


Exploring Students' Reading Material Preferences: A Comprehensive Descriptive Analysis

 <https://doi.org/10.31004/jele.v9i4.521>

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A B S T R A C T

The study explores the preferences of students of English Language Education at Muhammadiyah University of Bengkulu in choosing reading materials. The research uses comprehensive descriptive analysis methods to understand the factors that influence student choices, focusing on interests, motivations, print format, and novel-like genres. The sample of the research is students of first-semester English language education at Muhammadiyah University of Bengkulu. The instruments in this research are using in-depth interviews and observation. The technique for collecting and analysing the data used is by conducting in-depth interviews and observation. Then the data was reduced to determine the focus of the research. Next, present the data in the form of a final narrative. The final step is to conclude the data that has been collected to present the result of the research findings. So the result was that students preferred printed reading material and the type of reading material they preferred was fiction, such as novels. The suggestion for this research is a student should know the material and type of reading that is preferred, and based on the result of the research the lecturer also plays an important role in knowing the preferences of students' reading material, because can be a reference in choosing the reading material and combining on learning based on students' interest.

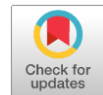
Keywords: Analysis, Comprehensive, Descriptive, Factors, Interest, Motivation Reading, Reading material preferences, Type reading material.

Article History:

Received 09th July 2024

Accepted 03rd August 2024

Published 15th August 2024



INTRODUCTION

Reading is one of the four language skills that every student must possess, especially English Education students. In line with this, at every level of education, reading ability is a priority scale that students must master, this is based on the ability to read, and students will get various information that was previously unknown. Dalman (2017: 5). Reading is a cognitive process aimed at finding various information contained in writing. Tarigan (2015), reading is a process carried out by readers to get messages that the author wants to convey through written media or word media. Reading is a process carried out to obtain information, knowledge, and understanding of a reading topic. Reading requires skills because reading is a process of understanding and interpreting symbols or messages written by the author. According to Hughes (2015: 1) reading is a complex interaction between the reading text, the reader, and the purpose of reading, which is motivated by the reader's prior knowledge and experience. Therefore, reading skills are very important for students, because by reading students can gain broader knowledge and can help develop critical thinking skills, and broaden horizons. In other words, students must read books or texts intensively and extensively to obtain information quickly. According to Wahyuni (Sari et al., 2020), one of the factors that influence the development of individual reading ability is the student's interest in

reading activities, interest can be said as the urge that comes from the individual to do reading activities.

Reading interest is a sense of interest in the reading that generates an urge of the desire of each individual to read the things that are of interest. In addition, reading skills can also be affected by systematic learning processes that must be performed effectively and can attract student interest. Effective in terms of learning results can be achieved in a maximum and fun in the sense that students can learn according to their respective interests without the presence of stress. Effective learning allows students to focus more on learning and spend more time reading. This is why it is important to create a positive learning environment. One way is to find out what the student needs to facilitate the learning process. The use of teaching materials in the form of readings preferred and by the interests of students can motivate students and make sure they feel comfortable using the materials. The use of technology such as online platforms can make it easier for students to access diverse and interesting reading materials, there are various kinds of reading that we can find and we can access at any time without being bound by time and place, such as E-books, articles, blogs, fiction books, and electronic learning platforms. This perspective is supported by Anggraeny (2020), Learning using technological advances serves to facilitate students in understanding learning media and also learning concepts so that it can increase student enthusiasm and make students engage actively in the learning process. By taking advantage of technological developments such as online platforms that provide facilities that can connect students with a variety of information and services thus making it easier for students when they want to access or find reading materials that are varied and interesting according to their interests.

There are various types of reading materials available in both print and digital formats, readings that are easily and quickly accessible without time and place constraints, e-books, articles, books, fictional and non-fiction books, and other electronic learning platforms. Kencana (2020) as an individual who is constantly transforming following the developments of information technology, students can easily get and have reading materials through websites that are available in interesting formats. Reading materials both in print and digital form must have their characteristics and advantages, depending on how students use them according to their needs. The advantage of reading material in physical or printed form is its advantage that it can be read over a long time, and also when we read the book, the reader can mark every part that it considers important. Hikmawati & Taufik. (2019). However, unlike digital or non-printed reading materials, it has advantages such as digital reading materials can store thousands of books, it is conceived as a practicality in terms of storage, the digital reading material is easy to take anywhere and can be read at any time, then digital read materials can be easily obtained by students practically by accessing a website. Munandar (2019). So to access the various types of reading materials available, students must know and understand how to use digital technology and media effectively and efficiently to educational goals.

In the process of learning by using the advances of technology to be effective then can combine a variety of kinds of reading materials that have the advantages and disadvantages of each so that it is expected to be able to complete the shortcomings of each reading, such reading materials include printed reading materials, e-books, and e-journals. According to Anisah (2017), a printed book is a work of scientific writing printed on paper that is used by teachers and pupils in the learning process and is easy to understand so which supports the learning program. The advantages of a printed book are that it does not interfere with eye comfort while reading it, can understand readings more easily, and does not require electricity or electronic devices. Furthermore, the shortage of printed books is not easy and efficient to carry, requiring more storage space. Kustijono et al. (2017) describe an e-book is a digital version of a book that contains information in the form of video, audio, text, images, and multimedia and is published in a digital form that can be accessed through computers, laptops, and smartphones. The use of e-books has become important and an alternative for every

individual to search for information and various sources of reading references they desire. According to Cahyanti (2015:22), E-books are considered more a choice today than print books because, the more interesting and interactive appearance of the material contained in e-books can be video, audio, images, or web links that are much more interesting to readers, e-book is also more practical and efficient than printed books, and can reduce the need for paper use. In addition, according to Waryanto et.al. (2017:34), e-books have advantages in that readers can acquire a broad understanding and knowledge from others, and do not require a lot of space because it is just electronic data.

Hussain & Munshi (2011) reading preferences allow students to be able to meet their personal needs, as well as guarantee freedom of opinion and determine their goals, so it can be interpreted that each student's reading preferences are different according to their respective goals and needs. This activity involves individual preferences for reading topics, genres, writing styles, reading difficulty levels, and other factors that can influence their choices in selecting reading materials. According to Shen (2006), "Reading preferences" refers to how often students, how much, and what students prefer in choosing reading materials. In addition, according to Bouchamma et al., (2013) one of the most important aspects of obtaining effective learning outcomes, it is necessary to consider student preferences in the process of selecting reading materials that suit student needs. Of the various kinds of reading materials available, each student must have different reading preferences between one and the other, which is undermined by several factors, Susanto (2013) suggests that the factors that can influence the process of choosing appropriate reading material to achieve maximum learning outcomes can be divided into two, namely, internal and external factors. Therefore, it is important to research exploring students reading material preferences, i.e. to find out what kind of reading material is preferred by students as well as factors that influence students in choosing the type of reading materials and how the relationship between reading material and learning outcomes. Knowing students' reading preferences is an important step in designing the right learning program. By understanding students' reading interests, educators can create an interesting and relevant learning environment. Providing reading material that matches students' interests and needs can increase their motivation to read. It's useful to create a non-monotonous learning environment. Human reading material preferences can be used as a benchmark to implement effective and exciting learning processes.

METHOD

Research Design

In this study, the researchers used a method of Comprehensive Descriptive Analysis. This method was used to perform a comprehensive analysis of the data obtained in the research, so that it could explain the phenomena related to the findings in the field using a qualitative approach. Ramdhan (2021) The descriptive method was a method used to obtain an overview of the research results, so that the results obtained were in the form of an explanation, description, and validation of the research. So it could be said that a descriptive method with a qualitative approach was a unity of methods that could be used to describe a phenomenon occurring to give a detailed and in-depth picture of the data that had been obtained. The purpose of this method was to provide a detailed description of the data that had been collected. Descriptive analysis was a research method that was carried out to gain an understanding of the object to be studied, and took place naturally and based on real events. This research was carried out by collecting data, analyzing the data, then the researcher made conclusions from all the data as the final result of the research.

The subject of the Research

In carrying out research to take place optimally, informants were needed. The informants in question were people or individuals who had knowledge and experience relevant to the research title so that they could provide in-depth information or data to researchers. According to Sugiyono (2008), research subjects were defined as individuals or people who were used as samples or targets in a study to obtain data. So the subjects in this study were all first-semester English Language Education students who took basic reading courses at Muhammadiyah University of Bengkulu in the 2023/2024 academic year. The total number of subjects in this study was twenty-three students.

Instrument

Research instruments were tools used to collect data, in research. According to Creswell (2014), a research instrument was a tool or technique used in the process of gathering data in research. Instruments that could be used were in-depth interviews and observation. Next, Arikunto (2010: 203) stated, "Instruments were tools or facilities used by researchers in collecting data so that it could facilitate in carrying out their work, in the sense that it was quickly completed and the results obtained were arranged systematically so that they were easy to process." Research instruments had to be designed by considering how the characteristics of the variables in the study. So, in the process of obtaining data, the tools used by researchers in conducting research exploring the preferences of student reading materials were using in-depth interview research instruments, and observation.

Technique of Collecting Data

The technique of collecting data was a process carried out by researchers to obtain research data. In this study, researchers used several data collection techniques, including in-depth interviews and observations.

a. In-depth interview

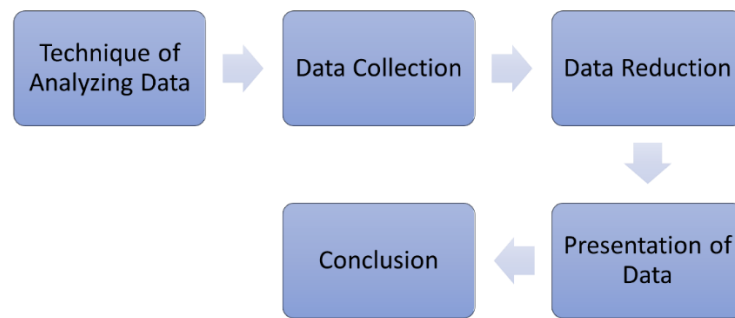
An in-depth interview was an activity that was done to obtain research data in depth by asking several questions orally, which were answered orally by the student being interviewed. The interview was conducted with a question-and-answer between the researchers and the student of the first semester of English Language Education, at Muhammadiyah University of Bengkulu. To conduct interviews researchers were to obtain data as well as in-depth information about reading material preferences preferred by students. Next to obtaining the data, the researchers gave 15 questions related to the research.

b. Observation

Observation was a method used for data collection processes involving social interaction between researchers and informants that was carried out with direct observation using sensory instruments of vision and hearing to the occurring phenomena. In this case, the observation was done by observing directly about the reading material preferences used by students and lecturers during reading learning activities, observing how the lecturer explained and communicated the learning material whether only based on one book preference or the lecturer varied reading material from other sources in the learning process, observed the type of learning material used could cover a wide variety of observable aspects of the book type (book filling, layout, difficulty level of the text, Exercise, Text length) as well as the student's habits during the learning process.

Technique of Analyzing the Data

The technique of analyzing was a series of procedures and methods used to conclude, interpret, and make decisions based on the data that had been obtained. According to Sugiyono (2014: 246), Data analysis techniques were interpreted as a process in analyzing data obtained from interviews, and observation. The steps taken by Miles and Huberman (2014) were as follows :



Pictures 1: Theory Miles and Huberman (2014)

FINDINGS AND DISCUSSION

There were fifteen questions asked to research respondents related to student reading preferences. The researchers conducted in-depth interviews by asking 15 questions to 23 respondents to answer the previously formulated questions, then the researchers collected the results of the interview, and then made a transcript of the results. The next stage was the observation, where the researchers observed the stages of the learning process in the classroom, how the content of the printed book used during the reading learning process included, the book content, the length of the reading text, the size of the letter in the book, the reading theme, as well as whether there were images in the books. In this part, the researchers presented a discussion of the results of the research that had been carried out using the interview and observation methods of the study entitled "Exploring Students Reading Material Preferences: A Comprehensive Descriptive Analysis". This study aimed to find out about the factors that influenced students in choosing reading preferences as well as the types of reading preferences preferred by first-semester students of English Language Education, Muhammadiyah University of Bengkulu in the 2023/2024 academic year. As well as knowing how reading material preferences could affect learning outcomes and student reading skills. The following is a discussion of the research results that had been obtained.

Table 1: Factors influencing students' reading material preferences.

No	Research Question	Interview Question	Result of Interview
11.	What are the factors that influence the reading material preferences of first-semester students of English Language Education, Muhammadiyah University of Bengkulu in 2023/2024?	<p>1. Do you like to do reading activities?</p> <p>2. What are the important factors that influence your choice of reading preferences?</p> <p>3. How do you usually choose new reading material, is it based on other people's recommendations or do you do your search?</p> <p>4. Do you prefer to read books that are text only, or do they have pictures or graphics?</p> <p>5. What is the tools you most often use to read digital reading materials?</p>	<p>Students have a variety of answers, some like to do reading activities, and some don't like it, but almost all students like to do reading activities. namely, 15 students like to read and 8 other students do not like to read</p> <p>Based on the results of interviews that have been obtained, the most dominant factor behind students in choosing reading material preferences is based on internal factors that are specifically based on interest factors, then there are also based on motivation.</p> <p>Overall, there are 23 respondents. In finding new reading materials, 15 students chose readings based on personal searches because the reading is considered by their interests. But even so, some students also choose based on other people's recommendations.</p> <p>Overall, students preferred to read books that contained text, images, and graphics. Because it can help make it easier for them to understand the meaning and content of reading.</p> <p>All students choose to use the same media, namely mobile phones to access digital reading materials. With the reason that it is more practical and easy to use.</p>

As we knew, reading is one of the four skills that must be learned and mastered by students, therefore reading was one of the factors that could support the success of the learning process. Where reading was an information exchange activity so that it could broaden students' insights and critical thinking skills. Based on the research findings, namely of the 23 students who became research respondents, 15 students liked reading activities, the main reason why students liked reading activities was because they realized that the importance of reading could provide knowledge and add insight. This is in line with the opinion of Dalman (2015), namely, Reading was a process carried out to search for and obtain information, where the process involved processing the information contained in the reading text. In addition, Nurhadi (2016: 2) said that reading was a critical and creative thinking process used by readers to understand the text as a whole, this also included evaluating the context, purpose, and value of the reading text. But on the other hand, 8 students did not like to read because when they read it made them sleepy faster and caused boredom. This can also be one of the obstacles to the learning process, this can also be used as a reference for lecturers to implement interesting activities to increase student interest in reading, as well as provide more varied reading material so that it could motivate students.

The second finding was about the factors that influenced students in terms of choosing reading material. Susanto (2013) Factors that influence choosing preferred reading materials could be divided into two, namely internal factors and external factors. Among the 23 respondents who participated in this study, 10 students chose reading based on interest, 7 students based on motivational factors, 3 people chose based on a combination of interests and needs, 2 people based on needs, and the rest based on environmental factors. Based on these findings, it showed that the most dominant factor influencing students in choosing reading was based on interest. These interests included several important aspects, which could be in the form of preferred reading topics, as well as preferred story variations, so it could be said that personal interest had an important role in determining the types of reading preferred by students. According to Parnawi (2019), interest was a tendency that was carried out continuously and focused on one specific goal that was considered important. Furthermore, students chose based on motivational factors, what was meant in this case was the desire that arose within the students themselves, such as the desire to gain new knowledge so that students chose reading that suited their own motivational goals. In a study conducted by Fauziah & Novieastari (2013), motivation was found to be one of the factors that could influence a person's reading material preferences.

Then, three students chose reading preferences based on a combination of interests and needs, According to Vinna (2016), needs were conditions required by individuals to achieve a goal. When interests and needs were combined, they could create a more balanced and comprehensive reading preference. Then, two out of 23 students determined their reading preferences based on needs. This preference was usually influenced by academic demands such as college assignments and others. Vinna (2016) defined needs as everything required by humans to fulfill their lives, reflecting feelings of dissatisfaction or unmet needs. Therefore, when students felt they had academic needs that must be met, they tended to choose relevant reading materials and support these needs. Overall, the findings of this study suggested that interest, motivation, need, and a combination of interest and need were important factors that influenced the reading preferences of first-year students in the English Education Study Program at Muhammadiyah University of Bengkulu. By understanding these factors, universities and lecturers could take more appropriate measures to support students' reading needs and improve their learning outcomes.

The next findings would discuss the media or tools they most often used to access digital reading materials. All 23 respondents had the same answer that they accessed digital reading materials using digital devices such as mobile phones. Students argued that mobile phones were the main tool they used because they were easy to carry around without requiring a large space, and could be used anywhere and anytime so it was more flexible to use. According to

Casmus (2018), mobile technology enables more flexible and efficient learning by facilitating access to educational resources anytime and anywhere. Mobile phones as mobile devices offered not only easy access but also diverse functionality, such as large data storage, the ability to download and save documents, and user-friendly e-book reader applications. In addition, the use of mobile phones allowed quick access to various types of digital reading materials. This was similar to the findings in Munandar's research (2019) that students were more inclined to choose digital formats for academic purposes, because it provided convenience in accessing and storing various kinds of learning without the need to carry books in printed form which required more storage space and was quite heavy.

Table 2: The types of reading material preferences

22. What types of reading material preferences are preferred by first-semester students of English Language Education, Muhammadiyah University of Bengkulu in 2023/2024?	6. What type of reading material preferences do you like? Do you prefer reading a print book or an E-book?	The results obtained are that students predominantly choose reading materials in print format compared to digital because they consider that they understand faster and are more focused when reading them, besides that, they also avoid eye damage caused by the light from the digital devices used. Of the 23 respondents, 13 students prefer reading materials in printed format, and 10 other students choose reading materials in digital format.
	7. What type of reading material (print or E-book) do you find most comfortable when reading?	In terms of comfort when reading, students predominantly choose to read readings in printed format because they are not easily distracted by notifications which makes students more focused and have high concentration when reading. Of the 23 respondents, have their own choices, namely, 13 students chose print format, while the other 10 students preferred digital format.
	8. Are you more focused on reading academic reading materials in print or digital form?	When reading, more students stated that they were more focused when reading printed literature, because according to students it is considered to provide advantages in terms of comfort and concentration levels, besides that, it also does not quickly make the eyes sore. So it can be concluded that of the 23 respondents, 16 students focus more on reading in print format, and 7 others choose digital reading, because it is considered more interesting and varied.
	9. Do you continue to print academic reading materials such as books and journals from digital to print format?	Overall, students prefer to keep reading in digital format, because it is considered more practical and easy to access and carry anywhere than in print format. It can be said that of all 23 respondents, 13 students choose to continue reading digitally and are more dominant. Compared to the print format which is the choice of 10 other students.
	10. What types of reading materials and topics are interesting to you?	The answers varied because students chose based on their interests. However, it can be said that more students are interested in reading in the fiction genre in the form of novels and comics, 14 students choose reading in the form of novel stories because they are considered more interesting and diverse story topics. On the other hand, 9 students are more interested when reading non-fiction such as a person's life journey story commonly known as a biography, because it can provide many life lessons that can build their motivation and can be applied in everyday life.

The next finding was about the type of reading material preferred by students between printed format and digital. The findings showed that out of a total of 23 respondents, 13 students preferred to read books in printed format. They explained that reading in printed format made them more focused when reading and understanding the contents of the text, and had a high

concentration because it would not get interference from mobile phone lights and notifications from various applications contained in digital devices. This was relevant to the opinion expressed by Hikmawati & Taufik (2019), where reading printed reading material had the advantage of being able to be read for a long time, and when reading, if there were parts that were considered important, they could be marked immediately. In addition, it was also supported by the opinion according to Eriksen (2020), which stated that reading printed reading material allowed readers to feel the physical form of a book directly, so that it could make it easier to understand the contents contained in the book. Meanwhile, 10 other students preferred reading in digital format because it was considered easier to access and carry anywhere, so it was more flexible, and many devices could be used. The types of reading and books that could be accessed via the internet varied greatly.

The findings numbered seven and eight discussed the main factors that determined the preference for reading material based on the level of comfort and focus (concentration) when reading it both in print and e-book form. Comfort and focus had a relationship with each other, it could be said that comfort when reading a text was an important aspect that could affect the learning process and results, with the comfort provided when reading increasing focus and concentration during the reading process. In this case, students were more dominant in saying that they were more comfortable and had a high level of focus when reading reading material in printed form. This was due to several reasons, namely that when reading printed reading it could be faster to understand and focus attention on reading due to the lack of notification interference from electronic devices. This was relevant to previous research conducted by Yamson, et al., (2018), which produced findings in the form of students at Central University, where they preferred and were comfortable when reading books in printed form even though digital books were starting to be used.

They assumed that digital books were not easy to replace printed books, books in digital format were only used as a complement in the process of searching for scientific information. A similar study by Munandar (2019) stated that printed reading materials provided a more comfortable reading experience even though digital formats were preferred by some individuals due to their ease of access and use. In his research, it was found that although digital books were also in demand by some students, the majority of students who were respondents felt more comfortable when reading printed books. Furthermore, research by Yusnita (2020) on "Reading Behavior and Preferences among University of Indonesia Students" showed that the majority of respondents were more focused when reading printed reading materials than digital reading materials. The study by Mangen et al., (2013) on "Reading Linear Texts on Paper Versus Computer Screen: Effects on Reading Comprehension" concluded that reading from printed books had a more positive impact on reading comprehension than reading from a computer screen. The second interesting finding was that, although many students felt more comfortable with printed materials, some students were more focused when reading digital reading materials. This could be due to the flexibility and mobility offered by e-books. The use of e-books allowed students to access materials anywhere and anytime, which was due to the development of existing technology.

The next, study revealed that 23 students, including 13 students, preferred digital reading materials over print due to their practicality, ease of use, and accessibility. This preference was not new and was supported by previous research by Munandar in 2019 and Yusnita in 2020. However, 10 students still preferred printed reading materials, citing their ease of understanding and enjoyment. This was in line with previous research by Yusnita in 2020, which found that some students still preferred reading printed materials for effective information absorption. Furthermore, the study also highlighted the importance of considering students' preferences in selecting reading materials that suit their needs and interests. Fourteen students preferred reading fiction genres like novels and comics, as they found them more interesting and varied in themes. This aligned with Bouchamma et al.'s statement in 2013 that one of the most important aspects of obtaining effective learning

outcomes is considering students' preferences in the selection of reading materials. Furthermore, pleasure in reading was the main factor influencing students' preference for genre fiction. Factors such as pleasure in reading, awareness of the benefits of reading, reading frequency, and the quality of reading sources could influence students' reading interest. Overall, these findings highlighted the significance of considering students' preferences in selecting reading materials that were useful for improving learning outcomes and reading skills.

Table 3: The influence of reading material preferences on student ability.

<p>33. How do students' reading material preferences affect the learning outcomes and abilities of first-semester English Language Education students at Muhammadiyah University of Bengkulu in 2023/2024?</p>	<p>11. Do the reading materials used in the learning process match your interests? (If yes or not give a reason)</p>	<p>All 23 respondents said that the material used in the reading course was by their interests, because the stories given were easy to understand. However, only a few students (2 people) said that it was not in their interests. But here more dominant students say that the material used during the learning process is by their interests.</p>
	<p>12. What are the difficulties you often face in reading English texts in reading courses? How do you overcome them?</p>	<p>Based on the 23 research respondents, all of them answered the same difficulties when reading English reading texts in reading courses. All students have difficulty understanding the meaning of the reading text, because the reading uses English and they still have little vocabulary, then to understand the meaning of the reading requires students to translate the reading first, and the next difficulty is when the pronunciation is quite difficult and often wrong.</p>
	<p>13. Do you think that for the learning process to take place effectively, lecturers should combine printed and digital reading materials in the lecture process, or only use one of them?</p>	<p>When given the choice, 15 students out of 23 respondents chose to combine both types of reading materials, namely digital and print, because the learning process and types of reading are more varied and can complement each other's reading material deficiencies, and can broaden insight and knowledge. In addition, 5 respondents chose to use just one, namely printed reading material, because according to them, when they are studying, it makes them more focused without interference from notifications from mobile devices such as mobile phones, and it also does not damage eye health. Furthermore, 3 respondents chose one of the reading materials, namely in digital form, because it is easy to carry everywhere and practical, then the reading themes are also more varied so they assume that the learning process is more interesting. Therefore, it can be concluded that the majority of students prefer to combine printed and digital reading.</p>
	<p>14. When you are allowed to choose, in the reading lecture process, do you prefer printed reading materials as used now or digital reading materials?</p>	<p>Based on 23 respondents, there are 15 students prefer to use printed reading material for the reading lecture process, because according to them using printed reading material makes them more focused when reading it without notification interference such as reading digital reading, than by reading printed reading material makes students understand more quickly what is contained in the reading. Then 8 students are more interested in using digital reading materials because they are more practical and easy to carry everywhere, especially now that technology is increasingly sophisticated, making some people lazy if they have to read and open in printed form.</p>

15. Do you have any suggestions for the reading lecture process, so that the learning process becomes more effective and motivating?	Based on the results of interviews with 23 students who took reading courses, they gave suggestions in the form of lecturers explaining the material in more detail and not too fast, lecturers were asked to give additional time to students when given the task of memorizing texts, for reading lectures do not give memorization tasks too often because according to students it is quite difficult to do, especially the texts used are in English, then for reading materials and reading themes are more combined again so that the learning process becomes interesting.
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The study examined the relationship between materials and reading materials used in the reading course of first-semester students at Universitas Muhammadiyah Bengkulu. It highlighted the importance of considering students' preferences in choosing readings to support their success and activeness during the learning process. The majority of 23 respondents indicated that the materials used in the reading course were based on their interests, indicating that students preferred reading texts that were not too long and easy to understand. This is supported by previous research, such as Yusnita's (2020) study on "Reading Behavior and Preferences among University of Indonesia Students," which found that variety and relevance of reading materials significantly influenced students' motivation and interest in reading. Munandar's (2019) research on "Print vs Digital Format: Reading Preferences for Academic Reading Materials for Postgraduate Students at the University of Indonesia" also highlighted the significant impact of reading formats and content on students' reading experience. Munandar asserted that students were more motivated and achieved better learning outcomes when teaching materials matched their preferences. The study discussed the difficulties faced by English Language Education students at Muhammadiyah University of Bengkulu in 2023/2024 during reading lectures. The majority of students, 23 out of 23 students, reported difficulties in understanding the meaning of the reading text, limited vocabulary, and pronunciation difficulties. The main obstacle was the difficulty in translating the text to understand its meaning, as most students had limited vocabulary. Schmitt (2015) and Brown (2018) suggested that vocabulary mastery limitations affected the overall understanding of the text. The study suggested that activities and exercises focusing on vocabulary acquisition and pronunciation practice were essential for improving learning outcomes and reading skills. Teaching strategies that involved gradual vocabulary expansion and consistent pronunciation practice could help overcome these barriers, aligning with an effective language learning approach that emphasized student-centered learning.

The next finding will discuss whether, in the reading lecture process, students choose to use only one of the materials or combine both printed and digital reading materials. Based on the research it was found that 15 out of 23 students prefer to use a combination of printed and digital reading materials. Because they want when the lecture process takes place the material used is more varied and can complement the shortcomings of each reading material, but also to broaden students' horizons and knowledge. By combining printed and digital reading materials, students can explore various and comprehensive sources of information and can take advantage of the advantages of each reading material. This is in line with the opinion expressed by Harasim (2015) that the application of the use of various types of reading materials can make a good contribution to increasing student learning motivation and the effectiveness of the learning process. In addition, Eriksen (2020) argues that the use of a combination of printed and digital reading materials can provide a more varied learning experience make it easier for students to understand in-depth, and can also reduce boredom during the learning process. In addition to combining digital and printed reading materials, 5 respondents chose to only use printed reading materials. The main reason for students is that using printed reading materials can make them more focused because of minimal distractions, such as being disturbed by notifications from mobile devices such as mobile phones.

Exploring Students' Reading Material Preferences: A Comprehensive Descriptive Analysis

According to research conducted by McFarlane (2018), digital distractions can reduce concentration and learning productivity, so printed reading materials are considered more effective in improving the quality of learning. In addition, printed reading materials are also considered less damaging to eye health, which is an important factor in maintaining students' comfort when reading for long periods. Finally, 3 respondents prefer reading materials only in digital form for reasons of practicality and ease of carrying and access to more varied reading themes. The presence of digital technology in education does provide many advantages, as expressed by Mayer (2019), namely the ability to access information instantly and flexibly that can be accessed anytime and anywhere. However, it is important to remember that although digital reading materials offer many advantages, some challenges such as eyestrain and distraction remain one of the considerations made by students when using them.

The research revealed that 15 out of 23 students preferred to use a combination of printed and digital reading materials during the reading lecture process. This approach allowed students to explore diverse sources of information and take advantage of the advantages of each type. This approach contributed to increased student learning motivation and the effectiveness of the learning process. Eriksen (2020) also suggested that a combination of printed and digital reading materials could provide a more varied learning experience, reduce boredom, and make it easier for students to understand in-depth. On the other hand, 5 respondents chose to use only printed reading materials, as they could help students stay focused and less distracted by notifications from mobile devices. Research by McFarlane (2018) suggested that digital distractions could reduce concentration and learning productivity, making printed materials more effective in improving learning quality. Additionally, printed reading materials were less damaging to eye health, which was crucial for students' comfort during long reading sessions. Lastly, 3 respondents preferred digital reading materials for practicality, ease of carrying, and access to more varied reading themes.

Digital technology in education offered advantages such as instant and flexible access to information, but challenges such as eyestrain and distraction remained a concern for students. As expressed by Mayer (2019), namely the ability to access information instantly and flexibly that could be accessed anytime and anywhere. The next finding revealed that out of 23 respondents, 15 preferred printed reading materials for the reading learning process, as they helped improve concentration and reduce distractions from digital device notifications. This is relevant to the opinion of Davis (2016), that distractions originating from digital devices often occurred along with the development of technology at that time, so it could reduce the concentration of readers and hamper the reading comprehension process. The process of understanding a reading was effective if students were more concentrated and focused when reading it, and did not get visual distractions that often appeared when reading digital reading (Mayer, 2014). On the other hand, 8 respondents were more interested in using digital reading materials due to their practicality and ease of use. In an era where technology was advanced, practicality was crucial in determining reading material preferences. According to Davis et al. (2016), technological advances provided easy access to various digital resources that were previously unreachable, so students preferred digital materials for reasons of practicality and mobility.

The last finding was in the form of a suggestion for reading lectures, suggesting that lecturers should explain learning materials in detail and not too quickly, as students needed sufficient time to process information. This helped improve learning outcomes by making it easier for students to understand the context of discussions and learning content. Students suggested providing additional time for memorizing reading texts, as it helped students focus more and helped them focus on understanding and memorizing reading. They also suggested not giving memorization tasks too often, as it could be challenging when given too short a time. They suggested combining the material and types of reading used in the learning process to make it more interesting and varied. Overall, the study highlighted the importance of

providing detailed and engaging reading materials for effective and motivating learning experiences.

This was relevant to Smith's (2015) opinion that students would be more interested and would participate actively in class when the learning material taught was relevant to their interests and applied interestingly. Furthermore, it was also important to implement the use of technology as a tool in the reading-learning process. The use of digital tools such as reading apps (Wattpad, webtoon, and others), e-books, e-journals, and so on could help provide variety in the teaching process and increase students' reading interest (Harrison, 2016). The use of this technology also allowed students to access a variety of reading materials independently that suited their needs, so that in the end it could improve their abilities and motivation. So, the suggestions given by students for the reading lecture process included several things, namely, clarity and speed in explaining the material provided by the lecturer, providing additional time to memorize and reducing memorization tasks, as well as combining reading materials and themes to make them more varied and applying the use of technology to support the development of reading materials. This was expected to help improve the effectiveness of reading lectures, so that students were more enthusiastic and motivated in carrying out lectures.

CONCLUSIONS

Based on the findings of the research regarding Exploring Students Reading Material Preferences: A Comprehensive Descriptive Analysis, it can be concluded that each student has diverse preferences in choosing reading materials. The most dominant factor in terms of choosing reading material preferences is based on student interest and motivation factors. In terms of choosing reading preferences, students predominantly choose to use printed reading materials for the reading lecture process, because according to them, using printed reading materials makes them more focused when reading without notification interruptions such as reading digital reading, than by reading printed reading materials makes students understand more quickly what is contained in the reading. But even so, there are also students who prefer to read in digital format because they think that digital reading is more practical and easy to carry everywhere. The results of this study also found that students prefer reading in digital reading formats in fiction genres such as novels, and also like non-fiction stories such as someone's biography. However, it cannot be avoided that during the reading learning process, of course, students have difficulties, such as difficulties in understanding the meaning and content of the reading text due to the lack of vocabulary known by students so that during the reading process students have to translate the text first to make it easier for them to understand it. Then during the learning process, students consider that the lecturer gives explanations too quickly, and difficulties when memorizing reading texts, especially with the time given is quite short. Therefore, to improve the learning process, students suggested that lecturers explain the material in detail, give extra time to memorize the text, and reduce memorization tasks. They also suggested combining reading materials and themes to make it more interesting and varied. The findings also reveal that students' reading material preferences affect their learning outcomes and abilities. A learning process that uses reading materials that match students' interests will make them more engaged in the learning process, leading to better and more effective learning outcomes.

ACKNOWLEDGEMENTS

Thank you to all those who have been involved in completing the study Exploring Students' Reading Material Preferences: A Comprehensive Descriptive Analysis. Particularly to Sinarman Jaya, M.Pd who has helped provide advice and contributed to the completion of this article. Further thanks to all the students of the first semester of English Language Education, Muhammadiyah University of Bengkulu who have participated in this research,

and who have spent time and given opinions and experience so that can support this research discovery.

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