

Utilizing an E-Grammar Book to EFL learners: Analysing the Practicality Level

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Abstract: English grammar competency will determine one's competencies in listening, speaking, reading, and writing. While English grammar plays crucial roles in learning English language, it is the core of EFL students' difficulties in learning English. Utilizing an e-book to teach English grammar to students will benefit them since it is provided with interactive features that can promote students' motivation and understanding of English grammar. This study aims to find students' perspective on the use of an e-book with past tense materials towards its practicality and interactivity in motivating EFL student's learning. The e-book was developed by using ADDIE model and the practicality level was gauged by administering close-ended questionnaire to EFL students. The results revealed that the e-book was practical with a very high practicality level which indicated that the e-book can be utilized by the students, and the students were motivated in learning English Grammar by using the e-book.

Keywords: *e-book, past tenses materials, practicality.*

Abstrak: Kompetensi tata Bahasa Inggris akan menentukan kompetensi seseorang dalam menyimak, berbicara, membaca, dan menulis. Meskipun memainkan peran penting dalam belajar bahasa Inggris, tata Bahasa Inggris adalah inti dari kesulitan yang dihadapi siswa dalam belajar bahasa Inggris. Memanfaatkan buku elektronik untuk mengajarkan tata bahasa Inggris kepada siswa akan menguntungkan mereka karena dilengkapi dengan fitur interaktif yang dapat meningkatkan motivasi dan pemahaman siswa tentang tata Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui perspektif siswa tentang penggunaan e-book dengan materi past tense terhadap kepraktisan dan interaktivitas dari buku elektronik tersebut dalam memotivasi siswa belajar tata Bahasa Inggris. Buku elektronik dikembangkan dengan menggunakan model ADDIE dan tingkat kepraktisan diukur dengan memberikan kuesioner kepada siswa. Hasil penelitian menunjukkan bahwa buku elektronik praktis dengan tingkat kepraktisan yang sangat tinggi yang mengindikasikan bahwa buke elektronik dengan materi past tenses dapat digunakan siswa dalam mempelajari tata Bahasa Inggris, siswa pun termotivasi dalam mempelajari tata Bahasa Inggris menggunakan buku elektronik tersebut.

Kata kunci: *buku elektronik, materi past tenses, kepraktisan*

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Grammar is one of the most difficult skills learned in English. Grammar difficulty will affect different English competencies such as reading, speaking, listening, and writing. Nelson (2017) states that a capability to apply verb tenses successfully is a critical ability crucial in achieving communicative competence for learners in which they will be able to create actual, meaningful communication in the four language skills: reading, writing, listening, and speaking. Similarly, Siswoyo (2016) claims that grammar is one of the most important aspects of a language that makes a language user understand about the language both orally and in written.

One of the aspects of the English language grammar that is very difficult to study is the use of tenses. It is used in the four English skills and is used to explain about the situation and time of event. We communicate orally and in written with a correct sentence and express the idea in the correct forms of tenses. Declerck (2016), explains that tense is related to the fact that languages have different verb forms according to different ways in which the speaker can find the actualization of certain situations in time. Therefore, being able to use English tenses is crucial to have meaningful communication based on which time speakers refer to.

Based on the interview with students of English education study program of Universitas Tamansiswa Palembang, there were many factors that can influence the students' problem in learning English tenses. First, the students think that tenses are a difficult English language aspect for them because the students are not interested in learning it. The second problem is the students fail to understand the rules of the tenses. The last is the teacher needs to utilize a media that can enhance the students' understanding like a media that can facilitate students with visualization.

Providing a learning media to the students in learning English can be one of the alternatives to cope with the problems. E-book is such media that is likely to solve the problems. Tuah, Herman, and Maknun (2019) explain that e-books are books or papers that are converted into digital form through scanner in the form of images, texts, or videos and displayed through a computer.

E-book can be an effective tool that can gain students' interest and motivate them to complete the task. Wang & Dostal (2017) explains some benefits of e-books for Children's

English learning. It encourages reading engagement since it comes with features such as images, videos, and animations that make lessons become more enjoyable. It also enhances children's phonological awareness, develop vocabulary, and improve oral English since it is displayed with voice recordings that can be played and listened by children. Furthermore, Reid (2016) claim that e-books have great benefits in helping students to understand the lesson because the e-book has interesting features, so the students are more excited in the learning process in the classroom that are useful and helpful to literacy development. Yalman (2015) also adds that there are more advantages for using e-books for students such as the students can bring the e-books with them in wherever they go and e-book will help college students put off a big burden. Therefore, e-books not only are useful to motivate students in learning but also comes in handy.

Unlike the fact that e-books have important roles in enriching English language learning, studies aiming to develop e-books with grammar materials and to analyse the practicality of the e-books are barely to find. Thus, the aim of this study is to find students' perspective on the use of an e-book with past tense materials towards its practicality and interactivity in motivating EFL student's learning.

METHOD

Initially, the e-book with simple past tense materials was developed by using ADDIE instructional development design (Branch, 2009) that consists of five phases, analyse, design, develop, implement, and evaluate.

Students' need analyses were conducted to find students' level of English proficiency in terms of English tenses, students' expectations towards learning media used in learning English grammar, and their opinion towards the use of technology in learning English grammar. To obtain the information, a close-ended questionnaire was used. An e-book making software, 3DPage Flip, was also analysed to find features that can be utilized to enhance English grammar learning. There are useful features that unable students to visualize and comprehend English grammar such as videos, recording, animations, and pictures.

After designing and developing the e-book, it was then implemented to students in one-to-one evaluation and small group evaluation to gauge information on the practicality and

interactivity level of the e-book with simple present tense materials.

The developed e-book with present tenses materials was evaluated by the second semester students of Universitas Tamansiswa Palembang to find information on its practicality by using a questionnaire in the form of Likert scale to get students' opinions and comments after the students used the e-book.

The subjects of this study were described in Table 1.

Table 1. Subjects of the study

No.	Stages of evaluation	Number of students	Description
1	One-to-one	3	One student for each category (low, medium, and high English proficiency)
2	Small group	6	Two students for each category (low, medium, and high English proficiency)
Total		9	

Table 2 represents the specifications of the questionnaire used to find the practicality level of the e-book and students' opinion towards the use of e-book to their grammar learning.

Table 2. Specifications of questionnaire for students

Aspects	Statement Number
Appropriateness between contents and students' characteristics	1, 2, and 3
Contents presentation	4 and 5
The effectiveness and efficiency of the use of the e-book	6, 7, and 8
Aspects of exercises and evaluation	9, 10, 11, 12, and 13
Attractiveness of the e-book	14, 15, 16, 17, 18, and 19
Quality of media	20, 21, 22, and 23

To analyse the data, the scores obtained from the questionnaire were calculated to get the average score of each aspect of practicality. The practicality interpretation is shown in table 3.

Table 3. Practicality Interpretation

Average Score	Interpretation
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very Low

FINDINGS AND DISCUSSION

One-to-one Evaluation

Table 4 presents the results of the questionnaire distributed to students in one-to-one evaluation.

Table 4. Results of Questionnaire of One-to-one Evaluation

No	Aspect	Average	Level of Practicality
1.	Appropriateness between contents and students' characteristics	4.22	Very High
2.	Contents presentation	4.16	High
3.	The effectiveness and efficiency of the use of the e-book	4.0	High
4.	Aspects of exercises and evaluation	4.24	Very High
5.	Attractiveness of the e-book	4.22	Very High
6.	Quality of media	4.22	Very High
Overall Average Score		4.18	High

From the results, it was found that all aspects have high to very high practicality. The contents of the e-book were appropriate with the students' characteristic which has a very high practicality with average score was 4.22. Similarly, the aspects of evaluation, the e-book attractiveness and the media quality of the e-book were in a very high level of practicality which accounted for 4.24, 4.22, 4.22 respectively. Meanwhile, content presentation (4.16) and the effectiveness and efficiency of the use of the e-book (4.0) were in high practicality level. The overall average score indicates that the e-book based on one-to-one evaluation had a high practicality level

Small Group Evaluation

A questionnaire was administered to the students to know the practicality

of the developed e-book with simple present and present continuous tense. The practicality level of the e-book of small group evaluation was shown in table 4.

Table 5. Results of Questionnaire of Small Group Evaluation

No	Aspect	Average	Level of Practicality
1.	Appropriateness between contents and students' characteristics	4.61	Very High
2.	Contents presentation	4.50	Very High
3.	The effectiveness and the efficiency of the use of the e-book	4.72	Very High
4.	Aspects of exercises and evaluation	4.50	Very High
5.	Attractiveness of the e-book	4.52	Very High
6.	Quality of media	4.61	Very High
Overall Average Score		4.57	Very High

The results obtained from small group evaluation showed that all aspects of the e-book have a very high practicality level. The highest average score was 4.72 for the effectiveness and the efficiency of the e-book use, while the content presentations and the aspects of evaluation had the lowest average score which accounted for 4.50 for each aspect. The results suggested that the e-book was practical with a very high practicality level.

The simple past tense and past continuous tense materials in the e-book were suitable for students' age and their English proficiency level. They also agree that they enjoyed learning simple past tense and past continuous by using the e-book. The students' need analyses conducted in determining the materials results in the appropriate materials with students characteristics so, thus it accelerate their interest in learning. Trilestari & Almunawaroh (2020) claim that e-books developed through students' need analyses and embedded with interactive features accelerate students' learning interest.

The material presentation of the e-book was clear, understandable and presented in a good sequence. They highly agree that the e-book can be used with ease without any assistance at home or anywhere. This finding is in line with Yalman's (2015) finding that students can bring the e-books with them

in wherever they go and e-book will help college students put off a big burden. In terms of exercises and evaluation, the direction and questions are clear and understandable, the number of the questions are enough and the form varies.

The students claim that they are motivated to learn English tenses by using the e-book since they enjoyed using the e-book which was provided by using interactive features that make learning become more interesting and far from the word boring. Almunawaroh (2020) finds that the implementation of e-books in English language learning can improve students' learning motivation and students' learning performance.

Regarding the media quality, the features like pictures and videos are clearly displayed and are related to the instructional materials. It means that the e-book with simple past tense and past continuous tense is practical to be utilized by the EFL students of Universitas Tamansiswa Palembang.

CONCLUSION

The e-book with simple present and present continuous tenses was practical with a high and a very high practicality level which indicates that the e-book can be implemented to teach simple past tense and past continuous tense to EFL students of Universitas Tamansiswa Palembang and it also triggers students' motivation in learning English grammar by utilizing the features like videos and pictures available in the e-book.

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