al., 2005), has been the subject of a significant number of investigations (Ackerman & Lauterman, 2012; Mangan et al., 2013; Noyes & Garland, 2008; Yu, 2010) (Margolin et al., 2013; Tees, 2010; Zambarbieri & Carniglia, 2012). In a previous study, researchers examined how reading comprehension and computer skills were related (Yu, 2010). Reading comprehension is constructing the text's meaning (Astri & Wahab, 2018). Tablets, a relatively new form of mobile technology, have quickly emerged as one of the most popular tools for educational settings. Tablets combine the functionality of laptops, smartphones, and older forms of tablet computing, and they also feature constant internet connectivity and a plethora of apps that allow users to customize their learning experience (Johnson et al., 2013).

The act of reading and the comprehension of the message meant to be conveyed in the text is affected by several factors. Sometimes it seems like the context significantly impacts the meaning gleaned from the text and how this meaning is understood. In the eyes of cognitivism, this is the result of thoughtful integration of the material world (the medium/device in reading) with the social world (the context in which the text is read). This exchange occurs during the reading process and between the text and readers in printed and digital environments. According to the findings of several studies (for example, (Fortunati & Vincent, 2014; Martin-Beltrán et al., 2017), results from a transaction conducted on paper were found to be more favorable than those obtained from its electronic equivalent (such as reading on a computer screen).

Several studies highlight the many benefits of reading a book that is printed on paper as opposed to one that is read electronically. For example, several factors can make it hard to focus on

the text on a screen, including the presence of other windows or tabs, the brightness of the screen, and the presence of distracting items such as images or videos. According to Solak (2014), the effects of staring at a computer screen can be both tiring and irritating, preventing readers from using reading strategies effectively. In addition to this, the materials that are printed on paper allow for immediate access to the text. In addition, the readers are aware of the length of the text due to the text's physical and tactile properties (Mangen et al., 2013).

In addition, reading lengthy texts on the screen can be a particularly challenging experience. As a result, some students gravitate toward the more sensual practice of reading from paper (Mikuska & Seaton, 2011).

3. Methods

3.1. Research Design

This type of research used a mixed method design, which is a way to get measurable results by combining qualitative and quantitative approaches. According to Klassen et al. (2012), this method is more complicated than collecting and analyzing two different types of data because it combines the functions of both quantitative and qualitative research methods. However, this means that the results of this method are better than those of quantitative and qualitative research.

The strategy employed by the researcher is an explanation-sequential approach. This means that this strategy emphasizes quantitative methods first and then uses qualitative methods to improve and support the quantitative methods' results. According to Klassen et al. (2012), this explanatory sequential strategy is implemented by collecting data and conducting quantitative analysis in the first stage, then collecting and analyzing data in the second stage, which is built on the results of the initial quantitative data. Quantitative data is given greater weight or priority.

A Likert-Scale questionnaire was used to collect quantitative data. First, it was distributed to students to gain insight into their opinions regarding the digital book application. In the meantime, qualitative data was gathered by conducting interviews with students. The questions posed during interviews were identical to the questions in the questionnaire. As a result, the purpose of the interview instrument is to obtain a general understanding of students' perspectives regarding digital books compared to printed books and to elucidate those perspectives further.

This study was carried out in a reading class where students used printed and digital books to learn according to the learning conditions that existed at the time. This class is guided in two different ways. First, the learning process is carried out both online and offline. The first eight weeks of this class are completed online, and the subsequent eight weeks are completed through direct interaction. It is because there are still limitations placed on offline learning due to the coronavirus outbreak. Students who choose to receive their education via the internet are typically given access to a pdf version of a digital textbook utilized by the instructor during class. The traditional printed book version has been meticulously recreated in its entirety as the basis for the digital edition.

The following is the form of a questionnaire distributed to participants to gather information regarding their experiences, perceptions about usefulness and English learning, and preferences. The questionnaire was adapted from (Lin et al., 2020)

Table 1

Questionnaire for Students' Past Experience

1. I am familiar with digital readers
2. I have read digital books on my computer, tablet before
3. I have read the digital book on my mobile phone before

Table 2

Questionnaire for Students' Perception of Usefulness of Digital Book

4. I used the (highlighting) colours in this digital book
5. The font size and typeface in this digital book were easy to read
6. I took notes on this digital book
7. I am satisfied with the functions of this digital book

Table 3

Questionnaire for Students' Preferences (digital book versus printed book)

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8. Given a choice between an electronic or print version of a particular textbook, I will choose the electronic version
9. It was easier to find important information in the digital book
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Table 4

Questionnaire for Students' Perception of digital Books in English Learning

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10. This digital book (with multiple choices) has helped me grasp the main idea of the text
11. This digital book has helped find the keywords in detail
12. This digital textbook has facilitated my English Learning in reading class.
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3.2 Participant

The participants in this study are students from an Indonesian private institution. The selection of participants is based on their experiences with digital and paper books during the past year. Participants include students who have completed the critical reading course. This indicates that the author has had a consistent interaction with the two types of books available, digital and print. Participants in this study numbered 25 students who used digital books during online learning provided lecturer before the learning process and printed books during face-to-face learning.

3.3. Instrument

A perception questionnaire was provided to students to collect comments and perceptions regarding the use of digital books. In addition, the items were used to assess the participants' feedback. These items are students' previous experiences with digital readers, the usefulness of tools on the interface, and a comparison of paper-based textbooks and e-textbooks (Murphy et al., 2003; Thong et al., 2004). Students' replies were graded using a five-point Likert scale. This questionnaire was distributed using a Google form to make data collection easier.

In addition, this project involved a semi-structured interview with six students, all of whom were given a pseudonym for the interview. The participants who were invited to the interview were chosen based on the results of a perception survey regarding their preferred book format when choosing between digital and printed books.

3.4. Data Collection Procedure

This research was carried out after the students had passed 16 meetings using digital and printed books. This research was conducted in a reading classroom where lecturers interacted with blended learning during the teaching process. This was influenced by the limitations of face-to-face learning, which caused students to go through 2 phases of interaction: online-based and offline-based or face-to-face interactions. The lecturer conducted online learning in the first eight meetings using digital books. Then in the next eight meetings, the lecturer conducted the lecture process face-to-face utilizing the book's printed version. In this case, the researcher collected data after the learning process had been carried out in as many as 16 meetings by the lecturer. Researchers did not conduct experiments in completing this study, but researchers investigated students' perceptions using a questionnaire made in the form of google form.

3.5. Data Analysis

Pramono et al. (2020) emphasize that data analysis strategies examine field-collected data and draw conclusions about study outcomes. Researchers begin the data analysis process by evaluating all the data acquired from various sources, including the findings of questionnaires and interviews with students. The perception questionnaire was evaluated and presented in percentages using infographics (charts). (Miles et al., 2019) theme analysis stage was utilized to examine interview data for reduction, presentation, and generating conclusion (Miles et al., 2019). Qualitative data analysis has three steps: data reduction, data presentation, and developing conclusions (Miles et al., 2019). In the reduction stage, the data classification procedure is followed by simplicity with a concise description by deleting extraneous data, making it easy for researchers to supply a specific

image. Therefore, this data reduction stage is essential so that data does not build, making the subsequent data analysis stage easier for researchers to complete.

Next, In the data Presentation stage. The stage known as "data presentation" is an activity that is carried out to compile information using the outcomes of "data reduction" to make the information more ordered and structured. Because of this, it will be much simpler to comprehend. At this point in the process, the researcher is responsible for carrying out the data presentation process, which can be done in various forms, including employing narrative prose or using graphs or charts to assist researchers in concluding. The final step is to reach a decision or conclusion. The concluding stage, the last step in analyzing data, occurs after the researcher has completed the data reduction and presentation stages. At this point in the process, it is time to develop conclusions based on all the information gathered. At this point in the process, the researcher attempts and comprehends the data's meaning and regularity. In order to ensure the production of data that can serve as guidelines for the proper presentation of research results in the form of diagrams, graphs, and narratives.

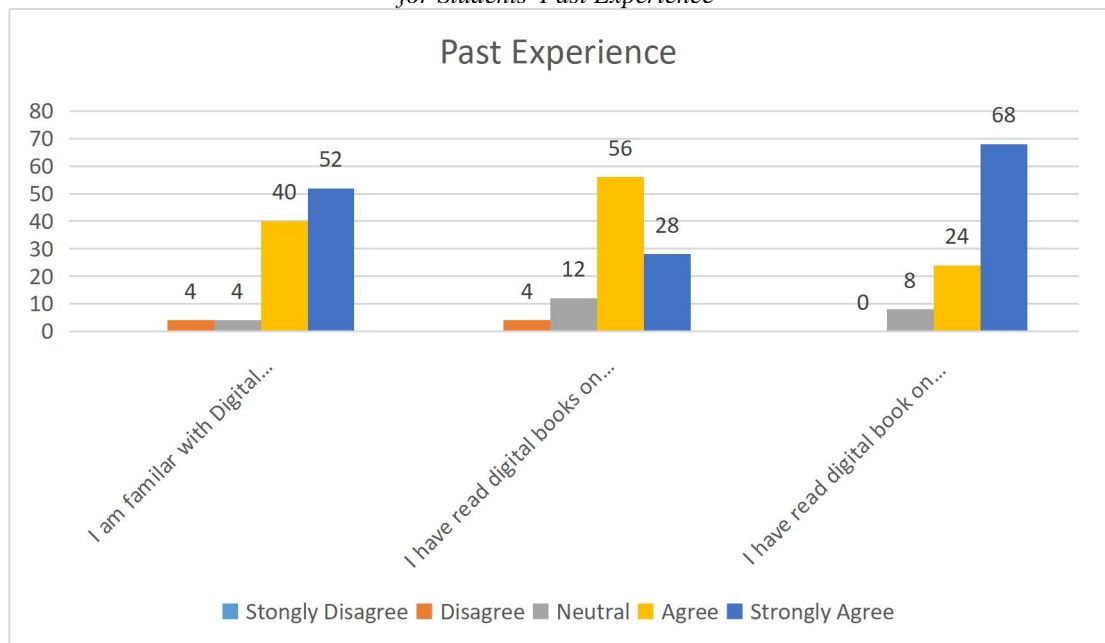
4. Results

The questionnaire was used to evaluate the responses of the participants. It is made up of several items. These items are students' previous experiences with digital readers, the usefulness of tools on the interface, and a comparison of paper-based textbooks and e-textbooks (Murphy et al., 2003; Thong et al., 2004). These intentions indicate whether they intend to increase their digital book reading and whether they are willing to use digital books to help them learn English in the future (Hernon et al., 2007; Lin & Yueh, 2012). The students' responses were graded on a five-point Likert scale, where the overall data in percentage can be seen in the appendix.

4.1. Past Experience

The questions in Figures 1-3 are questions related to past experiences. The presentations of student perceptions in terms of student experiences using digital readers can be seen below.

Figure 1. Result of Questionnaire for Students' Past Experience



Considering that only 4% of respondents strongly disagree, 4% neutral, 40% agree, and 52% strongly agree from the chart above, it's safe to assume that most students have at least some experiences with using digital readings. Also, the second inquiry concerns how students have fared when reading electronic books on computers or tablets. Above, we can see that 4% of respondents disagreed, 3% were neutral, 56% agreed, and 28% strongly agreed. This demonstrates that, on average,

students have utilized electronic books on computers or tablets. The following graphic also displays students' impressions of reading digital books on smartphones. According to the numbers, only 8% of students are undecided, 24% agree, and 68% strongly agree. This indicates that students rely heavily on their mobile devices to read e-books.

In addition, the authors will discuss the findings of interviews that were carried out concerning the students' prior experiences in using digital books. The interview took place on September 2022. The interviewer spoke Indonesian with the participant and transcribed the conversation before translating it into English.

The questions are: *Are you familiar with the digital reader? Have you used a computer or tablet to read digital books before? Have you used a mobile phone to read digital books before?*

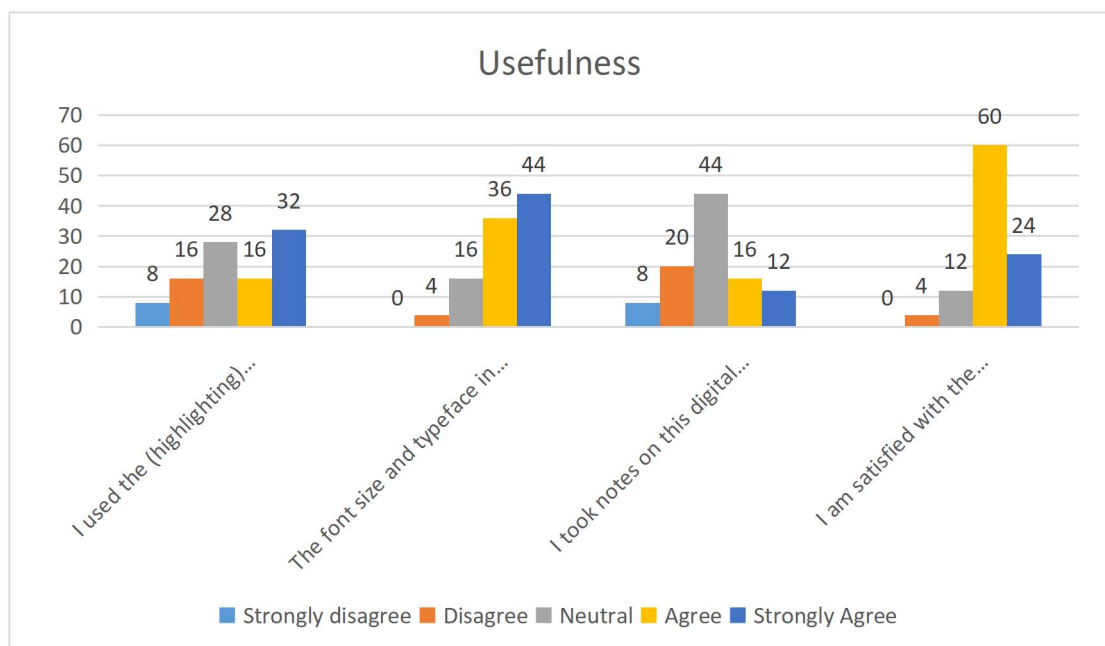
According to the findings of the interviews that were carried out, it was discovered that the six participants' perspectives on their level of familiarity with digital readers were essentially identical to one another. Every single person who was interviewed had prior experience using digital readers. However, when asked about the devices used to read digital books, such as computers or tablets, or perhaps they only used mobile phones in the past, they responded that they used all three. The variety of responses that were obtained is quite striking. For example, Andi said, "I use my cellphone to read digital books because I do not have a computer or laptop."

Meanwhile, a participant named Lisa said, "I usually use a computer or laptop when reading digital books, but I prefer to use a cellphone because it is easier to carry everywhere. This statement was supported by a student named Dimas, who said, "I have a laptop, but I prefer to use a cellphone because it is easier and simpler to carry everywhere and can access digital books quickly." From the statement obtained, students prefer to access a mobile phone because it is easier to carry around even though they have a laptop or laptop, especially for students who do not have a computer or laptop. In addition, a mobile phone is a reliable tool for facilitating their learning using digital books.

4.2. Usefulness

The questions in figure 4-7 relate to usefulness. The presentation of each item can be seen below.

Figure 2. Result of Questionnaire for Students' Perception of Usefulness of Digital Book



This question pertains to functionalities available in the lecture-provided digital textbook. Only 8% of students strongly disagreed with this statement, while 16% disagreed, 28% were

ambivalent, 16% agreed, and 32% agreed (strongly agree). Based on these results, some students are still in the dark about the posse highlighter function on digital books, while others are well aware of its existence. The fifth question asks if the students found the digital book's font size and typeface legible. Again, 4% disagreed. 16 percent were unsure, 36 percent agreed, and 44 percent strongly agreed. The results show that students have a favorable outlook on this matter. The PDF's feature notes are also the subject of the sixth inquiry here. Asking if students have utilized it at all is those of these questions. The breakdown of opinions was as follows: 8% strongly disagreed, 20% disagreed, 44% were ambivalent, 16% agreed, and 12% severely disagreed. This suggests that relatively few students have used it thus far.

Question 7 is still associated with usefulness; this particular point focuses on determining whether or not students are satisfied with their use of digital books. Only 4% of students said they disagreed with the statement, 12% said they were indifferent, 60% said they agreed, and 24% said they strongly disagreed. According to these findings, the vast majority of students are pleased with the use of digital books.

In addition, the author gains a deeper understanding of the participants' responses regarding the study's usefulness through semi-structured interviews. The questions for this section are:

Do you use the highlighting color and note features on digital books? Why and why not? Are the font size and typeface in this digital book easy to read? Are you satisfied with the function of this digital book? Why or why not?

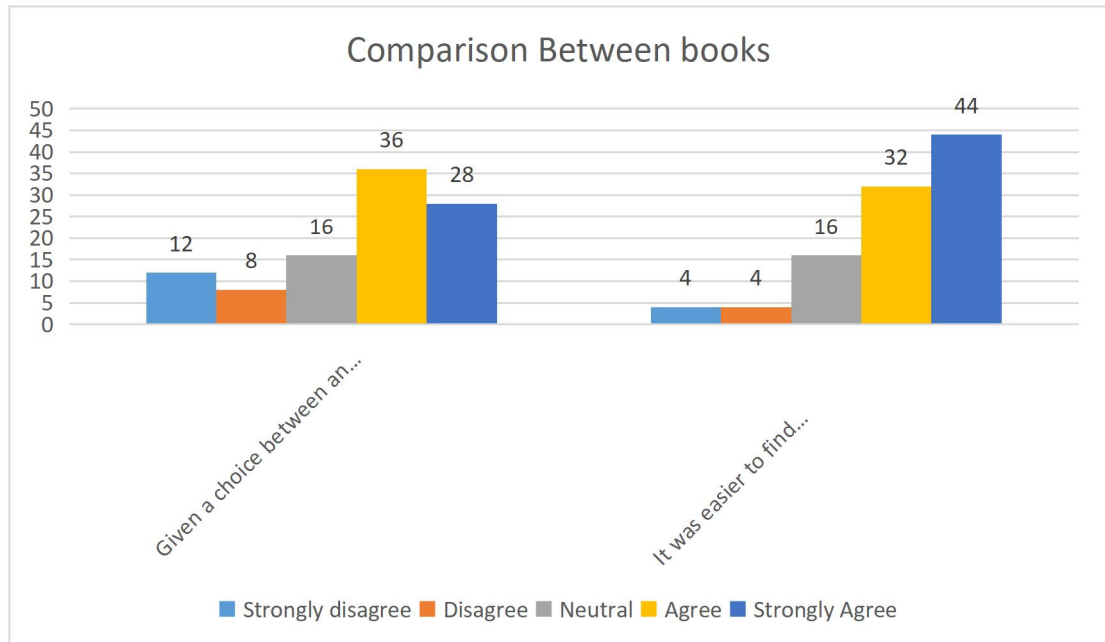
According to the findings of the interviews, 4 out of 6 interviewees claimed that they were unaware of the existence of a feature in digital books that allowed the user to highlight text with a specific color and that also included a feature that allowed the user to make notes on the text. They were completely unfamiliar with how to use that function.

A student with the pseudonym Lisa said, "I didn't know there was such an application in a digital book. I usually write in an information book that I think is important." Unlike Dimas, who said the same thing but for different reasons "I don't use highlighting color and notes applications on digital books because I can't do that on my mobile phone while I only have a mobile phone to access digital books, maybe when using a laptop or computer, it can be done. Different from other participants, 2 out of 6 said that they had used this feature (highlighting color and notes) before, as said by Rudi "I once marked with color on a digital book given by the lecturer. I think that is interesting and makes it easier for me to find the important information I need." The results of this interview are consistent with the graphic data presented above (figure 2), which shows that it is not sufficient for fifty percent of students to report that they understand the highlighting color and note features of digital books. The data show that there is still a lack of understanding among students regarding the functionality of the features that are included in digital books. Still, more than half of readers think that the font size and typeface make digital books easy to read.

4.3. Comparison between books (Digital book versus printed book)

For questions number 8 and 9 related to "comparison between books."

Figure 3. Result of Questionnaire for Students' Preferences (digital book versus printed book)



The above data provide evidence of students' growing interest in using digital instead of printed books. They are given the option of selecting either an electronic book or a traditional printed book to answer this question. According to the data presented above, 12% of students gave the response "strongly disagree," 8% gave the response "disagree," 3% selected "neutral," 36% selected "agree," and 28% set "strongly agree." This suggests that more than fifty percent of students favor the textbook's electronic edition over the book's printed version.

In addition, the statistics shown above also relate to students' impressions of the ease afforded by digital books in terms of locating relevant information inside digital books. It shows that 4% of respondents strongly disagreed, 4% disagreed, 16% opted to be neutral, 32% chose to agree, and 44% selected to strongly agree. Based on these findings, it is safe to assume that more than half of all students believe that digital books are superior to physical books when it comes to how simple it is to locate specific pieces of information within books.

In addition, the data above is supported by the results of interviews conducted with the question, "If given a choice, would you choose a digital book or a printed book in learning? Please explain!"

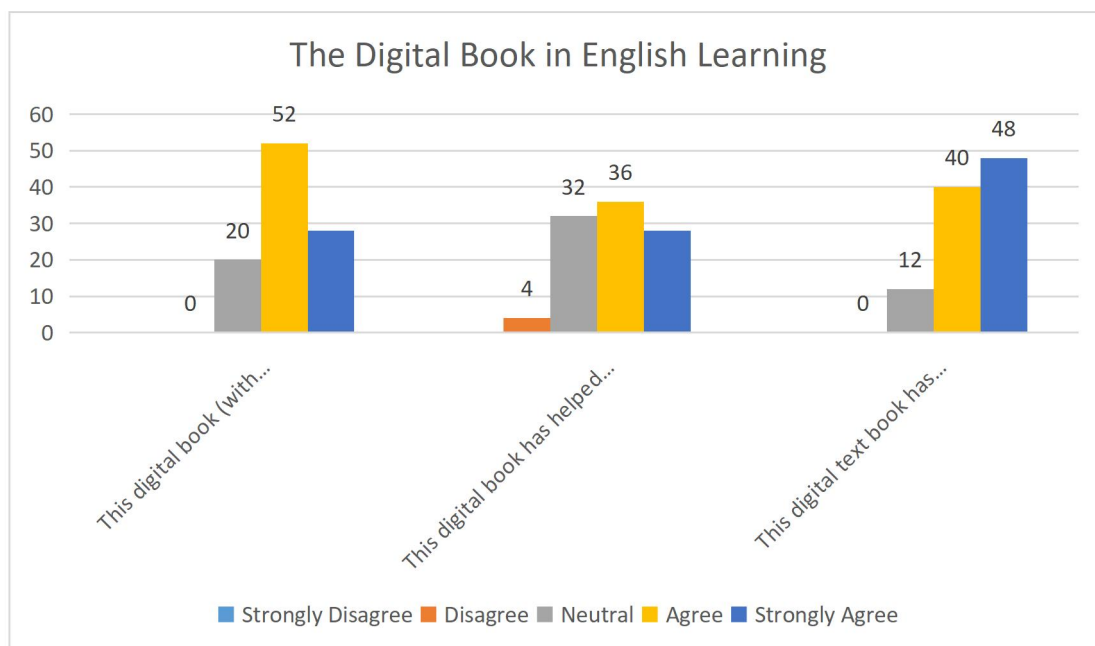
Comparing digital books to printed books, 4 out of 6 students surveyed prefer digital books. Rudi said, "digital books are easy to carry everywhere, while printed books can be torn and heavy to carry, sometimes forgetting to put them where while digital books can be accessed quickly." While 2 out of 6 people interviewed stated the opposite. They prefer to use the print version than the digital version. An interviewee, Andi, said, "my eyes get tired quickly when reading digital books. My focus can be divided because when I read, there are notifications that interfere with my focus in reading, sometimes when I am engrossed in reading, the scroll feature on the digital book is suddenly pressed, and my reading is scrolled down so I had to find my previous reading again and it bothered me studying. Besides that, using the book's printed version is better because we can mark important information on the book using a coloured pen." In line with Rudi, Lisa stated, "I will use digital books when I am pressed when I don't have a printed version of the book, and there are only digital books, then I will use the digital version, but as long as the print version is available, I prefer to use the printed book, my eyes hurt when exposed to mobile phone light for too long, so it's better if I use the printed version."

Based on the graphic data and the results of the interviews, it appears that the majority of the participants prefer the digital book to the printed version of the book; however, there are still some participants (a small percentage) who prefer the printed version of the book to the digital one.

4.4. Digital Book Access in English Learning in Reading Class

Questions 10 to 12 relate to students' perceptions of using digital books in English learning.

Figure 4. Result of Questionnaire for Students' Perception of the digital book in English Learning



The 10th question probes how well students feel they understood the text in learning English in reading class with the digital book they utilized. There were 20% who did not have an opinion (neutral), 52% said they mostly or entirely agreed, and 28% strongly agreed. According to the numbers above, more than half of those who read digital books feel that they better understand the material.

In addition, the 11th question above probes the student's impression of the digital book's efficacy in locating the keywords in context. Again, 4% said they strongly disagreed, 32% were indifferent, 36% said they agreed, and 28% said they were exceptionally so.

Moreover, this 12th question is meant to ascertain whether or not the electronic book has aided the student's acquisition of English. Twelve percent of respondents were agnostic. Forty percent picked "agree," and 48 picked "strongly agree." When asked whether or not they felt that this digital textbook helped them learn English, 88% of Furthermore, the questionnaire results were validated by the following interview questions:

Has his digital book (with multiple choices) helped you grasp the text's main idea? Did This digital book help you find the keywords in detail? Is This digital textbook facilitating your English Learning in reading class? Explain!

Based on the results of the interview, it was found that 4 out of 6 interviewees said that digital books for learning English immensely helped them. For example, Aysel said, "with digital books, I can increase my English vocabulary from important information obtained in reading material. For example, if there are words that I do not understand, I will copy and then look up the meaning of the words in a digital dictionary so that my vocabulary increases." Furthermore, Andi said, "digital books given with multiple choices are effective in learning English in this subject namely reading comprehension, but when it comes to longer readings, I prefer to use the printed version of the book."

5. Discussion

5.1. Students Past Experience

Based on the above research results about how students have used digital books in the past, a phenomenon that happens with students in Indonesia is found. According to the research carried out, students most frequently access digital books using mobile phones because these devices are simpler to transport around with them. In addition to this, the limited access space owned by students is also caused by the socio-economic conditions that exist in the local community. Some students claim that they do not own a computer or laptop, let alone a tablet device and that they only have a mobile phone; therefore, the mobile phone is the only device that can be used to access digital books used in the learning process. This may be different from students in developed countries who can have more sophisticated digital readers. From this, we can see that students' experiences in Indonesia differ from one another, which is influenced by the socio-economic conditions of the students.

5.2. The Usefulness of Digital Book

Concerning the value derived from reading digital books, this is, without a doubt, an essential point to bring up. According to the findings of the questionnaires and interviews that were carried out, fewer than 50% of the people who took part in the study were familiar with the features that were included in the digital book. According to the interview data that the authors collected, the digital tools that students use affect the students' level of ignorance. 76% of students access digital books on their mobile devices, primarily smartphones. The benefit of portability is the one that is brought up in the interview session the vast majority of the time. Due to this, they could not utilize the highlight color and note features available in digital books. This is because these two features can be utilized when using a desktop computer or a laptop. In this case, Lecturers need to ensure their students know how to make the most of the digital book features available, similar to how we highlight text in traditional textbooks.

5.3. Attitude Toward Digital Book

In response to the research question about students' perceptions of the use of print textbooks versus digital textbooks, students' self-reports indicated that digital books are popular among EFL learners. The current study provided our participants with equal time to read and learn using both text media, allowing us to compare the benefits and drawbacks of digital and print textbooks. The end-of-semester questionnaire revealed that, while most participants were experienced digital readers and were generally receptive to digital books, they did prefer to read digitally. Still, some prefer to choose the printed book but not a significant number. The findings corroborated (Nopiyanti et al., 2019; Verkijika, 2019). Despite having the same note-taking and highlighting capabilities as print books, roughly preferred traditional paper textbooks.

5.4. Digital Book Access Affect Their Attitude Toward Print/ Digital Books in Learning English

According to the results of this study, some students believed that having access to digital textbooks in the classroom was problematic because not every student had the appropriate reading materials, which might have affected their choice to utilize e-textbooks. Furthermore, the teacher cannot guarantee that every student can access a digital reader in Indonesian universities. Thus, the type of information technology utilization may differ depending on the socio-economic position. Because of this, the relationship between the outcomes and preference for digital reading may depend on several situations, such as how much exposure kids have to digital readers (Verkijika, 2019).

The research also revealed that some students still prefer traditional study methods, such as printing out a book, marking it up with sticky notes and highlighters, and even using paper to jot down notes. In addition, the presence of distracting items on the screen can make it difficult to concentrate on the text; switching between different programs or browsing the internet can cause the reader to become sidetracked from the primary text, and the brightness of the screen can cause eyes to become tired and cause headaches. It is in line with the research from (Solak, 2014), who claimed that the effects of staring at a computer screen could be both tiring and irritating, which prevents readers from making effective use of reading strategies

Furthermore, Due to the online nature of the learning process, it may be challenging to convince those who have relied on the printed version of the book in learning English for a long time to switch to the electronic book, despite their increased familiarity with electronic books during the outbreak of coronaviruses. While some students may grow accustomed to carrying tablets that enable them to take notes simultaneously, others still enjoy the physical feel of reading a paper book. This was in line with the argument (Mangen et al., 2013) that reading print materials requires different physical movements and tactile experiences than reading digital ones. In addition, print books offer more kinesthetic feedback, giving readers the impression that they can quickly pinpoint events within the text.

6. Conclusion

The conclusion of this study is divided into four parts: students' experience, usefulness, and comparison between digital books versus printed books and digital books access in English learning. The conclusion of this study aligns with the broader research objective of promoting accessible and inclusive reading experiences for Indonesian university students. By examining students' perceptions and experiences with digital books, the study contributes to the understanding of how digital resources can enhance accessibility and inclusivity in the reading process.

The finding reveal that many participants are familiar with digital readers and have accessed digital books through various devices such as computers, tablets, and mobile phones. This highlights the potential for digital books to provide accessible reading materials that can be easily accessed by students. Additionally, the study highlights the usefulness of digital book features, such as adjustable font sizes in improving the reading experiences for students. The finding supports the idea that digital books can be designed to cater to diverse learning needs, ensuring inclusivity in the reading process.

Moreover, the comparison between digital books and printed books demonstrates that a significant percentage of students prefer digital books due to their ease of use and ability to locate important information. While some participants still prefer printed books, this indicates the importance of providing options and accommodating different preferences to create inclusive reading environments.

In the context of English learning in reading class, the study reveals that digital books contribute to students' comprehension of main ideas and identification of keywords, ultimately facilitating their language learning process. This finding supports the notion that digital resources can enhance language acquisition and aligns to promote inclusive reading experiences for Indonesian university students.

However, it is essential to acknowledge the limitations of the study, including the small sample size and the need for further research to explore the relationship between reading comprehension outcomes and students' preferences for using digital books. This suggests avenues for future educational design research that can build upon the findings of this study to continue promoting accessible and inclusive reading experiences for Indonesian university students.

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