

DEVELOPING E-BOOK FOR PRE-INTERMEDIATE GRAMMAR IN EFL CLASSROOM

by

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Abstract:

The current article attempts to develop teaching material for intermediate grammar in form of electronic book (e-book) which utilize epub format. This research was carried out by using Research and Development method. The participants of this research were 43 students of English Education Study Program. Instruments used in this research is experts' sheet to validate the e-book and questionnaire to measure students perception toward the use of e-book. Data collecting technique was done through several stages; pre-liminary research, prototyping phase, and assessment phase. In analyzing the data, experts' validation and descriptive quantitative was implemented in this research. The results showed that, three experts in; material, language used and media declared that this e-book is appropriate to be used. Moreover, in term of students' perception, it was revealed that from aspect relevance (4.0); consistency (3.8); practice (4.4); and effective (4.2) which hence it can be said that students have positive perception toward the use of this e-book.. Therefore, it can be concluded that generally this e-book is very good and recommended to be used in pre-intermediate grammar classroom.

Keywords: *e-book, pre-intermediate grammar, development, very good, recommended.*

INTRODUCTION

Currently, a number of research and development (R&D) studies have been carried out by several researchers; first Suparno (2018) investigated the development of e-book multimedia model to increase critical thinking. Second Avianti et al., (2018) carried out a study about the development of learning materials based on core model to improve students learning outcomes in chemical bonding topic. Third Astuti & Kusumajanto (2017) developed electronic book E-Pub-based for Display Course. Fourth, Sari (2016) conducted a research about the development of digital book through sigil application in cookies and candys lessons.

Those previous research mainly discussed about the development of e-book in various subjects area. However, development of e-book in language teaching especially in grammar subject, seems have not been conducted yet. Therefore, the gap of the current study is that developing e-book for intermediate grammar subject in EFL setting. Besides, the students' perceptions toward the use of e-book will be measured as well.

During several past decades, educational research and technology has grown rapidly. In term of teaching and learning process, educators need to consider and pay attention to the students condition during the learning process including providing an interesting teaching material to support them achieving the learning objectives. According to Dick and Carey cited in (Wahyudi, 2012) teaching material is a set of materials organized sistematically. In developing teaching material, there are several things that should be considered; it enables the students learning easily, it helps the students to develop their confidence, it provides the students with opportunities to use the target language to achieve communicative purposes and it meets the students' need and conditions (Suparno, 2018; Turmudi & Baihaqi, 2019).

Regarding to the previous statements, students now are living in the digital era in which they engaged with digital devices everyday. Sharmin, (2015) declares that students in digital era tend to choose electronic teaching material which can be accessed through personal computer or gadget and can accomodate their learning interest. However—based on observation—mostly, learning sources which are now available in campus library is in form of printed book. Sometimes, students are not willing to bring such a thick and heavy books to the classroom. Consequently, it makes the learning process can not run effectively. This fact should trigger the educators to develop teaching material which is suitable with the students' needs in order to facilitate them to learn. One of the alternatives is that by incorporating digital media in developing teaching material. Furthermore, incorporating digital media can trigger the students engagement during the learning process as well as increase their achievement in certain subject (Hardiyanto, 2016).

In line with the explanation above, additionally, Arsyad cited in Handayani, (2015) mention that there are two important elements in the process of learning; method and learning resources. In this study, the researcher developed electronic teaching material which is expected to be able to help the students learn pre-intermediate grammar subject easily. In developing the electronic teaching materials (e-books) the researcher used the electronic publication format (epub). According to (Sari, 2016) epub is a re-flowable format and suitable

for e-book readers of all sizes and devices. In addition, (Sari, 2016) explains that e-pub is a standard digital book format introduced by the International Digital Publishing Forum (IDPF). The e-pub format can be read by a variety of devices including Android so all of student can access this e-book easily and effectively. One of applications which can support e-books with e-pub format is Sea Digital Learning (Sigil). Sigil is an open source editor software which can be accessed virtually. The reason of choosing this software because it is easy to use and can be accessed by android.

The development of e-book (the output) of this research is expected to contribute positively both theoretical; to enrich the treasure of related studies and practical; as the electronic learning material which can be used in teaching grammar in digital era. In addition, after having gotten the final product of this e-book, the researcher used it in pre-intermediate grammar classroom as the trial. Then, he administered a questionnaire to measure the students' perception toward the use of e-book.

Therefore, this article focus on answering the following research questions;

1. How to develop electronic teaching material (e-book) for intermediate Grammar course?
2. What are the students' perception toward the use of this e-book?

RESEARCH METHOD

Research Design

Research design of the current study is research and development (R&D). According to Borg and Gall cited in (Setyosari, 2010) R&D is developmental research which is aimed to develop and validate an education product. Product which is developed in this study is teaching material in form of e-book. In this research, the researcher used research and developmental design from Nieveen (2007) as follows.



Picture 1. Research Design
Adopted from Nieveen; 2007

From the picture above, it can be seen that the process of developing e-book was firstly done by conducting pre-liminary research. In this stage, the researcher conducted need analysis to dig more information related to students' need toward pre-intermediate grammar course. Secondly, prototyping phase in which the process of designing teaching material in form of e-book which considerates several aspects such as material relevance, language used and display of e-book. Lastly, assessment phase which focus on the assessment from three experts in; material, language used and media. Those three experts assessed this e-book objectively with the rubric guidance provided by the researcher.

Participants

There were 43 students consisting 33 females and 10 males, involved as the participants in this research. They were the second semester students (Pre-Intermediate Level) of English Education Study Program of Universitas Muhammadiyah Kotabumi.

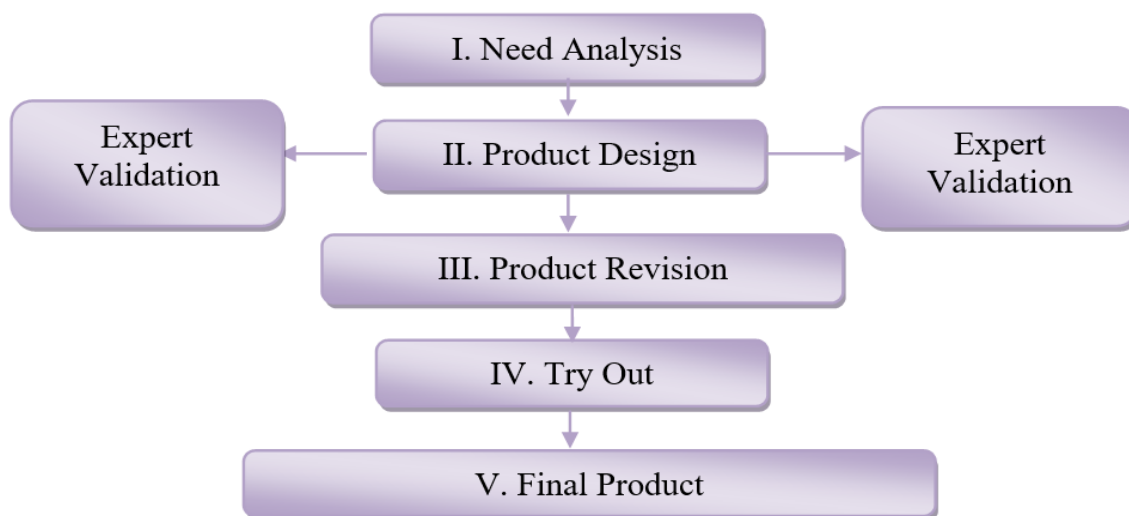
Instrument

The instruments used in this research are experts' assessment sheet and questionnaire. Both of the instruments were validated through expert judgement. The result of validation revealed that both instruments were valid and can be used to collect the data for the current study.

Data Collection Technique

In collecting the data, the researcher conducted the following steps

Table 1. Procedure of Developing the Product



Besides, questionnaire was administered to find students' perception toward the use of e-book in pre-intermediate grammar classroom. The questionnaire was developed by using likert scale (1-5).

Data Analysis Technique

Analyzing the data related to the development of e-book is done through experts' validation and trial phase. It was done by calculating the score and interpreting the comments and suggestions given by the experts as the considerations of revisions. In calculating the score, the researcher used the following tabel.

Table 2. Data Conversion

Calculation Pattern	Calculation	Interpretation
$\bar{x} > Mi + 1,8SDi$	$\bar{x} > 4,20$	Very Good
$Mi + 0,6SDi < \bar{x} \leq Mi + 1,8SDi$	$3,40 < \bar{x} \leq 4,20$	Good
$Mi - 0,6SDi < \bar{x} \leq Mi + 0,6SDi$	$2,60 < \bar{x} \leq 3,40$	Moderate
$Mi - 1,8SDi < \bar{x} \leq Mi - 1,8SDi$	$1,80 < \bar{x} \leq 2,60$	Low
$\bar{x} > Mi + 1,8SDi$	$\bar{x} \leq 1,80$	Very Low

Note:

- Mi* = Ideal Average
- Sdi* = Ideal Standar Deviation
- \bar{x} = Empirical Average

In addition, to analyzed the questionnaire, the researcher used descriptive quantitative. The data was in form of scale (1-5). The whole process of reporting: in-text citation and list of references used semi-automatic by Mendeley desktop (Turmudi, 2020), and and APA style 6th edition (APA, 2010).

FINDINGS AND DISCUSSION

The findings of this research will be presented based on research questions that have been formulated previously.

1. How to develop electronic teaching material (e-book) for intermediate grammar?

Pre-Liminary and Prototyping Phase

The final product or output in this research is teaching material of Pre-Intermediate Grammar which is provided in the form of electronic book or E-Book. Firstly, the process of development was begun by conducting need analysis related to Pre-Intermediate Grammar course. After all of the data collected, the researcher formulates learning topics, then develop the teaching material and also provide exercises in each unit.

In general, the teaching materials consisted of eight units. Each unit contains clear explanations of the concept and examples which is easy to understand. Unit 1 degree of comparison, unit 2 subject and verb agreement, unit 3 passive voice, unit 4 noun clause, unit 5 adjective clause, unit 6 adverb clause, unit 7 question tag and unit 8 reported speech. Unit 1 contains material about degree of comparison. In this unit, the material is presented in several subtitles, namely equal comparisons, unequal comparisons, irregular comparatives and superlatives, positives, comparatives, and superlatives. In unit 2, the researcher provided the material about subject and verb agreement. There are several components that are discussed in this material, such as the basic subject-verb agreement, subject-verb agreement; using expressions of quantity, subject-verb agreement; using there + be, subject-verb agreement; using some irregularities.

The material in unit 3 is passive voice. This unit elaborate the concept of active vs passive, tense forms of the passive, using the passive. Unit 4 reviews in detail the noun clause. The sub theme presented in this unit is introduction, noun clause beginning with that, noun clause beginning with a question word, noun clause beginning with whether or if. Meanwhile, unit 5 presents a discussion of adjective clause. This unit provide with an introduction as a general introduction to related topics, adjective clause pronouns used as the subject, adjective clause pronouns used as the object of a verb, adjective clause pronouns used as the object of a preposition, punctuating adjective clause.

Furthermore, Unit 6 began with an introduction, then it was followed by the explanation about adverb clause in detail. The inseparable parts and material that will be discuss in this unit are using adverb clause to show time relationship, using adverb clause to show cause and effect, expressing contrast using even though, adverb clauses of condition: using whether or not, even if, adverb clauses of condition: using in case, unless, only if. Unit 7 discuss about the tag question material. The explanation of the question tag starts with introduction. After that, the concept of using question tags is provided in subtitles using tag questions. In this section, the material is presented in detail and also provide relevant examples. The last is Unit 8, discuss about reported speech or direct-indirect speech. This material is shown with fully various forms of tenses with standard rules. In addition, this section also provides various exercises and enrichment to increase students' knowledge related to this material.

Systematic of teaching materials are arranged consistently and well-organized to enable the students learn and understand the material easily. In term of language, the researcher used language that was easily to understand and adjust to the level of students' vocabulary mastery. Another thing that also need attention is the display of teaching materials. Display becomes important because it will affect the attractiveness of students to use teaching materials that was designed. There are several items that are the focus of the researcher in designing this teaching material; type and size of the letters, arrangement of pages or numbering system, and the use of both illustrations and colors of teaching materials. These three things are combined proportionally to produce attractive and effective teaching materials.

Expert Validation (Assessment Phase)

In this section the researcher presents the results of the validation of 3 experts in; material, language used and media. This validation was carried out 3 times for each aspect. Expert validation covers several aspects, namely (a) the appropriateness of the content and presentation of teaching materials, (b) the language used, and (c) the display teaching materials. Based on an assessment by using a scale of 1-5, the researcher got some data in the first stage of the validation process; data of material expert assessment got average score of 3.5 with consideration from experts that is feasible to use with some revisions in certain parts. Meanwhile, from the aspect of language and aspects of the media that used in teaching materials the average score was 3.8 and 3.4 with a note of revision in certain parts. The results of the first stage of validation serve as a reference material for the improvement of teaching materials.

Then, after the revision, the researcher carried out the second validation related to the revised teaching material. In this second stage, the researcher obtained the following result. First, the material aspects obtained average score of 4.1 by considering several important notes for revision. Furthermore, a score of 4.0 got from the aspect of language use but the researcher still need to revise in some parts. According to experts on media, the results of the second revision resulted the score of 3.8 and still need to revise some parts to make it better.

The final stage of this validation process have good score category from all aspects. In the aspect of the feasibility of the content and presentation of teaching materials obtained average score of 4.6 and material experts stated that teaching materials are suitable for use in terms of

content and material presentation. For the aspect of language use in teaching materials, the score is 4.5 with the consideration appropriate to use. The aspects of the display of teaching materials are rated 4.3 at the final stage which is assembled with appropriate comments to be used as teaching materials.

Revision of Product (Assessment Phase)

Revision of product are carried out based on suggestion and improvement from experts related to their respective expertise. Generally, there are some improvements suggested by experts. First, improvements to the material aspects that here the researcher have not explained the more fundamental concepts in each material in order the students can easy to understand the material that they will learn. Therefore, the researcher added more detail explanation of the concept and provide the examples that were easy to understand. Second, the illustration aspect also becomes a part that must be revise on the teaching material developed. The illustrations used are considered to be too formal, less illustrative, and less proportional. By considering this suggestion, the researcher then revise the display of teaching material illustrations to be more flexible and colourfull in order to make the illustration more interesting. The third is the lack of practice questions in each unit, so it makes the students will not be able to explore the material well because lack of exercises and discussions. The researcher's response related to the comments in this section that the addition of exercises and detail discussions.

The fourth, consistency in terms of presentation is also an important note that must be considered by the researcher. The revision in making presentation of material more consistent and sequential. Fifth is aspects of spelling. The most suggested revisions are miss typing. In line with the explanation, the researcher revised typing spelling. Sixth is revision related to lay out and neatness of the contents of teaching materials. Lay out the contents of teaching materials do not suitable with the size of the book so that the content area looks very full. Therefore, the researcher re-arranged the font type, font size and borders of paper to make it look more harmonious and easily read by students.

Try Out of E-Book (Assessment Phase)

The trial of this teaching material was conducted during several meetings in the intermediate grammar class. The process of testing this teaching material along with the learning process. The learning activities generally took place as follows.

Table 1. Lesson Plan

No	Learning Stages	Learning Activities
1	<i>Opening</i>	<ul style="list-style-type: none"> • The lecturer give the opening related to the material to be studied • The lecturer explained about the learning that will be carried out using e-books and edmodo applications (as e-learning media) in which the students were facilitated to install Edmodo on their Android previously. • The lecturer explain about objectives of the learning to be achieved and motivate the students to study and refer to the e-book that has been provided • The lecturer direct the students to access e-books that already available in the edmodo group of intermediate grammar class • The lecturer direct the students to explore the material to be studied
2	<i>Main Activities</i>	<ul style="list-style-type: none"> • The lecturer and the students interactively carry out discussions related to exploration conducted by students • The lecturer and the students discuss together about the material that has been explored and understood by students • The lecturers and the students concluded the material based on the understanding and discussion that has been done
3	<i>Closing</i>	<ul style="list-style-type: none"> • The students give opportunity to other students to work on evaluation questions that has been provided in e-books • The lecturer give feedback to students and share about learning plans for the next meeting.

The process of try out was carried out several meetings by following the reference activities as described above. During the learning process, the students were seen very enthusiastic in following intermediate grammar class which were facilitated by e-book which is integrated by e-learning.

2. What are the students’ perception toward the use of this e-book?

The following section will elaborate the result of try out related to the use of e-book. The researcher has distributed questionnaires to students after the try out process has been done to see students’ perception toward the use of e-book in grammar classroom. The questionnaire was developed with a Likert scale of 1-5. The aspects that was used as indicators are relevance, consistency, practical and effective. These aspects are developed into suitable question items. Based on data analysis, the following are the results of the questionnaire that has been distributed.

Table 3. Student Questionnaire Results

Aspect	Score	Interpretation
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Relevance	4.0	Good
Consistency	3.8	Good
Practice	4.4	Very Good
Effective	4.2	Good

The table above shows that the practical aspect got the highest score (4.4) with the interpretation very good category. It was assumed that digital media contributes this aspect. They can open material through their androids and join in electronic learning with the Edmodo application. Furthermore, the effectiveness aspect got a lower score but classified as good category (4.2). The researcher assumed that effectiveness is felt by students because they do not need to bring thick books to be used as learning resources.

In addition, it does not take a long time to open pages to find certain material. Simply clicking on the subtitles listed in the table of contents, they will immediately find the material they are looking for. The aspects of relevance and consistency also received scores that were classified as good (4.0) and (3.8). From the results of the data above, it can be concluded that all four aspects got scores that were classified as good and very good. This result implies that students have positive perception toward the use of e-book in grammar classroom. Indirectly, this reflects that e-books used in intermediate grammar courses are quite effective and can be used as alternative learning resources.

Discussion

The current finding of this study revealed that the development of electronic book was successfully conducted and it was suitable to be used in the grammar classroom. In addition, students' perception toward the use of e-book is positive. Those two current findings are in line with the result of the previous related research. For example, Suparno (2018) who found that electronic book was positively increase both students achievement and students' critical thinking. It means that the development of e-book gave positive impact to the students. In addition, Avianti et al., (2018) revealed that the development of e-book based on core model could successfully improve the students learning outcomes in chemical and bonding topic. Moreover, Astuti & Kusumajanto (2017) informed that electronic book E-Pub-based for Display Course is effective to be used. Similarly, Sari (2016) the product of her research which is in form of e-book through sigil was really useful to be used in cookies and candies lessons.

Regarding to previous findings, similarly, the final product which is produced in this study is electronic teaching material (e-book). According to Daramola (2016) teaching material is a collection of materials that have a good and systematic arrangement and can be used by educators or students to support the learning process. Moreover, Febriati & Budiono, (2011) define that electronic book is learning material in form of electronic which is served by using digital media and can be accessed through computer, gadget or other digital devices. Additionally, Kristian & Nova Kristian, Suyono (2016) explain that good teaching material is arranged systematically, can motivate students to learn, anticipate students when they feel difficult in learning and provide enough practice exercises to enable the students practice independently.

In line with the statements above, it was believed that e-book which is developed was appropriate to be used because of several reasons; first, this e-book was firstly developed to facilitate the students' need especially in learning grammar in digital mode. Second, the utilization of this e-book is really efficient and easy. Meaning that they can bring this learning material everywhere easily (Mette Nortvig, 2014) since it existed in their gadgets. Third, the digital applications used was free and open access. Based on the explanation above, Afzal et al., (2015) mentioned that there are several dimensions of an effective utilization of electronic learning materials in e-learning setting such as pedagogical, technological, resources support, and management.

Related to the process of developing e-book of intermediate grammar, these teaching materials are prepared to provide alternative learning resources on intermediate grammar courses for students. Utilization of the development in teaching materials are focused on a lot of number of main points. First, teaching material products are developed and arranged to help students achieve good knowledge and understanding for intermediate grammar courses. Second, the product developing of teaching material are arranged to trigger and develop students' critical thinking (Saranya, 2017) as a form of caring for young thinkers or intellectuals in the field of English in the future. Last, the development of e-book was emphasized on practice activities. The researcher provides a lot of kinds of exercises and enrichments to make the students have a lot of opportunities to practice.

In terms of students' perception, the result revealed that students were having positive perception toward the use of e-book in grammar classroom. Similarly, Bahramnezhad et al.,

(2016) learning environment which empowered by electronic learning resources will trigger students' satisfactions which means that they have positif perceptions. This finding was the different and new finding comparing the previous related research findings (Suparno 2018, Avianti et al., 2018, Astuti & Kusumajanto 2017, Sari 2016 and Turmudi & Baihaqi, 2019)

CONCLUSIONS AND SUGGESTION

Conclusion

In accordance with previous explanations, the researcher concluded that

1. The development of e-book is effective seen from three aspects; content, language used and display. Besides, this e-book is very suitable with the students' condition in digital era.
2. After having administered questionnaire, it was also found that students have positive perception toward the use of e-book in pre-intermediate grammar class. Therefore, it was recommended that this e-book can be used to cover students need in learning grammar in digital era.

Suggestion

For further researcher, the researcher suggests to explore the development of book by using another digital platform to find the other alternatives teaching material which is suitable with the students who are living in digital era. Besides, other related topics are also suggested to be investigated to have broader relevant insights.

BIO-PROFILE

Asep Hardiyanto is one of young lecturers in English Education Study Program, Teacher Training Faculty, Universitas Muhammadiyah Kotabumi. He received his Master Degree from Master of English Education Study Program, Lampung University, 2016. Since 2016, he was active in publishing his scientific articles in both journals and proceedings. His research interest is in TEFL methodology. Corresponding email: asep.hardiyanto@umko.ac.id

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