



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

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Abstract

The use of this kind of technology can be the big change in English classroom, especially in grammar class. With all the ability of the interactive e-book provided for students, their thoughts toward this e-book is needed since they are the direct users who mostly use it for learning. Thus, the aim of this study was to analyse students' perception toward the use of interactive e-book used in grammar class, specifically in Advanced Grammar class. This research was descriptive research which was conducted at English Department, Universitas Negeri Padang. The sample of this research was the students who took advanced grammar class and use interactive e-book. The data was collected by using questionnaire which contained 4 aspect: interface, interactivity, content (teaching material and learning exercise), and practicality with 71 statements. Result indicated that students have positive perception toward the interactive e-book with the average mean score 3.15. The result suggests the consideration to improve the interactive e-book to create the e-book which is suitable for students.

Key words: Students' perception, Interactive e-book, Advanced Grammar

A. INTRODUCTION

Grammar has become one of the important elements in language. Yule (2010) also stated that grammar is the method of describing the structure of phrases and sentences in such a manner that all grammatical sequences in a language are taken into consideration and all ungrammatical sequences are excluded. However, grammar is considered an unattractive subject at school because it is difficult. Even when students study it years at university, there are still found grammatical mistakes in their sentences or papers. This condition can be affected not only because student' thoughts about grammar is difficult but also the way it is taught as the subject.

Based on the writer's experience and self-observation around 2015 until 2018 at English Department major in Universitas Negeri Padang, grammar was

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still taught by using talk and chalk method and more teacher-oriented where lecturers might explain the material and using media such as whiteboard in learning. Moreover, the materials used in grammar class were printed books even though the demand from the university of using other variation of technology in the classroom was started.

The effect of this situation, students seemed easily to get bored and could not focus to their learning. Student found other activities to keep their boredom away by playing their smartphones. The distraction brings effect to students learning achievement because they do not pay attention to their lecturers. Also, it made the objective of the lesson difficult to be achieved. Moreover, the method used might be not suitable since the demand of the curriculum is more into students-oriented. However, according to Adeniyi et al. (2016) the use of multimedia can be one of the way to support learning to become more students-oriented and increase their learning achievement. Students also are responsible to their own learning and interact with the content the way they like best; in other word, learning becomes more individual based on their ability (Neo et al., 2003).

The developing of multimedia used in the classroom happens time by time and the recent one is the use of interactive e-book. The usage of this technology in academic learning become popular including in English teaching and learning and mostly for reading area. However, there are also some other skills and language elements use this technology even though it is still limited especially for grammar.

Nevertheless, based on writer's observation, English Department has started to develop the interactive multimedia in the classroom for their students in the second period in 2019. Fitrawati and Syarif (2018) has developed interactive e-book for Advanced Grammar class supported by a software called Kotobee for the publication and students can access the interactive e-book through its reader application called Kotobee Shared Library. The interactive e-book is provided with easy accessibility and supported by interactive features which might support students in learning grammar. The interactive features, such as media (video, audio, and image click-animation), quizzes, multiple types of questions, book widgets, and some reading experience tool (highlighting, bookmarking, searching word, and annotation), are believed to support students in learning because according to Zajac in Azkar (2014) giving students the opportunity to match the activities to their preferences help them significantly. Thus, it can be said that the use of the interactive e-book is effective enough for students' learning.

The effectiveness of the use of interactive e-book for students is also supported by Mayer in Choo and Kwon (2017) who mentions that when using the multimedia-mediated content, learners can learn effectively rather than using single medium to serve the information. Learners become more active and motivated as it engages a fun learning in a classroom. Choo and Kwon (2017) also has proved through finding from his research about using MIG (Multimedia Interactive Grammar) to enhance possessive pronoun. It was found that MIG increased students' comprehension, motivation, and brought fun in learning in the classroom and it provided positive responses among students.

Even though it mentions that the use of interactive e-book effectively supports students in learning and the interactive features bring the opportunity for students, it is important to consider their point of view toward the interactive e-book which they use. It is because their perception can be a challenge for the educators to provide innovative, fun, and interactive experiences for any kind of students' characters. Considering their perception also is as a part of the evaluation to improve the interactive e-book, thus it can be suitable to the students. The improvement is needed because as good the interactive e-book provided for students can be revised in order to be used again for the next cycle of multimedia development.

Complying with the requirements or the standards of the interactive e-book can be one from several ways to improve this multimedia. There are some variation of interactive e-book standards or it can be called as quality criteria of interactive e-book stated by some researchers; however, Bozkurt and Bozkaya (2015) group it in some aspects or dimensions, there are: content, interface, interaction, and technology. Fitrawati and Syarif (2018) also mention three aspects of quality criteria in their research to see students' need toward the interactive e-book, there are: media, content, and practicality. Oyaid and Alshaya (2015) also identify four domains related to quality criteria of e-book, they are: user interface, content, output and total view, and interactivity. Thus, to relate it with students' perception, the improvement can be seen from their thoughts toward the quality criteria of interactive e-book.

Related toward the students' perception and interactive e-book, there are some previous studies conducted by some researchers. The studies commonly are found for reading skills and its comparison between e-book and printed one (Huang, 2012; de Oliveira, 2012; Chen, Carliner, de Oliveira, and Davidson, 2019). There also studies about students' thought related to their need in interactive e-book for advanced grammar (Fitrawati and Syarif, 2018) and whether it is beneficial for education or not (Oyaid and Alshaya, 2019). In other word, it can be seen that the study about students' perception toward interactive e-book in its used for subject especially grammar is limited. The one from Fitrawati and Syarif (2018) might be close to this recent study; however, it is not yet conducted students' perception toward the interactive e-book in advanced grammar. Thus, the researcher tries to analyze the students' perception toward interactive e-book based on the quality criteria in advanced grammar class.

B. RESEARCH METHOD

This research descriptive quantitative research was conducted at English Department, Universitas Negeri Padang in 2019 to see students perception toward interactive e-book used in Advanced Grammar class. The population of this research was English Department students of Universitas Negeri Padang in the academic year 2018. There were two Advanced Grammar classes which used interactive e-book for teaching and learning. Hence, these two classes were taken as sample which consisted of 59 students. Then the data was collected using a questionnaire adapted from Garinger (2002), Bozkurt and Bozkaya (2015), Marino & Mayer (2007), Domagk (2010), Mukundan (2011), Tomlinson (2011), Choi, Lee,

& Kim (2014) Elyazgy (2016), Fitrawati and Syarif (2018), and Oyaid and Alshaya (2019). The questionnaire was validated by an expert from the Education Technology major. A pilot study also has been conducted to see the accuracy of the items. The reliability value was 0.95 where the acceptance value is >0.6 which means that the questionnaire was very reliable. The questionnaire included four aspects that students have to give their perception; the interface (15 statements), the interactivity (13 statements), content (teaching material (19) and learning exercise (7)), and the practicality (16 statements) of the interactive e-book where the total statements were 70. The questionnaire was conducted with the English Department students in academic year 2018. It was made in Google Form and the link was shared through email or social media. Also, the questionnaire was on the Linkert scale which consists of four points, strongly agree, agree, disagree, and strongly disagree.

C. RESULT AND DISCUSSION

1. Research Finding

To see how students perception toward the interface of advanced grammar interactive e-book, there were 15 statements regarding it. The table below shows the score of the interface of advanced grammar interactive e-book.

Table 1. Students' responses toward interface of interactive e-book

ITEM	STATEMENT	RESPONSES				MS	DP
		SA	A	D	SD		
1.	The layout design is simple, well-organized and straightforward.	11	31	9	1	3	P
2.	The composition of colours and lettering is appropriate.	11	36	4	1	3.09	P
3.	The placement of pictures and videos is appropriate.	18	28	6	0	3.23	P
4.	The font used in interactive e-book is appropriate.	17	23	11	1	3.07	P
5.	The font size is customizable.	12	27	12	1	2.96	P
6.	The interface design is legible without fatiguing eyes.	12	28	11	1	2.98	P
7.	The use of buttons, icons, and menu items are clear, understandable, and consistent.	13	27	11	1	3	P
8.	The text in interactive e-book can be highlighted in different colours.	13	30	5	4	3	P
9.	The interactive e-book offers note-taking on pages of the book.	12	32	4	4	3	P
10.	The interactive e-book offers bookmarking multiple pages.	13	35	3	1	3.15	P
11.	Page view is customizable.	11	32	8	1	3.01	P
12.	The users can search keywords within the whole book or within chapter being opened.	17	26	8	1	3.13	P
13.	The interactive e-book provides table of contents, which avoids disorientation and accesses relevant pages quickly.	10	30	11	1	2.94	P

14.	Instructions for use in the interactive e-book are clear and understandable.	10	30	10	2	2.92	P
15.	The users can select words to be spoken out (text-to-speech).	10	33	5	4	2.94	P
Main Score						3.02	P

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

The second aspect is the interactivity of interactive e-book. There were 13 statements regarding this aspect. The table below shows the score of the interactivity of advanced grammar interactive e-book.

Table 2. Students' responses toward interactivity of interactive e-book

ITEM	STATEMENT	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, animations, links, and widgets.	19	30	2	1	3.28	VP
2.	The users can interact with embedded objects, such as images, links, buttons, by touching, dragging, or clicking the objects.	11	35	5	1	3.07	P
3.	The users can interact with the devices by changing orientation, shaking it, or other manipulations.	28	21	2	1	2.96	P
4.	The screen is able to be zoomed.	13	22	13	4	2.84	P
5.	The users can navigate which chapter and sub-chapter of the interactive e-book to be opened.	26	23	2	1	3.42	VP
6.	The users can respond to questions posed in the interactive e-book.	15	30	6	1	3.20	P
7.	The users can get feedback related to their scores, answer report, correct answers, and answer explanation after submitting their answers.	28	19	4	1	3.42	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.	28	21	2	1	3.46	VP
9.	The users can connect to hyperlinks by clicking on highlighted words or images on the screen.	13	36	2	1	3.17	P
10.	The users can share annotations through their own social networks.	7	35	9	1	2.92	P
11.	The users can handle page animation to be page-flip, card-flip, slide, or fade.	10	35	5	1	3.01	P
12.	The user can communicate (i.e. giving comment or feedback) with the authors related to the interactive e-book.	9	35	5	3	2.96	P
13.	The users can be connected to online dictionary and thesaurus or encyclopaedia for searching selected words.	6	34	9	3	2.82	P

Main Score	3.11	P
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SA : Strongly Agree SD : Strongly Disagree P : Positive
 A : Agree MS : Mean Score VP : Very Positive
 D : Disagree DP : Degree of Perception

Another aspect is content in advanced grammar interactive e-book. This aspect is divided into two parts: teaching materials and learning exercise. First, for the teaching materials, 19 statements were included. Following table below shows the score of students' perception toward the teaching materials of advanced grammar of interactive e-book.

Table 3. Students' responses toward teaching material in interactive e-book

ITEM	STATEMENT	RESPONSES				MS	DP
		SA	A	D	SD		
1.	The materials are convenient with the curriculum and syllabus.	24	23	3	2	3.32	VP
2.	The materials are explicit.	13	33	4	2	3.09	P
3.	The materials are easy to be understood.	17	29	5	1	3.19	P
4.	The materials are provided systematically.	15	32	3	2	3.15	P
5.	Examples provided are relevant with the materials.	17	28	6	1	3.17	P
6.	The interactive e-book contains comprehensive materials.	17	30	4	1	3.21	P
7.	The interactive e-book prepares the materials with a theoretical framework that supports learning objectives.	14	34	3	1	3.17	P
8.	The materials are appropriate for characteristics of the target audience.	7	38	5	2	2.96	P
9.	The materials are presented attractively.	18	27	6	1	3.19	P
10.	The video materials used in interactive e-book are relevant to the topics being discuss.	21	28	2	1	3.32	VP
11.	Texts and illustrations related to learners' culture help them to learn.	12	29	10	1	3	P
12.	The materials help learners to develop confidence.	10	33	7	2	2.98	P
13.	Topics in interactive e-book are relevant and useful for learners.	21	27	2	2	3.28	VP
14.	The materials facilitate learners to make discoveries for themselves.	15	31	5	1	3.15	P
15.	The materials expose learners to language in authentic use.	12	36	3	1	3.13	P
16.	The learners' attention is drawn to linguistic features of the materials.	17	31	3	1	3.23	P
17.	The materials provide learners with opportunities to use the target language to achieve communicative purposes.	13	30	8	1	3.05	P
18.	The materials are suitable with different learning styles.	18	28	5	1	3.21	P

19.	The materials permit a silent period at the beginning of instruction.	13	33	5	1	3.11	P
Mean Score						3.14	P
SA	: Strongly Agree	SD	: Strongly Disagree	P	: Positive		
A	: Agree	MS	: Mean Score	VP	: Very Positive		
D	: Disagree	DP	: Degree of Perception				

Then, for the second part in content aspect, learning exercise was consisted of 7 statements. The table below shows the score of students' perception toward the learning exercise of advanced grammar of interactive e-book.

Table 4. Students' responses toward learning exercise in interactive e-book

ITEM	STATEMENT	RESPONSES				MS	DP
		SA	A	D	SD		
1.	The interactive e-book has enough exercises.	23	23	5	1	3.30	VP
2.	The types of exercises are various.	19	24	8	1	3.17	P
3.	The exercises challenge the learners to think.	17	31	3	1	3.23	P
4.	The interactive e-book provides immediate feedback related to learners' answers.	16	31	4	1	3.19	P
5.	Exercises give students the opportunities to practice and extend their language skills.	23	29	0	0	3.46	VP
6.	The exercises build on and reinforce what students have already learned.	16	36	0	0	3.30	VP
7.	The exercises contain both controlled practice (e.g fill in the blank) and free practice (e.g open-ended discussion questions).	22	28	2	0	3.38	VP
Main Score						3.29	VP

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

The last aspect is practicality of advanced grammar interactive e-book. This aspect consisted of 16 statements. Following table shows the score of students' perception toward the practicality of advanced grammar interactive e-book.

Table 5. Students' responses toward practicality of interactive e-book

ITEM	STATEMENT	RESPONSES				MS	DP
		SA	A	D	SD		
1.	Interactive e-book has all functions and capabilities that students have expected.	14	33	5	0	3.19	P
2.	The content in interactive e-book technology is effective in helping students complete the tasks.	22	23	6	1	3.25	P
3.	Students are able to complete their work efficiently using the interactive e-book.	20	25	7	0	3.25	P

4.	The information provided with interactive e-book is clear.	8	38	6	0	3.05	P
5.	The system gives error messages that clearly tell me how to fix problems.	12	27	12	1	2.94	P
6.	Students are able to complete their work quickly using the interactive e-book.	15	31	6	0	3.17	P
7.	Students can effectively complete their work using the interactive e-book technology.	16	30	4	0	3.26	VP
8.	The interface of interactive e-book is pleasant	14	34	4	0	3.19	P
9.	The information provided for the interactive e-book is easy to understand.	17	30	5	0	3.25	P
10.	Students find it easy learning to operate interactive e-book.	15	29	8	0	3.11	P
11.	Interactive e-book provides attractive learning environment.	19	28	5	0	3.25	P
12.	Students' interaction with interactive e-book is clear and understandable.	15	32	5	0	3.17	P
13.	Students find it easy to become skilful in using interactive e-book.	16	30	6	0	3.19	P
14.	Students find it enjoyable in using interactive e-book.	14	30	6	0	3.13	P
15.	The actual process of using interactive e-book is pleasant.	13	34	5	0	3.15	P
16.	Students have fun using the interactive e-book.	18	28	6	0	3.23	P
Mean Score						3.17	P

SA : Strongly Agree

SD : Strongly Disagree

P : Positive

A : Agree

MS : Mean Score

VP : Very Positive

D : Disagree

DP : Degree of Perception

There were some comments stated by students for some aspects. In interface, students said that the font used in interactive e-book was too small and it made them difficult to read it. Interactivity aspect, students stated that zoom tool could not be operated well, hence the screen could not be seen clearly. Then, for learning exercise part in content aspect, students mentioned that the instruction for the exercise was difficult to be understand and they suggested to make a clear instruction. Also, they mentioned that it was better to focus more into giving the exercise based on the materials has been learned. Last, in practicality aspect, students suggested that interactive e-book can be accessed not only online but also offline. Plus, they also suggested to make not too big size for the e-book hence it can be downloaded easily.

From the data collected above, it can be seen how students' perception toward each of the aspects of the quality criteria from advanced grammar interactive e-book. Total average for all the aspects showed that students perceived positively toward the interactive e-book with 3.15 score. Moreover, the highest mean score was found from the learning exercise with 3.29 score. It showed that students'

perception on that aspect was very high. Meanwhile, the lowest mean score came from the interface aspect with 3.02 score. However, it was still considered that students perceived positively toward it, but the improvement also the thing which has to be expected. The other aspects' mean score can also be seen in the table below:

Table 6. The result of the research

Sections	Aspects	Mean Score	Degree of Perception
1.	Interface of interactive e-book	3.02	P
2.	The interactivity of interactive e-book	3.11	P
3.	The teaching material in interactive e-book	3.14	P
4.	The learning exercise in interactive e-book	3.29	VP
5.	Practicality of interactive e-book	3.17	P
Average		3.15	P

2. Discussion

The finding of this research found that students perceived positively toward the interactive e-book used in advanced grammar. This finding is supported by the research finding from Oyaid and Alshaya (2019) which discovered that students were really satisfied with the features in interactive e-book such as interactivity, highlighting, change of font size, and hyperlinking to external sources. In this recent finding, the highest aspect which also can be seen from the finding above is the exercise part from the content aspect. This part got the highest mean score and considered as very high score which is 3.29. It shows that the exercise provided in interactive e-book assessed them quit well. It can be seen when analyzing the data that the most important thing that students got from the exercise provided was the opportunities to practice and extend their language skills. This explanation is supported by Lim and Griffith (2011) who discussed about the language practice and production stated that the production stage of a lesson is where students get the chance to use the language in context to finish the common task. The language demand in task should focus on the language structures which are being learned, but still extend beyond the lesson targeted.

However, there is also things which has to be concerned in learning exercise part: the comments gave by students about the unclear instruction for exercise which was difficult to understand. Thing like instruction or direction for students' activity or exercise is important to guide students, so they understand what they have and supposed to do. It is in line with Sowell's (2017) explanation about the instruction giving which stated that instruction affects directly on students' learning; an activity or lesson cannot run well when students cannot understand what they are supposed to do. Thus, unclear exercise or activity instruction can make students confuse and unsure to do the exercise. It also can affect the way they carry the activity and their result. Then, the comment about the exercise should in line with the topic being discuss is also the important thing that has to be paid attention on. It is because the exercise or activity should strengthen what students

have already learned. It is supported by the Garinger (2016) from the literature review above, the exercise should build and improve what students have already learned. Thus, creating and arranging the exercise which match with the topic students learned earlier is important.

Then, for the lowest mean score comes from the interface aspect. Even though it has the lowest mean score from others, students still perceived positively toward it. From the finding, students seemed to believe the interface aspect has already showed the visual side of the interactive e-book and the most focus one based in students' perception is the arrangement of element such as media provided, in this case videos, in interactive e-book. Considering the arrangement of the elements provided is important to make sure all elements like media are in order. Bhaskar et al (2011) also mentioned the same line which said that the users of interface expect the elements on screen are arranged in order and clutter-free. It also to make sure that all the elements placed upon their purpose.

The other thing which also has to be considered is the readable font in interactive e-book. It received some negative comments by students due to lack of readability because of the small font in the display screen. It is supported by Ali et al (2013) which stated some factors that can affect readability of text on a computer screen some of them are font type and size.

D. CONCLUSION AND SUGGESTIONS

Based on the finding of the research which were conducted to students at English Education Program in Universitas Negeri Padang, the conclusion that can be made is that students from Advanced Grammar class have good response and perceived positively toward the use of interactive e-book. The highest aspect was from the learning exercise aspect and the lowest one was from the interface aspect. Even though the average mean score which was got is high, there are still some improvement needed based on the students' comments.

For the next research, it is suggested to conduct the research to see the further perception by using other instruments as additional tool such as interview to get more specific response by students. Also, since the current research was to see the students' thought from the quality criteria of interactive e-book, the next research is suggested to conduct one to discover students' attitude toward the interactive e-book used in Advanced Grammar class. Then, for English Department, it is suggested to utilize the interactive e-book to be used more to other subjects.

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