# EFL LEARNERS' ACCEPTANCE IN USING E-READING PLATFORM

**THESIS**


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**PONTIANAK**


**2025**

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Submitted as a Requirement for Obtaining the Master's Degree
in the Master's Program in Educational Technology


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# DECLARATION OF ORIGINALITY

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affirm that this thesis is solely my original work and has not been plagiarized or created using the ideas or contributions of others without appropriate citation. Should it be discovered or demonstrated in the future that this thesis contains any instances of plagiarism, I accept full responsibility for the repercussions of such a breach.

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# ACKNOWLEDGEMENT

All praise and gratitude are due to Allah SWT for His blessings and grace, which have enabled me to complete this thesis titled *"EFL Learners' Acceptance in Using E-Reading Platform."* This thesis is submitted as a requirement for completing the Master of Education Technology program at the Faculty of Teacher Training and Education, Tanjungpura University, Pontianak.

This research conducted at SMA Negeri 1 Anjongan, aiming to analyze students' acceptance of using an e-reading platform in English as a Foreign Language (EFL) learning. I hope this study will contribute positively to the development of technology integration in English learning at the high school level.

On this occasion, I would like to express my deepest gratitude to:

1. Dr. H. Ahmad Yani T, M.Pd, Dean of the Faculty of Teacher Training and Education at Tanjungpura University, for granting permission and continuous support throughout the preparation and presentation of this thesis.
2. Urai Salam, M. CALL., Ph.D, as my first advisor, for his patience, guidance, input, and mentorship during every stage of this thesis's development.
3. Dr. Venny Karolina, M.A.TESOL, my second advisor, for her constructive feedback, suggestions, and invaluable support throughout the writing process of this thesis.
4. Prof. Dr. H. Aunurrahman, M.Pd, as my first examiner, for his invaluable time, insightful comments, and guidance during the evaluation process.
5. Prof. Dr. Herry Sujaini, S.T., M.T, as my second examiner, for his critical feedback, valuable suggestions, and expertise, which greatly contributed to the refinement of this research.
6. Assoc. Prof. Lindsay M. Ozarraga from MAIGO - Mindanao State University, as the external examiner, for his valuable time, expertise, and insightful evaluation which significantly enriched the quality of this research.

7. Suafri Efendi, S.Pd, Academic Staff of the Master of Educational Technology Program, for his administrative assistance and support throughout my study.

I would also like to extend my heartfelt thanks to everyone at SMA Negeri 1 Anjongan for their support and permission, which enabled the data collection for this research.

Endless gratitude goes to my beloved family, especially my mother, Sa'iyah A Gani, for her unwavering support and prayers. My deepest thanks to my wife, Kristiana, for her love, understanding, and constant encouragement at every step, as well as to my children: Gifty Ananda Karim, Radithya Alvaro Karim, and Syakila Azrina Karim, who have been my source of happiness and motivation in completing my studies.

Finally, I hope that this thesis will be beneficial for the advancement of knowledge, particularly in the field of technology-based English learning. I acknowledge that there may still be shortcomings in this thesis, and I sincerely welcome any constructive criticism and suggestions to perfect this research.

Pontianak, April 2025
Author

Ajerin Karim

# ABSTRACT

The integration of digital technology in education has revolutionized English as a Foreign Language (EFL) learning, with e-reading platforms emerging as essential tools for enhancing reading comprehension. This study examines high school students' acceptance of e-reading platforms in EFL reading, focusing on their responses, gender differences, and learning experiences. The study was conducted at SMAN 1 Anjongan with a population of 198 tenth-grade students. Using a mixed-method approach, the study employs a Technology Acceptance Model (TAM) survey to measure students' perceptions and thematic analysis to explore their subjective experiences. Findings indicate a high level of student acceptance (TAM Mean Score = 64.43). Students perceive the platform as useful (Mean = 3.23), particularly in providing engaging reading materials and supporting reading skill development. Regarding Perceived Ease of Use (Mean = 3.25), students appreciate its intuitive design, smooth navigation, and accessibility. Attitude Toward Using is generally positive (Mean = 3.30), though comfort and enjoyment need enhancement. Behavioural Intention findings (Mean = 3.18) indicate students' confidence in the platform's effectiveness and preference over printed books. A gender-based analysis reveals that female students demonstrate significantly higher acceptance (Mean = 65.49) than males (Mean = 63.46), with the Mann-Whitney U test ($p = 0.003$) confirming this difference. Qualitative analysis highlights benefits such as improved vocabulary acquisition, reading comprehension, pronunciation, and motivation due to interactive features like built-in dictionaries, translation tools, and audio narration. However, students report challenges, including platform limitations, user experience issues, and language difficulties. Despite these challenges, 95.96% of students would recommend the platform, citing ease of use, effectiveness, engagement, and support for diverse learners. These results suggest that e-reading platforms enhance EFL learning, though improvements are needed to address technical limitations and motivation-related factors. Future research should explore long-term impacts, pedagogical integration strategies, and instructional approaches to optimize digital reading experiences and improve user satisfaction.

**Keywords:** EFL learners, E-reading platform, Technology Acceptance Model, gender differences, student experience.

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# CHAPTER I

# INTRODUCTION

## A. Background

English functions as a medium for both verbal and written communication, enabling people to share information, ideas, emotions, and contribute to the growth of knowledge across fields such as science, technology, and culture. Achieving effective communication involves discourse competence, which refers to the ability to understand and create both spoken and written texts. This competence is demonstrated through the four language skills: listening, speaking, reading, and writing, all of which are crucial for engaging in meaningful communication within society. According to Richards (2015), language skills are interconnected, meaning that proficiency in one area often aids the development of others. For example, reading not only boosts comprehension but also improves vocabulary and writing skills.

In the context of preparing students to meet global workforce challenges and comprehend academic texts, mastering English to the highest possible level is essential for Indonesian students. As a result, English education is focused on developing these skills to help graduates communicate effectively in English at various literacy levels (Brown, 2006). Among these skills, reading is particularly significant, as it plays a key role in enhancing other abilities, such as speaking and writing. Grabe & Yamashita (2022) emphasizes that reading is fundamental for gaining new knowledge, expanding vocabulary, and improving writing skills.

Moreover, reading comprehension, as Celce-Murcia (2001) note, equips students with the cognitive tools needed to understand complex texts, which in turn aids in producing coherent written content and engaging in fluent oral communication. Thus, improving reading skills is not only crucial for academic achievement but also for developing broader communication skills, including speaking and writing, which enables students to address global challenges and contribute to the advancement of knowledge across various disciplines.

Based on the researcher's experience as an English teacher at a high school, several students face difficulties in mastering English language skills, particularly reading comprehension. This can be explained through various factors affecting students' ability to understand texts effectively. According to Richards (2015), limitations in linguistic competence, such as grammar and vocabulary, are major challenges in language learning. These limitations hinder students' ability to understand the meaning of texts in-depth, both at the literal and broader contextual levels. Furthermore, Brown (2006) emphasizes the importance of discourse competence, where students need to understand the relationships between sentences and paragraphs through cohesive and coherent devices. The inability to recognize these elements often obstructs their understanding of the overall text structure. Additionally, Celce-Murcia (2001) highlight the role of strategic competence, which includes techniques like skimming and scanning to locate important information in a text. However, students experiencing reading difficulties often do not utilize these strategies effectively. Therefore, addressing these weaknesses requires a more interactive approach. As Grabe & Yamashita (2022) suggests, the

use of technology can engage students more actively with texts, providing interactive multimedia support to enrich their reading experience and overcome comprehension challenges.

The difficulties faced by students in mastering reading comprehension, as highlighted in the previous paragraphs, can be addressed through the integration of technology, which aligns with the goals of the Merdeka Curriculum. Incorporating technology, as suggested by Grabe & Yamashita (2022), can help overcome these challenges by providing interactive multimedia resources that engage students more deeply with texts. Furthermore, the use of technology in the classroom supports the development of 21st-century skills, such as critical thinking and collaboration, which are increasingly essential in both academic and professional contexts (Wahyudin et al., 2024; Kalyani (2024). Larisang (2023) further emphasizes that technology enhances student motivation and achievement compared to traditional