

English E-Book as Supporting Learning Media for X Grade Students

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ABSTRACT

The objective of this research is to develop an English E-book as supporting learning media for students at X grade. This learning media consist of some materials in which each materials are completed by some exercises and quiz. The materials in this E-Book are based on senior high school syllabus of curriculum K13. This is a developmental research which adopt Developmental model in research procedures. This model have several steps, those are; 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. The result of this research showed from the media validation result got 4,4 score it was in "very good" category, and the material validation got 4,5 score it was in "very good" category. By having those result, this English E-Book is feasible to be used as supporting learning media for X grade students. Furthermore the result of this research can be used as reference for other researchers in exploring and developing English learning media in different level of students.

Keywords: *English E-Book; English Skill; Senior High School Students.*

INTRODUCTION

English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. The ability to communicate in the full sense is the ability to discourse, namely the ability to understand and/or produce spoken and/or written texts which are manifested in four language skills, namely listening, speaking, reading, and writing. These four skills are used to respond or create discourse in social life. Therefore, English subjects are directed to develop these skills so that graduates or students are able to communicate and discourse in English at a certain literacy level.

Learning English at school still makes students uncomfortable to study. Students assume that English is difficult to understand and makes them unenthusiastic and bored in learning. In addition, the learning process in the classroom which is still only teacher-centered and using textbooks is the main point that makes English the most disliked subject at school.

As stated above, the reality on the ground shows that teachers still often use conventional methods without the help of learning media in delivering material and affect the level of understanding and interest in students' learning. Teachers are usually more likely to convey subject matter orally, meaning that students only get learning outcomes through their sense of hearing, while each subject matter has different levels of difficulty. Subject matter with a high level of difficulty is certainly difficult for students to process, as a result students will quickly feel bored and tired due to teacher explanations that are difficult to digest and understand.

When students are bored, they will look for other activities to relieve their boredom. Students prefer to play smartphones rather than reading textbooks or just listening to the explanations given by the teacher, so that learning objectives are increasingly difficult to achieve. But unfortunately, their smartphones or gadgets are mostly used to access social media or other things that are not related to the subject matter being studied rather than being used as learning media itself, while the desired learning objectives must be achieved.

Taking into account these facts, teachers must change their teaching style; they should be more creative and innovative in teaching. One of the efforts to make the learning process interesting is to use

learning media. Learning media is the media used in learning. This media has its own meaning in the teaching and learning process. As presenters and distributors of messages, learning media in certain cases can represent teachers in presenting learning information to students.

Gagne and Briggs implicitly state that learning media includes tools that are physically used to convey the content of teaching materials. Latuheru in Suryani & Agung (2012), states that learning media are materials, tools, or techniques used in teaching and learning activities with the intention that the process of educational communication interaction between teachers and students can take place effectively and efficiently. The learning media used in the learning process is very capable of influencing the effectiveness of learning. Learning is not a goal, but a process to achieve goals (Hamalik, 2011:29). The involvement of learning media in the learning process is expected to affect the learning experienced by students and the goals to be achieved in the learning itself.

From the explanation above, it can be concluded that learning media are anything that can channel messages, can stimulate students' thoughts, feelings, and willingness so that they can encourage the creation of a learning process in students. In general, the benefits of learning media are to facilitate interaction between teachers and students so that learning activities are more effective and efficient.

The development of technology is one of the factors that influence student behavior in learning. Learners have unwittingly become part of a digital native; generations who live in the digital era where they can easily get information and other conveniences through digital media. This is supported by the growing development of computer devices and gadgets that support the digital native generation so that they can easily get these devices to be able to access information quickly through these devices. Along with these developments, more and more students are able to obtain these computers and gadgets. This means that more or less affect their lifestyle, not least in terms of learning.

These facts and circumstances become the basis for researchers to use computer devices or student gadgets as media for the benefit of learning itself considering the existence of media has a very important meaning in the learning process because of the unclear material presented in learning. can be helped by presenting the media as an intermediary. The complexity of the material to be delivered to students can be simplified. The media can convey messages that cannot be explained through certain words or sentences.

According to Hamidjojo (in Azhar, 2003: 4) explains that the media are all forms of intermediaries used by humans to convey or disseminate ideas, or opinions so that they can be properly expressed to the recipient. Meanwhile, according to Briggs in Suryani & Agung (2012), media are all physical tools that can present messages and stimulate students to learn.

The use of learning media in accordance with the material presented is expected to increase student interest and motivation. So that the competence and objectivity of learning will be achieved properly. As stated by Miarso (2011) that learning media are everything that is used to channel messages and can stimulate the thoughts, feelings, attention, and willingness of students so that it can encourage a deliberate, directed, and controlled learning process.

In the description and explanation of the situation above, the researchers tries to make learning media that is interesting for students and can be used not only during school hours and following the times. One of the media that can be used is e-book. E-book is a publication consisting of text, images, and published in digital form that can be read on a computer or other electronic device. E-books are usually electronic versions of printed books, but it is not uncommon for a book to be published only in digital form without a printed version. In line with this, Putra (2014) said that eBooks are technologies that use computers to display multimedia information in a concise and dynamic form.

Two features of the e-book are very interesting from an educational point of view. First, the text of the e-book is hypermedia. Readers can use the included hyperlinks to jump to related topics, and text can contain graphic, audio, and video elements. Second, the contents of the e-book can be easily changed according to the needs of the readers by uploading new books and deleting unwanted text. Teachers can collect collections of information on their computers and ask students to download them if needed (Smaldino, 2012).

E-book formats vary, ranging from formats supported by large companies and various other formats supported by certain e-book readers and devices. The functions and objectives of the e-book are: As a learning media that can increase learning productivity, As a tool for educators to streamline and streamline learning time (Hidayat, R. 2021). The purpose of e-books is to reduce the burden on educators in presenting information and enable individual learning and the provision of wider information to students.

Based on research, e-books take advantage of technological advances to be used in learning. E-books made can be stored in electronic devices such as cellphones, laptops, or i-pads, so students can take subject matter anywhere without feeling burdened and can be read anytime and anywhere, in other words, e-books are more flexible.

E-books also allow students to have more study time, meaning that students can learn the material being studied not only during school hours. The demands to understand so much material cannot be solved by students only during class hours at school which are only about 4x45 minutes a week. This fact causes students to need additional time to study (Anitah, 2009). The presence of e-books can be a solution for this, because e-books are flexible so students can read them anytime when they have free time to study.

Another advantage is that e-books can be developed not only in text form, but can include images, animations, videos, and music or sound in them so that they are more interesting than conventional textbooks. This is in accordance with the statement of Prakoso Bhairawa Putera (2011) which states that "the multimedia format allows e-books to provide not only written information but also sound, images, films and other multimedia elements. An explanation of one type of music, for example, can be accompanied by a sound snippet of that type of music so that users can clearly understand what the presenter meant."

In this e-book development research, the researchers present the material needed by class X semester 1 high school students in Pdf form. In addition to the material, this e-book is also equipped with quizzes and practice questions that can be used to measure the extent to which students understand the related material. Moreover, a small screen resolution will affect the display, in the sense that if the product is displayed with a full screen display on a device with a small screen resolution then the text, images, that will appear on the screen will also follow that resolution so that the text looks smaller so it is difficult to read, so it is expected can be used on devices with a larger screen resolution.

METHOD

Research Design

The development basis used is the Development Model, which is an instructional design model in the form of a general process that is traditionally used by instructional designers or training development. Development is divided into 5 phases, namely: (1) Analysis phase, defined as an analysis of the needs of learning media programs, related to learning problems, learning goals and objectives, (2) Design phase, defined as the design and manufacture of instructional media designs, (3) Development phase, defined as the stage of making learning products or media, (4) Implementation phase, defined as implementing learning media, (5) Evaluation phase, defined as the evaluation phase of the developed media.

Due to the limitations of the researchers, modifications were made to the number of trial subjects. At this stage, the researchers only involved one school with a total of 31 students per class. The standard modification of the trial subject is also based on the evaluation standard of learning media developed by Sadiman (2006).

Development Procedure

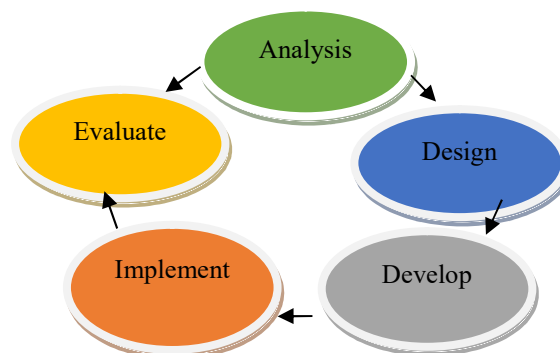


Figure 1. Development Model

- **Analysis**

In the development research model, the first phase is to analyze the need for product development

and analyze the feasibility and requirements of product development. The development of a product can be initiated by a problem in an existing/applied product. Problems can arise and occur because existing or available products are no longer relevant to the needs of the target, learning environment, technology, student characteristics and so on.

- **Design**

The second phase is a systematic process that starts with designing the concepts and content of the product. At this phase the product design is still conceptual and will underlie the development process at the next phase.

- **Development**

The next phase is development. It contains activities for the realization of product designs that have previously been made. In the previous phase, a conceptual framework for product implementation has been developed. The conceptual framework is then realized into a product that is ready to be implemented. To make the product feasible to use, it will be validated to some expert to know the reliability and feasibility.

- **Implementation**

The application of the product in this development research model is intended to obtain feedback on the product being made / developed.

- **Evaluation**

The evaluation stage in this development research model is carried out to provide feedback to product users, so that revisions are made according to the evaluation results or needs that have not been met by the product. The final goal of evaluation is to measure the achievement of development goals.

RESULT AND DISCUSSION

Result of Analysis

Before designing the learning media for X grade students of senior high school, the first step done by the researchers is doing analysis. The analysis is done to the students and teachers at SMA Negeri Plandaan Jombang . To collect the data, the researchers give some questionnaires to students about what they need and what they want in English subject, while to the teachers the interview is done by the researchers to complete the data. Analysis of difficulties in learning English is used to determine the initial conditions of students. From this activity, the following data were obtained:

- The lack of media used in learning English. Students only learn through teaching materials in the form of printed books and student worksheets. This is because teachers do not have the competence to develop more flexible learning media that can be used anytime and anywhere by students.
- The learning model used is still conventional, namely using the lecture and discussion method without using the help of learning support media.
- The portion of the English course curriculum is only 2 hours of lessons for each week, this is complained by the English subject teacher.
- The ability of students to accept and understand the material is different, so there are students who feel that they lack time to study at school to understand the English material that is delivered.
- Many students do not focus on listening to the delivery of material from the teacher during the lesson. This can be seen from observations during English learning, where many students do not pay attention to the teacher and are busy with other things outside the subject matter. Some students steal time by playing with their smart phones.

From the points above, it can be concluded that students have difficulty when learning English in situations like this, so the researchers present an e-book that has been adapted to the material needed by students.

Result of Design

The media design was made by the researchers while the material design was carried out by the researchers in collaboration with the X grade English teacher at SMA Negeri Plandaan Jombang. The results of the design are as follows:

- There are 6 chapters of material that will be presented, complete with exercises and quizzes.
- Choosing the material or content to be included in the e-book media, the material included is a

summary of the material that students learn at school.

- Selecting images to be displayed in e-book media.
- The image displayed is not an image created by the researchers, but an image obtained through internet searches.

Result of Development

Suggestions and inputs from experts are used as guidelines to correct the deficiencies found in developing e-book learning media. This is done to obtain the feasibility of the product if it is implemented on a wide scale.

Suggestions and inputs from these experts are as follows:

- It is advisable to use text that is appropriate to the use of e-books (type and size of text).
- Add text color
- Layout needs improvement
- Emphasize important information
- Put reference

Validation was given by Mrs. Sri Subekti, S.S. M.Pd. as an English teacher in class X at SMA Negeri Plandaan Jombang. Validation was carried out in the class X English teacher's room at SMA Negeri Plandaan Jombang with several improvements. Material expert uses the product accompanied by the researchers, so that the material expert can ask questions directly related to the product being researched and can directly provide input in the form of criticism and suggestions to the researchers which will later be used as a guide for revising the researched product in this study using an assessment with a scale of 5. The data were obtained through a questionnaire given to material experts to assess the material contained in the product being researched. The results of the assessment from material experts can be seen from the following table:

Table 1. Material Expert Validation Results

| No | Aspect | Indicator | Score | Category |
|--------------|----------|---|-------|-----------|
| 1 | Contents | The suitability of the material with the curriculum | 5 | Very good |
| 2 | | The suitability of material with KD | 4 | Good |
| 3 | | Clarity of material presented | 5 | Very good |
| 4 | | Depth of material presented | 4 | Good |
| 5 | | Ease of understanding the material | 4 | Good |
| 6 | Learning | Consistent presentation of material | 5 | Very good |
| 7 | | Use of new words/difficult terms | 4 | Good |
| 8 | | The simplicity of the language used | 4 | Good |
| 9 | | The suitability of example with material | 5 | Very good |
| 10 | | Adequacy of practice | 4 | Good |
| Total rating | | | 44 | |
| Average | | | 4,4 | Very good |

The second validation is given by Mr. Fathur Rochim, S.Pd, M.Pd, as the ICT lecturer at the undergraduate level of English education. Media experts use products accompanied by researchers, so media experts can directly ask questions related to the products researched and can directly provide input in the form of criticism and suggestions to researchers which will later be used as guidelines for revising the products researched. Assessments from media experts were obtained through a questionnaire given to media experts. The results of the assessment are as follows:

Table 2. Media expert validation results

| No | Aspect | Indicator | Score | Category |
|----|---------|----------------------------------|-------|-----------|
| 1 | Display | Font type selection | 5 | Very good |
| 2 | | Font size selection | 4 | Good |
| 3 | | Composition of colour and text | 5 | Very good |
| 4 | | Placement of images and graphics | 5 | Very good |
| 5 | | Media serving order | 4 | Good |

| | | | | |
|--------------|---------|-----------------------------|-------|-----------|
| 6 | Grammar | Easy to understand language | 4 | Good |
| 7 | | Text legibility | 5 | Very good |
| Total rating | | | 32 | |
| Average | | | 4,571 | Very good |

The results of the assessment of each of the indicators above indicate that the media researched is good and is declared worthy to be tested. This is based on the assessment as outlined in the table above, where for the selection of the font type gets a score of 5, the selection of font size gets a score of 4, the composition of colors and writings gets a score of 5, the placement of images and graphics gets a score of 5, in the order of media presentation gets a score of 4. In the grammatical aspect, the indicator for easy-to-understand language gets a score of 4, while in the readability of the text it gets a value of 5.

Result of Implementation

After revisions were made to the media and implemented to students, the results showed that students felt more facilitated because of the simpler learning media and could be more easily accessed anywhere and anytime via their smart phones. Besides that they also said that this time the media was more fun and not boring because the choices of images and colors were quite varied and not too bright.

They also said that this media made it easier for them in online learning activities at home and when they were outside the home. Because of its simple shape and easy access, there is no need to carry the usual printed books.

Table 3. Students' Questionnaires

| No. | Indicator | STS | TS | N | S | SS |
|-----|---------------------------------|-----|----|----|----|----|
| 1. | Selection of font type and size | - | - | 4 | 12 | 15 |
| 2. | Color selection accuracy | - | - | 3 | 16 | 12 |
| 3. | Color combination accuracy | - | - | - | 9 | 22 |
| 4. | Material display | - | - | 2 | 15 | 14 |
| 5. | Txt legibility | - | - | - | 17 | 14 |
| 6. | Material clarity | - | - | 6 | 15 | 10 |
| 7. | Ease of use | - | - | 10 | 10 | 11 |
| 8. | Clear instruction of use | - | - | 2 | 12 | 17 |
| 9. | Media attraction | - | - | 10 | 14 | 7 |
| 10 | Ease of understanding | - | - | 5 | 10 | 16 |

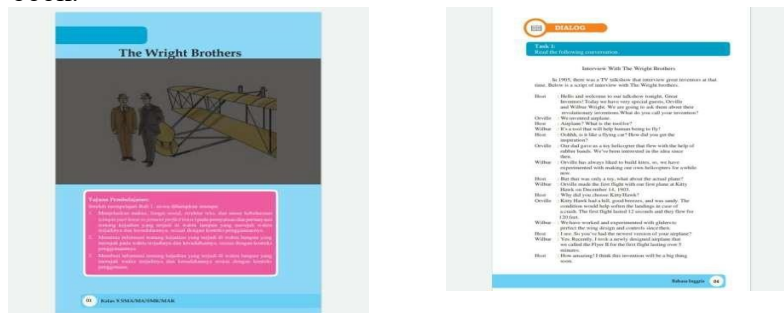
Respondent Data :

Total : 31 students

Gender : 12 male and 19 female students

Result of Evaluation

After going through several stages of improvement in this e-book used, here are some finished pictures from the existing e-book:



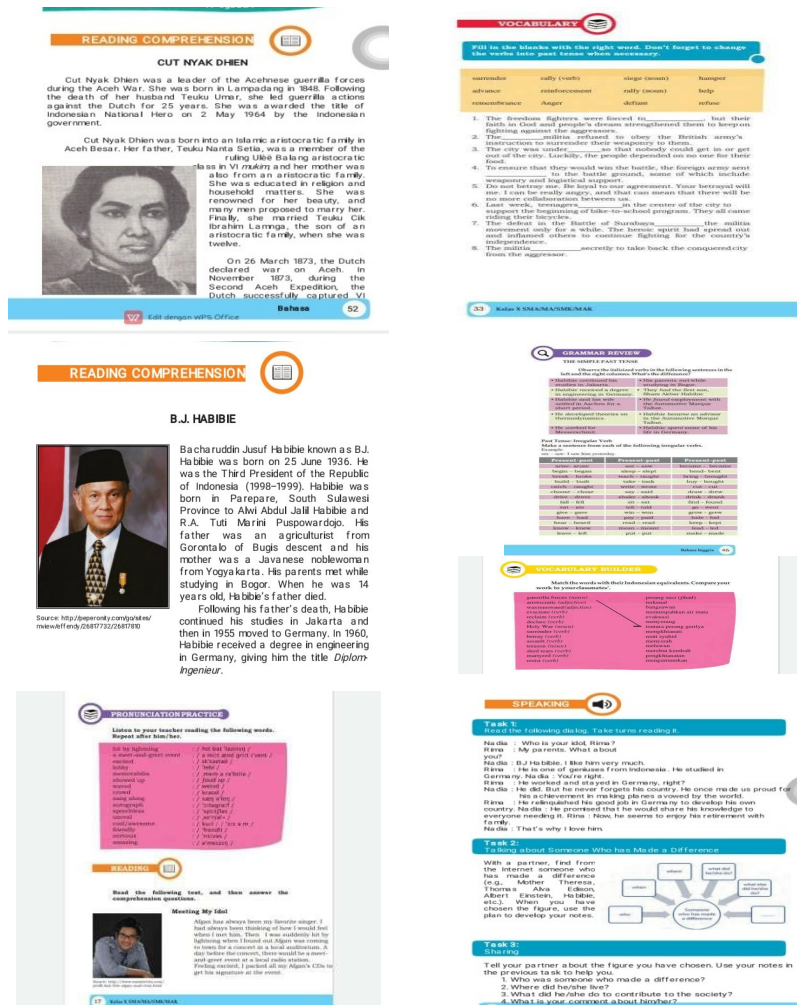


Figure 2. Final Product of English E-Book

CONCLUSION

Based on the results of research and product development carried out, the following conclusions can be drawn:

- The results of observations of the first semester English subjects in Class X at SMAN Plandaan Jombang can be concluded that learning English is still conventional, where teachers still use the lecture method and do not use supporting learning media in delivering material, so students become bored following learning, and students need additional media or supporting media to assist students in learning and understanding the subject matter presented or delivered by the teacher at school.
- This research aimed at developing English E-book that can be used to support students in learning English. The result of material validation got score 4,4 and the result of media validation was 4,5 which were in “very good” category. It meant that this product (English E-book) was worthy to use.
- Paying attention to those conclusions, this research can give benefits for other people. For students, they can use this E-book to support them in learning English while for the teachers, this product can be used as a reference in giving their students material and exercise.

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