AN ANALYSIS OF LECTURERS' PERCEPTION TOWARD THE INTERACTIVE E-BOOK IN ADVANCED GRAMMAR AT ENGLISH DEPARTMENT OF UNIVERSITAS NEGERI PADANG

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Abstract

That English becomes the most preferred language to use in this digital era and the demand of the availability of various books (textbook, journal, and e-book, etc.) in order to fulfil one of requirements to become a world class university inspired some grammar lecturers in English Department of UNP to develop an interactive grammar e-book. In order to find out whether the interactive grammar e-book was designed according to the criteria and the users' needs, the feedback from grammar lecturers on the e-book are demanded. This study aimed to find out the lecturers' perception on interface, interactivity, content materials and exercises, as well as practicality of the interactive grammar e-book. This survey study involved six grammar lecturers at English Department who were chosen selectively. Questionnaire containing 70 items and followed by four scales was distributed to the lecturers. The data were analyzed by finding the mean scores for each item. Then, the mean scores were converted into degree of perception. It is found that lecturers have positive perceptions on the five aspects. However, there are some suggestions given by them who gave negative response on questionnaire. Thus, there is a little improvement needed on the e-book according to the lecturers' perception.

Key words: Grammar, interactive e-book, interface, interactivity, content, practicality

A. INTRODUCTION

The fourth industrial revolution has influenced the way people live in many fields including in higher education. That English becomes the most preferred language to be used in this digital era challenged English educators including lecturers to find suitable ways to teach English for todays' learners, as well known as digital natives. The digital natives grew up along with the technology development. They tend to learn something by finding information easily and quickly on the Internet by using their devices. Hence, the availability of learning tools which are integrated with ICT, like interactive e-books, suits to the students' needs. Besides, grammar mastery in learning English is necessary, because it helps

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the learners to construct meanings to communicate among other digital natives, by structuring words and sentences. Thus, designing grammar materials, media, and exercises in a completely digital format will be more interesting for the learners.

Interactive e-book is one of digital books and also known as the next generation of e-book. Interactive e-book is different from e-book because the interactive e-book provides higher level of interactivity than what e-book does. Interactive e-books facilitate digital interactions between users, environment (device), and the interactive e-books themselves in two way communications. An interactive grammar e-book has been designed by Fitrawati & Syarif (2018) based on the syllabus of Advanced Grammar course. In designing an interactive e-book for learning, there some criteria to be followed since it is an interactive learning product. Besides, the interactive e-books use in teaching and learning process is influenced by the way the lecturers perceive on the interactive e-books, because the lecturers should also consider whether this kind of educational tools aids the teaching and learning process appropriately or not, and whether it suits to the users' need. Therefore, this present research was conducted to find out whether the interactive grammar e-book followed the criteria and users' need viewed from the lecturer's perception.

Bozkurt and Bozkaya (2015) defined evaluation criteria for interactive e-book for open and distanced learning that are organized in four aspects: content, interface, interactivity, and technology. The first aspect is content which has 14 criteria related to presentation; richness; motivation and attractiveness; assessment and evaluation; and integrity, coherence, and connectivity. It evaluates whether the content was designed by considering instructional design principles. The second aspect is interface where the content of interactive e-book is displayed and interactions happen. The interface of interactive e-book should consider the aesthetic, visual design properties and usability features. The third aspect is interactivity. In this aspect, the interactive e-book should determines the interactivity level the digital book by using interaction design. The last aspect is technology. This aspect is related to hardware features and their functions in interactive e-books. However, this research only sight to find out the lecturers' perception on the first three aspects: content, interface, and interactivity.

Since the interactive grammar e-book is an interactive product, it is necessary to evaluate whether it is usable (effective, efficient, and enjoyable to be used). Therefore, this research also aimed to find the lecturers' perception on the practicality of the interactive grammar e-book. By knowing the lecturers' perception, it will give suggestion on the revision or development of the interactive grammar e-book.

Related to the use and development of interactive e-books or other types of interactive media in education, there are several previous studies. First, a research conducted by Springer (2010) and surveyed e-book use and perception among undergraduate students and lecturers, researchers, and faculty members at University of Liverpool found that almost all respondents use e-book for academic reasons and they held positive perception on e-book usage. Second, Ganapathy et al. (2016) conducted a research that aimed to see the feasibility of mobile-based teaching media among ESL lecturers and found that the lecturers perceived

positively. Third, Perdana (2013), Najihah and Sanjaya (2014), Nugraha and Wasis (2014), Mawarni and Muhtadi (2017), and Astuti and Muslim (2018) developed interactive e-books for teaching and conducted a research to see their feasibilities from some aspects: display, content, software, and advantages. The results shows that the developed e-books were feasible but they need little revision in certain aspects. Unfortunately, none of them developed interactive grammar e-book nor evaluating the interactive e-books from the aspects of interactivity, and there were only few studies evaluating interactive e-books from the lecturers' perception. Therefore, this present research was conducted for seeking the lecturers' perception toward the interactive grammar e-book viewed from five aspects: interface, interactivity, content materials, exercises, and practicality.

B. RESEARCH METHOD

In order to know the lecturers' perception toward the interactive e-book, a descriptive research was conducted to describe the lecturers' perception in various aspects and survey was used as the method of the research to judge behavior and present the findings in accurate way, by using frequencies, percentages, and averages. There were 10 Grammar lecturers at English Department, however six of them who were taken subjectively as the sample by using purposive sampling technique, participated in this research by perceiving on the interactive grammar e-book in five aspects: interface, interactivity, content materials, content exercises, and practicality.

The data were collected by using questionnaire consisting of 54 items in positive statements adapted from Garinger, 2002; Moreno & Mayer, 2007; Domagk et al, 2010; Tomlinson, 2011; Choi, Lee & Kim, 2014; Bozkurt & Bozkaya, 2015; Elyazgy, 2016, Alshaya & Oyaid, 2017; Makundan, 2011; and Fitrawati & Syarif, 2018, and 16 items also in positive statements taken from Elyazgy, 2016. The questionnaire had been validated by an expert on educational technology. The items were divided into five sections followed by suggestion column after each section. The five sections are interface, interactivity, content materials, content exercises, and practicality of the interactive grammar e-book. The respondents were required to choose one of the four scales set in the questionnaire. The scales are strongly agree (SA; 4 point), agree (A; 3 point), disagree (D; 2 point), and strongly disagree (SD; 1 point). Then, the data were analyzed by using descriptive statistical calculation. The mean scores of each items and sections were found to be categorized and converted into degree of perception, based on the following table.

No.	Weight Mean Score	Category	Degree of Perception
1.	1.00 – 1.75	Strongly Disagree	Very Negative
2.	1.76 – 2.50	Disagree	Negative
3.	2.51 – 3.25	Agree	Positive
4.	3.26 – 4.00	Strongly Agree	Very Positive

Table 1. Category of Mean Score (Dwipayana, 2013)

C. RESULT AND DISCUSSION
1. Research Finding

After the collected data were analyzed, it was found that the lecturers tended to have very positive perception on interface and interactivity of the interactive grammar e-book. This was proved in table 2 and 3, because the two aspects got higher mean scores than other three aspects, namely 3.67 and 3.46. Nonetheless, the lecturers still had positive perception toward the other three aspects. It was proved in table 4, 5, and 6 showing that they got mean scores 3.18. Overall, the lecturers perceived positively on the interactive grammar e-book viewed from the five aspects.

In order to get the data description, the frequency of lecturers' responses on each items were described below. The frequency was converted into mean scores, and the mean scores were then converted into degree of perception.

a. Interface

There were fourteen statements in the questionnaire focused on the interface of the interactive grammar e-book. The lecturers' responses were presented in the table below.

Table 2. Lecturers' Responses on Interface

No.	Statements	Responses				MS	DP
		SA	A	D	SD		
1.	The layout design is simple, well-organized and straightforward.	4	2	0	0	3.66	VP
2.	The composition of colours and lettering is appropriate.	3	3	0	0	3.50	VP
3.	The placement of pictures and videos is appropriate.	3	3	0	0	3.50	VP
4.	The font used in interactive e-book is appropriate.	4	2	0	0	3.66	VP
5.	The font size is customizable.	3	3	0	0	3.50	VP
6.	The interface design is legible without fatiguing eyes.	4	1	1	0	3.50	VP
7.	The use of buttons, icons, and menu items are clear, understandable, and consistent.	3	3	0	0	3.50	VP
8.	The text in interactive e-book can be highlighted in different colours.	5	0	1	0	3.66	VP
9.	The interactive e-book offers note-taking on pages of the book.	6	0	0	0	4.00	VP
10.	The interactive e-book offers bookmarking multiple pages.	6	0	0	0	4.00	VP
11.	Page view is customizable.	3	3	0	0	3.50	VP

12.	The users can search keywords within the whole book or within chapter being opened.	4	2	0	0	3.66	VP
13.	The interactive e-book provides table of contents, which avoids disorientation and accesses relevant pages quickly.	5	1	0	0	3.83	VP
14.	Instructions for use in the interactive e-book are clear and understandable.	3	3	0	0	3.50	VP
15.	The users can select words to be spoken out (text-to-speech).	3	2	1	0	3.33	VP
Average						**3.62**	**VP**

SA : Strongly Agree   A : Agree   VP : Very Positive
D : Disagree   SD : Strongly Disagree   P : Positive
MS : Mean Score   DP : Degree of Perception

Table 2 shows that lecturers tended to have very positive perception on interface. It means that interface had fulfilled the criteria of interface for interactive e-book. Besides, all lecturers strongly agreed toward statement no. 9 and 10 stating that interface of the interactive grammar e-book facilitated note-taking and bookmarking features, since these two statements got the highest score, 4.00. It means that the e-book successfully became means of user-content interaction especially in authoring support. In contrary, statement no. 14 got the lowest mean score namely 3.33. It seems that one of the lecturers disagreed that the e-book supported text-to-speech feature, while the rest agreed with it. Nevertheless, the lecturers perceived very positively on the whole of statements indicating the interface.

b. Interactivity

     There were thirteen statements in the questionnaire concerned with the interactivity of the interactive grammar e-book. The lecturers' responses can be seen in the following table.

Table 3. Lecturers' Responses on Interactivity

No.	Statements	Responses				MS	DP
		SA	A	D	SD		
1.	The interactive e-book is complemented by interactive elements, such as 3D model, image carousel, video, gif, audio, popup message box, questions/ exercises,	4	2	0	0	3.66	VP

	animations, links, and widgets.						
2.	The users can interact with embedded objects, such as images, links, buttons, by touching, dragging, or clicking the objects.	3	3	0	0	3.50	VP
3.	The users can interact with the devices by changing orientation, shaking it, or other manipulations.	3	3	0	0	3.50	VP
4.	The screen is able to be zoomed.	4	2	0	0	3.66	VP
5.	The users can navigate which chapter and sub-chapter of the interactive e-book to be opened.	5	1	0	0	3.83	VP
6.	The users can respond to questions posed in the interactive e-book.	4	1	1	0	3.50	VP
7.	The users can get feedback related to their scores, answer report, correct answers, and answer explanation after submitting their answers.	3	3	0	0	3.50	VP
8.	The users feel free to play, pause, and stop the videos in the interactive e-book, as well as display them in full screen.	5	0	1	0	3.66	VP
9.	The users can connect to hyperlinks by clicking on highlighted words or images on the screen.	6	0	0	0	4.00	VP
10.	The users can share annotations through their own social networks.	6	0	0	0	4.00	VP
11.	The users can handle page animation to be page-flip, card-flip, slide, or fade.	5	1	0	0	3.83	VP
12.	The user can communicate (i.e. giving comment or feedback) with the authors related to the interactive e-book.	4	2	0	0	3.66	VP
13.	The users can be connected to online dictionary and	5	1	0	0	3.83	VP

	thesaurus or encyclopaedia for searching selected words.						
Average						**3.50**	**VP**

SA   : Strongly Agree   A   : Agree   VP   : Very Positive
D   : Disagree   SD   : Strongly Disagree   P   : Positive
MS   : Mean Score   DP   : Degree of Perception

The data in the table above reveal that the lecturers also perceived very positively on interactivity. It means that interactivity of the interactive grammar e-book had fulfilled the criteria of interactivity for interactive e-books. Besides, all lecturers strongly agreed toward statement no. 9 and 10 stating that the users were able to be connected to hyperlinks and share annotations via social networks, since these two statements got the highest score, 4.00. It means that the e-book successfully facilitated user - interactive e-book interaction especially in navigating and communication support. In contrary, statement no. 6 and 8 got one negative response for each. It seems that one of the lecturers disagreed that the e-book provided dialoging and controlling, while the rest agreed with it. Nevertheless, the lecturers perceived very positively on the whole of statements indicating the interactivity.

c. Content Materials
There were twenty statements in the questionnaire indicating the content materials in the interactive grammar e-book. The lecturers' responses can be seen in the following table.

Table 4. Lecturers' Responses on Content Materials

No.	Statements	Responses				MS	DP
		SA	A	D	SD		
1.	The materials are convenient with the curriculum and syllabus.	5	1	0	0	3.83	VP
2.	The materials are explicit.	3	2	1	0	3.33	VP
3.	The materials are easy to be understood.	2	3	1	0	3.16	P
4.	The materials are provided systematically.	2	4	0	0	3.33	VP
5.	Examples provided are relevant with the materials.	4	2	0	0	3.66	VP
6.	The interactive e-book contains comprehensive materials.	1	4	1	0	3.00	P
7.	The interactive e-book prepares the materials with a theoretical framework that supports learning objectives.	2	4	0	0	3.33	VP

		SA	A	D	SD	MS	DP
8.	The materials in the interactive e-book is integrated with other services and sources of information.	1	5	0	0	3.16	P
9.	The materials are appropriate for characteristics of the target audience.	3	3	0	0	3.50	VP
10.	The materials are presented attractively.	2	3	1	0	3.16	P
11.	The video materials used in interactive e-book are relevant to the topics being discuss.	4	2	0	0	3.66	VP
12.	Texts and illustrations related to learners' culture help them to learn.	2	2	2	0	3.00	P
13.	The materials help learners to develop confidence.	1	3	2	0	2.83	P
14.	Topics in interactive e-book are relevant and useful for learners.	2	4	0	0	3.33	VP
15.	The materials facilitate learners to make discoveries for themselves.	1	4	1	0	3.00	P
16.	The materials expose learners to language in authentic use.	1	2	3	0	2.66	P
17.	The learners' attention is drawn to linguistic features of the materials.	1	5	0	0	3.16	P
18.	The materials provide learners with opportunities to use the target language to achieve communicative purposes.	1	2	2	1	2.50	N
19.	The materials are suitable with different learning styles.	1	2	3	0	2.66	P
20.	The materials permit a silent period at the beginning of instruction.	3	2	1	0	3.33	VP
Average						**3.18**	**P**

SA	: Strongly Agree	A	: Agree	VP	: Very Positive
D	: Disagree	SD	: Strongly Disagree	P	: Positive
MS	: Mean Score	DP	: Degree of Perception	N	: Negative

Table 4 shows that the lecturers tended to perceive positively on content materials. There were 11 statements got positive perception and 9 statements

got very positive one. It means that content materials in the interactive grammar e-book had fulfilled the criteria of interactivity for interactive e-book. For instance, all lecturers agreed toward statement no. 1 stating that the content materials were designed according to curriculum and syllabus, since this statement got the highest score, 3.83. In contrary, statement no. 18 got negative perception from the lecturers. It seems that half of the lecturers disagreed that the content materials in the e-book did not let the learners to use what they learned communicatively. Nevertheless, the lecturers perceived positively on the whole of statements indicating the content materials.

d. Content Exercises

There were seven statements in the questionnaire related to the content exercises in the interactive grammar e-book. The lecturers' responses were shown in the table below.

Table 5. Lecturers' Responses on Content Exercises

No.	Statements	Responses				MS	DP
		SA	A	D	SD		
1.	The interactive e-book has enough exercises.	3	2	1	0	3.33	VP
2.	The types of exercises are various.	1	4	1	0	3.00	P
3.	The exercises challenge the learners to think.	2	2	2	0	3.00	P
4.	The interactive e-book provides immediate feedback related to learners' answers.	2	4	0	0	3.33	VP
5.	Exercises give students the opportunities to practice and extend their language skills.	1	5	0	0	3.16	P
6.	The exercises build on and reinforce what students have already learned	3	3	0	0	3.50	VP
7.	The exercises contain both controlled practice (e.g fill in the blank) and free practice (e.g open-ended discussion questions).	1	5	0	0	3.16	P
Average						3.21	P

SA   : Strongly Agree   A   : Agree   VP   : Very Positive
D   : Disagree   SD   : Strongly Disagree   P   : Positive
MS   : Mean Score   DP   : Degree of Perception

Based on the data shown in the table above, the majority of the respondents tended to have positive perception on the content exercises in the interactive grammar e-book. Moreover, it seemed that the lecturers strongly

agreed with the statement no. 54 stating that the exercises build on and reinforce what students have already learned, for this statement got the highest mean score among others, namely 3.50. In another hand, the statement no. 50 and 51 got the lowest score that is 3.00, but it was still categorized positive perception. This indicates that some lecturers disagreed with the two statements about variety of exercise types and whether the exercises challenged the learners to think. Nonetheless, all lecturers agreed that the exercises let the students to practice and extend their language skills. Hence, the lecturers perceived positively toward the exercises in a whole with the mean score 3.21.

e. Practicality

There were sixteen statements in the questionnaire related to the practicality of the interactive grammar e-book. The lecturers' responses were shown in the table below.

Table 6. Lecturers' Responses on Practicality

No.	Statements	Responses				MS	DP
		SA	A	D	SD		
1.	Interactive e-book has all functions and capabilities that users have expected.	1	4	1	0	3.00	P
2.	The content in interactive e-book technology is effective in helping users complete the tasks.	0	6	0	0	3.00	P
3.	Users are able to complete their work efficiently using the interactive e-book.	1	4	1	0	3.00	P
4.	The information provided with interactive e-book is clear.	2	4	0	0	3.33	VP
5.	The system gives error messages that clearly tell me how to fix problems.	1	4	1	0	3.00	P
6.	Users are able to complete their work quickly using the interactive e-book.	1	4	1	0	3.00	P
7.	The interface of interactive e-book is pleasant.	0	5	1	0	2.83	P
8.	The information provided for the interactive e-book is easy to understand.	2	4	0	0	3.33	VP
9.	Users find it easy learning to operate interactive e-book.	1	4	1	0	3.00	P

10.	Interactive e-book provides attractive learning environment.	0	5	1	0	2.83	P
11.	Users' interaction with interactive e-book is clear and understandable.	0	6	0	0	3.00	P
12.	Users find it easy to become skillful in using interactive e-book.	0	4	2	0	2.66	P
13.	The actual process of using interactive e-book is pleasant.	0	5	1	0	2.83	P
14.	Users have fun using the interactive e-book.	1	3	2	0	2.83	P
15.	Users find it enjoyable in using interactive e-book.	1	2	3	0	2.66	P
16.	Users can effectively complete their work using the interactive e-book technology.	2	3	1	0	3.16	P
Average						**2.96**	**P**

SA : Strongly Agree   A   : Agree   VP   : Very Positive
D   : Disagree   SD   : Strongly Disagree   P   : Positive
MS   : Mean Score   DP   : Degree of Perception

Table 6 proves that the respondents tended to give positive response on this aspect. Moreover, there two statements got very positive response that were the statement no. 59 and 63 related to the information in the interactive e-book which was clear and easy to understand, for these statements got the highest mean score namely 3.33. In the contrary, the statement no. 67 and 70 got the lowest score that was 2.66. This indicates that some lecturers perceived that the users did not find it easy to be skilful and enjoyable in using the interactive grammar e-book. Nevertheless, this aspect was still categorized positive perception with the mean score 2.96.

2. Discussion

Based on the results above, it was found that the lecturers had very positive perception on the interface and interactivity of the interactive grammar e-book. They also perceived positively toward the content materials and exercises in the e-book as well as its practicality. It indicates that the interactive grammar e-book has been designed according to the criteria of interactive e-books as learning tools and suited to the users' needs from the lecturers' perception. This finding was not surprising since Chen (2015) found the same result that university instructors held the positive perception toward e-book.

However, some lecturers left suggestions related to interface, interactivity, content materials and exercises. One of lecturers found that the text was not clear and blur. It determines that the interface was not legible enough, as result some

text could not be displayed clearly. Meanwhile, interface for interactive e-books should be legible (Bozkurt & Bozkaya, 2015). There are some factors influencing legibility of electronically presented text, such as font face, font size, and spacing (Lee, 2003 in Solemani, 2012). Hence, the text would not be blur if the interface provided options related to change the font type and size (Alshaya & Oyaid, 2017), as well as spacing. Unfortunately, the texts in the interactive grammar e-book were provided in various format: word and pdf formats, and only facilitated the users to change font size for word text format and zoom in and out the pdf ones. Hence, the text would be blur when it was zoomed extremely. Therefore, there should be some improvement on interface, especially with text legibility.

Also, the existence of index in the interactive grammar e-book which was related to interactivity was questioned. Index functions to navigate the readers who want to see where specific keywords or terms exist. This function facilitates the readers to find what they want to read without flipping every single page of the book. Actually, the interactive e-book has a feature with similar function that is keyword searching. This feature enables the users to search specific words to navigate them to some matching words within the whole book or within the opened page. Still and all, Callahan (2015) stated that index is beneficial for books. The keyword searching feature could not inform the synonyms, different examples with different meanings, etc. just like indexes could do. Thus, if it is possible, put the index in the e-book would be better.

Moreover, the content materials section also got a comment related to the copyright of the video materials in the interactive e-book, even the respondents perceived positively on it. Some of the video materials were downloaded from Youtube before adding them into the interactive e-book, so that the users can interact with the videos offline. While some others require the users to interact with the videos online for the users were directed to the link of each videos in Youtube. It seems that the respondent suggested the developers to get permission of the video owners since there is no source attached to the interactive e-book. It is supported by Bozkurt and Bozkaya's (2015) evaluation criteria in the technology theme defining that the interactive e-book should have DRM to protect the legal right of the owners of intellectual properties and video materials are one of them.

In addition, the exercises in the interactive e-book was also on target to be commented. One of the respondents suggested to the developers of the interactive e-book to create some more comprehensive exercises that test more than one topic at once. It seems that the respondent realized that there are only few exercises in the interactive e-book that come from the compilation of topics, so that exercises could function as they are that evaluate the students' comprehension completely. Therefore, adding some more comprehensive exercises will make the exercises in the interactive e-book better and function as they are.

D. CONCLUSION AND SUGGESTIONS

According to the research findings above, it can be concluded that the lecturers held very positive perception on the two aspects of interactive grammar e-book, namely interface and interactivity. Their perception toward the content materials and exercises as well as its practicality was positive. It can be said that

the lecturers agreed with how interface is designed, how higher interactions were provided, how content materials were compiled, and how the exercises were designed to evaluate the students' comprehension in learning Advanced Grammar. Also, they perceived that the e-book is practical to be used as one of learning tools in teaching the course. Besides, it was suggested to the developers to revise the e-book based on the suggestions given by the lecturers in order to make it better.

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