STUDENTS' INTEREST IN READING PRINTED TEXT AND ELECTRONIC TEXT IN THE THIRD YEAR OF ENGLISH DEPARTMENT STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN YEAR 2021/2022 (COMPARATIVE STUDY)

THESIS

Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English Department

Written by

SITI NUR ANNISA
Reg. No. 17 203 00124

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

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SITI NUR ANNISA
Reg. No. 17 203 00124

Advisor I

Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II

Zainuddin, S.S., M.Hum.
NIP. 19760610 200801 1 016

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**

LETTER OF AGREEMENT

Term : Munaqosah

Padangsidimpuan, July 2023

 a.n Siti Nur Annisa

To:

Appendix:

The Dean of Tarbiyah and Teacher Training Faculty in –

Padangsidimpuan

Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on thesis to Siti Nur Annisa, entitled "Students' Interest on Reading Printed Text and Electronic Text in The Third Year of English Department State Institute for Islamic Studies Padangsidimpuan Year 2021/2022 (Comparative Study)". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidmpuan.

Therefore, we hope that the thesis will soon be examined by the thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Thank you.
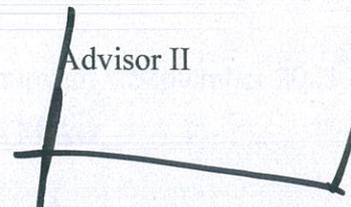
Wassalamu'alaikum wr.wb

Advisor I

Advisor II

Dr. Eka Sustri Harida, M.P. d
NIP. 19750917 200312 2 002

Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name	: Siti Nur Annisa
Reg. Number	: 17 203 00124
Faculty/Department	: Tarbiyah and Teacher Training Faculty/TBI-3
The title of Thesis	: Students' Interest on Reading Printed Text and Electronic Text in The Third Year of English Department State Institute for Islamic Studies Padangsidimpuan Year 2021/2022 (Comparative Study)

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, September 2023
Declaration Maker

Siti Nur Annisa
Reg. Number 17 203 00124

APPROVAL AGREEMENT FOR PUBLICATION

As Academic Cavity of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan the name who signed here:

Name : Siti Nur Annisa

Registration Number : 17 203 00124

Faculty/Department : Trabiyah and Teacher Traing Faculty/TBI-3

Kind : Thesis

To develop science and knowledge, I hereby declare that I present the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Non-exclusive Royalty Right on my thesis with the title: "Students' Interest on Reading Printed Text and Electronic Text in The Third Year of English Department State Institute for Islamic Studies Padangsidimpuan Year 2021/2022 (Comparative Study)." with all the sets of equipment (if needed). Based on this non-exclusive royalty right, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

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Padangsidimpuan, September 2023

Siti Nur Annisa

Reg. Number 17 203 00124

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EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

</div>

Name	:	Siti Nur Annisa
Registration Number	:	17 203 00124
Faculty/Department	:	Tarbiyah and Teacher Training Faculty/ TBI-3
The Tittle of Thesis	:	**Students' Interest Between Reading Printed Text and Electronic Text in The The Third Year of English Department State Institute for Islamic Studies Padangsidimpuan Year 2021/2022 (Comparative Study)**

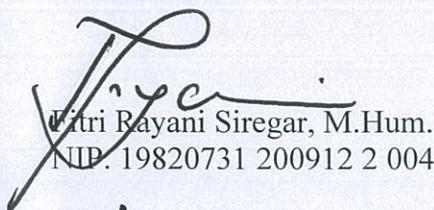Chief,   Secretary,
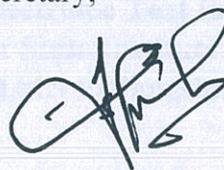
Fitri Rayani Siregar, M.Hum.   Dr. Eka Sustri Harida, M.Pd
NIP. 19820731 200912 2 004   NIP. 19750917 200312 2 002

<div align="center">

Members,

</div>

Fitri Rayani Siregar, M.Hum.   Dr. Eka Sustri Harida, M.Pd.
NIP. 19820731 200912 2 004   NIP. 19750917 200312 2 002
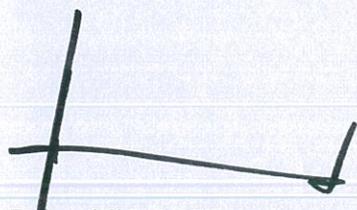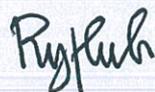
Zainuddin, M.Hum.   Rayendriani Fahmei Lubis, M.Ag.
NIP. 19760610 200801 1 016   NIP. 19710510 200003 2 001

Proposed:
Place	:	FTIK Hall UIN Padangsidimpuan
Date	:	June, 27th 2023
Time	:	08. 30 WIB until finish
Result/Mark	:	85 (A)
IPK	:	3,79
Predicate	:	Pujian

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UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. T. Rizal Nurdin, Km, 4,5 Sihitang. Telp. (0634) 22080
Sihitang 22733 Padangsidimpuan

LEGALIZATION
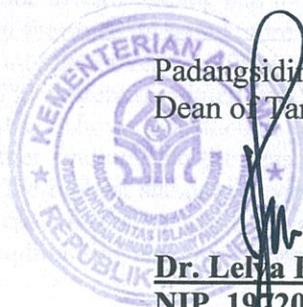
Thesis	:Comparison of Students' Interest Between Reading Printed Text and Electronic Text in The Third Year of English Department State Institute for Islamic Studies Padangsidimpuan (IAIN Padangsidimpuan)
Name	: Siti Nur Annisa
Reg. Num	: 17 203 00124
Faculty/ Department	: Tarbiyah and Teacher Training Faculty/ TBI

The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidimpuan,   December 2022.
Dean of Tarbiyah and Teacher Faculty

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

Name : Siti Nur Annisa
Reg. Number : 1720300124
Title of Thesis : Students' Interest on Reading Printed Text and Electronic Text in The Third Year of English Department State Institute for Islamic Studies Padangsidimpuan Year 2021/2022 (Comparative Study)

ABSTRACT

Reading has been the main focus of study activity to grasp more knowledge and the key success in learning. The objective of this study is to compare students' Interest on Reading Printed text and reading electronic text. This research was focused about the undergraduate students' Interest on Reading Printed text and electronic text during learning activities at State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The purpose of this research was to know students' Interest on Reading Printed text and electronic text, and to know the reasons for the students' Interest on Reading Printed text and electronic text in the third year of English Department in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The aim of this research is to look for students' text format interest, and the cause of their interest over each one of those formats. The method used in this research was quantitative research and used the comparative design. This study used questionnaire as adapted by Abulouma and researcher own creation, and the hypotheses and the data were calculated using SPSS software and Cronbach's Alpha to test the validity and reliability. Researcher analyzes the data using means and standard deviation as the main formula, then interpret the results to get the whole result of the research. The results of the research revealed in terms of students' attitude toward reading and interest in text format: 90% of the students like reading and 63% of the students spend more than one hour for reading academic text. In terms of students' interest in reading format 48% of the students preferred reading electronic text and 52% preferred printed text. In regard to reading Indonesian and English language, the result shows that students prefer reading both in printed text than in electronic text. The other findings are the reason of students' interest for each format which discerned from the highest standard deviation and mean, for electronic text there are easy of searching, easy of archive and cost saving, meanwhile, for printed text, there are reliability easy of highlighting and ease of use.

Keywords: *Reading attitude, Reading Format Interest, Text Format, Students' Interest*

Nama   : **Siti Nur Annisa**
NIM   : **17 203 00124**
Judul Skripsi : **Students' Interest on Reading Printed Text and Electronic Text in The Third Year of English Department State Institute for Islamic Studies Padangsidimpuan Year 2021/2022 (Comparative Study)**

ABSTRAK

Membaca telah menjadi fokus utama kegiatan belajar untuk memahami lebih banyak ilmu dan kunci keberhasilan dalam belajar. Tujuan dari penelitian ini adalah untuk membedakan minat siswa antara membaca teks cetak dan membaca teks elektronik. Penelitian ini difokuskan pada minat mahasiswa S1 antara membaca teks cetak dan teks elektronik selama kegiatan pembelajaran di Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Tujuan dari penelitian ini adalah untuk mengetahui minat membaca teks cetak dan teks elektronik siswa, dan untuk mengetahui alasan siswa tertarik membaca teks cetak dan teks elektronik pada tahun ketiga Jurusan Bahasa Inggris di Universitas Islam Negeri Syekh Ali Hasan. Ahmad Addary Padangsidimpuan.. Tujuan dari penelitian ini adalah untuk mencari minat siswa terhadap format teks, dan penyebab ketertarikan mereka terhadap masing-masing format tersebut. Metode yang digunakan dalam penelitian ini adalah penelitian kuantitatif dan menggunakan desain survey. Penelitian ini menggunakan kuesioner yang diadaptasi oleh Abulouma dan kreasi peneliti sendiri, dan data dihitung menggunakan software SPSS dan Cronbach's Alpha untuk menguji validitas dan reliabilitas. Peneliti menganalisis data dengan menggunakan mean dan standar deviasi sebagai rumus utama, kemudian menginterpretasikan hasilnya untuk mendapatkan hasil penelitian secara keseluruhan. Hasil penelitian terungkap dalam hal sikap siswa terhadap membaca dan minat dalam format teks: 90% siswa suka membaca dan 63% siswa menghabiskan lebih dari satu jam untuk membaca teks akademik. Dalam hal minat siswa dalam membaca format 48% siswa lebih menyukai membaca teks elektronik dan 52% lebih menyukai teks cetak. Dalam hal membaca bahasa Indonesia dan bahasa Inggris, hasilnya menunjukkan bahwa siswa lebih suka membaca baik dalam teks cetak daripada teks elektronik. Temuan lainnya adalah alasan ketertarikan siswa terhadap setiap format dilihat dari standar deviasi dan rata-rata tertinggi, untuk teks elektronik mudah dicari, mudah disimpan dan hemat biaya, sedangkan untuk teks tercetak, mudah reliabilitasnya. menyoroti dan kemudahan penggunaan.

Kata kunci: *Sikap Membaca, Minat Murid, Format Membaca, Jenis Texts*

اسم	:ُستي نوأر ألنسا
رقم القيد	:١٧٢٠٣٠٠١٢٤

موضوع البحث : اهتما الطلاب بقراءة النص المطبوع و النص الإلكتروني في السنة الثالثة من قسم اللغة الانجليز ية معهد الدولة للدراسات الإسلامية عام ٢٠٢٢/٢٠٢٣ (دراسة مقارنة)

خلاصة ورتي

أصبحت القراءة المحور الرئيسي لأنشطة التعلم لفهم المزيد من المعرفة وهي مفتاح النجاح في التعلم. الغرض من هذا البحث هو التفريق بين اهتمام الطلاب بقراءة النصوص المطبوعة وقراءة النصوص الإلكترونية. ركز هذا البحث على اهتمام الطلاب الجامعيين بين قراءة النصوص المطبوعة والنصوص الإلكترونية أثناء أنشطة التعلم في جامعة سيخ علي حسن أحمد أداري بادانجسيديمبوان الإسلامية الحكومية. كان الغرض من هذه الدراسة هو معرفة اهتمام الطلاب بقراءة النصوص المطبوعة والنصوص الإلكترونية ، ومعرفة أسباب اهتمام الطلاب بقراءة النصوص المطبوعة والنصوص الإلكترونية في السنة الثالثة لقسم اللغة الإنجليزية بجامعة سيخ علي حسن الحكومية الإسلامية. أحمد أداري بادانجسيديمبوان: الغرض من هذه الدراسة هو معرفة اهتمام الطلاب بتنسيقات النص ، وأسباب اهتمامهم بكل من هذه التنسيقات. الطريقة المستخدمة في هذا البحث هي البحث الكمي وتستخدم تصميم المسح. استخدمت هذه الدراسة استبيانا صاغه أبو العمه وابتكارات الباحث نفسه ، وتم حساب البيانات باستخدام برنامجي سفسس و كرنبث الف لاختبار الصلاحية والموثوقية. قام الباحثون بتحليل البيانات باستخدام المتوسط والانحراف المعياري كصيغة رئيسية ، ثم قاموا بتفسير النتائج للحصول على نتائج البحث الشاملة. تم الكشف عن نتائج الدراسة من حيث اتجاهات الطلاب نحو القراءة والاهتمام بصيغ النص: ٩٠% من الطلاب يحبون القراءة و ٦٣% من الطلاب يقضون أكثر من ساعة في قراءة نص أكاديمي. فيما يتعلق باهتمام الطلاب بقراءة التنسيقات ، يفضل ٤٨% من الطلاب قراءة النصوص الإلكترونية و ٥٢% يفضلون النصوص المطبوعة. فيما يتعلق بقراءة الإندونيسية والإنجليزية ، أظهرت النتائج أن الطلاب يفضلون قراءة كل من النصوص المطبوعة والإلكترونية. اكتشاف آخر هو أن أسباب اهتمام الطلاب بكل تنسيق تُرى من أعلى انحراف معياري ومتوسط ، بالنسبة للنص الإلكتروني يسهل البحث عنه ، ويسهل تخزينه وفعال من حيث التكلفة ، بينما بالنسبة للنص المطبوع ، من السهل أن تكون موثوقًا به. يبرز وسهولة الاستخدام.

الـكلـمـة الرئيسية: موقف القراءة، تنسيق القراءة، الاهتمام، تنسيق النص، اهتمام الطلاب

ACKNOWLEDGEMENT

بسم الله ارحمن ارحيم

Firstly, I would like to convey her grateful to Allah SWT- The most Creator and Merciful who has given her the health, time and chance for finishing this thesis: "Students' Interest on Reading Printed Text and Electronic Text in The Third Year of English Department State Institute for Islamic Studies Padangsidimpuan Year 2021/2022 (Comparative Study)." This thesis is written in order to fulfill one of the requirements for English Education Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, hence, this thesis paper has been undertaken.

It is a pleasure to acknowledgement the help and contribution to all of lecturer, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this opportunity the researcher would like to express her gratitude to the following People:

1. Mrs. Dr. Eka Sustri Harida, M.Pd., as my first advisor who has supported and guided writer make a good thesis, who has been the great advisor for me and gave me many ideas and criticism sincerely and patiently during the progress in writing this thesis.

2. Mr. Zainuddin, S.S., M.Hum., as my second advisor who has guided and motivated me for finishing this thesis, as the great advisor who has given me idea and suggestion during the progress of writing this thesis.

3. Rector of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan and Vice Rector I, II, III as the administrators that has accepted researcher as the university student in IAIN Padangsidimpuan.

4. Dean of Tarbiyah and Teacher Training Faculty and Vices that have done the best to improve the faculty in various activity to increase students' skill.

5. Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Education Department who always supported all of her students in finishing the thesis and always be patient in facing our problems.

6. All lecturers of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan (Mrs. Rayendriani Fahmei Lubis, M.Ag., Mrs. Sri Rahmadani Siregar, M.Pd., Mr. Dr. Fitriadi Lubis, M.Pd., Mrs. Yusni Sinaga, M.Hum., Mr. Sojuangon Rambe, S.S., M.Pd., S.S., M.Hum., Mr. Dr. Hamka, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd.,) who had given so much knowledge and helped during I studied in this institute.

7. State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan librarian (Yusri Fahmi, S.Ag., M.Hum., and staffs), for their cooperative and permission to use theirs books.

8. My beloved parents (Kasiadi and Yusmilah) who always give their materials, prays, motivation, and moral encouragement to finish my study and thanks also to my beloved brother (Arrizal).

May Allah the almighty blesses them all, Amin. Finally, I realize that there must be some weaknesses in this thesis- I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan,   Sebtember 2023
Researcher

Siti Nur Annisa
Reg. Number 17 203 00124

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APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is one of the most important points that plays in everything people do in their lives. Reading itself is one of many ways for people to interact to each other beside writing, speaking, or listening. In this world where all kinds of things developed and grown rapidly. We as humans have to be prepared for all the changes that would come.

Reading is one act that will never change and always apply in day-to-day activities. Reading is one of main activities during learning, that is because through reading, learners will get new information which can be a help in gaining experience or instruction in gaining or producing something new. Especially for students, reading is an act of studying and getting information whether it is in or outside of class.

This study also suggests the students to do more reading and learn that there are many types of text format, how the details and the difference of the two different formats. Therefore, they will be good reader. They will also aware of the importance of holistic reading as stated in the Qur'an on Surah Al-Alaq verse 1:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Meaning: "Read! In the name of Thy Lord and Cherisher, who created."

Books, or any kind of printed text is materials that students and people use for reading activities. Most people are more familiar with printed books where reader can physically enjoy turning the page and the weight of the book itself. One factor that made people prefer printed over electronic in reading formats, however is because of lack of understanding of technology and its use.

Digital devices and internet are getting more integrated to everyone's life now. The most common of reading materials which are used to be on paper before now have their digital version such as text book, newspaper, novels, and magazines. For this reason, discrimination or debates between the user of physical or printed with electronic reading materials are getting more obvious.

Therefore, people begin to emphasize the need for information, accessibility of information, and its speed of transmission. For this reason, through technology, e-books, e-novels, e-magazines, e-encyclopedias, etc. develop quickly, and carriers capable of receiving information content start to appear; more and more mobile devices contain convenient e-books for reading, such as PDAs, cell phones, handheld games, etc. The development for software completes with various features for different kinds of E-text such as pdf, epub, doc, also went increasingly rampant to make it easier in reading through electronic text. This new reading material has led many researchers to investigate its effect, perception, and

preferences that concentrate more in comparison between printed and electronic reading materials in the scope of students.

Printed texts are the most common and familiar for all readers. Since it is well known that any reading material are mostly written on papers, and even though now people can write any kind of text on computer, the form that published in the end to be read is printed on the paper, thus called printed text. For students that is far in reaching or using any computer or digital gadgets for any learning activities, or used in the touch of physical, the haptic attribute of printed books will be their first choice of reading.

Yet now, most of the students in the current university student age group have grown up in an environment of audio-visual equipment since childhood, their acceptance of e-book readers and multimedia content tends to be higher than the older generation's e-book readers and e-content can draw university students' attention, which can lead students to move a step further toward reading. As mentioned above, the new learning media has allowed many researchers to explore the perception and preferences of these new reading environments, which mostly include digital screens of various devices.

However, even though the students' acceptance of electronic format is higher, the researcher had observed State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan's students that each student has different ideas and their own preferences about reading

material. Those students' preferences however can be different based on environment and situation. For the duration of the researcher's research, because of the breakdown of corona virus, the learning activities changed between online based learning and class-based learning. Because of the change of learning location, the distribution of some reading material also changed following the most convenient an easiest to reach electronic text. Thus, the researcher is interested to do research for students of English Major preference in an environment where they can choose between printed and electronic text during learning activities. Beside knowing the students' preference, the research also seeks for the cause of their preference over each one of those formats.

B. Identification of the Problem

Based on the background, the problems of the students were that students' interest in reading book are still low outside of the class activities. Thus, to look for their interest in text format, the researcher will look after it through their responds in questionnaire about their choices in reading texts format during class activities.

C. Limitation of the Problem

The researcher focused on English Education Department students' preferences in choosing between electronic and printed text for their reading material and to determine the reasons for each preference of the students. The reading materials that are chosen for this research of

students' interest in text format are the reading materials that students' use for their study in every course for their learning activities.

D. The Formulation of the Problem

The formulation of the problem of this research are:

1. What is the students' Interest on reading printed text and electronic text?

2. What are the reasons for the students' Interest on reading printed text and electronic text?

E. The Aims of the Research

Based on the formulation of the research above, the main objectives of this research are:

1. To know the students' interest on reading printed text and electronic text.

2. To know the reasons for the students' interest on reading printed text and electronic text.

F. The Significance of the Research

The researcher hopes that this research can be significance for:

1. Researcher

The results of this research can be an added experience and a way to develop the researcher's knowledge and skills. This research also one of requirements for the researcher to earn a bachelor's degree.

With this research activity, the researcher will get used in writing and thus realize the scope of their understanding in English Language.

2. Lecturers

   The research results can be used as a reference and an additional information for lecturer and be of help during their teaching activities. This research especially will show students perception of reading materials and that will help teachers and lecturers in their choice of materials during learning activities

3. Students

   For students, this research can be a reference for their studies. This also will provide a questionnaire that can be used to identify what type of learner style that they are preferred. Then, this research can give an additional knowledge for those who read it.

4. Academic readers

   Academic reader can get information and knowledge from this research. This research also can be a reference for people who do the research with the same subject.

G. Outline of the Thesis

The systematic of this research is describe into five chapters consist of many sub chapters with detail as follows:

As a researcher, the writer went arrange this research in order to make readers easier comprehend: In the chapter one, it consisted of background of the problem what explain about the students' ability in

speaking was still low. Second, it is consisted of identification of the problem what explain about student's problem. Third, is limitation of the problem that talking about writer's ways to focus for the research. Fourth, formulation of the problem that consist about the both techniques will be used in this research. Fifth, research objective is what the purpose of the research. Sixth, research significance is for who this research will be used/affected:

In the chapter two, it is consisted of theoretical description, which explained about the description of printed and electronic text. subsequently, and review of related findings consisted of the related research that found before this research conducted.

Chapter three consisted of research methodology that talk about the kinds of the research used by the research methodology consist of schedule and place of the research explain the time and the location of this research, research design talk about the types of the research, the instrument the data collection, sources of the data are the participant whose participate in this research, the last the techniques of data analysis and outline thesis.

Chapter four consist of the result of the research that talk about the result of research from the participant. The chapter also consist to description of the data, and discussion from related finding that pound before conduct this research. Chapter five consist of conclusion of the research explain about the result of the result.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

A. Theoretical Description

English is a big key on the modern world." In Indonesia, English has been taught in school from kindergarten to senior high school. There are four language skills in teaching English, namely writing, speaking, listening and reading. There are two types of English skills to teach: receptive and productive. Writing and speaking are considered productive skills, while reading and listening are considered receptive skills. Gough put forward a theory that reading is the product of two independent components: decoding and listening comprehension. The model is captured in the equation $D \times C = R$, where D implies 'decoding', which viewed as the ability to read isolated words quickly, accurately, and silently, and fundamentally through the use of letter-sound correspondence rules. C signifies 'comprehension', specifically listening comprehension (the term they used nine times in the article) or linguistic comprehension (the term they used two times); and R implies reading.[1]

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[1] Nell K Duke and Kelly B Cartwright, "The Science of Reading Progresses : Communicating Advances Beyond the Simple View of Reading," *Reading Research Quarterly* 57, no. S1 (2017): 25–44, https://doi.org/10.1002/rrq.411.

1. **Reading Interest**

According to Risdianti's[2] definition, reading, as one of the fundamental skills, plays an important role in another subject. For example, when the students do the reading activity, they can also focus on writing summarizing an idea and write it down the base on what they read before about the content. By reading, readers can get much information and become knowledgeable.[3] Reading is a way to develop the human's capability to perceive the world around them. Morever, many sources of knowledge are now written in English and digitalized to make it easier to spread knowledge.[4] Reading is one of the four essential skills that students can learn. Through reading, the students can increase their knowledge from books, articles, journals, magazines, or newspapers. The students who like reading will have more knowledge or information about the many things they had read. Also, they can share information from what they have been read to other students. The benefit of reading is to improve readers' thinking process. Reading books require readers to think and imagine about different details in the book such as characters and plot; this provides

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[2] Risdianti Siska, "The Correlation between Students' Reading Interest and Vocabulary Mastery with Reading Comprehension at Smkn 2 Ponorogo" (2020), http://etheses.iainponorogo.ac.id/12171/.

[3] Fitri Rayani Siregar, Eka Sustri Harida, and Rayendriani Fahmei Lubis, "The Implementation of REAP Strategy to Improve Students Reading Comprehension of Analytical Expositional Text in Digital Era," *International Seminar on Health, Economics, Social Science and Humanities* 2023 (2023): 208–15, https://doi.org/10.18502/kss.v8i4.12901.

[4] Eka Sustri Harida, "Students ' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan)" 21, no. 3 (2014): 183–88, http://journal.tarbiyahiainib.ac.id/index.php/attalim/article/download/102/104.

them to improve our thinking process. Repeating a habit of reading and persuading the brain to be more buoyant and absorb more information will give them a great beneficial.[5] Reading is important to get information, but it is meaningless if you do not understand what you are reading. Reading necessitates comprehension, or the ability to comprehend what is being conveyed in the text. Students must not only grasp the context of a text, but also what is written in the text while reading.

Krapp stated as cited by Forsia et al, that individual interest has been identified as a relatively lasting predisposition to attend and participate in certain activities with certain objects and events.[6] To put in another way, interest is an intrinsic motivation that motivates students to do what they enjoy in order to pay attention to their needs. They would be inspired to participate in an activity if they are interested in it. motivation without skill is not working or skill without motivation it would be nonsense.[7] As a result, interest is a crucial aspect of reading

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[5] Riandry Fadilah Nasution et al., "Reading Strategies Used by Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidimpuan," *Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 04, no. 2 (2018): 263–80, jurnal.iain-padangsidimpuan.ac.id/index.php/TZ/.

[6] Lastry Forsia and Fitri Indah Sari, "The Correlation of Students ' Reading Interest , Vocabulary Mastery and Their Reading Comprehension," *English Education, Linguistics, and Literature Journal* 1, no. 2 (2022): 122–31, https://www.researchgate.net/publication/367322895_Correlation_of_Students%27_Reading_Interest_Vocabulary_Mastery_and_Their_Reading_Comprehension.

[7] Fitri Rayani Siregar et al., "Students ' Motivation in Learning English," *English Journal for Teaching and Learning* 08, no. 02 (2020): 177–88, http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ%0AStudents'.

that will aid students in focusing their attention on the text they are reading.

2. Comparative Study

a. Definition of Comparative

Comparison is relations based on similarities and differences or qualities that are comparable. According to Mokhtarian Pour cited in Seyed's journal, a comparative study is a kind of method that analyzes phenomena and then put them together to find the points of differentiation and similarity. Holt & Turner in the same journal also stated a comparative perspective exposes weaknesses in research design and helps a researcher improve the quality of research.[8]The focus of comparative research is on similarities and differences between units.

Mario defines in his studies that comparative is a concept that derives from the verb "to compare". Comparative studies are investigations to analyze and evaluate, with quantitative and qualitative methods, a phenomenon and/or facts among different areas, subjects, and/or objects to detect similarities and/or differences.[9] Comparative studies can be concluded as a research

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[8] Seyed Mojtaba Miri and Zohreh Dehdashti Shahrokh, "A Short Introduction to Comparative Research A Short Introduction to Comparative Research Philosophy of Science and Research Method," *Philosophy of Science and Research Method*, no. May (2019), https://doi.org/https://doi.org/10.1007/978-3-319-31816-5_1197-,.

[9] Mario Coccia and Igor Benati, "Comparative Studies," *Springer International Publishing AG 2018*, no. January (2018): 1–7, https://doi.org/10.1007/978-3-319-31816-5.

design that emphasized on the explanation of differences, and the explanation of similarities. This helps to establish relationships between two or more phenomena and provide valid reasons.

b. Limitation of Comparative Research

The widespread use of comparison can easily cause the impression that this method is a firmly established, smooth and unproblematic mode of analysis, which due to its unquestionable logical status can generate reliable knowledge once some technical preconditions are met satisfactorily. Yet, as we have already seen, comparison is a quite demanding method strategy that requires reflection and careful consideration. Indeed, there are a number of severe limitations and constraints associated with comparison that, calling for serious attention, should warn against and prevent any easy-minded uncritical adoption of this mode of analysis. It is more difficult, more costly, and more time consuming than research that is not comparative. The types of data that can be collected and problems with equivalence (to be discussed) are also frequent Problems.

Another limitation is the number of cases. Comparative researcher can rarely use random sampling. Sufficient information is not available for all of the approximately 150 nations in the world. It is unavailable for a nonrandom subset (poor countries, nondemocratic countries, etc.). In addition, can a researcher treat

all nations as equal units when some have over a billion people and others only 100,000? The small number of cases creates a tendency for researchers to particularize and see each case as unique, limiting generalization. For example, a researcher examines five cases, but the units differ from each other in 20 ways. It is difficult to test theory or determine relationships when there are more different characteristics than units. A third limitation is that comparative researchers can apply, not test, theory, and can make only limited generalizations.[10] Despite the ability to use and consider cases as wholes in research, rigorous theory testing or experimental research is rarely possible. Successful language learners can be seen when the learners can use the language in meaningful interaction to others. They are able to understand other's speaking, able to express ideas or opinions; able to respond to other's speaking, and able to transfer their knowledge to others.[11] For example, a researcher interested in the effects of economic recession cannot cause one group of countries to have a recession while others do not. Instead, the researcher waits until a recession occurs and then looks at other characteristics of the country or unit.

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[10] Miri and Shahrokh, "A Short Introduction to Comparative Research A Short Introduction to Comparative Research Philosophy of Science and Research Method."

[11] Sokhira Linda et al., "Varying Interaction Patterns to Create Communicative Teaching and Learning," *English Journal for Teaching and Learning Vol.* 08, no. 01 (2020): 91–100, http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ%0AVarying.

3. Printed Text

a. Definition of Printed Text

Researcher takes printed text as a paper-based text or reading material which is printed in paper. According to Nancy, books and paper printouts, the two formats that were used primarily for course readings, were both print formats.[12] Mohanad Alfiras stated that traditional teaching and learning started with manuscript resources which later became the printed textbooks with the innovation of printing press. While there is clearly a difference between books originally published in print and material printed out after being first accessed online, they are similar in the types of engagement that they allow the reader. From most of the definition above, the definition of printed text can be taken as a format of reading material in paper form

As a subject, printed text is inevitable from its own advantages and disadvantages. The next point will elaborate the advantages and disadvantages of printed text for students and all readers.

b. Advantages of Printed Text

Through the experience of researcher, the advantages that can be found for printed text are as follow, the reading will not bring more issues for ayes and the feeling of both the paper and the texture helps the reader in enjoying the reading and thus help in

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[12] Nancy M Foasberg, "Student Reading Practices in Print and Electronic Media," *College and Reserch Libraries* 75, no. 5 (2014): 705–23, https://doi.org/10.5860/crl.75.5.705.

comprehension, next is the ease way in taking notes or highlighting if there is an idea or just in need of marking some information from the book which is easy to find later. In the words of Majid[13] "Books are the most important medium for knowledge dissemination, personality development, and for leisure reading." As this printed form has been the only resource to get information in educational institutions since childhood, no wonder the whole generation of the early 20th century derived pleasure out of treasuring the textbooks, sharing the textbooks with others, highlighting, note-taking and scribbling on the textbooks when bored in classes. These constitute wonderful memories of that generation's study days. In addition, reselling of the printed textbooks as well as the touch and feel of them really contributed to its preference both by the educationists and users.

The disadvantage that the digital texts caused for the health of the eyes of readers guide research-development departments of technology companies to improve their products with digital screens, e.g., paper like screens provide lusterless vision in order to protect eyes and let students spend more time with their reading. In another study, when compared paper-based format with two

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[13] Shaheen Majid et al., "Perceptions and E-Book Use Behavior of University Students," *International Journal oF Digital Society* 10, no. 4 (2019): 1534–40, https://infonomics-society.org/wp-content/uploads/Perceptions-and-E-book-Use-Behavior-of-University-Students.pdf.

different screen formats as hypertext and non-hypertext format.[14] It concluded from his research that due to ease of working on the text, they felt more motivated with hypertext and paper version comparing to non-hypertext version.

A study looking at undergraduates and their preferences found a very strong preference for printed materials, many of the undergraduates also stated that they usually have the electronic version of the articles/books/etc. Nevertheless, they will print a copy of it.

c. Disadvantages of Printed Text

There are some points that pointed the disadvantage of print text in reading. They are the lack of portability, the effect of environmental, and printed text itself, and the facility in finding the text. These disadvantages are taken from what are clearly seen from everyday life.

Printed text, whether it is text books or printed materials are often bulky and heavy in which students must shoulder the weight when during the way to studying. Textbooks do not just be a burden to the student's back; they put burden on nature too. With updates being made routinely, new editions of textbooks have to be

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[14] Zekeriya Kazanci, "University Students ' Preferences of Reading from a Printed Paper or a Digital Screen — A Longitudinal Study," *International Journal of Culture and History* 1, no. 1 (2015): 50–53, https://doi.org/10.18178/ijch.2015.1.1.009.

printed frequently. Production and distribution of these books puts a remarkable strain on the earth's precious resources.

In comparison to the interest in reading electronic text, which are from many research shows its convenience, people or students who likes to read in printed text are more likely students who have more allowance in spending. Printed materials like books are especially more expensive that students facilitate it by print it out from the electronic version. However, besides the obvious disadvantage in space and environment, printed text has no other visible weakness that may affect students' study.

4. Electronic Text

a. Definition of Electronic Text

Following the development of technology that is increasing, now almost all learning activities can be carried out fully through digital. During learning activities, the students are following the guidance from the lecturers to study and preparing self to prepare themselves to discuss the materials inside of the classroom. The preparation of the lesson can be by giving assignments, quizzes, exercises, websites, or other related materials in which available in websites. It can be accessible from webs or can be prepared by the lecturers and share it to websites.[15] Any of those learning activities

[15] Eka Sustri Harida, "Flipped Classroom Learning : A Current Issue in English Language Teaching in Pandemic-Era as Perceived by Lecturers," *AL-TA'LIM JOURNAL* 28, no. 1 (2022): 70–77, https://doi.org/10.15548/jt.v29i1.760%0AEka.

that can be done through technology such as; reading, writing notes, watching lessons through video, attending classes or courses, and so forth. Thus, for reading activity printed texts are digitalized in electronic form. From a general definition, the definition of electronic text or e-text can be explained as a general term for any document that is read in digital form, but especially a document that is mainly text. An E-text may be a binary or a plain text file, viewed with any open source or proprietary software. However, a computer-based book of art with minimal text, or a set of photographs or scans of pages, would not usually be called an "E-text" but a synonymous name 'E-book'.[16] Electronic text can be an electronic edition of a published book, or originally published in electronic form.

According to Simon & Garcia-Belmar cited in Abuloum's journal[17] , the dramatic advancement in technology has undeniably brought innovations that can play a significant role in reshaping teaching and learning practices. These innovations have provided students access to much more information than has been previously available. They have also affected the manner in which students interact with materials. As an innovation, electronic books (or simply e-books) have been a viable format since late 1990s.

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[16] The StandS4 Network, "What Does E-Text Mean_," Definitions.net. STANDS4 LLC, 2021, Accessed 27 Jun 2021, <https://www.definitions.net/definition/e-text>.

[17] Amjad Abuloum et al., "College Students ' Usage of and Preferences for Print and Electronic Textbooks," *International Journal of Emerging Technologies in Learning* 14, no. 97 (2019): 80–97, https://online-journals.org/index.php/i-jet/article/view/9871.

From the definition explained before, electronic text can be synonymous with e-books. with the same form, namely a digitalized printed book. As Boticki et al. which cited in Alfiras journal[18], affirmed that, "E-books have become a popular medium for content delivery and are being widely accepted as an alternative to traditional paper-based books." Muir and Hawes also discovered through their study that "electronic and print books can co-exist, and the growth of the former represents more of an opportunity than a threat." This confirmed the prediction offered by Lee, Messom and Yau,[19] that the electronic textbooks will potentially replace existing paper-based textbooks. Although e-book will probably completely replace the use of paper-based textbook in the future, it will not happen as long as paper-based textbook still exist. That will still make people have different preference between electronic text versus digital text.

Many students now spend a lot of time reading from a screen: computers, kindle, mobile devices. The research into the implications of this are still in the early stages, however current evidence indicates that at this point in time print may be slightly

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[18] Mohanad Alfiras and Janaki Bojiah, "Printed Textbooks Versus Electronic Textbooks : A Study on the Preference of Students of Gulf University in Kingdom of Bahrain," *International Journal of Emerging Technologies in Learning* 15, no. 18 (2020): 40–52, https://doi.org/10.3991/ijet.v15i18.15217.

[19] Heejeong Jasmine Lee and Kok-lim Alvin Yau, "Can an Electronic Textbooks be Part of K-12 Education ?: Challenges , Technological Solutions and Open Issues," *The Turkish Online Journal Of Educational Technology* 12, No. 1 (2013): 32–44, Http://Www.Tojet.Net/Articles/V12i1/1214.Pdf.

superior to the screen in relation to comprehension, learning, retention and ease of use. However, as screen technology continues to advance, interfaces become increasingly intuitive and personal preferences change from early exposure to reading on a screen, this may change.

The trend that technological advancements have changed the way people read, write, attain, act on, use, evaluate, and produce information and the manner how people interact, communicate and engage in society seems to approve the prediction. Whether current English teachers realize it or not, the changes brought by digital reading have made teachers understanding of reading different from those of their students. Such different understanding will likely emerge difficulties for teachers to facilitate reading to their students. Therefore, teachers need to familiarize themselves with digital reading.

"Electronic resources" refer to those materials that require computer access, whether through a personal computer, mainframe, or handheld mobile device. They may either be accessed remotely via the Internet or locally. Some of the most frequently encountered types are: E-journals, E-books, Full text (aggregated) databases, Numeric and statistical databases E-images

and E-audio/visual resources.[20] Each type may require different software system to access the data inside.

Since the advent of electronic books and readers, discussions in popular culture tend to assume that paper-based media will be replaced by digital versions, much like clay tablets, papyrus, and parchment in their time. Public, academic, and school librarians recognize the unique qualities of electronic resources and the need to integrate them into their collections. Many, however, face pressure from administrators and others to replace entire print collections with electronic versions, and supplant print books with dedicated e-readers and tablets. Adherents see this as a progressive development rather than following 19th century mode of learning that is increasingly irrelevant.[21] But there is a growing body of evidence showing how the brain processes information differently depending on the presentation format. Readers employ different levels and types of reading according to the purpose and desired outcome of a reading task, and reading efficiency varies according to format.

Through all these definition, the most familiar and simplest meaning of e-books are the digital form or version of paper books which can be accessed through digital devices via software. The

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[20] "HKUL_ Collection Development," International Federation of Library Associations and Institutions, 2017, http://lib.hku.hk/cd/policies/erp.html.

[21] Jeff Weinstock, "Turning the Page -- THE Journal," *T.H.E. Journal* 37, no. 6 (2010): 32–34, https://thejournal.com/Articles/2010/06/01/Turning-the-Page.aspx.

use and interest in changing the paper books to e-books can be caused by the convenience it shows in it portability and flexibility of reach. Now e-books can be easily obtained through internet which bring convenience for those in need of books quickly and efficiently. The name itself -electronic books- have shown its characteristic of digitalization.

As a subject, electronic text is inevitable from its own advantages and disadvantages. The next point will elaborate the advantages and disadvantages of electronic text for students and all readers.

b. Advantages of Electronic Text

Fry stated that a number of studies have attempted to compare e-book and print book use, usually (but not always) by comparing vendor-supplied use counts of e-books (in the form of accesses or downloads) to circulations of those same titles held in print. This is however debatable, because one e-book "access" will involve a user doing one of many actions, such as looking at the table of contents, downloading a chapter, doing a search, or reading any number of pages. One circulation of a print book can represent hundreds of such actions—or none.[22] Though both statistics are valuable information for assessment, these measurements are simply not comparable.

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[22]Amy Fry, "Factors Affecting the Use of Print and Electronic Books : A Use Study and Discussion," *College and Research Libraries* 68, no. 1 (2018): 68–85, https://doi.org/10.5860/crl.79.1.68.

Liu stated in his past research that printed media and digital media have their own advantages and limitations. The challenge is the application of certain media in a particular context or process. For example, electronic media tend to be more useful for searching, while paper-based media are preferred for actual consumption of information.[23] This result point out that researcher should deal with is the medium through which reading is done.

There are many advantages in using electronic text as reading and learning material. Some of them are; it can be easily searched and indexed, and if it is not available in any electronic form, it can be converted easily by using a scanner; E-text can also be used with many options of reading software to output the text to a speech option, or even refreshable Braille options in some reader gadget.

Abbott and Kelly explained that while an e-book can be as simple as a scanned version of a printed publication, inherent in e-books is the ability to make available a number of features to the reader which include multimedia, hyperlinks and other interactive components, search features, and customizability to change text size or convert text to audio so as to meet the needs of special

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[23] Ziming Liu, "Reading Behavior in the Digital Environment Changes in Reading Behavior over the Past," *Journal of Documentation* 61, no. 6 (2005): 700–712, https://litmedmod.ca/sites/default/files/pdf/liu_2005_lecture_numerique_competences_comportements.pdf

readers.[24] As a result, they explained that print on demand books should not be considered e-books, as once printed, many of the qualities inherent in the electronic format cease to be available.

According Ileri cited in Akkaya[25] screen text is the act of reading electronic or digital through a screen like computer monitor and mobile phone. In other antonym define screen text by contrast with printed text or paper page. Reading on screen is easy on the eyes, conducive to deep reading and may be a way to offer access to electronic material without the distracting pop ups, advertisements and alerts of tablets.

Downes explains that e-books can have a relatively long lifespan as they may be useful for decades or even centuries.[26] This may lead to an e-book having outrun the lifespan of a traditional print volume, which is no longer printed after it ceases to generate revenue.

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[24] Wendy Anne and M Kate, "Sooner or Later ! – Have e-Books Turned the Page ?," in *VALA2004: Breaking Boundaries: Integration & Interoperability - Melbourne Convention Centre, Melbourne, Australia*, 2004, https://pure.bond.edu.au/ws/portalfiles/portal/13311842/ Soonerorlater_paper_Vala2004.pdf.

[25] Nevin Akkaya, "Teacher Candidates' Views oN E-Books and Screen Reading," *International Journal of Languages ' Education and Teaching* 6, no. 1 (2015): 247–60, https://www.researchgate.net/publication/282524313_Teacher_Candidates'_Views_on_E -Books_and_Screen_Reading.

[26] Stephen Downes, "Models for Sustainable Open Educational Resources What Resources ?," *Interdisciplinary Journal of Knowledge and Learning Objects* 3, no. 1 (2007): 30–44, https://www.researchgate.net/publication/44075539_Models_for_Sustainable_Open_Edu cational_Resources.

Based on Tsai journal,[27] there are three characteristics of e-books: paperless, multimedia, and abundant. Paperless indicates that e-books no long rely on paper, which largely reduces the waste of trees and occupy less space. E-books do not simply show texts any more but are full of numerous multimedia elements, such as pictures, voices, images, etc., so that a wider variety of knowledge carriers can be added. Abundant is the result of the rapid development of the Internet, which makes traditional knowledge speed up its dissemination due to e-revolution; accordingly, e-book readers have nearly infinite sources of knowledge. Not only are traditional books heavy physically, they are also expensive and inconvenient to carry and read; their information circulation speed is also not fast. As to e-books, they are easy to carry and convenient for readers to read; if they are applied to education, learning content will become digital and easily accessible by cell phones, which will be used as reading tools.

In an earlier study, Mizrachi also looked at the benefits of digital devices and found that students prefer online material for its easy portability, convenience, affordability, search ability, credibility, and ability to store books, texts & magazines. They would usually prefer online text over printed text when they are

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[27] Cheng-chang Tsai, "A Case Study of English-Major Students ' Preferences for English Reading from a Printed Text versus Electronic Text," *The New Educational Review* 46, no. 4 (2016): 143–51, https://doi.org/10.15804/tner.2016.46.4.12.

reading something short or supplementary.[28] Looking specifically at tablets, Morris, Brush and Meyers found that their participants actually engaged in more active reading when reading from tablets. The participants would navigate the screen in one hand while using the other hand to write up notes.[29] This action of taking notes is preferable than writing directly on the printed notes.

c. Disadvantages of Electronic Text

According to Chen, Coiro, and Dobler sited in Manalu,[30] elating the digital and printed text features to the reading strategies required to accommodate them, four major differences between printed and digital are identified. First, print texts are usually linear, but digital texts are often non-linear or multi-linear. Next, unlike printed texts which are usually characterized by a prefixed and predictable path, the path of digital texts takes a random and unpredictable manner. The third, due to the limitation of the computer screen space (through which the reader looks at the text), less text can be seen at one time in the digital text. Thus, compared

[28] Diane Mizrachi, "Online or Print : Which Do Students Prefer ? Online or Print : Which Do Students Prefer ?," *Communications in Computer and Information Science* 492, no. May (2015), https://doi.org/10.1007/978-3-319-14136-7.

[29] Meredith Ringel Morris, A J Bernheim Brush, and Brian R Meyers, "Reading Revisited : Evaluating the Usability of Digital Display Surfaces for Active Reading Tasks," in *Second IEEE International Workshop on Horizontal Interactive Human-Computer Systems (TABLETOP'07* (Rhode Island, USA: Newport, 2007), 79–86, https://doi.org/10.1109/TABLETOP.2007.12.

[30] Benny Hinn Manalu, "Students ' Perception of Digital Texts Reading : A Case Study at the English Education Department of Universitas Kristen Indonesia," *Journal of English Teaching* 5, no. 3 (2019): 191–203, https://doi.org/: http://dx.doi.org/10.33541/jet.v5i3.1312.

to printed text readers, digital readers face more challenges in their attempt to comprehend what they are reading. Finally, hyperlinks availability in digital texts makes them more complex for readers to navigate, both in their mind and physically on the screen.

Jabr points out how past research has shown to be contradicting in terms of people's preferences for reading from printed text or screen text. He stated that before 1992 it was said that people read slower, less accurately and less comprehensively on screens than on paper.[31] Woody, David, and Crystal took a result that students prefer to see pictures, be it charts or caption in printed than electronic. Although not significantly different, student reports for reading section summaries and answering study questions fit the overall trend of more usage of special features of print texts than of e-books. Additionally, although e-book users can examine online content through embedded links while print book users must set the text aside to do web activities, e-book users reported that they were not more likely engage in these activities in e-books than print books.[32] This point out that although electronics have more features to be explored than printed text, it is

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[31] Ferris Jabr, "Why the Brain Prefers Paper," *Scientific American* 309, no. 5 (2016): 1–8, https://linguistics.ucla.edu/people/hayes/Teaching/papers/PaperIsBetterScientificAmerican2013.pdf.

[32] William Douglas Woody, David B. Daniel, and Crystal A. Baker, "E-Books or Textbooks: Students Prefer Textbooks," *Computers and Education* 55, no. 3 (2010): 945–48, https://doi.org/10.1016/j.compedu.2010.04.005.

inconvenient since most readers rarely left the text to look for other content through the links for electronic text.

Tseng cited Kazanci's journal that he studied the difficulties with reading text on the web. According to his findings, students' complaints about reading from the screen are described in five types; eye-strain and eyes-blurred, bright background color, easy to skip lines, small font size and other reasons like paper habits, radiation from the screen etc. These kinds of complaints guide research-development departments of technology companies to improve their products with digital screens.

Words above can show the differences between printed or electronic text and their thought when using each kind of text. Although each kind of text has their own advantages and disadvantages, in the end those who chose to read between those two still fall to the person who do the reading. In addition to each advantage and disadvantages, each individual show different preferences and thus will only take the advantages and disadvantages to better suit each individual's taste.

5. Factors Influencing Reading Format Interest

Many reviews of literature shows that although e-books are believed to replace print books, students at present continue to indicate a preference for the hardcover book. Furthermore, it has been evident that as e-books continue to evolve, they become more widely accepted

among students. Therefore, students' preference for textbook formats may change. There are many different factors of the students' preference. One factor in reading format preference is from the visual focus required when reading that Tanner mentioned in his journal[33] whether it is done on paper, a reader, or a computer screen, necessitates a reduction in the frequency of eye blinks. Reduced blinking causes an increase in the rate of evaporation of tears on the eyes, or as known as 'dry eye' and the possibility of getting a headache, blurred vision, and light sensitivity. Ocular discomfort and perceptual ability have been attested to be influencing one's ability in learning and comprehending a text regardless of reading platform. However, it is true that a long duration and lengthened and difficulty of the text also increasing the difficulty in learning. In his research, when the optical ill effects of reading on paper and computer screens are compared, the digital text consistently rates far worse.

Millar stated that in understanding students' perception of reading device (printed and digital) is important because the challenge for educators in providing more innovative, fun and interactive experiences in studying for students. Besides that, from an educator's perspective, E-textbooks may be a tool with which educators can

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[33] M Julee Tanner, "Digital vs . Print : Reading Comprehension and the Future of the Book," *School Student Research Journal* 4, no. 2 (2014): 1–12, http://scholarworks.sjsu.edu/slissrj/vol4/iss2/6.

engage students on multiple levels.[34] This point, when taking into account of the schools' equipment will familiarize the students' use of digital aspect of learning.

Other important factors influencing the preference between the two methods are gender, age, and kind of text. Schijns and Smit found gender differences where females were more likely to read printed magazines and males were more likely to replace the printed magazine for the online version of the magazine.[35] Similarly, Poscia and de Waure found that males really liked using new digital technologies for educational purposes unlike females who much preferred printed text for educational purposes. However, females have shown to be more avid readers than males, and that, males much prefer shorter texts and reading into sports, hobbies, fantasy and science, while females prefer fiction, news and science.[36] Disregard the gender's difference, their reference in using printed and electronic text in the end still followed the individual's taste, not gender.

There are probably any more factors that influencing the preference of students. Those factors that are known to have been

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[34] Michelle Millar and Thomas R Schrier, "Digital or Printed Textbooks : Which Do Students Prefer and Why ?," *Journal of Teaching in Travel & Tourism* 15, no. 2 (2015): 166–85, https://doi.org/10.1080/15313220.2015.1026474.

[35] Jos M.C. Schijns, "Custom Magazines: Where Digital Page-Turn Editions Fail," *Journal of International Business and Eonomics,* 10, no. 4 (2010): 24–37, https://www.researchgate.net/publication/254895266_Custom_magazines_where_digital_page-turn_editions_fail.

[36] Andrea Poscia et al., "Study Habits and Technology Use in Italian University Students," *Study and Technology in Young Adults* 51, no. 2 (2015): 126–30, https://doi.org/10.4415/ANN.

researched however can be divided into two conditions, from the internal or the individual itself or from outside stimulation. The internal conditions here are age, visual conditions, gender and the individual's own taste, while the external factors such as location, and convenience.

B. Related Findings

There are quite a lot of researchers who had done research about students; preference of text format (electronic and printed) text format be it for English students or in general. There are research results where students' preference leaning more towards printed over electronic text. Alamri,[37] concluded in his research investigating that the reading preferences of ESL students in terms of e-text compared to p-text. The findings indicated that students preferred using printed-text over electronic-text. Moreover, the results indicated a significant difference between male and female participants in terms of understanding content being read in a printed format. Lastly, students preferred using electronic devices for personal uses rather than academic.

Other research with printed text as the students' preference is Ross et al.[38] Based on their research, overall, students still prefer to read printed text than electronic text, the main reason is because of the familiarity of

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[37] Basim Alamri, "Reading Preferences of ESL Students : Electronic Texts vs . Printed," *International Journal of Emerging Technologies in Learning* 14, no. 4 (2019): 169–79, https://doi.org/10.3991/ijet.v14i04.9466.

[38] Bella Ross et al., "Print versus Digital Texts : Understanding the Experimental Research and Challenging the Dichotomies Print versus Digital Texts : Understanding the Experimental Research and Challenging the Dichotomies," *Research in Learning Technology* 25, no. November (2017), https://doi.org/10.25304/rlt.v25.1976.

printed text in daily life, besides that there are also distractions that easily come during reading on electronic device. Familiarity is one well known factor in preferring printed text for reading material. Another result in printed text preference is Tanner[39], who took a conclusion from his research that print books are still the best in counting the requirement in optical, cognitive and metacognitive of the readers. Readers will only choose e-books over print when it's portability is more convenient in use. In his research, readers enjoy print books because of the enjoyment it brings them in the haptic qualities of print books.

Gregory and Cox also conducted research in this topic.[40] In their research, there was an overwhelming preference for print textbooks. Some students indicated a preference for electronic texts based on cost alone. We note that as e-books continue to become more expensive and approach the price of a print textbooks, this perceived advantage may begin to melt away. In the open-ended question, some students stated that they preferred print because they could mark-up and keep better track of where they were in the text. From the students' words, in the face of comprehension while reading, they prefer printed books more which they stated helps them more focused on the information inside the text.

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[39] Tanner, "Digital vs . Print : Reading Comprehension and the Future of the Book."

[40] Vicki L Gregory and Kiersten Cox, "Scholar Commons Remember When Ebooks Were All the Rage ? A Look at Student Preferences for Printed Text versus Electronic," in *Proceedings of the Informing Science and Information Technology Education Conference, Vietnam* (Santa Rosa: CA: Informing Science Institute., 2017), 77–83.

Abuolum, Farah, and Kaskaloglu[41] did research for each reason for students' preference in printed and electronic text. In their journal the study uncovered reasonable findings as to why students prefer one textbook format over the other. According to the findings, the top "strong" reasons for preferring print over electronic textbooks are ease of use, reliability, portability, and ease of highlighting and taking notes. Regarding why students prefer electronic over print textbooks, the findings of the study revealed the following "strong" reasons: ease of access, ease of searching, and ease of navigation to the re- searchers, it seems that students were mostly inclined by the simplicity of accessing electronic textbooks. At the end of the day, an electronic textbook is just at the click of a button.

There are also research results electronic over printed text. The other researcher was written by Devana.[42] Based on the result, students were found to have higher positive preference of the reading by using screen text on the aspect of motivation. It could be concluded that reading a text on screen can give motivation for their reading skill and their comprehension.

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[41] Abuloum et al., "College Students ' Usage of and Preferences for Print and Electronic Textbooks."

[42] Trisilia Devana, "The Students ' Preference on Using Screen Text toward Their Reading Comprehension," *CONCEPT: Community Concern for English Pedagogy and Teaching* 12, no. 2 (2019): 156–71, https://ojs3.umc.ac.id/index.php/CJU/article/download/1387/914.

Yamson, Appiah, and Tsegah did the same research,[43] the result of their research indicated that the majority 134(57.0%) of the respondents always preferred print resource formats for their academic work while 101(43%) occasionally preferred the electronic resource formats for academic work. This implies that the demand for print resources format is very high among central university undergraduate students.

There is also Millar and Schier research in student preferences about using electronic textbooks. The results shows that in general, students still prefer printed textbooks to electronic textbooks. The primary reason for their preference was because the students simply prefer print to digital, and they also believed that printed textbooks were more convenient than electronic textbooks. Those that preferred electronic textbooks preferred them because the entire student's required course materials would be in one place at all times. Based on the findings, there are implications for both publishers of e-textbooks, and educators in universities. Essentially, both need to better communicate to students the benefits of using e-textbooks (e.g., low prices), what features e-textbooks offer (e.g., highlighting capabilities, portability), and how e-textbooks can be better for the environment (e.g., use less paper) – all in efforts to get more

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[43] George Clifford Yamson, Antonia B. Appiah, and Marian Tsegah, "Electronic vs. Print Resources: A Survey of Perception, Usage and Preferences Among Central University Undergraduate Students," *European Scientific Journal, ESJ* 14, no. 7 (2018): 291, https://doi.org/10.19044/esj.2018.v14n7p291.

students in Generation Y to adopt them.[44] In general, for every cause or reasons, students can have difference preference over text format.

From the related findings of similar research, the cause of reasons for students' preference between electronic and printed text is when and where the reading takes place. Another causes that concluded from those researchers point to which one between the two type of text is more convenient to bring than the other. Each situation that causes one more suited than the other to use will alter their preference between electronic and printed text.

C. Conceptual Framework

The researcher is interested in knowing how the students feel about reading materials format which are printed and electronic, each format has advantages and disadvantages, and each student has their own preference in using both format for their reading activities. The researcher goal is to investigate the majorities of students' preferences between electronic and printed reading text. The research question I can formulate is "What is students' preference in reading printed and electronic text?"

The researcher had read up on different publication related to students' preference in reading materials format. With all the books, scholarly articles and researches the researcher have gone through, it can

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[44] Millar and Schrier, "Digital or Printed Textbooks : Which Do Students Prefer and Why ?"

be learned that there are 2 main variables, namely: students' preference, and reading materials format.

However, besides the main research question about students' preference, the researcher will input in what are the reasons or factors the students prefer each reading materials format. Last, the research will analyze the benefits of the result of the students' preference based on students' opinion and expert.

D. The Hypothesis

The hypothesis of the research is 'there is a comparison in students' interest on reading printed text and electronic text in the third year of English department in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan'. Categorically, the hypotheses of this research are:

1. H_0 = There is no significance comparison of students' interest on reading printed text and electronic text
2. H_1 = There is significance comparison of students' interest on reading printed text and electronic text

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of the Research

This research had been done during the fifth semester of State Institute for Islamic Studies Padangsidimpuan year 2022, which is located at H.T Rizal Nurdin Subdistric of Sihitang, District of Southeast Padangsidimpuan, Municipality of Padangsidimpuan Province of North Sumatera, Indonesia. The research had been conducted from December 2020 until its finished at January 2023.

B. Research Design

This study is a quantitative research methodology with comparative design. The study had been done by collecting numerical data through questionnaires. This is a mean for finding out which reading device the college students prefer between electronic and printed text. This study would be collecting self-report preferences regarding digital and printed text. When looking at additional influences such as gender, the design was treated as a between-subjects design (both male and female will receive the identical questionnaire). After the questionnaire the researcher would elaborate the result for knowing the benefits of the majority preference.

C. **Population and Sample**

1. Population

Population is the most significant factor in conducting research. The term population itself means a group of people from which the sample is drawn. Sugiyono[1] said that "Population is general area which are consist 27 of object/subject which has certain quality and characteristic which is chosen by the researcher to be studied and concluded.''

This population of this research is the third year of college students of English Education Department of State Institute for Islamic Studies Padangsidimpuan. The researcher will only choose the fifth semester students of the Institute which is approximately three classes for English Education Department in year 2022. Each class has around 35 to 40 students, thus, the respondents had been taken from the students from the chosen three classes of the third-year students of English Education Department.

2. Sample

In basis on how the sample collected, it can be categorized into two, namely probability samples and non-probability samples. This research, as to give a way to be more convenient for the researcher, the non-probability is used. Non-probability sample had been used in the case of the researcher cannot reach all the supposed respondents.

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[1] Sugiyono, *Statistik Untuk Penelitian* (Bandung: CV ALFABETA, 2007).

During data collection, after putting the population in group for answering the questionnaire, more or less 50% of the population (110 students) chose to respond (54 students) while the rest did not choose to respond or directly leave from the group. From this group of sample, two sets of data will be taken to analyze the comparison of the students' interest in reading printed texts and electronic texts.

D. Instrument of Collecting Data

In this research, the researcher used questionnaire as the instrument for collecting the data and the researcher analyzed the data descriptively. Questionnaire is one of popular techniques to collect data since they can be objectively scored and analyzed. The data that will be collected in using this questionnaire are taken using through online by using WhatsApp. This questionnaire's data are ordinal data and usually found in questionnaires as ranking scales, which in this questionnaire use balanced scales. Ordinal scale is used to measure differences in quality or quantity that cannot be known for a few units of difference, but the difference is known that one is higher or lower than the other in terms of quality or quantity.[2] It is usual to balance scales by including equal numbers of positive and negative attitudes.[3] If there are more positive than negative attitudes offered, then the total number of positive responses tends to be higher than would have otherwise been the case.

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[2] Ahmad Nizar, *Statistik Untuk Penelitian Pendidikan* (Medan: Perdana Publishing, 2015), p. 9.

[3] Ian Brace, *Questionnaire Design: How To Plan, Structure And Write Survey Material For Effective Market Research,* (London: Kogan Page, 2008).

There are two sections of questionnaire that had been used for this research. The first section of questionnaire is for getting the data for the first question about the students' preference and the second section of questionnaire is for getting the data for the second question about the reasons for the preference between electronic text and printed text. The questionnaire consisted of items evaluated on a 4-point Likert scale. Using the 4-point Likert scale in this research arise from respondents' desires to please the interviewer or appear helpful or not be seen to give what they perceive to be a socially unacceptable answer, can be minimized by eliminating the mid-point.[4] The points used in the Likert scale are: Strongly agree (4), agree (3), disagree (2), strongly disagree (1).

The first questionnaire contains 10 questions with the following indicators:

Table III.1

Indicators for Questionnaire Section 1

No	Indicator	No Item	Total Items
1	Opinion in reading activities	1, 2	2
2	Preference in using electronic text	3, 5, 7, 9	4
3	Preference in using printed text	4, 6, 8, 10	4
	Total		10

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[4] Weksi Budiaji, "LIKERT (The Measurement Scale and The Number of Responses in Likert Scale)," *Jurnal Ilmu Pertanian Dan Perikanan* 2, no. 2 (2013): 127–33, http://umbidharma.org/jipp.

The second questionnaire explained the students' reasons in interest of electronic text and printed text. The indicators that used for students that choose electronic text over printed text are:

Table III.2

Indicators for Questionnaire Section 2, part A

No	Indicator	No Item	Total Items
1	Convenience	1, 2, 3, 6	4
2	Aid in comprehending	4, 5	2
Total			6

The indicators that used for students that choose printed text over electronic text are:

Table III.3

Indicators for Questionnaire Section 2, part B

No	Indicator	No Item	Total Items
1	Convenience	1, 2, 3, 6	4
2	Aid in comprehending	4, 5	2
Total			6

This questionnaire and indicators of the section 2 of the questionnaire are modeled from journal research that focused in students' preference of each format.[5] While the section 1 was derived from the researcher herself by comparing the questionnaire of Cheng-chang Tsai's journal and researcher own survey.

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[5] Abuloum et al., "College Students ' Usage of and Preferences for Print and Electronic Textbooks."

E. Validity and Reliability of Instrument

The validity and reliability of the questionnaire is tested using SPSS software. Trough SPSS, to identify whether an item questionnaire was valid or not can be done by inputting the collected answers data according to the number of items in SPSS. Using the function of analyze the correlate and reriability analysis in SPSS, then the validity and realibility can be obtained by looking at the value of the significance or compare the values rxy with r-table product moment and compare the value of Cronbach's Alpha based.

1. Validity

Validity explains how well the collected data covers the actual area of investigation Validity basically means "measure what is intended to be measured" (Ghauri and Gronhaug, 2005)[6]. In this paper, after the data were collected, the validity of each item of the instruments are checked both through MS Excel and SPSS to analyze the content validity. The total items used in this research were 10, 6, and 6 for each questionnaire. However, the section 2 of the questionnaire is derived from a journal of Amjad Abuloum of which the validity of the items of questionnaire are more guaranteed. For the first section of the questionnaire. The data were analyzed to identify the r value; next, the researcher compared the r arithmetic and r table. The r table with significance level 5% was 0.268. A valid question is

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[6] Andy Field, *Discovering Statistics Using SPSS* (New York: Sage Publications Inc, 2005), p. 666.

counted based on If r arithmetic is > r table in every question. Here is

an analysis of the validity test of all the questionnaires that used in the

research.

Table III.4 The Result of Validity Test of Questionnaire section I

Item	Sig (rxy)	Symbol	R Table	Description
Q1	0.655	>	0.268	Valid
Q2	0.642	>	0.268	Valid
Q3	0.589	>	0.268	Valid
Q4	0.636	>	0.268	Valid
Q5	0.468	>	0.268	Valid
Q6	0.416	>	0.268	Valid
Q7	0.447	>	0.268	Valid
Q8	0.641	>	0.268	Valid
Q9	0.675	>	0.268	Valid
Q10	0.424	>	0.268	Valid

After the data were analyzed and determine that all the items after

the test were valid. Then the researchers used the valid items for this

research.

2. Reliability

According to Drost,[7] reliability is "the extent to which

measurements are repeatable when different people perform the

measurement on different occasion, under different condition,

supposedly with alternative instruments which measure the construct

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[7] Ellen Drost and Los Angeles, "Validity and Reliability in Social Science Research," *Education Research and Perspectives* 38, no. 1 (2015): 105–23, https://www.researchgate.net/publication/261473819%0AValidity.

or skill". It can also be defined as the degree to which the measure of a construct is consistent or dependable. The instrument in this research would use Cronbach Alpha to test the reliability of the instrument through SPPS software and compare it with the number of *t-table*. The output of reliability statistics obtained Cronbach's alpha value 0.754 > 0.6000, based on the basis of decision making in the reliability test can be concluded that this research instrument is reliable. The section 2 of the questionnaire is derived from a journal of Amjad Abuloum of which the reliability of the items of questionnaire are more guaranteed.

Table III.7 Reliability Test

	Cronbach's Alpha	N of Items
Questionnaire section I	.754	10

F. Technique of Data Collection

These are the steps to collect the data for the research:

a. Researcher gives the questionnaire google form to the participants through WhatsApp.

b. Researcher tell the instruction of how to do the questionnaire by following the instructions in google form to the participants through WhatsApp.

c. The participants are given time to fill out the questionnaire in google form. When the time is up, the researcher will stop the google form to receive responds.

d. When the participants finished in filling in the questionnaire, the questionnaire sheets will automatically be collected by the researcher in google form account.

e. Researcher collect the data from google form to ensures the correctness of the questionnaire from the participants for analysis.

G. Technique of Analyzing Data

To analyze the data, frequencies and percentage were calculated for providing answer for the first research question, whereas means and standard deviations were calculated to help in providing answers for second research question.

a. Hypothesis Test

The data would be analyzed to prove hypothesis by using Wilcoxon Signed Rank test through IBS SPSS software. T-test can be used if the data collected were ratio while in this research Wilcoxon test was used only if the data collected was non-distributed which usually the case for research with ordinal data. Wilcoxon Signed Rank test was used to check the result of whether H_o was accepted or not. If it was non parametric Wilcoxon Signed Rank test can be used to determine if H_o is accepted or not with the help of IBS SPSS to get the result of hypothesis of the research.

b. Means

The formula used is:

$$\mu \quad = \frac{\quad}{\quad}$$

μ = Number of items in the population

$\sum$ = 'sum of'

x = each value in the data set

N = Number of values in the data set

c. Standard deviation

The formula used is:

SD = ——

Where:

$\sum$ = 'sum of'

x = each value in the data set

μ = mean of the data

N = Number of values in the data set

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presents the research result. In order to evaluate a comparative study of students' interest in reading in electronic text or printed text during students' learning activities in The Third Year of English Department State Institute for Islamic Studies Padangsidimpuan in year 2022. After the researcher was done, the researcher has calculated the students' data result relate to this title by applying analysis to the data. Applying quantitative research, the research used mean formula. Next, researcher will describe the result based on the data that has been researched as follow:

A. Description of Data

The explicit data looked at the agreeableness of the students of the genres of text and the specific situation they choose to use it. Each of the questions offered a likert scale from 1 to 4, 1 being strongly disagree to 4 being strongly agree. The researcher chooses not to use the options of neutral to really shows students' interest in the subject.

1. Results of Students' Interest in Reading

    The first item and second item from the questionnaire shows the students opinion in reading and how often they like to read. Based on the result collected from the questionnaire, the percentage of each point is 19% for strongly agree, 72% for agree, 7% for disagree, and 2% for

strongly disagree. for the first item of the questionnaire 49 of the students like reading while there were 5 of 54 students who does not like it.

Table IV.1

Students' Opinion in Reading

I like reading	F	%	
Strongly Agree	10	19%	91%
Agree	39	72%	
Disagree	4	7%	9%
Strongly Disagree	1	2%	
Total	54	100%	100%

Next, the second item of the questionnaire shows if students read for more than hour of their time of the day. Based on the data collected, the percentage of each point is 7% for strongly agree, 56% for agree, 31% for disagree, and 6% for strongly disagree. Counting the frequency of the simplified points between agree and disagree, 34 of 54 students answers to spend one hour or more their time for reading while 20 of 54 students spent less than one hour for reading.

Table IV.2

Students' Reading Usage

Spend 1 hour reading/day	F	%	
Strongly Agree	4	7%	63%
Agree	30	56%	
Disagree	17	31%	37%
Strongly Disagree	3	6%	
	54	100%	

2. Results of Students' Interest for Reading Electronic and Printed Text

    Regarding the first research question, to know the comparison of students' interest between electronic and printed text, the researcher first divides the data for each indicator. Then the researcher described the summary of results based on the data collected. Findings are next presented according to indicators for the first research question.

a. Data Test for Students' Interest in Reading Electronic Text

    The table below shows the result of research for indicator in students' interest in which the students chose their agreeableness in choosing between using electronic test or printed text for some specifics set of circumstances. The result indicated for the first statements that 32 of 54 students still regularly read electronic text during for their studies; for the second statement, only 48% of the students that prefer reading electronic text than printed text. However, only 46% of the students agreeing in preferring electronic text in reading English text, while 65% of the students agreeing in preferring reading Indonesian text in electronic than printed text.

Table IV.3

Students' Interest in Reading Electronic Text

Statements	Scale Frequency							
	SD		D		A		SA	
	1	%	2	%	3	%	4	%
I often/regularly read electronic text	5	9%	17	31%	27	50%	5	9%
I prefer reading electronic text over printed text	6	11%	22	41%	24	44%	2	4%
I prefer reading English text in electronic than printed text	4	7%	21	39%	27	50%	2	4%
I prefer reading Indonesia text in electronic text than printed text	3	6%	16	30%	30	56%	5	9%

b. Data test for Students' Interest in Reading in Printed Text

The table below indicated the results of students' interest when choosing between using printed text over electronic text in some set of circumstances. The first statement shows that 69% of the students often/regularly reading printed text. 61% of the students agree in preferring reading in printed text for learning. Next, 70% of the students agree in preferring reading English in printed text, while the same can be said in reading Indonesian text.

Table IV.4

Students' Interest in Reading Printed Text

Statements	Scale Frequency							
	SD		D		A		SA	
	1	%	2	%	3	%	4	%
I often/regularly read printed text	3	6%	14	26%	31	57%	6	11%
I prefer reading printed text over electronic text	2	4%	19	35%	28	52%	5	9%
I prefer reading English text in printed text than electronic text	0	0%	16	30%	33	61%	5	9%
I prefer reading Indonesia text in printed text than electronic text	1	2%	15	28%	33	61%	5	9%

As shown from the two tables above. From the percentages of view, most students still agreeing in reading in printed texts than in electronic texts. The comparison of students' interest between reading in electronic text and printed text can be calculated by calculating the percentages of score total of each statement and the total of scores each statement. The detailed data can be seen from the table below.

Table IV.5

Comparison between students' interest

Statements	Skor		Percentage
	Score f	Total Score f_n	
Reading in Electronic Texts			
Statement 3	140	550	48%
Statement 5	130		
Statement 7	135		
Statement 9	145		
Reading in Printed Texts			
Statement 4	148	592	52%
Statement 6	144		
Statement 8	151		
Statement 10	150		
Total		1143	100%

The table above provides the result of comparing the results of the sample's total score in answering the questionnaire. The table clearly shows that from the calculated samples' answer 48% of them prefer reading in electronic text during or for their studies while the rest 52 % of them prefer reading printed text during or for their studies.

3. Reason Of Students' Interest in Textbook Format

The researcher has written down each possible advantages and disadvantages of electronic text previously. From the data collected the researcher took six points as base for reason of interest in choosing electronic text for reading. Students were asked to rate a list of potential reasons on a scale from 1 to 5, with 1 as a "very weak

reason", 2 as a "weak reason", 4 as a "strong reason", and 5 as "very strong reason". The result of data of this question of research will show the rank of reasons of which why or in which situation will interest students in reading in electronic text.

Table IV.6

Reason of Interest in Reading Electronic Text over Printed Text

Rank	Reason	Min	Max	Mean	Std. Dev
1	Ease of searching	1	4	2.981	0.765
2	Ease of archive	1	4	2.981	0.629
3	Cost saving	1	4	2.963	0.513
4	Easier on the environment	1	4	2.926	0.696
5	Ease of access	1	4	2.889	0.691
6	Ease of navigation	1	4	2.852	0.529

According to Table IV.6, in descending order, the reasons of students' interest in reading electronic text are: Ease of searching, ease of archive, cost saving, easier on the environment, ease of access, ease of navigation.

Table IV.7

Reason of Interest in Reading Printed text over Electronic Text

Rank	Reason	Min	Max	Mean	Std. Dev
1	Reliability	1	4	3.074	0.640
2	Ease of highlighting	1	4	3.037	0.582
3	Ease of use	1	4	2.926	0.847
4	Effectiveness in memorizing information	1	4	2.926	0.428
5	Portability	1	4	2.778	0.578
6	Ease of searching	1	4	2.667	0.538

Next, Table IV.7 represents in descending order the reasons students rated for their interest in reading printed books for their study activity. According to the results of the Mean data, the order of top strong reasons of interest are: Reliability, Ease of highlighting, ease of use, Effectiveness in memorizing information, Portability, and last Ease of searching.

B. Hypothesis Test

The data would be analyzed to prove hypothesis by using Wilcoxon Signed Rank test through IBS SPSS software. Wilcoxon Signed Rank test was used to check the result of H_o whether accepted or not. Test of normality was used to determine if the data is non-distributed for the researcher to use nonparametric Wilcoxon Signed Rank test.

Table IV.8

Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Standardized Residual for Electronic	.185	54	.000	.901	54	.000
Standardized Residual for Printed	.157	54	.002	.961	54	.073

Because of the total N data used are more than 50, the result refers to the value of Sig. Kolmogorov-Scirnov. From the table above the value of Sig. Standardized Residual for variable Electronic is 0,000 and Sig. Standardized Residual for variable Printed is 0,002. Because the Sig value

of both variables < 0.05. Thus, the result can be concluded that the variables are non-distributed. Next, non-parametric Wilcoxon Signed Rank test was carried out with the results are as follow:

Table IV.9

Result of Nonparametric Wilcoxon Signed Rank Test

Test Statistics[a]	
N	54
Chi-Square	7.714
Df	1
Asymp. Sig.	.005
a. Wilcoxon Signed Rank Test	

Based on the output table above, the value of Asmp. Sig is 0,003 < 0,05. From the significance value that is smaller than 0,05 then the result can be claimed as null hypothesis (H_o) can be rejected by the researcher. Null hypothesis rejected mean that the alternative hypothesis (H_1) is accepted which means that there is a significance comparison of students' interest on reading printed text and electronic test.

C. Discussion

Based on the related findings and the result of this research, the researcher discussed the result of this research and compared with the related findings. This study come to delve into the comparison of students' interest between reading electronic text and printed text during study

activities. First, a script of Mohanad Alfiras[1] had done research about "Students Preference of Printed Textbooks Versus Electronic Textbooks". The result of his research showed between printed or electronic: 51.9% of respondents mentioned that they would prefer electronic textbooks whereas 48.1% mentioned that they would continue with the printed textbooks.

Diane Mizrachi[2] also had done research in the same direction on "Online or Print: Which Do Students Prefer?" Her research shows result that the majority of the undergraduates in this study, students primarily in their late teens and early twenties, still prefer reading their academic texts in print format when they want to achieve a deep learning outcome.

Yamson, Appiah, and Tsegah did the same research,[3] the result of their research indicated that the 134 (57.0%) of the respondents always preferred print resource formats for their academic work while 101(43%) occasionally preferred the electronic resource formats for academic work. This implies that the demand for print resources format is very high among central university undergraduate students.

The researcher concluded that an analysis on the students' interest in reading printed text and electronic test in degree of comparison done by the tree researcher was different. Two of related research get the results of

[1] Alfiras and Bojiah, "Printed Textbooks Versus Electronic Textbooks : A Study on the Preference of Students of Gulf University in Kingdom of Bahrain."
[2] Mizrachi, "Online or Print : Which Do Students Prefer ? Online or Print : Which Do Students Prefer?"
[3] Yamson, Appiah, and Tsegah, "Electronic vs. Print Resources: A Survey of Perception, Usage and Preferences Among Central University Undergraduate Students."

students' preference in reading printed text over electronic texts and Alfirad research results in students' preference in reading electronic text than printed text.

In this study, the researcher used questionnaires as instrument to collect the data of undergraduate students' responses to the students' attitude in reading and reading formats. Based on the research findings, the results of the data based on the respondents from the third-year semester from English Language Education Department in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan were calculated in two steps. The first step was about the overall data respondents based on the chart in the form. Then, the second step would describe each part of the questionnaire to formulate the summary of the answer of the research.

The research findings through quantitative analysis revealed that the undergraduate students under survey shows that even though most students like reading as shows trough the data by 91% only 63% of the students spends more than one hour or two of their leisure time per day for reading for learning purpose and most of them still prefer reading entertainment's idle talk. While the 37% of the respondents spend less in reading. This finding implies that only a few of the of the undergraduate students' really have good reading habits.

Through some of the previous research findings, the students gradually shift the preference in usage of books during learning from printed books to combination of both printed and electronic materials. The

result of most of these studies were varies according to the school and the students' interest itself. From this particular study, the results indicates that even though the usage of electronic or internet-based reading are encouraged by the lecturers, the students' primary preference for reading are paper based for academic purposes rather than electronic unless they do not have the corresponding paper-based materials.

According to the results of students' interest between reading in electronic text and paper-based text that consist of 5 questions for each format. Students' interest in reading printed paper is higher by 4% than reading electronic text for daily reading by calculating the frequency of both the indicators for each interest. According to the score of each question in each indicator, students prefer reading Indonesian and English language in printed text. But prefer reading Indonesian text more than English text in electronic text for academic purposes only.

On students' interest in between textbook format, the study revealed a clear preference for print over electronics, both for the reasons of familiarity and each own convenience. However, the difference in percentage is small when the point of students' interest in the format only points for academic purposes or during learning activities. Both formats have their own advantages and disadvantages if use in learning activities. The results, however small the difference is shows that student still prefer printed text or paper-based books for learning activities. In justifying this conclusion, the researcher believes that students' interest between printed

and electronic text may not necessarily reflect their overall interest when given the chance to choose between the two but rather only cover for their daily experience in choosing the more enjoyable between the two for their purposes. Therefore, this study only expresses a message for teachers or lecturers in educational institution in students' experience and familiarity between the usage of both printed text and electronic text during their learning activities in or outside classroom.

Lastly, the study uncovered of what are the reasons of each interest. The findings are more or less picture the advantages and disadvantages that can be found during usage of each format. Comparing the results of Diane Mizrachi's[4] study tactile aspects of holding, flipping and thumbing through a printed work; linear progression as opposed to vertical scrolling; better memory cues on printed pages; greater inclination to highlight and annotate their printed readings, less eyestrain and fatigue.

Meanwhile, according to the researcher findings of students' interest in electronic text, the highest average comes from reason 'ease of searching' followed by 'ease of archive and 'cost saving'. These reasons are the strongest advantage in reading electronic text. In the currents study, most students are more inclined in the simplicity of just clicking a few buttons to get uncountable sources of academic journals for students' use in learning without any expenditure.

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[4] Mizrachi, "Online or Print : Which Do Students Prefer ? Online or Print : Which Do Students Prefer?," 2015.

Moreover, on students' reason of interest in printed text or paper-based text, the result of the study revealed the following strong reasons: reliability, ease of highlighting, ease of use. These reasons were calculated by looking for the highest average for each point. These reasons itself are similar to those found by other researchers such as Amjad, Millar and Schrier, and Alfiras. For students who grew up using printed text, however advantageous the electronic format are the students will still prefer to use printed text.

Reason for the preference of reading printed text, however are well-known for every learner or reader, from the results of the research the researcher also concludes that the advantages of reading printed text are the ease of reading, which, compared to reading electronic text will not affect the condition of the students' eyes. Next will be the use of highlighting during reading activities. Most people will not use this method for those who cherished books, however, for students, the freedom to highlight the important points in the book directly or through another stationary like sticky notes. Last, the ease in using of printed text is clearly shown since this format has been used for learning for a long time and every learner has been accustomed and more comfortable in using printed text than electronic text.

D. Threats of the Research

In conducting this research, the researcher realized that there were many threats of the researcher. It started from the titles until the technique

of analyzing data, so the researcher knew that it was so far from excellence thesis. The threat that faced by the researcher the hardest was when conducting this research was difficult to find or collect the data.

In doing the test, for the honest aspects of the students in answering the test and doing the test some students do the test usuriously. Because of the nature of this test is online, some students procrastinate in answering the test until the end of the given time Therefore the researcher only asked the students to answer the test as soon as they can.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculation the data, the researcher got the conclusion:

1. Students' interest in reading 90% of the students' revealed of their enjoyment of reading and 63% of them spend more than one hour in reading academic papers outside of classroom. Next, between both of the text format, the third-year college students of State Institute for Islamic Studies Padangsidimpuan year 2022 still preferred reading printed text for learning purposes. Based on the result of the calculation, the difference in percentage between the interest of the two however is quite small with 52% preferred printed text over electronic text and 49 % preferred electronic text over printed text.

2. Next, for the result of the reason of students' interest, for electronic text, there are ease of searching, ease of archive and cost saving. And the top strong reasons for students' interest in printed text based on averages are reliability, ease of highlighting, and ease of use. From this research the researcher also takes the conclusion from observation that students' usage for both format of text still following the allocated materials from the lecturers and the nearest available source which is internet, but they still prefer in reading the materials in printed form than reading it directly through e-book.

B. Suggestion

Based on the conclusion of the research, the researcher can get several some suggestions that are useful for students' learning material. Both of the text formats are used for reading the learning materials during learning activities however each format has their own advantages which can be used accordingly. For journals like document, electronic text will be more convenient to use in which the students will not spend much money in printing the following materials to use in the classroom. While printed text are better used for primary textbooks. However, the undergraduate students still need to develop their reading habits for the interest in both text format to be more distinct and the application for electronic text to be more widely used.

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CURRICULUM VITAE

A. Identity

Name	: Siti Nur Annisa
Reg. Num	: 17 203 00124
Place date of birth	: Kotapinang / 11th of September, 1999
Gender	: Female
Religion	: Islam
Present address	: Sihitang
Email	: sitiannisa012@gmail.com

B. Parents

Father's Name	: Kasiadi
Father's Job	: Entrepreneur
Mother's Name	: Yusmilah
Mother's Job	: Household Mother
Address	: Kmp. Banjar II, Kotapinang, Labuhanbatu Selatan

C. Educational Background

1. Graduated from TK Nurul Huda (2004-2005)

2. Graduated from MIN Kotapinang (2005-2011)

3. Graduated from MTs.S Dar Al-Ma'arif (2011-2014)

4. Graduated from SMKN Binaan Provinsi Sumatera Utata (2014-2017)

5. Be University Student State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan

APPENDIX I

Validity and Reliability Test

1. **Questionnaire Section 1**

Item	Sig (rxy)	Symbol	R Table	Description
Q1	0.655	>	0.268	Valid
Q2	0.642	>	0.268	Valid
Q3	0.589	>	0.268	Valid
Q4	0.636	>	0.268	Valid
Q5	0.468	>	0.268	Valid
Q6	0.416	>	0.268	Valid
Q7	0.447	>	0.268	Valid
Q8	0.641	>	0.268	Valid
Q9	0.675	>	0.268	Valid
Q10	0.424	>	0.268	Valid

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.754	0.757	10

APPENDIX II

Respondents' Name and Initials of Third Year of State Islamic University SAHADA

NAME	CLASS
MAR	TBI-1
RUD	TBI-1
DS	TBI-1
MS	TBI-3
NH	TBI-1
NH	TBI-3
AIL	TBI-3
YFA	TBI-3
YP	TBI-2
TPA	TBI-2
LY	TBI-2
N	TBI-3
HS	TBI-1
INR	TBI-2
HR	TBI-3
W	TBI-2
F	TBI-2
WWS	TBI-2
TR	TBI-3
LSR	TBI-2
SPH	TBI-2
NJS	TBI-3
AJH	TBI-3
MHS	TBI-2
MANS	TBI-1

ARL	TBI-3
NZ	TBI-2
SUERN	TBI-2
RP	TBI-2
RDS	TBI-2
MAAH	TBI-3
AFA	TBI-2
NP	TBI-2
HD	TBI-2
PK	TBI-2
IPS	TBI-2
EFD	TBI-2
NIAH	TBI-2
DSD	TBI-1
JN	TBI-1
NA	TBI-1
MP	TBI-3
AS	TBI-3
ESS	TBI-3
PL	TBI-3
RMP	TBI-1
JN	TBI-3
AMNT	TBI-2
RR	TBI-3
NCT	TBI-1
UD	TBI-3
SDS	TBI-2
ST	TBI-2
IP	TBI-1

APPENDIX III

QUESTIONNAIRES FOR STUDENTS' INTEREST IN TEXT FORMAT
DURING LEARNING

Link: https://forms.gle/UvwLb9jRmGchJCKx7

Name   :

Major   :

Student's Registration Number   :

Age   :

QUESTIONNAIRES SECTION I

A. Students' preference for text format

No	Statement	1	2	3	4
1	I like reading				
2	I spent more than one hour in reading				
3	I often/regularly read electronic text				
4	I often/regularly read printed text				
5	I prefer reading electronic text over printed text				
6	I prefer reading printed text over electronic text				
7	I prefer reading English text in electronic than printed text				
8	I prefer reading English text in printed text than electronic text				
9	I prefer reading Indonesia text in electronic text than electronic text				
10	I prefer reading Indonesia test in printed text than printed text				

QUESTIONNAIRE SECTION II

A. Students reason for preferring print text over e-text

No	Reason	1	2	3	4
1	Ease of use				
2	Ease of highlighting				
3	Ease of searching				
4	Reliability				
5	Effectiveness in memorizing information				
6	Portability				

B. Students reason for preferring e-text over print text

No	Reason	1	2	3	4
1	Cost saving				
2	**Easier on the environment**				
3	Ease of access				
4	Ease of archive				
5	Ease of navigation				
6	Ease of searching				

KET:
1 = Strongly disagree   3 = Agree
2 = Disagree   4 = Strongly agree

QUESTIONNAIRE SECTION I

Students' preference for text format

To understand how students enjoyed and learned in the course

sitiannisa012@gmail.com Switch account

* Required

Email *

Your email

Name *

Your answer

Registration Number *

Your answer

Course Studied/Class number *

Your answer

I like reading *

○ 1. Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

I spent more than one hour for reading *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

I often/regularly read electronic text *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

I often/regularly read printed text *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

I prefer reading printed text than electronic text *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

I prefer reading electronic text than printed text *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

I prefer reading English text in electronic text *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

I prefer reading English text in printed text *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

I prefer reading Indonesian text in electronic text *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

I prefer reading Indonesian text in printed text *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

Next   Page 1 of 3

QUESTIONNNAIRE SECTION 2

Students' preference for text format

sitiannisa012@gmail.com Switch account

* Required

Students Reason for Preferring Electronic Text Over Printed Text

Alasan lebih memilih membaca elektronik teks daripada print teks

Easier on the environment *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

Ease of acces *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

Cost saving *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

Ease of archive *

- ◯ 1 Strongly disagree
- ◯ 2 Disagree
- ◯ 3 Agree
- ◯ 4 Strongly agree

Ease of navigation *

- ◯ 1 Strongly disagree
- ◯ 2 Disagree
- ◯ 3 Agree
- ◯ 4 Strongly agree

Ease of searching *

- ◯ 1 Strongly disagree
- ◯ 2 Disagree
- ◯ 3 Agree
- ◯ 4 Strongly agree

A copy of your responses will be emailed to the address you provided.

Back   **Submit**

Students' preference for text format

sitiannisa012@gmail.com Switch account

Students Reason for Preferring Printed Text Over Electronic Text

Alasan lebih memilih membaca print teks daripada electronik teks

Ease of use *

- ⦿ 1 Strongly disagree
- ◯ 2 Disagree
- ◯ 3 Agree
- ◯ 4 Strongly agree

Ease of highlighting *

- ⦿ 1 Strongly disagree
- ◯ 2 Disagree
- ◯ 3 Agree
- ◯ 4 Strongly agree

Ease of searching *

- ◯ 1 Strongly disagree
- ◯ 2 Disagree
- ◯ 3 Agree
- ◯ 4 Strongly agree

Readability *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

Effectiveness in memorizing information *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

Portability *

○ 1 Strongly disagree

○ 2 Disagree

○ 3 Agree

○ 4 Strongly agree

Back   Next   Page 2 of 3

APPENDIX IV

DATA RESPONDENTS

NO	Respondents	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	X22
1	S1	3	3	3	2	3	2	2	3	3	2	1	3	3	3	3	2	2	3	3	2	3	3
2	S2	3	2	3	2	3	3	3	2	3	2	3	3	4	3	3	3	3	4	4	3	3	4
3	S3	3	3	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	S4	3	3	3	3	3	2	2	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3
5	S5	4	3	3	3	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3
6	S6	3	3	2	3	4	1	2	4	2	3	3	3	2	4	3	3	3	3	3	4	2	1
7	S7	4	3	3	3	2	4	3	3	4	3	3	3	2	3	3	3	2	2	2	3	3	4
8	S8	3	3	2	3	2	4	3	3	4	3	3	3	2	3	3	3	2	2	2	3	3	4
9	S9	3	3	2	3	3	2	2	3	2	3	4	3	3	3	3	3	3	3	3	2	3	3
10	S10	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2
11	S11	2	2	3	3	1	2	3	2	2	3	3	3	2	3	3	3	2	3	3	3	3	3
12	S12	3	3	3	4	3	2	2	3	2	3	3	3	4	3	3	3	3	2	2	3	3	3
13	S13	3	3	4	4	3	3	3	4	3	4	3	4	3	4	4	3	4	4	3	3	3	4
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06 Oktober 2020

Nomor   : 129 /In.14/E.6a/PP.00.15/10/2020
Lamp   : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. **Eka Sustri Harida, M.P. d**   (Pembimbing I)
2. **Zainuddin, S.S., M.Hum**   (Pembimbing II)

Assalamu'alaikum Wr.Wb
       Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Siti Nur Annisa
NIM   : 1720300124
Program Studi   : Tadris Bahasa Inggris
Judul Skripsi   : Students' Interest on Reading Printed Text and Electronic Text in The Third Year of English Department State Institute for Islamic Studies Padangsidimpuan Year 2021/2022 (Comparative Study)

       Berdasarkan hal tersebut, sesuai dengan keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang diaksud.
       Demikian disampaikan, atas kesediaan dan kerjasama yang baik dai Bapak/Ibu Dosen diucapkan terima kasih.
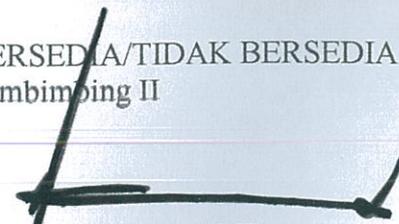
Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA   BERSEDIA/TIDAK BERSEDIA
Pembimbing I   Pembimbing II

Dr. Eka Sustri Harida, M.P.d   Zainuddin, S.S., M.Hum
NIP. 19750917 200312 2 002   NIP. 19760610 200801 1 016

Nomor : B - 1433 /In.14/E/TL.00/04/2022   27 April 2022
Hal   : **Izin Penelitian**
         Penyelesaian Skripsi

Yth. Ketua Prodi Tadris/Pendidikan Bahasa Inggris
IAIN Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Siti Nur Annisa
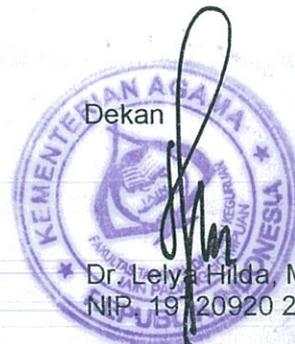
NIM   : 1720300124

Program Studi   : Tadris/Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Comparison of Students' Interest Between Reading Printed Text and Electronic Text in the Third Year of English Departement IAIN Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

Dr. Lelya Hilda, M.Si..
NIP. 19720920 200003 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

Nomor : 12 /Un.28/E.6a/PP.00.9/08/2022   11 Januari 2023
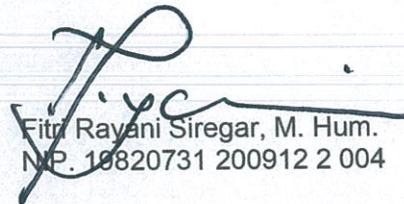Hal   : **Surat Keterangan Penelitian**

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan menerangkan bahwa:

Nama   : Siti Nur Annisa
NIM   : 17 203 00124
Program Studi   : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dari tanggal 29 s/d 30 Mei 2022 dengan judul "Comparison of Students' Interest between Reading Printed Text and Electronic Text in the Third Year of English Department IAIN Padangsidimpuan".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004