

**EFL STUDENTS' PERCEPTIONS OF USING DIGITAL READING
PLATFORMS FOR ENGLISH LANGUAGE LEARNING
AT STATE ISLAMIC INSTITUTE OF KERINCI**

A THESIS



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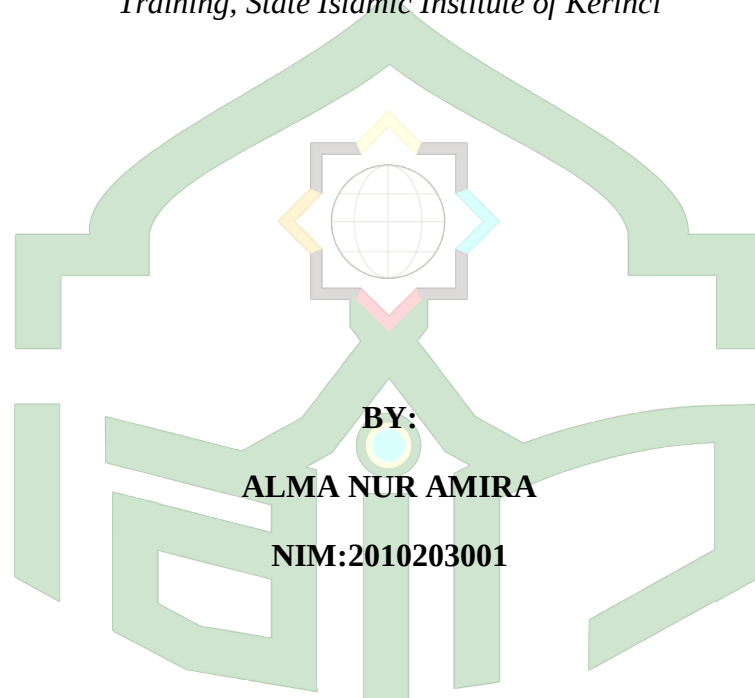
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Sungai Penuh,April 2026

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di
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NOTA DINAS

Assalamualaikum Wr, Wb.

Dengan hormat, setelah membaca dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa Alma Nur Amira, NIM 2210203001 yang berjudul **EFL Students' Perception Of Using Digital Reading Platforms For English Language Learning At State Islamic Institute Of Kerinci** dapat diajukan untuk dimunaqasahkan guna memperoleh Sarjana Pendidikan (S.Pd.) Jurusan Tadris Bahasa Inggris fakultas Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Kerinci. Maka dengan ini kami ajukan skripsi tersebut, kiranya diterima dengan baik.

Demikian disampaikan, semoga bermanfaat bagi agama, bangsa dan negara.

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Sungai Penuh, Mei 2026

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APPROVAL AND ACCEPTANCE

This thesis which entitled of " EFL Students' Perception of Using Digital Reading Platforms at State Islamic Institute of Kerinci", by Alma Nur Amira with students' number 2210203001 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci

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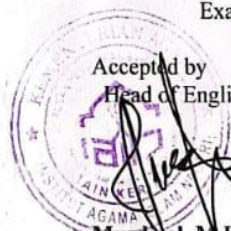
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ABSTRACT

Alma Nur Amira (2026) : EFL Students' Perception Of Using Digital Reading Platforms For English Language Learning

Advisors : Dr. Suhaimi, M.Pd

Keyword : Digital Reading Platforms, Students' Perceptions, Technology Acceptance Model, EFL Students

This study aimed to investigate EFL students' perceptions of using digital reading platforms for English language learning at the State Islamic Institute of Kerinci. The study examined students' perceptions in terms of perceived usefulness, perceived ease of use, attitude toward usage, behavioral intention, and the challenges encountered in utilizing digital reading platforms. This research employed a mixed-methods design with an explanatory sequential approach. The participants consisted of 23 fourth-semester students of the English Education Department, while six students were selected for semi-structured interviews. Data were collected through a 19-item questionnaire based on the Technology Acceptance Model (TAM) and interviews. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed using the interactive model of Miles and Huberman (1994). The findings revealed that students generally had positive perceptions toward the use of digital reading platforms, with an overall mean score of 3.53, categorized as high. Among the TAM dimensions, perceived usefulness obtained the highest mean score (3.62), followed by perceived ease of use (3.51), attitude toward usage (3.50), and behavioral intention (3.45). The interview findings confirmed that digital reading platforms were perceived as practical, flexible, and beneficial for improving reading comprehension, vocabulary development, and access to learning materials. Furthermore, positive perceptions of usefulness and ease of use encouraged students' intention to continue using digital reading platforms for future academic purposes. Overall, digital reading platforms were positively accepted and considered valuable tools for supporting English language learning among EFL students.

ABSTRAK

Alma Nur Amira (2026) : **Persepsi Mahasiswa EFL terhadap Penggunaan Platform Membaca Digital dalam Pembelajaran Bahasa Inggris di Institut Agama Islam Negeri Kerinci**

Advisors : **Dr. Suhaimi, M.Pd**

Keyword : *Platform Membaca Digital, Persepsi Mahasiswa, Technology Acceptance Model, Mahasiswa EFL*

Penelitian ini bertujuan untuk menginvestigasi persepsi mahasiswa EFL terhadap penggunaan platform membaca digital dalam pembelajaran bahasa Inggris di Institut Agama Islam Negeri Kerinci. Penelitian ini mengkaji persepsi mahasiswa berdasarkan aspek *perceived usefulness*, *perceived ease of use*, *attitude toward usage*, *behavioral intention*, serta tantangan yang dihadapi dalam penggunaan platform membaca digital. Penelitian ini menggunakan desain *mixed methods* dengan pendekatan *explanatory sequential*. Partisipan penelitian terdiri atas 23 mahasiswa semester empat Program Studi Tadris Bahasa Inggris, sedangkan enam mahasiswa dipilih sebagai informan untuk wawancara semi-terstruktur. Data dikumpulkan melalui kuesioner yang terdiri dari 19 butir pernyataan berdasarkan *Technology Acceptance Model (TAM)* dan wawancara. Data kuantitatif dianalisis menggunakan statistik deskriptif, sedangkan data kualitatif dianalisis menggunakan model analisis interaktif Miles dan Huberman (1994). Hasil penelitian menunjukkan bahwa mahasiswa secara umum memiliki persepsi positif terhadap penggunaan platform membaca digital dengan nilai rata-rata keseluruhan sebesar 3,53 yang termasuk dalam kategori tinggi. Di antara dimensi TAM yang diteliti, *perceived usefulness* memperoleh nilai rata-rata tertinggi (3,62), diikuti oleh *perceived ease of use* (3,51), *attitude toward usage* (3,50), dan *behavioral intention* (3,45). Hasil wawancara mengonfirmasi bahwa platform membaca digital dipandang praktis, fleksibel, serta bermanfaat dalam meningkatkan pemahaman membaca, pengembangan kosakata, dan akses terhadap materi pembelajaran. Selain itu, persepsi positif terhadap kegunaan dan kemudahan penggunaan mendorong niat mahasiswa untuk terus memanfaatkan platform membaca digital dalam kegiatan akademik di masa mendatang. Namun, beberapa tantangan juga ditemukan, yaitu koneksi internet. Secara keseluruhan, platform membaca digital diterima secara positif dan dianggap sebagai sarana yang efektif untuk mendukung pembelajaran bahasa Inggris bagi mahasiswa EFL.

DEDICATION AND MOTTO

Dedication

With the completion of my long journey in writing this thesis, i proudly dedicate this thesis and want to say thankyou to all who have supported me in my journey in writing this thesis, especially to:

- ❖ Allah S.W.T who always give his full of mercies and blessing so that the writer can complete the preparation of this thesis.
- ❖ My beloved Mother Erawati and Grandmather Jasmani who have give me supported my education until now, who always give me enthusiasm and that always be inspirations for us, may Allah SWT give health to my parents (Aamiin)
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- ❖ Last but not least, I want to my self Alma Nur Amira for doing all this hardwork, always trying to do the best and has learned to be better person.

Motto

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُعْزِرُوا مَا
بِأَنفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ ۚ وَمَا لَهُمْ مِّنْ دُونِهِ مِن وَّالٍ

Meaning :

“ For him (people) there are (angels) who accompany him in turn from the front and behind him who guard him at the command of Allah. Indeed, Allah will not change the condition of a people until they change what is in themselves. And when Allah wills harm for a people, there is no turning it back and there is no protector for them other than Him.”

(Holy Qur'an of Ar- Ra'ad: 11).



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مُحَمَّدٍ، خَاتَمِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ، وَعَلَى آلِهِ الطَّيِّبِينَ، وَأَصْحَابِهِ الْأَخْيَارِ أَجْمَعِينَ،
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Praise be to Allah SWT, who has bestowed his grace, so that the writer can complete the preparation of this thesis. Shalawat and greetings may always be bestowed on the great Prophet Muhammad Saw, who has struggled to fight for Islam, so that at the present time we can feel how sweet and beautiful faith and Islam are.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is a fundamental skill that enables language learners to understand written texts, expand knowledge, and develop higher-order thinking skills. In EFL contexts, reading goes beyond mere word recognition; students are required to activate prior knowledge and apply various reading strategies such as predicting, summarizing, and inferencing to construct meaning effectively (Grabe & Stoller, 2019). When reading comprehension is weak, learners tend to experience difficulties in processing information, which may negatively affect their academic performance.

In the Indonesian EFL context, many university students still encounter challenges in reading comprehension, particularly when dealing with academic texts written in English. Difficulties such as limited vocabulary knowledge, lack of effective reading strategies, and low motivation often hinder students' ability to understand texts deeply and critically (Hidayati & Diana, 2023). As a result, students may struggle to identify main ideas, draw inferences, and evaluate information presented in reading materials.

The rapid development of digital technology has increased access to English reading materials through e-libraries and mobile reading applications. Digital reading platforms offer various features, including multimedia support, audio narration, built-in dictionaries, and annotation tools, which can assist students in enhancing their reading comprehension (Mohammadi & Abidin, 2020; Chen & Chen, 2022). Indonesian universities, including the State Islamic Institute of Kerinci (IAIN Kerinci), have adopted these platforms to support English language learning (Ariyanti, 2023).

Despite the availability of digital reading resources, observations at IAIN Kerinci indicate that these platforms have not been optimally utilized. Some students still prefer printed materials, while others lack sufficient digital reading strategies or familiarity with platform features that could support comprehension, such as highlighting, note-taking, and audio assistance (Alfiah, 2023). This condition suggests that access to digital reading platforms alone is not sufficient without appropriate guidance and support.

Students' perceptions play a significant role in shaping their engagement with digital reading platforms. Positive perceptions regarding usefulness and ease of use can encourage students to actively engage in reading activities and improve their reading comprehension. Conversely, negative perceptions may lead to avoidance, low motivation, and

ineffective reading behavior (Utami & Puspitasari, 2022; Fauzan & Sari, 2024).

Although scholarly discussions on digital reading in Indonesia have expanded considerably in recent years, a large body of existing research has predominantly focused on assessing the effectiveness of digital platforms in enhancing reading achievement or comprehension performance. Relatively limited attention has been devoted to examining university students' perceptions in a comprehensive and integrative manner, particularly through research designs that combine quantitative findings with qualitative insights. In addition, empirical investigations situated within Islamic higher education institutions remain scarce, thereby creating a contextual gap in understanding how EFL students perceive and experience digital reading platforms in such academic environments.

In response to these limitations, the present study introduces a distinct contribution by examining EFL students' perceptions of digital reading platforms beyond outcome-oriented measures. Rather than solely emphasizing improvements in learning performance, this research seeks to develop a holistic understanding of students' evaluative perspectives, lived experiences, and perceived challenges within their specific institutional context. Through this approach, the study aims to generate contextually grounded empirical evidence that enriches and extends the existing literature on digital reading practices in Indonesian higher education. **Therefore, this study aims to investigate “EFL Students’ Perceptions**

of Using Digital Reading Platforms for English Language Learning at the State Islamic Institute of Kerinci.”

B. Identification of The Problem

Based on the background above, the problems are identified as follows:

1. Many EFL students still experience difficulties in comprehending English academic texts due to limited vocabulary knowledge, inadequate reading strategies, and low reading motivation.
2. Although digital reading platforms provide various features that can support reading comprehension, their utilization among students has not been fully optimized.
3. Some students have limited knowledge and skills in using digital reading platform features such as annotation tools, highlighting, built-in dictionaries, and audio support.
4. Students show different preferences toward reading media, as some still prefer printed materials rather than digital reading platforms.
5. Students’ perceptions regarding the usefulness and ease of use of digital reading platforms may influence their engagement and learning behavior in English reading activities.

6. There is still limited research that comprehensively investigates EFL students' perceptions of digital reading platforms using both quantitative and qualitative approaches, particularly in the context of Islamic higher education institutions.

7. The challenges encountered by students when using digital reading platforms for English language learning have not been sufficiently explored.

C. Limitation of The Problem

Based on the background of the study, several interconnected issues can be identified. Although reading is a fundamental skill in EFL learning, many university students continue to experience difficulties in comprehending academic English texts due to limited vocabulary mastery, insufficient application of effective reading strategies, and low motivation. In response to these challenges, digital reading platforms have been introduced in higher education institutions, including at the State Islamic Institute of Kerinci. However, their implementation has not yet been fully optimized, as some students still demonstrate limited familiarity with platform features such as annotation tools, highlighting, and audio support, which may hinder their potential benefits. Furthermore, students' perceptions regarding the usefulness, ease of use, attitude toward usage and challenges of digital reading platforms remain insufficiently examined, particularly within Islamic higher education contexts.

D. Research Question

1. What are EFL students' perceptions of using digital reading platforms for English language learning at the State Islamic Institute of Kerinci?
2. How do students perceive the usefulness, ease of use, and their attitudes toward using digital reading platforms?
3. How do students' perceptions influence their behavioral intention to use digital reading platforms?
4. What challenges do students encounter when utilizing digital reading platforms?

E. Purpose of The Research

The purposes of this research are:

1. To investigate EFL students' perceptions of using digital reading platforms for English language learning at the State Islamic Institute of Kerinci.
2. To identify students' perceived usefulness, ease of use, and attitude toward the usage of digital reading platforms.
3. To examine how students' perceptions influence their behavioral intention to use digital reading platforms in English language learning.
4. To explore the challenges experienced by students in utilizing digital reading platforms.

F. Significance of The Research

The results of this research are expected to provide the following contributions:

1. For Lecturers

This research may provide insights for English lecturers in designing more effective digital reading activities that support reading comprehension. Lecturers can guide students in utilizing digital platforms strategically and integrate technology into reading instruction.

2. For Students

The findings are expected to raise students' awareness of the benefits of digital reading platforms and help them adopt more effective strategies to improve their reading comprehension.

3. For Researchers

This study is expected to contribute to existing literature on digital reading and serve as a reference for future researchers interested in EFL reading comprehension and educational technology.

G. Definition of The Key Term

1. Digital Reading Platforms

Digital reading platforms are technology-based systems that provide access to electronic reading materials through devices such as smartphones, tablets, or computers. These platforms may include

features such as multimedia support, built-in dictionaries, annotation tools, and audio narration. According to Neil Selwyn (2021), digital learning technologies reshape how learners access, interact with, and interpret academic content.

2. Students' Perceptions

Students' perceptions refer to learners' beliefs, attitudes, and evaluations of tools or learning experiences. In the context of digital reading, perceptions influence students' motivation, engagement, and willingness to use digital platforms for reading activities.

3. EFL Students

EFL (English as a Foreign Language) students are learners who study English in a context where English is not used as a primary language of daily communication. According to H. Douglas Brown (2015), EFL learners typically acquire English in formal educational settings where exposure to the language outside the classroom is limited.

4. English language learning

English language learning refers to the process of acquiring English skills including reading, writing, listening, and speaking through formal instruction and independent study. Patsy M. Lightbown and Nina Spada (2013) explain that language learning involves cognitive, social, and instructional factors that shape learners' development of communicative competence.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Reading in EFL Context

a. Definition of Reading

Reading, as viewed in applied linguistics and educational psychology, is understood as an active and meaning-making process whereby learners interpret written symbols while simultaneously constructing understanding through the integration of text content, existing knowledge, and linguistic resources. Rather than functioning as a simple act of decoding isolated vocabulary units, reading requires higher-order mental operations such as making inferences, anticipating ideas, summarizing information, and regulating comprehension strategies throughout the process (Grabe & Stoller, 2019).

According to Musdizal et al. (2022), reading is an important skill in learning English, especially in helping students improve their reading comprehension ability. Meanwhile, Suhaimi (2017) stated that reading is a process of understanding and interpreting written or printed verbal symbols. Although reading can also involve interpreting other symbolic systems such as mathematical or musical notation, the primary focus is on comprehending verbal language.

Armer (2007) explains that reading is a receptive language skill in which readers extract meaning from written texts through a combination of bottom-up processes such as recognizing words and decoding linguistic symbols and top-down processes that involve drawing upon background knowledge, prediction, and interpretation. In this view, reading is not a passive act but an active mental engagement where readers interact with the text to construct meaning.

According to Nunan (2015), reading is a dynamic cognitive process in which individuals make sense of a written message by decoding linguistic forms and integrating them with their prior knowledge and experiences. He emphasizes that effective reading requires readers to interpret, infer, evaluate, and reflect on the information presented in the text, making reading a meaning making process rather than a mere recognition of printed words.

b. Reading in Foreign Language Learning

Reading plays a crucial role in foreign language learning, as it exposes learners to varied linguistic structures, vocabulary, and written discourse that are not always available in daily communication. Through regular engagement with texts, learners improve their lexical knowledge, grammatical awareness, and

understanding of text organization, which supports the development of overall communicative capability (Nation, 2020).

In the Indonesian EFL context, where opportunities for natural English interaction remain limited, reading becomes a primary source of comprehensible input. By accessing academic texts, online articles, and digital materials, students expand their language knowledge and enhance comprehension. Thus, consistent reading practice helps Indonesian learners build language proficiency, cultural understanding, and cognitive engagement with English, particularly in environments lacking authentic spoken exposure.

c. Importance of Reading for Academic Success

In higher education contexts reading competence is strongly linked to students' academic success. University learners are required to engage with demanding English texts, including research publications, course books, and other scholarly resources.

When students struggle with reading, they often face difficulties in understanding subject matter and participating actively in learning activities, which can negatively affect their academic progress (Ariyanti, 2023). Therefore, enhancing reading skills is essential to help students become more autonomous learners and to support their overall academic performance.

2. Digital Reading Platforms

a. Definition and characteristics

Digital reading platforms are online tools that provide flexible access to electronic texts such as e-books, articles, and multimedia-based materials through various digital devices, enabling learners to read independently beyond printed resources (Mohammadi & Abidin, 2020). These platforms commonly feature customizable text settings, built-in dictionaries, and audio support to reduce decoding barriers and increase engagement. They also integrate interactive elements like comprehension tasks, annotations, progress tracking, and gamified activities, which boost motivation and offer immediate feedback. As a result, digital reading environments not only function as content providers but also as comprehensive tools that enhance reading comprehension, vocabulary development, and overall language proficiency in EFL contexts.

b. Types of Platforms

Digital platforms used in EFL instruction include institutional e-libraries or digital collections, Learning Management Systems (LMS), and interactive reading applications. Institutional e-libraries and digital collections grant students continuous access to a wide range of reading materials (e-books, articles, academic texts), facilitating independent reading beyond

classroom sessions and encouraging more frequent reading practice. LMS platforms organize reading tasks, assignments, and learning resources in one central environment, enabling learners to access materials at their own pace and supporting blended or hybrid learning models (Umarlinda, 2025).

Meanwhile, reading apps and online extensive reading platforms such as those offering graded readers, story-based content, or gamified reading activities provide flexible, engaging, and varied opportunities for extensive reading; research shows that this kind of digital reading environment can enhance EFL learners' motivation, comprehension, and reading fluency (Janah, Retnaningdyah & Mustofa, 2022; Putri, 2025).

c. Benefits and Challenges

The integration of digital reading platforms in EFL learning offers several notable advantages. These tools can elevate students' motivation to read because digital texts are often more interactive and engaging than printed materials. Multimodal features such as audio narration, visual aids, and clickable resources also help improve reading fluency by supporting pronunciation and comprehension. Moreover, digital platforms provide flexible access to reading activities anytime and anywhere, enabling learners to practice more frequently beyond the classroom environment (Fauzan & Sari, 2024).

Despite these benefits, some difficulties remain. Learners may experience screen fatigue or become easily distracted by other online content, which can reduce reading focus. Additionally, varying levels of digital literacy among students may hinder effective use of the technology. Many learners also continue to prefer traditional printed texts because they feel more comfortable and confident reading physical materials compared to digital screens (Alfiah, 2023).

3. Students' Perception in Language Learning

a. The Concept of Perception

Perception refers to learners' interpretation and evaluation of learning experiences, which is influenced by their beliefs, expectations, and prior knowledge (Davis, 1989). It is an active cognitive process through which students organize, analyze, and make sense of information, shaping how they respond to learning

activities. In the context of English as a Foreign Language (EFL), perception plays a crucial role in determining how students interact with learning resources, including digital tools. Learners' beliefs and prior experiences affect how they perceive the usefulness, accessibility, and relevance of digital reading platforms, which in turn influences their engagement and persistence in reading tasks. When EFL students perceive these platforms as effective, enjoyable, and supportive of their learning goals, they are more

likely to read regularly, practice independently, and develop stronger reading fluency skills.

b. Indicator of Students' Perception

Students' perception refers to EFL students' evaluative judgments, beliefs, and attitudes toward the use of digital reading platforms in supporting English language learning. Perception is not merely a passive reaction to instructional tools; rather, it represents an active cognitive process through which learners interpret, assess, and assign meaning to their learning experiences. Learners' perceptions significantly influence how they respond to technological tools, how frequently they engage with them, and whether they develop sustained usage behaviors (Ajzen, 1991).

To systematically examine students' perceptions, this study adopts the Technology Acceptance Model (TAM) developed by Fred D. Davis (1989) as the primary theoretical framework. TAM explains that individuals' acceptance of technology is shaped by specific belief constructs that influence their behavioral intention and actual usage. Within educational contexts, TAM has been widely applied to investigate students' acceptance of digital learning technologies. Based on the statement above, the researcher developed the indicators of students' perception as follows:

Tabel 2.1 : Indicators of Students' Perception

No	Indicators	Sub-Indicators
1	Perceived Usefulness	Belief that digital reading platforms help to improve reading comprehension. Platforms make reading activities more effective Platforms support understanding of academic texts
2	Perceived Ease of Use	The platforms are easy to access and operate Features are simple to use during reading Students can use the platforms without difficulty
3	Attitude Toward Usage	Positive feelings toward using digital reading platforms Belief that using digital reading platforms is a good idea for English learning Enjoyment in engaging with digital reading activities Preference for digital reading activities in academic contexts
4	Behavioral Intention	Willingness to continue using digital reading platforms Intention to use digital platforms in future academic reading tasks Likelihood of recommending digital reading platforms to peers

		Preference for digital platforms over printed materials
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c. Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM), introduced by Fred D. Davis (1989), is a theoretical framework developed to explain and predict individuals' acceptance and use of information technology systems. Adapted from the Theory of Reasoned Action (TRA), TAM focuses specifically on user behavior toward technological innovations. The model posits that technology adoption is primarily determined by two core belief constructs: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU).

Perceived Usefulness refers to the extent to which an individual believes that using a particular system enhances performance or task effectiveness. In educational contexts, this construct reflects students' beliefs that digital tools positively support their academic activities. When users perceive a technology as beneficial and performance-enhancing, they are more likely to develop a strong intention to use it.

Perceived Ease of Use denotes the degree to which a system is perceived as effortless to operate. Technologies that are considered simple and user-friendly are more likely to be accepted. Davis (1989) further explains that perceived ease of use not only directly affects users' attitudes but also indirectly influences

perceived usefulness, as systems that are easier to use tend to be regarded as more advantageous.

Within TAM, these beliefs shape users' attitudes and subsequently influence their behavioral intention, which serves as a strong predictor of actual system usage. Due to its conceptual clarity and empirical robustness, TAM has been widely applied across various domains, including information systems, online learning, and educational technologies.

In the present study, TAM provides the theoretical basis for examining EFL students' perceptions of digital reading platforms. Perceived usefulness represents students' beliefs regarding the extent to which such platforms enhance their English learning, particularly in reading comprehension and access to materials, while perceived ease of use reflects their perceptions of operational simplicity.

d. Perception in Technology-Enhanced Reading

When students perceive digital reading platforms as beneficial and user-friendly, they are more likely to engage consistently, promoting frequent reading practice and enhancing reading fluency through repeated exposure and multimodal activities (Chen & Chen, 2022). Features such as audio narration, interactive exercises, embedded vocabulary tools, and visual aids support effective text processing and reinforce comprehension.

Positive perceptions also increase learners' motivation, self-efficacy, and willingness to explore reading materials independently. Conversely, if platforms are perceived as difficult or unhelpful, students may disengage, reducing practice opportunities and slowing comprehension development. Thus, learners' perceptions are a key determinant of success in technology-supported reading environments, influencing both immediate engagement and long-term reading proficiency.

4. The Relationship Among Variables

The relationships among the variables in this study were based on the Technology Acceptance Model (TAM) proposed by Davis (1989). This model suggested that users' behavioral intention to adopt a technological system was shaped by cognitive beliefs, namely perceived usefulness, perceived ease of use, and attitude toward usage.

Perceived usefulness described the extent to which students believed that digital reading platforms enhanced their English learning, particularly in terms of comprehension, vocabulary acquisition, and access to academic resources. When learners recognized these benefits, their likelihood of adopting the technology increased.

Furthermore, perceived ease of use referred to the degree to which the platforms were considered effortless to operate. Systems that required minimal effort tended to reduce barriers and encourage engagement. In addition, ease of use contributed to perceived usefulness, as technologies that were simpler to navigate were often viewed as more beneficial.

As a result, attitude toward usage reflected students' overall evaluative responses toward digital reading platforms, including their level of interest, comfort, and preference. Positive attitudes indicated a favorable disposition toward the technology, which could enhance motivation to use it. Within this framework, perceived usefulness and perceived ease of use influenced students' attitudes, which subsequently affected their behavioral intention. Thus, favorable perceptions of both usefulness and usability were associated with more positive attitudes, leading to a stronger intention to continue using digital reading platforms.

In this study, perceived usefulness and perceived ease of use functioned as independent variables, attitude toward usage acted as an intervening variable, and behavioral intention represented the outcome variable. This conceptual relationship provided a structured basis for understanding how students'

perceptions contributed to the acceptance and continued use of digital reading platforms in English language learning.

B. Previous Related Studies

Dinda et al. (2025) conducted a quasi-experimental study to investigate the effect of digital reading platforms on EFL students' reading comprehension. The findings revealed that students who engaged with digital reading platforms demonstrated significantly higher reading comprehension performance compared to those using conventional printed texts. The study highlighted that interactive features, accessibility of materials, and multimedia support available in digital platforms facilitated students' understanding of texts. Although the study focused on learning outcomes, it also suggested that positive learning experiences with digital platforms may shape students' favorable perceptions toward digital reading.

Similarly, Al Khazaleh (2021) examined the impact of digital reading on EFL learners' reading comprehension and found that students exposed to digital reading materials achieved better comprehension scores than those relying solely on traditional reading methods. The study emphasized that digital texts supported learners in processing information more effectively through features such as adjustable text display and easy access to supporting resources. These findings indicate that digital reading environments can enhance comprehension and suggest the importance of

learners' acceptance and perceptions of such tools in facilitating reading success.

Focusing more explicitly on perception, Raja, Setiyadi, and Riyantika (2021) explored the correlation between students' perceptions of online digital interactive media and their reading comprehension ability. The results showed a positive and significant relationship between learners' positive perceptions and their reading comprehension performance. Students who perceived digital media as useful, engaging, and easy to use tended to achieve higher comprehension levels. This study supports the assumption that students' perceptions play a crucial role in determining how effectively digital reading platforms are used in developing reading comprehension skills.

Khan et al. (2020) investigated EFL learners' perceptions of active reading software as a tool for enhancing reading comprehension. The findings indicated that most learners viewed digital reading software positively, particularly in terms of its usefulness for understanding texts, improving focus, and supporting independent learning. Students reported that interactive features encouraged deeper engagement with reading materials, which contributed to improved comprehension. This study reinforces the relevance of examining students' perceptions when evaluating the effectiveness of digital reading platforms in EFL contexts.

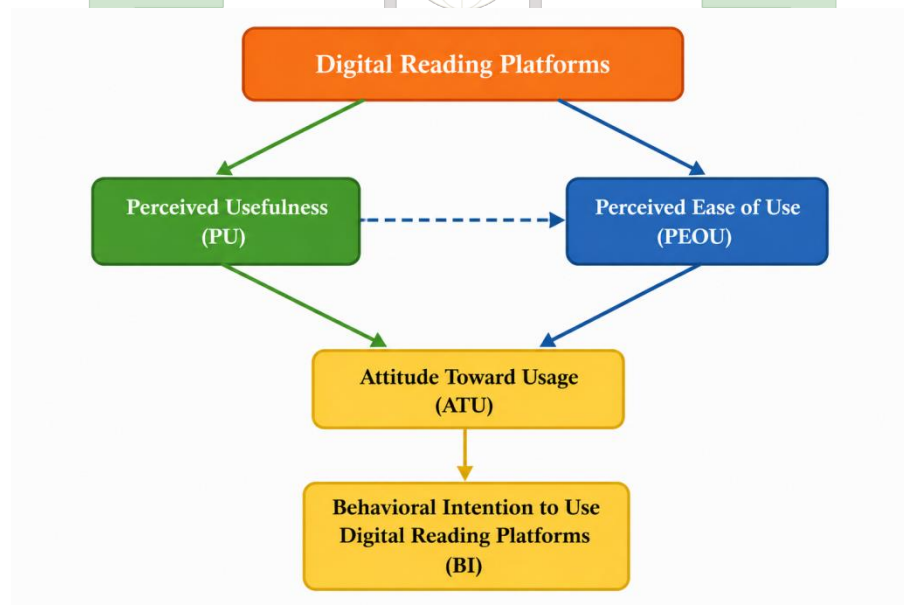
Furthermore, Alhumsi, Alshaye, and Sendi (2021) examined EFL students' perceptions of e-learning sessions and their role in developing reading comprehension at a Saudi electronic university. The study found that students generally perceived e-learning environments as beneficial for improving comprehension due to flexible access, structured materials, and technology-supported interaction. However, the study also noted challenges such as limited digital literacy and concentration issues, suggesting that students' perceptions are shaped by both the advantages and constraints of digital learning environments.

Previous studies have shown that the use of digital reading platforms in the context of EFL contributes positively to improving reading comprehension and creating a more interactive and flexible learning experience. Previous studies generally confirm that students who use digital texts or platforms achieve better comprehension results than those who use conventional print-based methods, mainly due to interactive features, multimedia support, and easy access to supporting materials. In addition, a number of studies have also revealed that students' perceptions of digital media have a significant relationship with their reading achievement; students who view technology as useful and easy to use tend to show higher engagement and performance.

However, most previous studies have focused more on measuring learning outcomes or correlational relationships, and have not

comprehensively examined the acceptance of digital reading technology through a systematic theoretical framework. Therefore, this study seeks to complement previous studies by examining EFL students' perceptions of the use of digital reading platforms through an explanatory approach based on the Technology Acceptance Model (TAM), so that it not only looks at the impact of use but also explains the factors of belief that influence the acceptance and intention to use this technology in the context of Islamic higher education.

C. Conceptual Framework



The conceptual framework of this study was developed based on the Technology Acceptance Model (TAM) introduced by Davis (1989). This model was employed to explain how students' perceptions influence their intention to use digital reading platforms in learning English.

In this framework, Perceived usefulness, on the other hand, described students' beliefs regarding the benefits of digital reading platforms in supporting their learning process. This included improvements in reading comprehension, vocabulary development, and access to academic materials. Students who recognized these advantages tended to value the platform more highly.

Perceived usefulness (PU) and perceived ease of use (PEOU) were positioned as the primary factors that shaped students' perceptions. Perceived ease of use referred to the extent to which students found digital reading platforms easy to operate and accessible without significant effort. When a platform was considered simple and convenient, students were more likely to engage with it in their learning activities.

The framework also illustrated that perceived usefulness had a direct influence on perceived ease of use. This indicated that platforms that were easier to use were more likely to be perceived as beneficial, as students could utilize them more effectively.

Furthermore, attitude toward usage (ATU) functioned as an intervening variable in this study. This variable reflected students' overall evaluation of digital reading platforms, including their level of interest, comfort, and preference. When students developed positive attitudes, they were more inclined to accept and utilize the technology in their learning process.

Finally, behavioral intention (BI) was positioned as the outcome variable, representing students' willingness to continue using digital reading platforms in the future. The framework demonstrated that behavioral intention was influenced by students' attitudes, which were shaped by their perceptions of usefulness and ease of use.



CHAPTER III

RESEACRH METHODOLOGY

A. Design of the Research

This research adopted a mixed methods research design, specifically an explanatory sequential approach, to examine EFL students' perceptions of using digital reading platforms for English language learning at the State Islamic Institute of Kerinci. This design was employed because it facilitates a comprehensive exploration of the research problem through the systematic integration of quantitative and qualitative approaches. Mixed methods research enables the researcher to combine statistical data with rich, contextual insights, thereby generating a more nuanced and thorough interpretation of participants' perceptions and experiences (Creswell & Creswell, 2018).

In the initial phase, quantitative data were obtained through a structured questionnaire developed based on the constructs of the Technology Acceptance Model (TAM), namely perceived usefulness, perceived ease of use, attitude toward usage, and behavioral intention. This stage was intended to determine the general pattern and level of students' perceptions toward digital reading platforms. Subsequently, the qualitative phase was conducted through semi-structured interviews aimed at clarifying, expanding, and interpreting the quantitative results. This phase

provided deeper insight into students' experiences, perceived challenges, and contextual factors influencing their engagement with digital reading platforms within their academic setting.

Through the integration of findings from both phases, the study aspired to generate a holistic understanding of how EFL students evaluate the usefulness and ease of use of digital reading platforms and how these evaluations shape their intention to utilize such technologies in supporting English language learning, particularly in the development of reading comprehension. Furthermore, the combination of multiple data collection methods enhances the overall validity and credibility of the study through methodological triangulation (Miles, Huberman, & Saldaña, 2020).

B. Setting and Subject of The Research

1. Setting

Research settings refer to the place and time used to conduct the research. The research location is determined by the situation and conditions of the environment where the research is conducted. The time of research refers to the research situation. The purpose of research settings is to help researchers place and understand the research results in the context of time and place. The research was conducted at the State Islamic Institute of Kerinci during the 2025/2026 academic year. The setting was selected because digital reading platforms had been introduced and used by students as part of

their English learning activities. The research focused on learning situations in which students accessed and used digital reading platforms for reading English texts. This setting allows the researcher to observe and explore students' real experiences in using digital reading platforms within an academic environment.

2. Population and Sample

The population of this study comprised students of the English Education Department at the State Islamic Institute of Kerinci. In the quantitative phase, participants were selected through purposive sampling, focusing on fourth-semester students who have completed reading courses and possess prior experience in using digital reading platforms. Subsequently, in the qualitative phase, a number of participants were chosen from the initial quantitative sample based on the results of the questionnaire. Students representing high, moderate, and low levels of perception were selected to provide more comprehensive and in-depth explanations of their responses, thereby enriching the interpretation of the quantitative findings.

3. Informant of The Research

Several participant selection criteria were used by the researcher to suit the research objectives are as follows: students from the English Department of IAIN Kerinci, students who are willing to participate in the research, and Students who actively use digital reading platforms

and have completed all reading courses. These criteria provided deeper insight into how this group of students utilizes online learning resources. Six student representatives from the English Department of IAIN Kerinci were selected as participants in this study.

The reasons for selecting only 6 informants are as follows:

- a. A smaller number of participants allows the researcher to give more attention to each individual, resulting in richer and more detailed data. This approach facilitates a deeper understanding of each participant's experiences and perspectives regarding the use of digital reading platforms in English learning.
- b. Considering limitations of time and resources, selecting 6 participants ensures that the research can be conducted efficiently and within the available timeframe.
- c. A limited participant pool allows for more thorough and comprehensive data analysis, enhancing the validity and reliability of the research findings.
- d. Although the number is relatively small, if participants are purposively selected based on specific criteria, they can adequately represent the target student population, ensuring that the results remain relevant and meaningful within the context of the study.

C. Data Source

In this study, the researcher employed two primary sources of data, namely quantitative and qualitative data, in accordance with the mixed methods explanatory sequential design.

1. Quantitative Data

The quantitative data were gathered through a structured questionnaire designed to measure students' perceptions of digital reading platforms based on the constructs of the Technology Acceptance Model (TAM), including perceived usefulness, perceived ease of use, attitude toward usage and behavioral intention. The questionnaire utilized a Likert-scale format to obtain measurable and statistically analyzable responses, allowing the researcher to identify general patterns and tendencies in students' perceptions (Creswell & Creswell, 2018; Davis, 1989).

2. Qualitative Data

Qualitative data were collected through semi-structured interviews with selected participants to further clarify, expand, and interpret the quantitative results. This qualitative phase enabled the researcher to explore students' experiences, viewpoints, and challenges in greater depth within their academic context. The integration of these two data sources facilitates a more comprehensive and nuanced understanding of the research problem, as qualitative

findings serve to explain and enrich the interpretation of the quantitative outcomes (Miles, Huberman, & Saldaña, 2020).

D. Instrument Of The Research

The primary instrument employed in this study was a structured questionnaire adapted from the Technology Acceptance Model (TAM) proposed by Davis (1989). The researcher adapted the questionnaire because the original TAM instrument was developed to measure users' acceptance of information technology in general contexts, whereas the present study specifically investigated EFL students' perceptions of using digital reading platforms for English language learning. Therefore, several modifications were made to ensure the suitability of the instrument with the objectives, variables, and educational context of the study.

The adaptation process was conducted through several stages. First, the researcher reviewed the original constructs of TAM, namely Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Toward Usage (ATU), and Behavioral Intention (BI). Second, the researcher examined previous studies related to digital reading platforms and technology-enhanced language learning to identify indicators relevant to the research context. Third, the original TAM constructs were operationalized into indicators and sub-indicators that specifically reflected students' experiences in using digital reading

platforms for English language learning. Finally, the questionnaire items were modified and contextualized to represent activities associated with reading comprehension, vocabulary development, access to English learning materials, and students' intentions to continue using digital reading platforms.

The questionnaire consisted of nineteen items distributed across four dimensions of TAM. Perceived Usefulness was represented by five items that measured students' beliefs regarding the benefits of digital reading platforms in supporting English language learning. Perceived Ease of Use consisted of four items examining the extent to which the platforms were perceived as easy to access and operate. Attitude Toward Usage contained five items measuring students' positive or negative evaluations toward the use of digital reading platforms. Behavioral Intention comprised five items that assessed students' willingness and intention to continue using digital reading platforms in future learning activities.

To ensure content validity and contextual appropriateness, the adapted questionnaire was evaluated by expert lecturers from the English Education Department. Revisions were made based on their suggestions concerning wording clarity, item relevance, and alignment with the research objectives. Subsequently, the instrument was piloted with a small group of students before being administered to the research participants. The final version of the adapted questionnaire

consisted of nineteen items distributed across four dimensions of the Technology Acceptance Model (TAM), namely Perceived Usefulness (5 items), Perceived Ease of Use (4 items), Attitude Toward Usage (5 items), and Behavioral Intention (5 items). The questionnaire employed a five-point Likert scale ranging from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). Following the validation and revision process, the questionnaire was administered to 23 fourth-semester students of the English Education Department at the State Islamic Institute of Kerinci who had prior experience using digital reading platforms for English language learning. The responses obtained from these 23 participants constituted the primary quantitative data of the study and were subsequently analyzed using descriptive statistical techniques.

Table 3.1 indicators relevant to the research

Indicator	Sub-Indicator
Perceived Usefulness	- Support in improving reading comprehension - Enhancement of vocabulary acquisition - Facilitation of access to English reading materials - Contribution to effective learning
Perceived Ease of Use	- Ease of navigation - Clarity of instructions and features

	- User-friendly interface - Practicality in academic use
Attitude Toward Usage	-Positive feelings toward using digital reading platforms -Belief that using digital reading platforms is a good idea for English learning -Enjoyment in engaging with digital reading activities -Preference for digital reading activities in academic contexts
Behavioral Intention to Use	- Willingness to continue using digital reading platforms - Intention to use platforms in future academic tasks - Preference for digital reading over printed texts

In addition to the questionnaire, qualitative data are collected through semi-structured interviews designed to explore students' perceptions in greater depth based on the same TAM constructs used in the questionnaire. The interview guide includes open-ended questions that examine students' experiences in using digital reading platforms, perceived benefits and challenges, and the reasons underlying their intention to continue or discontinue

usage. This alignment between quantitative and qualitative instruments ensures coherence between both phases and enables the qualitative findings to clarify and enrich the quantitative results. A detailed list of interview questions is provided in the appendix.

E. Technique of Collecting Data

The data collection process in this study was conducted through a series of systematic procedures to ensure that valid, reliable, and comprehensive data are obtained in accordance with the mixed methods explanatory sequential design. The procedures were carefully aligned with the three research questions concerning students' perceptions of perceived usefulness, perceived ease of use, and behavioral intention toward the use of digital reading platforms for English language learning at the State Islamic Institute of Kerinci.

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K E R I N C I

In the quantitative phase, the primary technique involves the administration of a structured Likert-scale questionnaire to fourth-semester students of the English Education Department who have prior experience using digital reading platforms. Prior to distribution, the researcher prepared the final version of the questionnaire based on theoretical constructs derived from the Technology Acceptance Model (TAM), namely Perceived

Usefulness, Perceived Ease of Use, Attitude Toward Usage, and Behavioral Intention, and ensures that all items are clear, relevant, and aligned with the research objectives. The researcher explained the purpose of the study, assured participants of confidentiality, and informs them that their participation is voluntary.

The questionnaire was distributed during scheduled class sessions to ensure maximum participation, and clear instructions were provided to guide students in completing the instrument carefully. A digital version of the questionnaire was also prepared to accommodate students who prefer an online format. After completion, all responses are collected on the same day, checked for completeness, organized, coded, and prepared for statistical analysis to identify general trends and levels of students' perceptions.

In the qualitative phase, data were collected through semi-structured interviews with selected participants drawn from the quantitative sample. The selection is based on the questionnaire results, representing students with high, moderate, and low levels of perception to ensure variation of perspectives. Each interview is conducted individually in a quiet and comfortable setting to encourage open and reflective responses.

Before the interview begins, the researcher explained the purpose of the session, ensured confidentiality, and obtains informed consent. The interview questions are designed to elaborate on the findings related to Research Question 1, Research Question 2, Research Question 3, and Research Question 4 by exploring students' experiences, perceived benefits, challenges, motivations, and reasons underlying their intention to use digital reading platforms.

With participants' permission, the researcher recorded the interviews and took field notes to capture important points. Each session lasts approximately 20–30 minutes to allow sufficient depth of discussion. After completing all interviews, the recordings are transcribed verbatim and organized systematically for qualitative analysis. Through these sequential procedures, the study ensures methodological rigor and provides an in-depth explanation of the quantitative results, thereby generating a comprehensive understanding of EFL students' perceptions of digital reading platforms in English language learning.

F. Technique of Data Analysis

In this research, the researcher used an explanatory sequential design, where data analysis and synthesis occurred at several points in the research. In this design, the researcher first collected and analyzed

quantitative data, related the quantitative results to the qualitative phase, collected and analyzed qualitative data, and then used the qualitative results to understand the quantitative results (Creswell & Plano Clark, 2018).

In the quantitative phase, the data obtained from the Likert-scale questionnaire are analyzed using descriptive statistical techniques to answer Research Question 1, Research Question 2, Research Question3 and Research Question 4. Each response is converted into numerical values ranging from 1 to 5 and is tabulated to calculate frequencies, percentages, mean scores, and standard deviations for each item and indicator.

To interpret the mean scores, the following criteria were used by Riduwan. (2018).:

Interval	Category
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

These statistical results describe the overall level of students' perceptions regarding perceived usefulness, perceived ease of use, and behavioral intention. The mean scores are categorized into levels such as high, moderate, or low perception to facilitate clearer interpretation. The findings are presented in tables and charts to systematically illustrate

patterns and trends in students' responses. The qualitative data in this study were analyzed using the interactive model proposed by Matthew B. Miles and A. Michael Huberman (1994), which consisted of three steps: data reduction, data display, and conclusion drawing/verification. This model was applied to systematically analyze the interview data obtained from the participants regarding their perceptions of using digital reading platforms for English language learning.

G. Trustworthiness

Every research project requires rules to determine the level of confidence or accuracy of the research results. In qualitative research, this standard is often referred to as reliability. This is done to reduce errors that occur during the research data collection process, which in turn affects the validity of the research results. If qualitative research has a level of credibility, transferability, reliability, and confirmability, then the research can be considered valid. Moleong (2014:324) states that the requirements for determining the validity of data are as follows: Examination techniques are needed to determine the validity and reliability of data. Examination techniques are carried out based on several criteria. Reliability, transferability, dependability, and confirmability are the four criteria used.

1. Credibility

Credibility referred to the extent to which the research findings accurately represent the participants' actual experiences and perceptions. To achieve a high level of credibility, the researcher

engaged in prolonged interaction with participants to build trust and obtain deeper understanding of their use of digital reading platforms. In addition, methodological triangulation was performed by integrating data from interviews and documentation, allowing cross-verification between different sources of evidence. The researcher also implemented member checking, providing participants the opportunity to review transcripts and interpretations to ensure that the meaning of their responses was captured correctly and free from misinterpretation (Birt et al., 2016; Nowell et al., 2017). These combined efforts enhance the truth value and authenticity of the findings.

2. Transferability

Transferability concerns whether the results of the study can be applied to different but similar contexts. To support transferability, the researcher presented thick and contextual descriptions of the research environment, including institutional conditions, characteristics of English major students, and the ways digital reading platforms were used in learning situations at IAIN Kerinci. By offering such comprehensive contextual information, readers and future researchers can evaluate the relevance and applicability of the study to their own educational settings (Pandey & Patnaik, 2017). Transferability is not determined solely by the researcher, but by how well others can interpret the results for broader implementation.

3. Dependability

Dependability refers to the consistency, transparency, and stability of the research process. Throughout this study, the researcher maintained a systematic audit trail, recording each stage of the methodology such as the formation of interview questions, validation processes, data collection procedures, and thematic analysis steps. This thorough documentation allows other scholars to trace the methodological decisions and evaluate whether the research could be replicated with similar outcomes. Peer evaluation and supervisory feedback were also incorporated to ensure that the research design and analytical procedures were methodologically sound (Shenton, 2004; Miles et al., 2020).

4. Confirmability

Confirmability relates to the neutrality of the findings, ensuring they are shaped by participants' voices rather than researcher bias or personal viewpoints. In this study, confirmability is strengthened by evidence-based interpretation, where all conclusions were supported by original data, such as interview statements, digital activity records, and screenshots from reading platforms. The researcher also used reflexive documentation, noting personal assumptions and monitoring potential biases throughout the research process. Peer debriefings further contributed to ensuring objectivity and accountability in data interpretation (Korstjens & Moser, 2018; Nowell et al., 2017).

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter presents the findings of the study regarding EFL students' perceptions of using digital reading platforms for English language learning at the State Islamic Institute of Kerinci. Following the explanatory sequential mixed methods design, the findings are organized according to the research questions. Quantitative findings obtained from the questionnaire are presented first, followed by qualitative findings from semi-structured interviews to provide deeper explanations of the quantitative results.

1. What are EFL students' perceptions of using digital reading platforms for English language learning at the State Islamic Institute of Kerinci?

a. Quantitative Findings

Table 4.1 Mean of Each indicator

Indicator	Item	Mean	Category
Perceived Ease of Use (PEOU)	P1–P5	3.51	High
Perceived Usefulness (PU)	P6-P11	3.62	High
Attitude Toward Usage (ATU)	P12-P15	3.50	High
Behavioral Intention (BI)	P16–P19	3.45	High
Overall Mean	P1–P19	3.53	High

The quantitative findings indicated that EFL students generally had positive perceptions toward the use of digital reading platforms for English language learning. The overall mean score was categorized as High, suggesting that students viewed digital reading platforms as beneficial tools for supporting their learning activities.

b. Qualitative Findings

The interview findings supported the quantitative results. Most participants reported that digital reading platforms facilitated access to learning materials, supported reading comprehension, and provided flexibility in learning. Participants also stated that they frequently used digital reading platforms for academic purposes and independent learning activities.

"I use digital reading platforms almost every day to read articles and course materials. I usually read through my smartphone during my free time." (Informant 1)

Similarly, informant 5 explained:

"I use it pretty often, almost every day. Especially when I have assignments or want to study on my own."

These findings suggested that students generally perceived digital reading platforms positively and considered them useful for supporting English language learning.

2. How do students perceive the usefulness, ease of use, and their attitudes toward using digital reading platforms?

Perceived Ease of Use (PEOU)	P1–P5	3.51	High
Perceived Usefulness (PU)	P6-P11	3.62	High
Attitude Toward Usage (ATU)	P12-P15	3.50	High

The quantitative findings revealed that students demonstrated positive perceptions across the three TAM constructs. Perceived Usefulness obtained the highest mean score ($M = 3.62$), followed by Perceived Ease of Use ($M = 3.51$) and Attitude Toward Usage ($M = 3.50$). All dimensions were categorized as High, indicating favorable perceptions toward digital reading platforms.

a. Perceived Usefulness

The findings revealed that students perceived digital reading platforms as useful for improving reading comprehension and vocabulary development.

Informant 1 stated:

"Digital reading platforms help because they provide features such as highlighting, dictionaries, and translation."

Informant 2 explained:

"Digital reading platforms help because I can directly see the meaning of words and understand them in context."

Regarding vocabulary development, Participant 2 stated:

"I can directly search for the meaning of unfamiliar words, which helps improve my vocabulary."

Similarly, Participant 6 mentioned:

"It certainly helps in improving my vocabulary."

These findings indicated that students viewed digital reading platforms as useful learning tools that supported comprehension and vocabulary acquisition.

b. Perceived Ease of Use

The interview results demonstrated that students perceived digital reading platforms as easy to access and operate.

Informant 1 stated:

"I feel that learning becomes more practical and flexible."

Informant 6 explained:

"I feel happy using it because it is easy to access and can be used anywhere as long as there is an internet connection."

Furthermore, Informant t 2 reported:

"Yes, because they are easy to access anytime and anywhere."

These responses suggested that students experienced relatively few difficulties in using digital reading platforms.

c. Attitude Toward Usage

The findings showed that students generally held positive attitudes toward digital reading platforms.

Informant t 2 stated:

"I feel happy and motivated when learning English through a digital reading platform because it's more practical and engaging."

Informant 1 explained:

"I prefer digital reading because it is more practical and I do not need to carry physical books."

Participant 5 added:

"All the materials are accessible on your phone, you can just open them anytime, anywhere."

These findings indicated that students enjoyed using digital reading platforms and viewed them positively as part of their English learning process.

3. How do students' perceptions influence their behavioral intention to use digital.

a. Quantitative Findings

Behavioral Intention (BI)	P16–P19	3.45	High
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The quantitative results demonstrated a high level of behavioral intention among students.

b. Qualitative Findings

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The interview findings revealed that positive perceptions regarding usefulness and ease of use encouraged students to continue using digital reading platforms.

Informant 1 stated:

"Yes, I will continue using them because they greatly support my learning process."

Informant 5 explained:

"Yes, I'll definitely keep using digital platforms in the future because I'm already used to them and they're a huge help with my studies."

Informant 2 also reported:

"I will most likely continue to rely on digital reading platforms for my academic reading assignments in the future."

Moreover, Informant 2 stated:

"Yes, I highly recommend them because they are practical and effective for learning."

These findings suggested that positive perceptions contributed to stronger intentions to continue using and recommending digital reading platforms reading platforms?

4. What challenges do students encounter when utilizing digital reading platforms?

The qualitative findings revealed that students encountered several challenges while utilizing digital reading platforms for English language learning. These challenges were categorized into six major themes: internet connectivity issues, distractions and lack of focus, eye strain and screen fatigue, overreliance on translation tools, limited access to academic resources, and difficulties in locating relevant information.

Theme 1: Internet Connectivity Issues

(Informants 1, 2, 3, and 5)

Internet connectivity emerged as one of the most frequently reported challenges. Informants stated that unstable internet connections

often interrupted their reading activities and limited access to online learning materials.

Informant 1 stated:

“The challenges include unstable internet connection and eye strain caused by prolonged screen exposure.”

Similarly, Informant 2 reported:

“The difficulties include distractions such as notifications and unstable internet connection.”

Informant 3 also mentioned:

“Unstable internet connection.”

In addition, Informant 5 explained that:

“Network issues can sometimes be a constant nuisance.”

These findings indicate that internet accessibility remains an important factor influencing students’ digital reading experiences.

Theme 2: Distractions and Lack of Focus

(Informants 1, 2, and 5)

Another challenge identified was difficulty maintaining concentration while reading digitally. Students reported being distracted by notifications, social media applications, and other digital activities.

Informant 2 stated:

“The difficulties include distractions such as notifications and unstable internet connection.”

Similarly, Informant 5 explained:

“The hardest part is often getting distracted by my phone sometimes I intend to study, but I end up opening other apps, like social media.”

Informant 1 also reported:

“Technical challenges such as internet connectivity and sometimes having trouble focusing when reading on a screen.”

These findings suggest that digital distractions often reduce students’ concentration and engagement during reading activities.

Theme 3: Eye Strain and Screen Fatigue

(Informants 1 and 5)

Several participants reported experiencing physical discomfort after prolonged screen exposure.

Informant 1 stated:

“The challenges include unstable internet connection and eye strain caused by prolonged screen exposure.”

Likewise, Informant 5 reported:

“My eyes also get tired too quickly if I stare at the screen for too long.”

These findings indicate that extended screen time may negatively affect students’ reading comfort and endurance.

Theme 4: Overreliance on Translation Tools

(Informant 3)

One participant reported becoming overly dependent on translation features while reading English texts.

Informant 3 stated:

“At times, I become overly dependent on translation.”

This finding suggests that although translation tools support comprehension, excessive dependence may hinder the development of independent reading skills.

Theme 5: Limited Access to Academic Resources

(Informants 4 and 6)

Some students experienced difficulties accessing academic resources because of restricted or institutional access requirements.

Informant 4 stated:

“It’s just that sometimes the access is locked.”

Similarly, Informant 6 explained:

“Some platforms require institutional access, which is not available at my university.”

These findings indicate that restricted access to scholarly materials may limit students’ opportunities to utilize digital reading platforms effectively.

Theme 6: Difficulties in Finding Relevant Information

(Informant 6)

Another challenge involved difficulties in locating relevant information through digital platforms.

Informant 6 stated:

“Sometimes the search results do not match what I am looking for, making it difficult to find the needed information.”

Overall, the findings demonstrated that although students generally perceived digital reading platforms positively, they encountered several technological, academic, and personal challenges that influenced their reading experiences and learning effectiveness.

B. Discussion

The purpose of this study was to investigate EFL students' perceptions of using digital reading platforms for English language learning at the State Islamic Institute of Kerinci. The discussion was presented by integrating the quantitative and qualitative findings and interpreting them through the framework of the Technology Acceptance Model (TAM).

1. EFL Students' Perceptions of Using Digital Reading Platforms

The findings revealed that EFL students at the State Islamic Institute of Kerinci generally demonstrated positive perceptions toward the use of digital reading platforms for English language learning. This was indicated by the overall mean score of 3.53, which was categorized as High. The interview findings further supported the quantitative results, as most participants reported that digital reading platforms facilitated access

to learning materials, improved reading comprehension, and provided flexibility in learning activities.

These findings are consistent with Mohammadi and Abidin (2020), who found that digital reading platforms support students' reading comprehension through various technological features. Similarly, Chen and Chen (2022) reported that multimedia support, built-in dictionaries, and annotation tools can enhance students' reading experiences and improve understanding of English texts. The present study confirms that students generally perceive digital reading platforms as beneficial tools for supporting English language learning.

Furthermore, the findings support the argument proposed by Utami and Puspitasari (2022) that positive perceptions toward educational technology encourage greater engagement in learning activities. Students in this study expressed favorable views regarding the role of digital reading platforms in facilitating independent learning and improving access to academic resources. Therefore, the results suggest that positive perceptions contribute to students' willingness to engage with digital reading activities.

2. Students' Perceptions of the Usefulness, Ease of Use, and Attitudes Toward Digital Reading Platforms

The findings demonstrated that students showed positive perceptions across the three main constructs of the Technology

Acceptance Model (TAM), namely Perceived Usefulness, Perceived Ease of Use, and Attitude Toward Usage. Among these constructs, Perceived Usefulness obtained the highest mean score ($M = 3.62$), indicating that students strongly believed digital reading platforms supported their reading comprehension, vocabulary development, and academic learning activities

The interview findings revealed that students frequently utilized translation tools, dictionaries, and other supporting features to facilitate comprehension. This finding is consistent with Mohammadi and Abidin (2020), who argued that digital reading technologies provide effective support for reading comprehension through integrated learning features. Likewise, Chen and Chen (2022) emphasized that interactive technological tools could improve students' understanding of texts and promote more effective reading experiences.

Perceived Ease of Use also received a high evaluation ($M = 3.51$). Most participants reported that digital reading platforms were easy to access and operate through smartphones and other digital devices. This finding supports Davis's (1989) Technology Acceptance Model, which suggests that users are more likely to accept and utilize technology when they perceive it as easy to use. The interview results confirmed that students appreciated the convenience and flexibility provided by digital reading platforms.

In terms of Attitude Toward Usage, students demonstrated positive attitudes toward digital reading platforms ($M = 3.50$). Most participants reported enjoying the convenience and practicality of digital reading, although a few students still preferred printed materials for certain academic purposes. This finding aligns with Ariyanti (2023), who reported that digital platforms have become increasingly integrated into English language learning environments in Indonesian higher education institutions.

3. The Influence of Students' Perceptions on Behavioral Intention

The findings indicated that students' perceptions positively influenced their behavioral intention to continue using digital reading platforms. The quantitative results showed that Behavioral Intention obtained a mean score of 3.45, which was categorized as High. Interview data revealed that most students intended to continue using digital reading platforms because they considered them useful, practical, and supportive of their academic activities.

This finding supports Davis (1989), who proposed that users' intentions to continue using technology are influenced by their perceptions of usefulness and ease of use. Students who perceived digital reading platforms as beneficial and easy to operate demonstrated stronger intentions to continue utilizing them for future learning purposes. The findings also support Utami and Puspitasari (2022), who suggested that

positive perceptions toward educational technologies contribute to greater learning engagement and technology acceptance.

However, despite the positive findings, behavioral intention obtained the lowest mean score among the TAM constructs. This result suggests that positive perceptions alone may not fully determine students' intentions to use digital reading platforms continuously. External factors and learning preferences may also influence students' long-term technology adoption behaviors.

4. Challenges Encountered by Students When Using Digital Reading Platforms

Although students generally perceived digital reading platforms positively, the findings revealed several challenges that affected their learning experiences. The interview data identified internet connectivity issues, distractions from mobile devices, eye strain caused by prolonged screen exposure, overreliance on translation tools, limited access to academic resources, and difficulties in locating relevant information.

These findings support the observations presented by Alfiah (2023), who reported that students often experience difficulties in maximizing the features available on digital reading platforms. The challenges identified in the present study indicate that access to technology alone is insufficient to guarantee effective learning outcomes. Students

require appropriate digital literacy skills, reading strategies, and technological support to fully benefit from digital reading environments.

In addition, the findings are consistent with Fauzan and Sari (2024), who argued that negative experiences with educational technology may reduce students' motivation and affect learning effectiveness. Problems such as unstable internet connections, distractions from social media applications, and restricted access to academic materials may hinder students' engagement with digital reading platforms. Therefore, institutions and educators should provide greater support in developing students' digital reading skills and creating more effective digital learning environments.

Overall, the findings contribute to addressing the research gap identified in previous studies. While earlier research primarily focused on the effectiveness of digital reading platforms in improving reading achievement, the present study provides a more comprehensive understanding of students' perceptions by integrating quantitative and qualitative findings within the context of an Islamic higher education institution. The study demonstrates that students generally hold positive perceptions toward digital reading platforms, although several challenges continue to influence their experiences and technology usage behaviors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to examine EFL students' perceptions of using digital reading platforms for English language learning at the State Islamic Institute of Kerinci through the integration of quantitative and qualitative approaches. The conclusions were formulated based on the findings and discussion presented in the previous chapter.

1. Students' Perceptions of Digital Reading Platforms

First, with regard to Research Question 1, the findings indicated that students generally exhibited positive perceptions toward the use of digital reading platforms. The quantitative data showed a high overall mean score, suggesting that students viewed these platforms as beneficial, accessible, and relevant to their academic needs. This result was further supported by the qualitative findings, which revealed that students perceived digital reading platforms as practical and flexible tools that facilitated their learning activities.

2. Perceived Usefulness, Perceived Ease of Use, and Attitude Toward Usage

Second, in relation to Research Question 2, the study demonstrated that students held favorable perceptions of perceived usefulness, perceived ease of use, and attitude toward usage. Among these constructs, perceived usefulness

emerged as the most influential factor, indicating that students strongly believed that digital reading platforms contributed to improving their reading comprehension, vocabulary acquisition, and overall learning efficiency. In addition, the platforms were considered easy to use, particularly due to their accessibility through mobile devices, which supported flexible learning. Although most students showed positive attitudes, some variations were identified, as a few participants still preferred printed materials based on personal preferences.

3. Influence of Perceptions on Behavioral Intention

Third, concerning Research Question 3, the findings revealed that students' perceptions influenced their behavioral intention to use digital reading platforms. Positive evaluations of usefulness and ease of use contributed to students' willingness to continue utilizing these platforms, especially for academic purposes. However, the level of behavioral intention was slightly lower compared to other variables, indicating that positive perceptions did not always lead to consistent usage. This tendency was affected by external factors, including internet connectivity issues, distractions, and individual learning habits.

4. Challenges in Using Digital Reading Platforms

Fourth, in response to Research Question 4, several challenges encountered by students were identified. The most prominent difficulties included unstable internet connections, distractions from digital devices, and

overreliance on translation tools. These factors were found to reduce students' concentration and limit their ability to engage deeply with reading materials. Additionally, restricted access to certain academic resources was also reported as a constraint.

In conclusion, the study demonstrated that digital reading platforms were generally perceived positively and were widely accepted by EFL students as supportive tools for English language learning. These positive perceptions contributed to favorable attitudes and influenced students' intention to use the platforms. Nevertheless, the effectiveness and sustainability of digital reading practices were shaped by both internal factors, such as attitudes and preferences, and external factors, such as technological limitations and learning environments. Therefore, while digital reading platforms offered significant advantages, their optimal use required continuous support and improvement in both technical and instructional aspects.

B. Suggestion

Based on the conclusion, the following suggestions are obtained:

a. For Students

Students were advised to utilize digital reading platforms more strategically to support their English language learning. Although the findings indicated that these platforms were beneficial and accessible, students should avoid excessive reliance on translation tools. Instead, they

were encouraged to develop independent reading skills by inferring meaning from context and actively expanding their vocabulary.

b. For Lecturers

Lecturers were encouraged to incorporate digital reading platforms into instructional practices in a more systematic and purposeful manner. Given that students perceived these platforms as useful, lecturers could integrate digital texts, online resources, and interactive tools to enhance teaching and learning activities.

c. For other researchers

Future researchers were recommended to explore the use of digital reading platforms from different perspectives and research contexts. While this study focused on students' perceptions based on the Technology Acceptance Model (TAM), further research could examine additional variables, such as learning achievement, motivation, or digital literacy.

In the final section, the author would like to convey that there are several shortcomings and limitations in this study. Therefore, the author hopes that there will be further research with more samples and a wider population area. The author suggests that in conducting further research, teachers should be more careful and accurate in order to provide more complete findings and information to readers.

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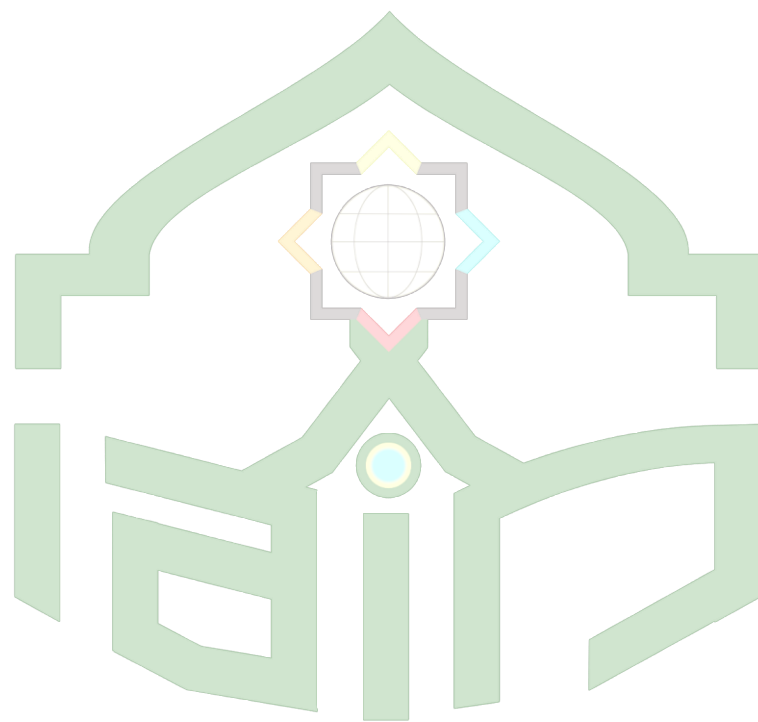
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APPENDIX



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Appendix I

Questionnaire (Quantitative Phase)

Indicator 1: Perceived Ease of Use (PEU)

No	Item Statement
1	I can easily use digital reading platforms for English language learning.
2	I do not experience difficulty when accessing English reading materials through digital reading platforms.
3	It is easy for me to navigate the features available on digital reading platforms.
4	I can quickly learn how to operate digital reading platforms without assistance.
5	The instructions and menus on digital reading platforms are clear and understandable.

Indicator 2: Perceived Usefulness (PU)

No	Item Statement
6	Digital reading platforms help me understand English texts more effectively..
7	Digital reading platforms improve my reading comprehension skills
8	Digital reading platforms support the development of my English vocabulary.
9	Digital reading platforms provide access to diverse and authentic English reading materials.
10	Using digital reading platforms enhances my academic reading efficiency.
11	When I do not fully understand an English text, I use digital reading platforms to find additional explanations or references.

Indicator 2: Attitude Toward Usage (ATU)

No	Item Statement
12	I enjoy learning English through digital reading platforms.
13	I believe that using digital reading platforms is a good idea for English language learning.
14	Learning English through digital reading platforms makes reading activities more interesting.
15	I feel positive about integrating digital reading platforms into my academic reading activities.

Indicator 2: Behavioral Intention (BI)

No	Item Statement
16	I intend to continue using digital reading platforms for English language learning.
17	I plan to use digital reading platforms regularly for academic reading tasks.
18	I am willing to recommend digital reading platforms to my classmates.
19	I prefer using digital reading platforms rather than printed materials for English reading assignments.

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Appendix II

Interview Guide (Qualitative Phase)

Indicator	Purpose	Interview Questions
Use and Exposure to Digital Reading Platforms	To explore students' habits and experiences in using digital reading platforms for English language learning	1. How often do you use digital reading platforms for learning English? Can you describe your reading routine? 2. What types of digital reading platforms do you usually use for academic reading activities? 3. Do you usually reread texts on digital platforms to improve your understanding? Why or why not?
Perceived Usefulness (PU)	To explore students' perceptions of the usefulness of digital reading platforms in supporting English learning	4. How do digital reading platforms help you understand English texts more effectively? 5. In what ways do digital reading platforms support your vocabulary development? 6. Do digital reading platforms help you complete academic reading tasks more efficiently? Please explain.
Attitude Toward Usage (ATU)	To identify students' attitudes toward using digital reading platforms in	7.. How do you feel about learning English through digital reading platforms?

	English learning	8. Do digital reading platforms make reading activities more interesting for you? Why? 9. Do you enjoy using digital reading platforms compared to printed reading materials? Please explain.
Behavioral Intention (BI)	To explore how students' perceptions influence their intention to continue using digital reading platforms	10. Do you intend to continue using digital reading platforms for English learning in the future? Why? 11. Would you recommend digital reading platforms to other students? Please explain your reasons. 12. How likely are you to rely on digital reading platforms for future academic reading tasks
Challenges in Using Digital Reading Platforms	To identify challenges faced by students when using digital reading platforms	13. What difficulties do you encounter when using digital reading platforms for English reading? 14. What technical or academic challenges affect your reading activities on digital platforms?
Suggestions for Improvement	To obtain students' suggestions for improving	15. What improvements do you suggest to make digital

	the effectiveness of digital reading platforms	reading platforms more effective for English learning? 16. What features do you expect from digital reading platforms to better support your reading comprehension?
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Appendix III

Tabulation of Questionnaire Score

No	Respondent	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	Total
1	R1	5	3	3	3	4	3	4	5	4	5	5	3	3	3	3	3	3	3	4	69
2	R2	4	4	3	4	3	4	4	4	3	4	3	5	4	4	3	3	3	4	4	70
3	R3	3	3	3	3	4	4	4	4	4	3	4	3	3	4	4	3	3	3	4	66
4	R4	4	3	3	4	4	3	4	4	5	4	3	4	5	3	3	3	3	4	4	70
5	R5	4	4	3	2	3	4	5	5	4	5	3	4	4	4	5	5	4	5	2	75
6	R6	4	4	5	3	4	4	3	3	4	5	5	4	3	4	3	4	4	5	3	74
7	R7	3	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
8	R8	4	2	4	4	5	3	4	4	3	2	5	3	4	3	4	3	4	4	3	68
9	R9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	76
10	R10	5	4	5	3	2	4	5	3	5	4	3	5	1	2	3	4	5	5	3	71
11	R11	5	5	5	5	5	4	5	5	5	3	3	4	5	5	1	3	3	1	2	74
12	R12	5	4	4	3	4	3	4	4	4	4	3	4	4	3	3	4	4	4	2	70
13	R13	3	4	3	3	3	3	4	4	4	4	4	4	4	4	4	4	3	4	4	70
14	R14	3	2	3	3	3	3	3	4	3	3	2	3	4	3	4	4	3	3	3	59
15	R15	5	3	3	4	4	3	4	4	3	3	5	4	3	3	3	3	3	4	3	67
16	R16	4	4	3	5	3	4	5	5	4	5	3	4	4	4	3	5	4	5	4	78
17	R17	4	4	4	4	4	3	3	3	5	5	3	3	4	3	4	4	3	4	4	71
18	R18	3	4	3	2	3	4	3	4	4	4	3	3	4	3	4	3	2	3	3	62
19	R19	2	2	3	3	2	2	2	2	3	3	2	2	2	3	3	2	3	3	3	47
20	R20	3	2	2	3	2	2	4	3	4	3	2	3	3	3	1	4	3	3	1	51
21	R21	5	3	4	4	4	3	4	5	4	3	4	5	5	4	5	4	3	3	5	77
22	R22	4	4	3	4	4	3	5	4	3	3	4	4	5	4	5	3	4	5	5	76
23	R23	3	3	3	1	1	3	3	1	2	1	2	1	3	3	2	2	2	3	3	42

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Appendix IV

Result of InstrumenValidity Testing

No Item	R Count	R Table	Description
1.	0,681	0,413	VALID
2.	0,589	0,413	VALID
3.	0,468	0,413	VALID
4.	0,573	0,413	VALID
5.	0,648	0,413	VALID
6.	0,583	0,413	VALID
7.	0,656	0,413	VALID
8.	0,764	0,413	VALID
9.	0,537	0,413	VALID
10.	0,602	0,413	VALID
11.	0,565	0,413	VALID
12.	0,814	0,413	VALID
13.	0,470	0,413	VALID
14.	0,486	0,413	VALID
15.	0,438	0,413	VALID
16.	0,586	0,413	VALID
17.	0,574	0,413	VALID
18.	0,430	0,413	VALID
19.	0,414	0,413	VALID

Appendix V

Result of Instrument Reability Test

Case Processing Summary

		N	%
Cases	Valid	23	100.0
	Excluded ^a	0	.0
	Total	23	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.883	19

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P01	63.22	81.996	.628	.873
P02	63.65	83.783	.527	.876
P03	63.65	86.146	.401	.880
P04	63.70	83.130	.502	.877
P05	63.65	81.237	.582	.874
P06	63.78	85.905	.537	.877

P07	63.22	82.996	.604	.874
P08	63.30	78.949	.715	.869
P09	63.30	85.040	.474	.878
P10	63.48	81.715	.527	.876
P11	63.70	82.858	.489	.878
P12	63.52	78.715	.776	.867
P13	63.43	84.711	.385	.881
P14	63.65	86.874	.431	.879
P15	63.74	84.747	.342	.884
P16	63.61	84.340	.528	.876
P17	63.78	85.360	.522	.877
P18	63.39	85.522	.342	.883
P19	63.78	85.814	.325	.884

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Appendix VI

Data Description SPSS

		Descriptive Statistics																		
		P0	P0	P0	P0	P0	P0	P0	P0	P0	P1	P1	P1	P1	P1	P1	P1	P1	P1	
		1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9
Variable	Valid	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		3.8696	3.4348	3.4348	3.3913	3.4348	3.3043	3.8696	3.7826	3.7826	3.6087	3.3913	3.5652	3.6522	3.4348	3.3347	3.4783	3.3043	3.6957	3.3043
Std. Deviation		.8687	.8438	.7875	.9406	.9234	.6950	.8148	.9980	.7950	1.0330	.9880	.9450	.9820	.6620	1.0700	.7900	.7020	.9730	.9730
Minimum		2.00	2.00	2.00	1.00	1.00	2.00	2.00	1.00	2.00	1.00	2.00	1.00	1.00	2.00	1.00	2.00	2.00	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00

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Appendix VII

Interview Transkript

No	Question	Answer
1.	How often do you use digital reading platforms for learning English? Can you describe your reading routine?	R1 : I use digital reading platforms almost every day to read articles and course materials. I usually read through my smartphone during my free time. R2 : I use digital reading platforms almost every day to learn English. I usually read for about 30 to 60 minutes per day, such as reading articles or short stories. R3 : I usually use a digital reading platform 2–3 times a week; I typically read the text, look up the meanings of words, and then try to understand the content of the passage. R4 : I don't really use digital reading platforms that often usually just to do my homework R5 : As for how often I use it, I'd say I use it pretty often almost every day. Especially when I have assignments or want to study on my own, I usually read for about 30 minutes to an hour, depending on what I need. Sometimes it's not that long, but I often open articles or study materials. R6 : I usually read depending on my class schedule. I typically read on Fridays, Saturdays, and Sundays. If I finish my classes early on Monday, I also take time to read from the afternoon until evening. However, I tend to read more frequently on Saturdays
2.	What platforms do you usually use for academic reading activities?	R1 : I usually use platforms such as Google Scholar, e-books, and educational websites to access academic materials. R2 : I use English learning applications, websites, and e-books to access academic materials. R3 : Usually on TikTok and websites like Brainly R4 : Google scholar R5 : Most of the time, I use Google to search for articles and PDFs from lecturers, and sometimes I visit

		English-learning websites, I don't really use any specific apps, just ones that are easy to access. open articles or study materials. R6 : For academic reading, I prefer searching for journal articles on websites.
3.	Do you usually reread texts on digital platforms to improve your understanding?	R1 : I often reread texts to ensure better understanding, especially when the texts are difficult. R2 : I often reread texts to improve my understanding, especially when there are difficult vocabulary or sentences. R3 : Yes, because rereading helps me understand the text better R4 : Ya, because if you only read it once, it doesn't always stick. R5 : Yeah, I often reread things because sometimes I don't understand them right away after just one read especially if the text is a bit difficult or has a lot of new words so I usually go over it again while trying to understand it more deeply. R6 : Yes, because there are some parts that I do not understand, so I need to reread them.
4.	How do digital reading platforms help you understand English texts more effectively?	R1 : Digital reading platforms help because they provide features such as highlighting, dictionaries, and translation R2 : Digital reading platforms help because I can directly see the meaning of words and understand them in context. R3 : With its translation and audio features R4 : The digital reading platform has Google Translate, so if there are any meanings I don't understand, I can look them up on Google Translate R5 : The digital reading platform helps me understand the content of English text R6 : Since it is digital, I can directly search for the meaning of vocabulary that I do not understand

5.	Do digital reading platforms help you complete academic reading tasks more efficiently? Please explain.	R1 : Yes, they are efficient because access is fast and many resources are available in one place. R2 : Yes, because they are easy to access anytime and anywhere. R3 : Yes, because it's faster and more convenient R4 : Yes, because there's a lot of material in it R5 : Yes, because it really helps me understand the text R6 : It can be considered efficient, but I still frequently use a dictionary to compare and confirm meanings..
6.	In what ways do digital reading platforms support your vocabulary development?	R1 : They help because I can directly search for the meaning of unfamiliar words. R2 : I can directly search for the meaning of unfamiliar words, which helps improve my vocabulary. R3 : I usually just look for new vocabulary, sis R4 : It has a lot of vocabulary, so it helps expand your vocabulary R5 : They help me learn new words R6 : It certainly helps in improving my vocabulary.
7.	How do you feel about learning English through digital reading platforms?	R1 : I feel that learning becomes more practical and flexible. R2 : I feel happy and motivated in learning English through a digital reading platform because it's more practical and engaging R3 : I just find it easier and more flexible R4 : Oke R5 : In my opinion, digital reading platforms are really helpful for understanding texts because if there's a word you don't understand, you can look up the meaning or translate it right away, so you don't waste time like you would with a physical dictionary R6 : I feel happy using it because it is easy to access

		and can be used anywhere as long as there is an internet connection..
8.	Do digital reading platforms make reading activities more interesting for you? Why	R1 : Yes, because they have an attractive interface and can be accessed anytime.. R2 : Yes, because there are interactive features such as images, audio, and a modern interface. R3 : Yes, because it also has interactive features R4 : Not really, though. I get bored easily when I'm reading. R5 : Yeah, since all the materials are accessible on your phone, you don't need to carry around a bunch of books you can just open them anytime, anywhere. R6 : Yes, because some platforms provide visual features, making reading more interesting.
9.	Do you enjoy using digital reading platforms compared to printed reading materials? Please explain.	R1 : I prefer digital reading because it is more practical and I do not need to carry physical books. R2 : I prefer digital reading because it is more flexible and easy to access. R3 : I actually prefer the digital version over the printed one, but the printed version is more convenient too R4 : Yes, because it's easier to access R5 : Yes, because it's easier to access. R6 : Not really, I still prefer printed reading materials.
10.	Do you intend to continue using digital reading platforms for English learning in the future? Why?	R1 : Yes, I will continue using them because they greatly support my learning process. R2 : I will most likely continue to rely on digital reading platforms for my academic reading assignments in the future R3 : Yes, because it's very helpful for learning R4 : Yes, there's a lot of material R5 : Yes, I'll definitely keep using digital platforms in

		the future because I'm already used to them and they're a huge help with my studies. R6 : Yes, because in the future everything will be digital, so I need to get used to it.
11.	Would you recommend digital reading platforms to other students? Please explain your reasons	R1 : Yes, because they make learning and accessing information R2 : Yes, I highly recommend them because they are practical and effective for learning. R3 : Yes, because it's really helpful and just so practical to use R4 : Yes, because the content on that digital reading platform is diverse, and a single journal contains a lot of the content we're looking for R5 : Yes, I'll definitely recommend it to my other friends especially those who want to learn English because it's more practical and easy to use. R6 : Yes, because it is easy to use and helps users find the materials they need.
12.	How likely are you to rely on digital reading platforms for future academic reading tasks	R1 : Yes, I will continue using them because they greatly support my learning process. R2 : I will most likely continue to rely on digital reading platforms for my academic reading assignments in the future R3 : The likelihood is quite high, especially for academic-related tasks. R4 : It's huge R5 : It's highly likely, since almost all tasks are now digital, so whether we like it or not, it has to be done R6 : I would rate it 8.5 out of 10, because internet access is not always reliable
13.	What difficulties do you encounter when using digital reading platforms for English reading?	R1 : The challenges include unstable internet connection and eye strain caused by prolonged screen exposure. R2 : The difficulties include distractions such as

		notifications and unstable internet connection. R3 : At times, I become overly dependent on translation R4 : It's just that sometimes the access is locked R5 : The hardest part is often getting distracted by my phone sometimes I intend to study, but I end up opening other apps, like social media. R6 : Sometimes the search results do not match what I am looking for, making it difficult to find the needed information.
14.	What technical or academic challenges affect your reading activities on digital platforms?	R1 : Technical challenges such as internet connectivity and sometimes having trouble focusing when reading on a screen R2 : Lack of focus while reading and difficulty in understanding complex vocabulary. R3 : Unstable internet connection R4 : That was a locked journal R5 : Network issues can sometimes be a constant nuisance, and my eyes also get tired too quickly if I stare at the screen for too long R6 : Some platforms require institutional access, which is not available at my university.
15.	What improvements do you suggest to make digital reading platforms more effective for English learning?	R1 : I suggest that the platforms should be more user-friendly and provide more interactive learning features. R2 : Adding more interactive learning features such as exercises and post-reading evaluations. R3 : It appears important to incorporate features that help reduce reliance on translation R4 : As far as I know, there aren't any right now R5 : Learning on a digital platform is convenient and practical it's also more flexible, and you can learn anywhere.

		R6 : The materials should be expanded because some platforms still provide limited resources.
16.	What features do you expect from digital reading platforms to better support your reading comprehension?	R1 : I expect features such as automatic summaries, practice exercises, and detailed explanations. R2 : Features such as automatic summaries, audio pronunciation, text highlighting, and practice exercises. R3 : Such as adding practice exercises, audio features, and vocabulary explanations. R4 : There is a summary of the material at the end R5 : Maybe features like automatic translation, audio, or practice exercises to help readers better understand the text R6 : I expect a feature that can instantly display the meaning of a word when it is clicked.

Appendix VIII

Documentation of the Research





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CURRICULUM VITAE



A. Personal Data

Name : Alma Nur Amira

Place/ Date Of Birth : Koto Dian, 26 Maret 2004

Student Number : 2210203001

Major : English Educational Program

Employment : Student

Address : Telago

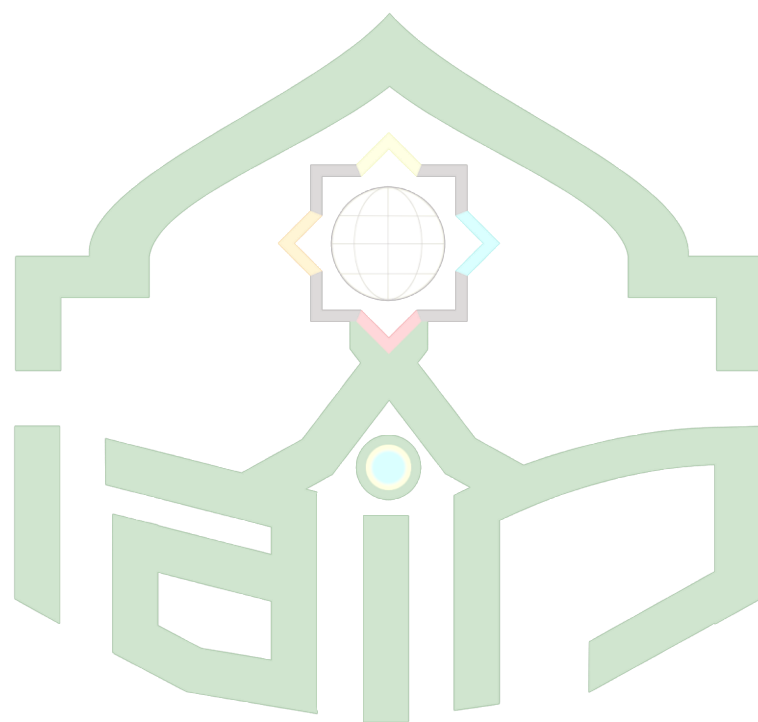
B. Educational Background

2010-2015 : SDN 52/ III KOTO DIAN

2015-2019 : MTSN 07 KERINCI

2019-2022 : SMAN 3 KERINCI

2022-2026 : INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI



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