

**THE USE OF ENGLISH FOR NUSANTARA E-BOOK FOR
READING LESSON : BENEFITS AND CHALLENGES**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2025AD/1447 AH**

**THE USE OF ENGLISH FOR NUSANTARA E-BOOK FOR
READING LESSON : BENEFITS AND CHALLENGES**

Undergraduate Thesis
Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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ABSTRACT

Muhammad Fadhil Nugroho. 2025. Exploring E-Book Features to Enhance Student Reading Comprehension. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Hj. Raida Asfihana, M. Pd.

Keywords: E-book features; Reading comprehension; Digital literacy.

The integration of digital media, especially e-books, has provided new approach in English learning practices. As e-books continue to replace traditional print materials, several significant shifts occur in the teaching and learning process, particularly in developing students' reading comprehension. Thus, this research aims to find out how students explore and utilize e-book features, the benefits they experienced, and the challenges they faced. This study employed qualitative case study design. The research conducted systematically at Al Mazaya Islamic School. The researcher applied observation in the English reading lessons and conducted interviews to one English teacher and four student representatives of two classes in 9 grade. The observations revealed how e-book features were integrated into reading instruction, while the interview findings provided detailed insights regarding the benefits and challenges. This Research utilizes thematic analysis as the primary technique to analyze qualitative data derived from interviews and observations, in addition the interview data were transcribed verbatim and further, along with the observation data, analyzed using thematic analysis. The results highlight that the teacher effectively implemented e-books as the main learning medium. This was evident with the integration of the features namely, dictionary tools, audio narration, interactive pictures, highlighting, and quizzes on the stages of English reading comprehension. Students gain benefits of e-book features in improved vocabulary, enhanced comprehension through multimodal input, increased motivation, and greater independence in learning. However, several challenges were found in its utilization, including unstable internet connection, features errors, and differences in students' digital literacy skills. Additionally, technical issues such as lags, battery life, unclear audio, and slow-loading pages affected the overall learning process. Despite these challenges, e-book features played a significant role to create more engaging, flexible, and student-centered environment for English reading comprehension.

ABSTRAK

Muhammad Fadhil Nugroho. 2025. *Exploring E-Book Features to Enhance Student Reading Comprehension. Skripsi.* Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Hj. Raida Asfihana, M. Pd.

Kata kunci: Fitur e-book; Pemahaman membaca; Literasi digital.

Integrasi media digital, khususnya e-book, telah memberikan pendekatan baru dalam praktik pembelajaran Bahasa Inggris. Seiring e-book terus menggantikan bahan cetak tradisional, beberapa perubahan signifikan terjadi dalam proses belajar mengajar, khususnya dalam mengembangkan kemampuan membaca pemahaman siswa. Oleh karena itu, penelitian ini bertujuan untuk mengetahui bagaimana siswa mengeksplorasi dan memanfaatkan fitur-fitur e-book, manfaat yang mereka alami, serta tantangan yang mereka hadapi. Penelitian ini menggunakan desain studi kasus kualitatif. Penelitian dilakukan secara sistematis di Al Mazaya Islamic School. Peneliti menerapkan observasi pada pembelajaran membaca Bahasa Inggris dan melakukan wawancara kepada satu guru Bahasa Inggris serta empat perwakilan siswa dari dua kelas di tingkat 9. Observasi menunjukkan bagaimana fitur-fitur e-book diintegrasikan ke dalam pembelajaran membaca, sementara hasil wawancara memberikan wawasan mendalam terkait manfaat dan tantangannya. Penelitian ini menggunakan analisis tematik sebagai teknik utama untuk menganalisis data kualitatif yang diperoleh dari wawancara dan observasi. Selain itu, data wawancara ditranskripsikan secara verbatim dan selanjutnya, bersama dengan data observasi, dianalisis menggunakan analisis tematik. Hasil penelitian menyoroti bahwa guru mengimplementasikan e-book secara efektif sebagai media pembelajaran utama. Hal ini terlihat dari integrasi fitur-fitur seperti alat kamus, audio narasi, gambar interaktif, penyorotan, dan kuis pada tahapan pemahaman membaca Bahasa Inggris. Siswa memperoleh manfaat dari fitur e-book berupa peningkatan kosakata, peningkatan pemahaman melalui input multimodal, peningkatan motivasi, dan kemandirian yang lebih besar dalam belajar. Namun, beberapa tantangan ditemukan dalam pemanfaatannya, termasuk koneksi internet yang tidak stabil, kesalahan fitur, dan perbedaan keterampilan literasi digital siswa. Selain itu, masalah teknis seperti lag, daya baterai, audio yang tidak jelas, dan halaman yang memuat dengan lambat juga memengaruhi keseluruhan proses pembelajaran. Meskipun demikian, fitur-fitur e-book berperan penting dalam menciptakan lingkungan pembelajaran membaca Bahasa Inggris yang lebih menarik, fleksibel, dan berpusat pada siswa.

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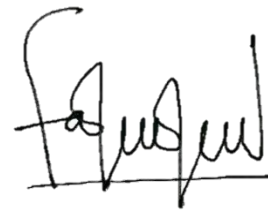
بسم الله الرحمن الرحيم. الحمد لله رب العالمين. الصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا ومو
لانا محمد وعلى آله وصحبه أجمعين. أما بعد.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “Exploring E-Book Features to Enhance Student Reading Comprehension”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

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Finally, the writer hopes that this research will be useful for the next researchers.
The writer admits that this research paper is not perfect yet. Therefore, suggestion will
be expected to make it better.

Banjarmasin, Jumadil Akhir, 2nd, 1447 A.H
November, 23th, 2025 A.D

A handwritten signature in black ink, appearing to be 'Fahmi', written over a horizontal line.

The Writer

TRANSLITERATION

No	Name of The Surah	Indonesian	English
1	Al-Baqarah verse: 269 وَمَنْ يَشَاءَ مِنَ الْحِكْمَةِ يُؤْتِي خَيْرًا أَوْتِي فَقَدْ الْحِكْمَةُ يُؤْتِ أُولُوا إِلَّا يَذْكُرْ وَمَا كَثِيرًا الْأَلْبَابِ ﴿٢٦٩﴾	Dia (Allah) menganugerahkan hikmah kepada siapa yang Dia kehendaki. Siapa yang dianugerahi hikmah, sungguh dia telah dianugerahi kebaikan yang banyak. Tidak ada yang dapat mengambil pelajaran (darinya), kecuali ululalbab.	He grants wisdom to whoever He wills. And whoever is granted wisdom is certainly blessed with a great privilege. But none will be mindful 'of this' except people of reason.
2	Az-Zumar verse: 9 الَّذِينَ أَنَاءَ قَانِتٌ هُوَ أَمَّنْ الْآخِرَةَ يَحْذَرُ وَقَابِمًا سَاجِدًا هَلْ قُلْ رَبِّهِ رَحْمَةً وَيَرْجُوا يَعْلَمُونَ الَّذِينَ يَسْتَوِي إِنَّمَا يَعْلَمُونَ لَا وَالَّذِينَ الْأَلْبَابِ أُولُوا يَتَذَكَّرُ ﴿٩﴾	(Apakah orang musyrik yang lebih beruntung) ataukah orang yang beribadah pada waktu malam dalam keadaan bersujud, berdiri, takut pada (azab) akhirat, dan mengharapakan rahmat Tuhannya? Katakanlah (Nabi Muhammad), "Apakah sama orang-orang yang mengetahui (hak-hak Allah) dengan orang-orang yang tidak mengetahui (hak-hak Allah)?" Sesungguhnya hanya ululalbab (orang yang berakal sehat) yang dapat menerima pelajaran.	'Are they better' or those who worship 'their Lord' devoutly in the hours of the night, prostrating and standing, fearing the Hereafter and hoping for the mercy of their Lord? Say, 'O Prophet,' "Are those who know equal to those who do not know?" None will be mindful 'of this' except people of reason.
3	Surah Al-'Alaq (96:1-5) الَّذِي رَبِّكَ بِاسْمِ إِقْرَأْ الْإِنْسَانَ خَلَقَ ﴿١﴾ خَلَقَ	1. Bacalah dengan (menyebut) nama Tuhanmu yang menciptakan!	1. Read by (mentioning) the name of

	اِقْرَأْ ۝٢ عَلَقٍ مِنْ الَّذِي ۝٣ الْاَكْرَمِ وَرَبُّكَ عَلَّمَ ۝٤ بِالْقَلَمِ عَلَّمَ يَعْلَمُ لَمْ مَا الْاِنْسَانُ	2. Dia menciptakan manusia dari segumpal darah. 3. Bacalah! Tuhanmulah Yang Mahamulia, 4. yang mengajar (manusia) dengan pena. 5. Dia mengajarkan manusia apa yang tidak diketahuinya.	your God who created! 2. He created man from a clot of blood. 3. Read! Your Lord is the Most Glorious, 4. who teaches (humans) with a pen. 5. He taught man what he did not know.
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