Developing an E-book with Past Tenses Materials for the Students of English Education Study Program in the Indonesian Context

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Abstract

An e-book is one type of instructional materials that play important roles to ensure learning interactivity by integrating technology to its context. However, studies on the integration of an e-book in English language teaching mostly focus on its implementation process, not its developing process which in fact may influence the validity quality of an e-book. Thus, this study aims to use expert's review to develop an e-book with past tenses materials for students of English study program. Development research design proposed by Akker was used to develop the e-book. Expert's reviews on the past tenses materials and the e-book media design were used to determine the validity of the e-book. The results showed that the e-book with past tenses materials was valid which indicated that it can be employed in teaching and learning simple past tense and past continuous to the students of English education study program.

Keywords: *E-book, past tenses materials, expert's judgements, development research.*

Abstrak

E-book adalah salah satu jenis bahan ajar yang berperan penting untuk memastikan interaktivitas pembelajaran dengan mengintegrasikan teknologi ke dalam konteksnya. Namun kajian tentang integrasi e-book dalam pengajaran bahasa Inggris lebih banyak menitikberatkan pada proses implementasinya, bukan pada proses pengembangannya yang ternyata dapat mempengaruhi kualitas validitas sebuah e-book. Oleh karena itu, penelitian ini bertujuan untuk menggunakan penilaian ahli untuk mengembangkan e-book dengan materi past tenses bagi mahasiswa program studi Bahasa Inggris. Desain penelitian pengembangan yang diusulkan oleh Akker digunakan untuk mengembangkan e-book. Penilaian ahli tentang konten dan desain e-book digunakan untuk menentukan validitas e-book. Hasil penelitian menunjukkan bahwa e-book dengan materi past tenses valid yang mengindikasikan dapat digunakan dalam proses belajar mengajar simple past tense dan past continuous pada mahasiswa program studi pendidikan bahasa inggris.

Kata Kunci: *E-book, materi past tenses, penilaian ahli, penelitian pengembangan.*

1 INTRODUCTION

Instructional design contributes to the success of learning process in that educators are expected to develop instructional materials for their teaching. In Indonesia, teachers are mandated to develop instructional materials to fulfill the Indonesian Government regulation no. 41 year 2007 about the standard of learning process. Furthermore, based on standard qualification and teacher's competency, it is stated that qualified teachers must be able to develop their instructional materials. Therefore, there have been increasing number of studies on developing instructional materials.

In English language teaching and learning context, instructional design covers various aspects of English language, namely English morphology (Umam, 2015), speaking skill (Andi & Arafah, 2017), reading skill (Kusuma, 2016), writing skill (Wahyuni, 2017), listening skill (Qodir, Baehaqi, & Miftah, 2016), and grammar (Lestari, 2019) to support English language teaching and learning process. Lestari (2019), for example, developed English materials for teaching grammar by selecting and adapting from available grammar textbook and she found that the developed materials fitted the students more since it was developed based on students' competencies.

In relation to instructional design, lately technology has been integrated to develop electronic instructional materials to enhance the effectiveness of instructional materials and to support blended learning environment. One of products of such technology integration in instructional design is e-books.

E-books, in English language teaching context, help both learners and teachers to have an interactive teaching and learning environment that triggers learning motivation (Almunawaroh, 2020), develop learners' reading comprehension (Yow & Priyashri, 2019) and listening comprehension (Hsieh & Huang, 2020), increase learners' reading speed (Akbar, Taqi, Dashti, & Sadeq, 2015), and accelerating vocabulary (Leacox & Jackson, 2014).

With regards to English grammar, investigating the effects of using e-materials in learning English tenses is necessary in which English tenses, categories that indicate time reference, determine how well one communicate orally and in written. Declerck (2006) explains that tense that shows particular verb form to indicate a situation in a particular time has significant role in constructing a meaningful sentence. However, there are limited number of study on developing electronic English grammar instructional materials. Hardiyanto (2020) developed an e-book for pre-intermediate grammar in EFL classroom. It was found that students had positive perception toward the use of the e-book in learning English grammar. Unfortunately, the researcher conducted need analysis focused on pre-intermediate grammar course only without considering the students' grammar proficiency level and other aspects that influence the validity level of the e-book. Therefore, this study aimed to develop an e-book with past tenses materials by using Akker development research method that consists of thorough analyses on students' need analysis, environmental analysis, instructional analysis, and students' English grammar proficiency analysis, and to find the level of validity of the e-book.

Based on the aims of this study, the research questions were formulated as follows:

1. How to develop an e-book with past tenses materials by using Akker development research design?
2. Is the e-book with past tenses materials valid?

Material Development

Materials development plays significant roles to the success of learning. Hanna, Hanna, Istance, & Benavides (2010) explain that learners' orientations are teaching and learning, and they depend on learning materials to understand a learning topic, thus teachers are expected to follow and understand a curriculum and provide better learning materials. It is important for teachers to choose the best material for teaching and to develop additional material for the class as well as how to adjust the material based on the students' needs.

Material development has many forms in its application in the educational field. Tomlinson (2011) explains that writing textbooks, telling stories, bringing advertisements into the classroom, expressing an opinion, providing samples of language use or reading a poem aloud are part of the material development. Furthermore, Tomlinson (2012) states that coursebooks can be in a form of a student book, a teacher's book and a workbook. Other forms of materials are cassette tapes, a CD room, tests, handouts, and web resources like videos, pictures, and articles.

According to Richey & Klein, (2013) Klean, there are 2 types of material development. Type 1 is the studies which focus on developing a particular product or designing program by evaluating and analysing the use of product or program. In some type 1 studies, development process is absent, and only product or program evaluations are discussed. Meanwhile, type 2 material development is the studies emphasize on designing, developing, or evaluating process, tools, or models and conditions. The second type of material development explains general analysis of design, development, or evaluation of process, and carry out the all or only certain components.

E-book in English Language Teaching

E-books are electronic version of printed book that can be operated by using gadget. It consists of text, images, videos, audios and are readable on most of electronic devices. Gibson & Gibb (2011) explain that an e-book is an electronic form of the book with features in which there is textual content in digital documents.

Some studies investigated the implementation of e-books to various levels of students, from young learners to adult learners, to support their learning experience. The studies implementing the e-book in English learning were mostly conducted experimentally (Hsieh & Huang, 2020; Isaacson, 2017; Liu, Liu, & Chen, 2019; Wood et al., 2018; Yow & Priyashri, 2019). The other studies were survey study (Nie, Armellini, Witthaus, & Barklamb, 2011; Rogerson-Revell, Nie, & Armellini, 2012) and research and development (Hussain & Al Saadi, 2019; Wu, 2016). The e-books provide language learners with useful multimedia features that can enhance vocabulary, reading comprehension, reading rate and listening comprehension (Akbar et al., 2015; Chen et al., 2013; Hsieh & Huang, 2020; Leacox & Jackson, 2014; Liu et al., 2019; Wood et al., 2018; Wu, 2016; Yow & Priyashri, 2019).

English Tenses

Tenses are very important and basic components of English language. Tenses are generally used to form a sentence in English based on the time, the incident or

event which take place. An event can take place in the past, the present and the future. According to Cowan (2008, p.350), "tense in verb expresses the time an action occurs in relation to the moment of speaking." It has three dimensions-present, past and future. Similarly, Declerck (2016), states that the term 'tense' is a linguistic concept: it is related to the phenomenon that languages have different verb forms according to different ways in which the speaker can find the actualization of certain situations in time. As a grammar category, tense consists of a combination of grammatical forms and meanings.

Declerck (2016) explains that tenses serve to express the temporal relationship between time situations. Tense in this linguistic concept shows the form taken by the verb to find the situation as intended in time.

2. METHOD

Initially, to develop a valid e-book with past tenses materials, the Akker (1999) development research method that consists of analysis, design, evaluation, and revision was used.

In the analysis phase, the writer conducted instructional analysis based on the syllabus of structure course, environmental analysis, and students' need analysis that includes the students' tenses understanding level. A questionnaire was administered to gauge information on students' need analysis.

In the design phase, the e-book was drafted by using a Microsoft Word software. In this phase the learning objectives were determined for each chapter of the e-book. Based on the objectives, then the learning materials, formative assessments, e-learning media like pictures and videos were designed. After the draft

was ready, then it was converted to 3DPage Flip software to embed interactive features like videos, pictures, animations, and links.

Once the e-book was ready, it was evaluated by experts to find the validity level of the e-book. An expert of past tenses materials assessed the content of the e-book, and an expert of media (technology) assessed the validity level of the e-book electronic features quality. The items of the questionnaire of experts' review are as follows:

Table 1: Aspects measured in validation sheet of content

Aspects	Statement Number
The appropriateness of contents with students' characteristics	1, 2, and 3
The accuracy of the content	4 and 5
Content presentation	6 and 7
Linguistics aspects of the contents	8, 9, 10
Exercises and evaluation aspects	11, 12, 13, and 14
The materials appropriateness to the syllabus	15 and 16
Materials presentation	17 and 18
The effectiveness and efficiency of indicator achievement	19 and 20
The applicability of the e-book	21, 22 and 23
The agreement among assessment, indicators, and learning goals.	24 and 25
The number of exercises	26, 27, and 28

Table 2. Aspects measured in validation sheet of media (technology)

Aspects	Statement Number
Layout attractiveness	1
The e-book appropriateness to the students' characteristics	2 and 3
The e-book appropriateness to the contents	4 and 5
The e-book quality	6, 7, 8, 9, and 10
Typography	12, 13, ad 14

After reviewing the e-book, the experts assessed the e-book by using a questionnaire in the form of a Likert scale with scores ranging from 1 to 5 and provided comments on it. The comments were used for the revision. To determine the level of the e-book validity, the average score of the total score obtained from the assessment of experts were calculated and interpreted as follows:

Table 3. Validity Level Categorization

Average Score	Validity level
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

3. FINDING AND DISCUSSION

Analysis Phase
Instructional Analysis
In this phase, the writer analysed the materials related to simple past tense and past continuius adapted from Azar (2003) and Azar (1996) used by the lecturers at Universitas Tamansiswa Palembang to teach English grammar. The English structure syllabus based on the higher education curriculum used at English education study program, Universitas Tamansiswa Palembang was analysed to determine the learning objectives to develop the materials. From the analysis, the learning objectives were as follows:

Learning Objectives:
1. To understand and to be able to use "be" in sentences orally and in written;
2. To understand and to be able to use the simple past tense in sentences orally and in written;
3. To understand and to be able to use the past continuous tense in sentences orally and in written;
4. To understand and to be able to use nouns, adjectives, and pronouns in simple past tense and past continuous sentences orally and in written;
5. To understand and to be able to express ideas with verbs of simple past tense and past continuous tense orally and in written.

Environmental Analysis
In environmental analysis, the writer observed the learning environment at English education study program, Universitas Tamansiswa Palembang. The study program had the following facilities to support teaching and learning process as follows:
1. Classroom with 17 seats

2. 3 LCD
3. Internet Connection
4. The students own laptop to be used to operate the e-book.

The environment had all the facilities to support the teaching and learning process by using the e-book in learning English tenses. Therefore, the e-book can be implemented in teaching the tenses to the students of English education study program.

Students' Needs Analysis

Aspects which were taken into consideration to obtain information about students' needs were (1) Students' English tenses level; (2) their perception about the English tense materials in their textbook; (3) their difficulties in understanding English tenses; (4) their perspective toward the learning process; (5) their expectations English tenses materials, particularly on simple past tense and past continuous tense; and (6) their expectations on the e-book.

First of all, the writer determined the students' English tenses level based on their score in structure one subject. Their average score of the structure one subject was good. Additionally, an interview was conducted to an English lecturer teaching structure one subject to get more information about the students' English proficiency, particularly in terms of English tenses. The results of the interview were: (1) students' tenses skill was mostly middle; and (2) some reasons causing their middle tenses skill were lack of learning motivation. Thus, the students' tenses achievement was at good enough level and still needed to be improved.

Second, a questionnaire consisting of 20 questions was administered to 9 students of English education, Universitas Tamansiswa Palembang.

The results of the students' responses were described as follows:
1. Students' tenses skill was at middle level. Thus, students' tenses skill needed to be improved.
2. Students experienced difficulty in learning tenses which was caused by lack of motivation, the learning media are bored, and lack of illustration such as videos and pictures.
4. Teaching technique was mostly lecturing
5. The students never used e-books which have interactive features like videos, pictures, audios and they would love to try the one which have the features.
6. They agree that an e-book with picture, animation, and audio should be used in learning English tenses.

Students' English Tenses Level Analysis

The analysis was aimed to get information on the students' English tenses level. An English-tense test adapted from Azar (1996) and (2003) consisted of 20 questions were administered to the students. From the distribution of the students' English tenses level was in very low level and low level which accounted for 35.71% and 21.43% respectively.

Design

In this phase, the first thing to be conducted was to write the learning objectives based on the syllabus of structure I. The next step was collecting the simple past and past continuous tenses materials. The materials were adapted from Basic English Grammar Azar (1996) and Fundamental English Grammar (Azar, 2003). There were seven chapters written based on the syllabus of structure one and the Basic English Grammar books. Every chapter contains of explanations of the topic of learning material, vocabulary corner,

practice, exercise, and summary part. Each part was designed based on the students' need analyses. Pictures and videos related to the materials were taken from the Internet and were used as the learning media in the e-book.

The definition and the explanation about each topic of each chapter was provided with a short video related to the topic. The vocabulary corner contains of the vocabulary used in each chapter was provided with its meaning and word classes. The vocabulary corner was intended to help the students to understand some non-high frequency used vocabulary. Practice in each chapter aimed to have the students' work in group or to have a discussion on the topic. The exercise was intended to check and evaluate students' understanding on the topic individually. The last part of each chapter is the summary part which aimed to develop students' understanding of the topic by summarizing the topic by using their own words and by making examples of their own based on their choice of the given pictures.

Before converting the simple present tense and the present continuous tenses materials design, which was in Microsoft word format, to 3DPageflip software, it was first converted to PDF format. To have the students be able to answer the practice and the exercise directly by using the e-book, google form was used. To create the google form, open the google form website by typing "google form" on the search engine. Then choose "start a new form" choose the "blank" one. Picture, video, and audio can be inserted by using each button situated on the right side. The choice of answer forms can be selected in the answer types, such as multiple choice, short answer, paragraph, check boxes, situated on the right side. To record the students individually by using their email, click "setting" and click

"general" and tick "collect email addresses". To show score and answer key, click "quizzes" and select "make this a quiz". The steps of converting and designing the e-book by using 3DPageFlip software were as follows:

1. Download 3D PageFlip Professional 1.7.7.
2. In the home view, choose "Create New."
3. In the New Project view, next choose "document" in project type, and choose "Select a Template."
4. In the "Select a Template" view choose the template. There are ten template choices, namely Facile, Flexible, Float, Fresh, Handy, Moving, Neat, Panda, Panoramic, and Plain choose one and double click. Then select "ok".
5. In the "Import PDF" view, browse to upload the PDF file, then select "all pages", after that choose "Higher quality larger file size" for quality and size of the e-book. Put check on all the boxes of "Import Link", "Import search", "Import Table of Content, "Detect Wide Pages". Then, click "import now".
6. After the e-book has been converted, then click "Edit Pages" to add features like clicking bottom, video, and URL to the desired page.
7. The e-book can be saved as a project document if it is required any revisions by clicking "File" and select "Save Project as", or publish it to any forms of document like 3DP, HTML, PDF, ZIP by clicking "Publish" and select the format.

In editing the e-book, the writer inserted a short video related to the topic at the beginning of the chapter. The aim of using video is to have more visualization of the topics and to get the students become interested in learning the tenses. The shorten links of the google form for the

practice and the exercise were inserted by using button feature of the 3DPageFlip software. By clicking the button, the google form consisting the practice and the exercise will be opened immediately.

Evaluation and Revision
Experts' Review

The expert reviewing the content validity of the e-book was an English lecturer who teach English structure subject at Universitas Tamansiswa Palembang. The review result was that the e-book was valid with revision. From the validation sheet, there were some comments related to some parts which had to be revised. Table 4 depicts the experts' review.

Table 4: The Expert's review on content

No	Aspects	Expert's Review	Writer's Revision
1	Linguistics aspects	Mind your spelling, punctuation, and wording! Add 'at' after 'was' *"Alice was the library yesterday"* Use exclamation mark "!" Change the sentences to the past	'at' was added Exclamation mark was added

No	Aspects	Expert's Review	Writer's Revision
2	Exercises and evaluation aspects	Just simplify the direction! Complete the sentences. Use the words in parentheses. Use SIMPLE PRESENT, SIMPLE PAST, or PRESENT PROGRESSIVE.	Direction was simplified

Regarding the validity level of the media in the e-book, the e-book was reviewed by an expert who was working in field of computer science. The expert decided that the product was valid with revision**.** From the validation sheet, there were some comments related to some parts which had to be revised. Table 5 presents the review result.

Table 5: The Expert's review on Media

No	Aspects	Expert's Review	Writer's Revision
1.		The colors, fonts, and materials of its cover is neat and clear that make it attractive.	
2.		Better to use same scaling of each pictures in same subtitles.	The scale of all pictures was unified

Validity Level of the E-book

To determine the validity level of the e-book, the average score from each review result was calculated, and the result was interpreted by using validity categorization.

Table 6: Validity Level of the E-book

No	Aspects	Average Score	Validity Level
1	Content	4.44	Very High
2	Media (Technology)	4.71	Very High
Overall Average Score		4.53	Very High

Table 6 presents the validity level of the e-book. Both the content and media of the e-book had a very high validity level which were 4.44 for content and 4.71 for media. The overall average score result was 4.53 which means that the e-book has a very high validity and can be used by the students in learning simple past tense and past continuous. The four phases of Akker development research method affect the e-book validity since one of the process in the analysis phase is conducting students' need analysis and instructional analysis of simple past tense and past continuous materials based on the syllabus which make the e-book appropriate with the students' characteristics and the syllabus used. This finding is in line with the work of Pitaloka (2014) who found that the interactive multimedia local-content-based narrative texts developed by using Akker development research method had high level of validity. In addition, Nation & Macalister (2010) explain that needs analysis is useful to obtain information on what learners know already and what they need to know so that the developed instructional materials will contain relevant and useful topics to learn.

4.   CONCLUSION

The Akker development research method consisting of five phases in developing e-book have thorough process including needs' analyses that determined the level of validity of the e-book. The e-book with past tenses materials was valid both for its contents and media with a very high level of validity based on the results of experts' reviews. This means that the e-book is applicable for the students of English education study program of Universitas Tamansiswa Palembang to learn simple past tense and past continuous tense.   It is recommended that English teachers or lecturers develop their English e-grammar materials to ensure the validity of the material and to suit the materials to the students' needs so that the learning process will be meaningful.

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