



EXPLORING THE CHALLENGES OF DIGITAL TEXTBOOKS IN READING COMPREHENSION

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Abstract: Reading is a crucial skill that contributes to the language, mind, social, and cultural development of students. In addition, in the digital era, technology is widely found and can be used properly. Digital textbooks have become an inevitable part of leisure time, study assignments, and work duties, facilitating online learning and blended learning. But some individuals reject the existence of new technology. This study highlights the challenges of digital textbooks in reading comprehension. This study utilized literature review research, which is a survey of scholarly sources on a specific topic. The researchers reviewed 24 articles published between 2018 and 2023 from ERIC Journal and Google Scholar, analyzing the content and information in the articles. The study found that digital textbooks can impact students' focus ability, as they can be easily distracted by social media, notifications, and web browsing. This could explain why paper-based media favors reading comprehension in unsupervised settings where learners are less exposed to such distractions. The use of digital textbooks must be accompanied by information literacy from digital technology. Digital textbooks offer a new experience in reading, but they also present challenges regarding social-economic status, focus ability, and information literacy.

Key Terms: *Digital Texts, Reading Digital, Digital Literacy, literature review*

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INTRODUCTION

Reading is a basic language skill that is essential because it develops the students' literacy skills and enables them to comprehend and formulate the discourse within a language (Kazazoğlu, 2020). Reading is a skill that contributes to students' language, mind, social, and cultural development. The reader synthesizes the pre-knowledge with the information in the text and hence reaches new understandings and implants them in the brain so that continually learns new information by reading and improves him or herself. Reading is a prerequisite to develop the mind, perform well in schools, pursue a career, and function adequately in society. Moreover, reading is important to develop other language skills (e.g., grammar, writing) and learn foreign languages (Kaban & Karadeniz, 2021; & Pardede, 2019). Reading becomes important of people's lives when they want to grow and keep up with the abundance of information everywhere. It becomes an inevitable part of our leisure time, study assignments,

or work duties. It is especially important for students, as they are suddenly exposed to too many reading materials they must handle for their studies. (Klimova & Zamborova, 2020).

Digital textbooks explosion has also found its way into many classroom activities, including in EFL learning. Digital textbooks are now used to facilitate online learning and blended learning. Traditional face-to-face learning classes have employed digital texts (Manalu, 2019). Digital textbooks may also be known as e-textbooks or e-texts. Digital textbooks are a major component of technology-based education reform. It is a digital object with textual content, which arises from integrating features such as search, hypertext, bookmarks, annotations, highlights, multimedia objects, and interactive tools (Chodak et al., 2019; Klimova & Zamborova, 2020b; Pardede, 2019). Digital textbooks are used for educational purposes and contain interactive materials. Digital textbooks are unique in catering equally to all students with different learning abilities (Chavali & Gundala, 2022). Reading digital books or digital textbooks is reading using digital technology where a text written to e-text and collected as information into e-books. This technology is very familiar with its use in education and in work. Reading digital textbooks is becoming a mainstream phenomenon in the education today. With the demand of electronic readers (or e-text) on the rise, there is a concern about how students are being taught to use these digital resources (Celadiña, 2020).

Reading digital textbooks are currently being used because they are easier to use and find. Because it is more effective and there is no need to carry a printed text book. According to (Manalu, 2019) by connecting to the internet, people have many optional tools to access information, such as WhatsApp group, online news, Wikipedia, journals, etc. Digital textbooks provide a new text format in terms of view, font, and color for readers to interact with. Digital textbooks have essentially offered readers a new experience in reading.

Despite the enormous availability of digital students, they may not be able to cope with the digital age of reading, which would provide them more struggling time in reading passages through mobile phones, projected and e-texts (Celadiña, 2020). Since digital text are electronically generated and multimodal (combining texts with audio, video, image, and hypertext), they become more interactive than a printed text and offer the readers to explore nonlinearly (Manalu, 2019; Yawiloeng, 2022). Digital textbooks are a relatively new phenomenon in education in general and in EFL learning and teaching in particular, sound foundational concepts of digital reading are still limited. Therefore, to empower EFL teachers in facilitating students' learning through digital reading, more and more studies are required (Pardede, 2019). These features give digital textbooks the potential to motivate students to learn independently, without waiting for their lecturers to give them materials (Manalu, 2019).

METHOD

This study is employed literature review research. Literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research that you can later apply to your paper, thesis, or dissertation topic (Andriani, 2022). This article reviews or summarizes the published research about the use of challenges digital textbooks for reading comprehension in a certain period. 24 articles about reading using digital textbooks published from 2018 to 2023 from journal data ERIC Journal and Google scholar were used as the data sources. Data retrieval was done by searching for more than 38 articles on the same topic,

namely the challenges of digital textbooks. The researchers first, read and analyzed the information from the articles and the relevant topic is 24 articles. After that, the researchers analyzed and looked for similarities and differences of the content and the information in article. After getting the analysis results and the existing information, we start the arguments and outlining it.

FINDINGS AND DISCUSSIONS

Digital Textbooks On Social Economic Status

Since we are in a digital era, performing various tasks without digital tools, knowledge, and skills is challenging. Everyone should be digitally literate to accomplish different activities using digital technologies regardless of geographic, age, location, caste, socioeconomic status (Shukla & Yadav, n.d, 2023). Status (SES) or a person's social-economic status impacts and influences the ability to utilize digital information-communication technology (ICT). The use of digital textbooks in reading comprehension by technology has obstacles for users such as; poor internet connection at residence; low socioeconomic status and inaccessibility of digital technology; and, release in using digital technology (De Guzman, 2022). For the students living in the rural areas, those far from the town proper experienced poor and unstable internet connection speed, while the remaining can get sufficient speed for wired connection but at a high price.

Digital Textbooks on Students Focus Ability

When reading a textbook, we only focus on one goal, specifically reading and understanding the book's contents. Using digital textbooks can usually disperse focus in reading, because there are many tempting factors such as notifications that appear on smartphones or when we open other applications, so our focus is lost. Learners using digital devices may be more easily distracted by social media, digital notifications, or web browsing. This could explain why paper-based media favors reading comprehension in unsupervised settings where learners are less exposed to such distractions. Research suggests that students regularly face distractions when using digital devices (Fontaine et al., 2021b). Lack of focus in young learner who read the digital textbooks tended to talk more about the device than the young learners who read the story by a textbook (Reich et al., 2019). Staring at the screen for a long time also diminishes our concentration and eventually makes us lazy to read.

Digital Textbooks in Digital Technologies (Data Awareness)

Basically, the use of digital textbooks must be accompanied by information literacy from the digital technology. Digital literacy has something to do with the ability to use technology efficiently and understand digital content to evaluate its credibility and use them appropriately (Bocar & Ancheta, 2023). The drawbacks of using digital technologies need more awareness of how to use the features, digital technologies collections are seen as convenient but not user friendly (Johnston & Salaz, 2019). Digital textbooks are more dangerous if the readers' inability to decipher how whiteness transmits, interacts, and racially interpellates among the reader, the writer, and society. Just as whiteness gains its power through its invisibility in society, so does it gain power when it renders itself unseen in digital text. When the learners lack pedagogical strategies to rethink what they thought they know about race, inclusive of understanding the invisible operations of whiteness, they then, unfortunately, fall victim to whiteness (Matias, 2020).

Digital Textbooks in Teacher Digital Technologies (Digital Tools)

According to Kumar and Vijay (2023) teachers face challenges in integrating digital technology into their instruction due to a lack of infrastructure, lack of training, and high costs. Teachers often lack the technical skills and knowledge required to effectively use digital tools, leading to frustration and a lack of confidence in using technology. Additionally, many high-end tools and resources many high-end tools and resources are available at various costs, which can limit teachers' ability to effectively integrate digital technology into their instruction integrate digital technology into their instruction.

Resistance to change can also hinder the integration of new digital tools and resources in the classroom. This resistance may stem from a lack of understanding of the benefits, fear of technology, or a lack of time or resources. The quality of digital content can vary widely, making it difficult for teachers to identify high-quality resources suitable for their students.

Technical issues, such as connectivity problems, hardware failures, and software glitches, can disrupt the use of digital technology in the classroom, causing frustration and disrupting the flow of teaching and learning. Addressing these challenges is crucial for effective digital technology integration.

Digital Textbooks on the Perspective of Teachers and Students

Reading digital textbooks is reading the texts from technological apparatus such as the screen of smartphones, tablets, or computers, either online or offline. Unfortunately, the habits of digital text reading perceived by the students are still low due to external influencing factors, including computers, videos, games, and so forth era (Wadi et al., , 2022)

Amidst the onslaught of reading digital textbooks, some students are still comfortable using textbooks rather than digital textbooks due to long-term use and informed results. Some students still preferred to use textbooks than digital textbooks for longer readings, so textbooks help the readers recall more words still preferred to use textbooks than digital textbooks for longer readings, so textbooks help the readers recall more words Manalu, 2019). When it comes to focusing and concentrating textbooks in print, students find it desirable over digital textbooks. However, reading digital textbooks on screen led to lower recall and performance. The length of reading or time spent reading is short; students possibly preferred e-textbook compared to print textbooks. Contrastingly, students may prefer a print textbook when spending long hours reading academic texts. In addition, contrasting contrasts justify in their study that students who owned digital textbooks read on average twice as many books as those who read-only in print because of convenience. To inculcate the long hours of reading online, some of the coping strategies adopted are using the highlight feature, copy and pasting for future review, customizing font sizes to suit the user requirement, and using a laptop with a big screen to avoid strain on the eyes (Chavali & Gundala, 2022).

Some teachers and the students do not prefer using digital textbooks , because they think read by printbook or textbooks is more understandable and interactive than digital textbooks (Park & Lee, 2021). Some students explained that they would be more likely to consider opting for print format when the reading was a core text, when they wanted to keep the text and return to it, or when the text as a whole was short (keeping environmental impact and printing cost to a minimum). Several students also talked of opting for print when they wanted to learn or remember the information (Hargreaves et al., n.d. 2022).

Digital Textbooks on Students Outcomes

Inactivating digital textbooks in students previously using print text or textbook makes the students upgrade into this digital era (Safar Wadi et al., n.d.,2022). In the pre-digital era, changes in reading textbooks to reading digital textbooks did not systematically evaluated from a reading comprehension perspective and taken for granted as a natural result of technological developments (Kovač & Mohar, 2022). Of Using digital textbooks as a reading tool has several effects on students who are applying them. The print material or print textbook have a more positive effect on students reading outcomes, because changing to digital texts it becomes difficult to apply (Öztop & Nayci, 2021).

However, digital texts are more ambiguous than printed texts since they lack the hierarchical and static structure. Unlike the printed text, which is static, digital texts are not in a constant state. the shape, size, location, and color of web text can be altered. These features can be advantageous, because the students can, for instance, adapt the font size to his need. On the other hand, increasing the fonts' size will limit the amount of text visible to the students. This makes it more difficult to relate the information presented in one section to those in others. Thus, the reader's ability to follow the logical connection between ideas will be reduced (Pardede P, 2019). The activity had no significant effect on reading attitude, and the number of reading mistakes made by students decreased (Kaman & Seyit, 2018). According to Park and Lee's (2021) studies, primary school EFL teachers should be extra supportive of young learners to read extensively using digital textbooks to develop basic reading comprehension. In addition, teachers must always inform students about potential problems associated with using digital textbooks and advise students to do. Students tend to concentrate more and ponder longer when reading digital textbooks. Teachers should encourage young EFL students to continue reading printed books to promote in-depth reading comprehension. Moreover, using digital textbooks in reading are that students who prefer reading digital textbooks, didn't grade better on the reading comprehension test (Kazazoğlu, 2020).). Another big problem for the creators of digital textbooks is how to avoid the cognitive overload of using digital textbooks, because different phases of using digital textbooks create moments when students have to make quick decisions (Ivic I, 2019).

CONCLUSION

The reader synthesizes the pre-knowledge with the information in the text and hence reaches new understandings and implants them in the brain so that continually learns new information by reading and improves him or herself. Reading digital books or digital textbooks is reading using digital technology where a text written to e-text and collected as information into e-books. Digital textbooks provide a new format of text in terms of view, font, and color to readers to interact with. Despite the enormous availability of digital students, may not be able to cope with the digital age of reading which would provide them more struggling time in reading passages through cellular phones, projected, and e-texts. The use of digital textbooks in reading comprehension by technology has obstacles for users such as; poor internet connection at residence; low socioeconomic status and inaccessibility of digital technology; and, release in using digital technology. Digital textbooks on students focus ability when reading a textbook, basically we only focus on one goal, specifically reading and understanding the contents of the book. Lack of focus in young learners read the digital textbooks, tended to talk more about the device than the young learners who read the digital textbooks tended to

talk more about the device than the young learners who read the story by a textbook. Digital textbooks on digital technologies basically use of digital textbooks must be accompanied by information literacy from the digital technology. Digital textbooks on the perspective of teacher and students, reading digital textbooks is reading the texts from the technological apparatus such as the screen of smartphones, tablets, or computers, either online or offline. Some students still preferred to use textbooks than digital textbooks for longer readings, so textbooks help the readers recall more words. In the pre-digital era, changes in reading textbooks to reading digital textbooks did not systematically evaluated from a reading comprehension perspective and taken for granted as a natural result of technological developments. The use of digital textbooks as a tool in reading, has several effects on students who are applying them. According to studies, primary school EFL teachers should be extra supportive of young learners to read extensively using digital textbooks to develop basic reading comprehension. Students tend to concentrate more and ponder longer when reading digital textbooks. It is essential to develop a strong foundation in digital literacy and the use of digital textbooks more effectively and engagingly.

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