

DEVELOPING E-BOOK ABOUT TELLING TIMES FOR THE SEVENTH GRADE OF SMP ISLAM KARANGPLOSO

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Abstract

This research aims to produce a web-based e-book with Telling Times material for seventh-grade junior high school students. The development of this e-book uses the R&D development model (research and development), which includes four stages: define, design, develop, and disseminate. The resulting product is an e-book that has been validated. Media expert validators stated that it was very valid with a percentage score of 85.9%, the material expert validator noted that it was very valid with a percentage score of 81.8%, the linguist stated that it was quite valid with a percentage score of 72.2%, and also the results of the trial on students noted that the e-book was very valid with a percentage score of 78.95%. Thus, the e-book developed is valid for use in learning. This e-book could transform into a more effective learning tool for the next researcher by improving its user interface and accessibility features. Research projects targeted at improving the e-book's usability and accessibility will boost its quality and encourage more schools to utilize digital learning resources.

Keywords: Development, E-book, Book Creator

INTRODUCTION

In an era of globalization, modern technology has significantly impacted all industries, including education. Technology is now beneficial in education because it promotes learning and the advancement of science. Using technology as a learning tool is a novel approach that can be used to raise the standard and caliber of education in Indonesia. Using electronic books (e-books) as a learning tool is one way to apply technology to education. An electronic book (or "e-book") is a versatile publication comprising digital images, videos, text, and sound that can be viewed on various electronic devices and anywhere. (Dewi et al., 2021)

From time to time, the curriculum in Indonesia continues to undergo improvements and changes; at this time, the government is preparing to transition the national curriculum from the 2013 curriculum to the independent learning curriculum. The curriculum improvements made to date include the improvement of the KTSP curriculum to the 2013 curriculum. Currently, there is a new curriculum emerging, namely the independent curriculum, which is still being developed. The independent learning curriculum is one of the curriculum concepts that demands student independence. Independence means that each student is free to access knowledge obtained from formal and non-formal education. (Nasution: 2021)

Multimodal e-books also benefit students' reading comprehension, including pronunciation, vocabulary, and narration. The use of e-books in children's learning also impacts autonomous learning, where students can learn much new vocabulary that has not been known before (Morgan: 2013). Furthermore, e-books tend to be more flexible than their predecessors due to their enriched aesthetic multimedia effects and the many options for personalization and customization (Qusheem et al., 2021). To achieve the goal or objectives of learning, a book's content should embody the students' needs and wants, even activities to support English students' proficiency. Indeed, the need for 21st-

century skills and learning design should be surveyed by English teachers to provide students with skills to face the future, like digitalization and globalization.

The solutions for learning media can be interactive learning materials. Information delivery in education may be facilitated by technology that uses audio, visual, and audio-visual elements. Media can encourage students' thinking and learning by delivering auditory, visual, and audio-visual communication. (Sumiharsono: 2017)

One exciting application that can trigger student activeness is the “*Book Creator*” application. This application is a place to create various types of books that carry multimodal. Multimodal is a term used to refer to the way people communicate using different modes at the same time (Kress & van Leeuwen: 2001). With the multimodal theme in the application, making learning books will be exciting and can increase student motivation in learning. Through this application, students' interest in learning can be increased by the various modes used, such as video, audio and images that can be self-created or from internet sources. One of the advantages of “*Book Creator*” is that a teacher assigns a joint project or collaboration in creating teaching materials. Thus, students will be trained in learning while doing. This can improve students' ability to understand learning materials. Students will be more motivated to grow due to learning activities that students engage in. This makes an e-book suitable for disseminating information so students can understand it better. *Book creator* software may produce an e-book Istiqomah and Wati, (2019: 35).

The purpose of this study is to create an E-book that is suitable for seventh grade students at Karangploso Islamic Junior High School to learn English.

METHOD

A web-based English e-book featuring Telling Times material designed for seventh-grade students has been created using the 4D development model, which has been adapted from Thiagarajan, Semmel, and Semmel. This model comprises four distinct phases: *define*, *design*, *develop*, and *disseminate*. In this development process, there are two categories of data: qualitative data, which is information acquired from questionnaires distributed to English teachers through data validation sheets, and quantitative data, which encompasses the evaluation scores recorded on the questionnaires.

The researcher conducted this study at SMP Islam Karangploso Malang, engaging English teachers from the institution. The study included 25 seventh-grade students from SMP Islam Karangploso as test subjects. The procedure for developing the e-book in this research is outlined in Chart 1 below for reference.

Table 1. 4d Development Model Adapted From Thiagarajan, Semmel, Semmel.

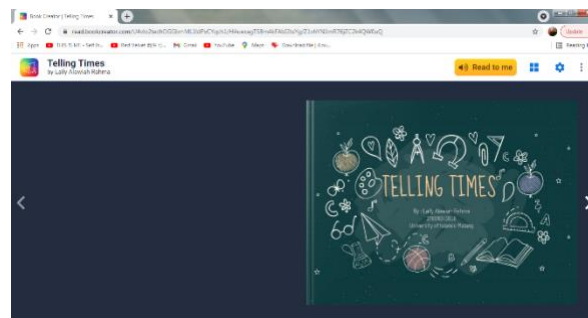
4D DEVELOPMENT MODEL			
DEFINE	DESIGN	DEVELOP	DISSEMINATE
• Observation School Environment Observation • Interview Need Analysis Students And Teacher	• Format E-Book Web-Based • Preliminary Design E-Book • E-Book Assessment Questionnaire	• Media Expert Validation • Material Expert Validation • Language Expert Validation • Students Responses	• Disseminate Of E-Books In Schools After User Validation Testing

FINDINGS AND DISCUSSION

The results of this development are in the form of an English e-book with web-based Telling Times material for seventh-grade junior high school students. This e-book is formatted using Book Creator software. The material in this e-book is adapted to the 2013 junior high school curriculum. The material is arranged according to the characteristics of a web-based learning model.

This E-book discusses Telling Times material, which contains learning about time, days, months and years. The stages carried out are the defining stage, which includes observations and teacher interviews. The design stage is compiling the e-book format, designing the e-book, and compiling the e-book assessment instrument. The e-book validation test is carried out at the development stage by media, material and language expert validators. At the same time, the dissemination stage is distributing e-books to students and assessing student response questionnaires.

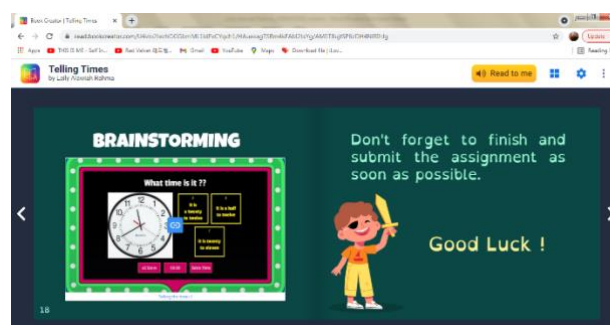
This e-book generally consists of 3 parts. The following is an E-book section view.



Picture 1 Front Cover of E-book



Picture 2 Content of E-book



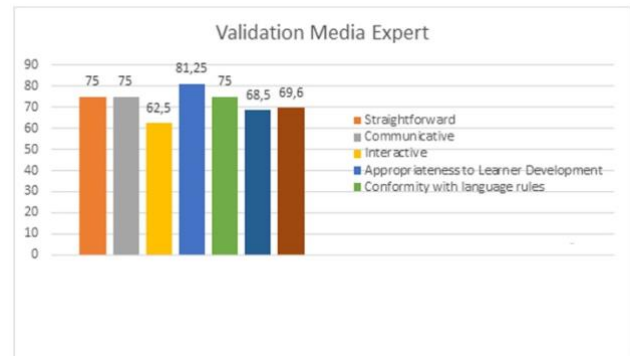
Picture 3 End of E-book

Expert Research

The e-book expert validation test had six validators: two media expert validators, two material expert validators, and two language expert validators. The following are the results of media, material and language validation.

Table 2. Results Validator Media Experts

Aspect	$P = \frac{\sum X}{N}$	Validation Criteria
Application introduction	87	Very Valid
User Control	92	Very Valid
Application Display	84	Very Valid
Application Support (Help)	81	Very Valid
End of the Application	87	Very Valid
Design principle	92	Very Valid
$NA = \frac{\sum P}{n}$	85.9	Very Valid

**Picture 4.** Graphic of Validation Media Experts**Table 3.** Results Validator Material Experts

Aspect	$P = \frac{\sum X}{N}$	Validation Criteria
Basic Competency (KD)	87	Very Valid
Accuracy of the Material	80	Very Valid
Up-to-date Material	81	Very Valid
Encourages Curiosity	81	Very Valid
Assessment Technique	100	Very Valid
Assessment Support	81	Very Valid
Learning Assessment	75	Valid
Coherence and Coherence of Thought	75	Valid
$NA = \frac{\sum P}{n}$	81.8	Very Valid

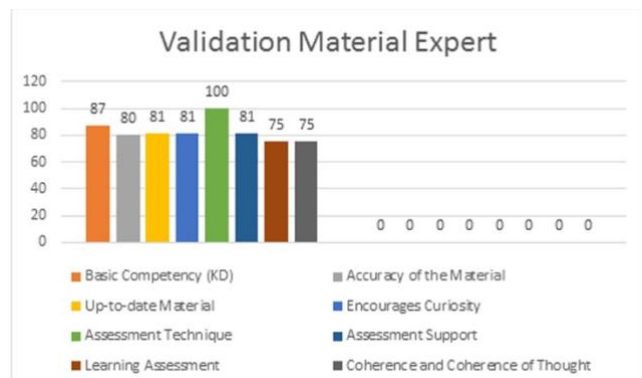
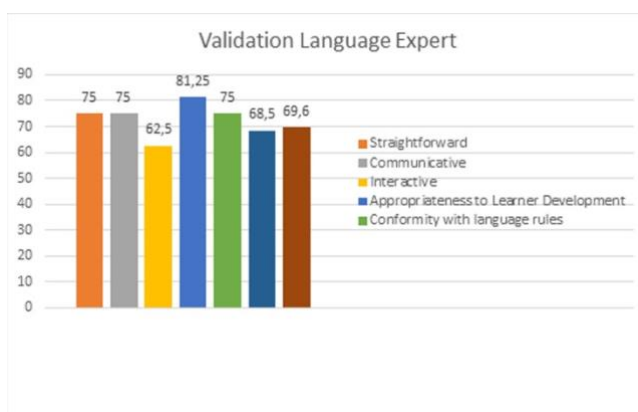
**Picture 5.** Graphic of Validation Material Experts

Table 4. Results Validator Language Experts

Aspect	$P = \frac{\sum X}{N}$	Criteria
Straightforward	75	Valid
Communicative	75	Valid
Interactive	62.5	Valid
Appropriateness to Learner Development	81.25	Very Valid
Conformity with language rules	75	Valid
The Nature of Contextual	68.5	Valid
Contextual Components	69.6	Valid
$NA = \frac{\sum P}{n}$	72.2	Valid

**Picture 6.** Graphic of Validation Language Experts

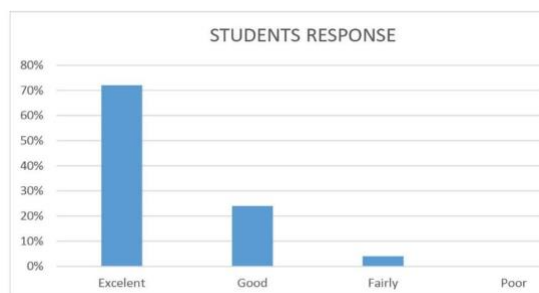
Based on the validation test results, the E-book is declared valid and can be used. The average score obtained from media validation is 85.9% (Very Valid), material validation is 81.8% (Very Valid), and language validation is 72.2% (Valid).

After that, the E-book went through the validation test, it was tried out on 25 seventh-grade students at SMP Islam Karangploso.

Table 5. Students Respond

No.	Name	STATEMENT SCORE																				Σ X	Σ Xi	P (%)	Category
		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20				
1	N	4	4	3	4	3	3	2	4	3	3	3	4	4	3	3	3	3	3	4	66	80	82.5	Excellent	
2	MN	3	4	4	4	3	3	3	3	3	4	1	2	3	3	2	1	3	3	2	1	55	80	68.75	Good
3	FAS	3	4	4	4	3	3	3	2	4	4	3	3	3	3	3	3	3	3	4	65	80	81.25	Excellent	
4	K	3	4	4	3	4	3	3	3	3	4	4	3	4	4	3	3	4	4	4	70	80	87.5	Excellent	
5	IF	4	4	4	3	4	3	3	3	3	4	4	4	4	3	3	4	3	4	4	71	80	88.75	Excellent	
6	ARS	3	3	3	4	3	3	3	3	4	4	4	3	3	4	4	4	3	4	3	69	80	86.25	Excellent	
7	AP	3	2	3	3	3	3	4	4	3	3	3	2	2	3	3	3	3	3	3	65	80	81.25	Excellent	
8	MFA	3	3	3	3	4	3	3	4	4	3	3	3	3	3	3	3	3	3	3	63	80	78.75	Excellent	
9	APDA	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	4	4	3	65	80	81.25	Excellent	
10	AAO	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	4	3	3	69	80	86.25	Excellent	
11	MM	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	63	80	78.75	Excellent	
12	ZK	4	4	4	3	4	4	3	3	3	3	4	4	4	3	3	3	3	4	4	70	80	87.5	Excellent	
13	ZA	4	4	4	3	4	3	3	3	3	3	4	4	4	4	3	3	4	3	4	71	80	88.75	Excellent	
14	IMP	4	4	4	3	3	3	3	3	3	3	4	4	4	3	3	3	3	3	4	70	80	87.5	Excellent	
15	ADA	4	4	4	3	4	3	3	3	3	3	4	4	4	4	3	4	3	4	4	71	80	88.75	Excellent	
16	CVH	4	4	4	3	4	3	3	3	3	3	4	4	4	4	3	3	4	3	4	71	80	88.75	Excellent	
17	VAL	3	4	3	3	4	3	3	3	2	3	3	3	3	3	3	4	3	3	3	63	80	78.75	Excellent	
18	MP	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	56	80	70	Good	
19	MRO	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	3	3	3	54	80	67.5	Good	
20	MIF	2	2	3	3	3	3	3	3	3	2	3	3	2	3	2	2	3	2	3	53	80	66.25	Good	
21	MINZ	3	4	3	2	3	4	3	3	4	3	3	3	4	4	4	4	4	4	3	71	80	88.75	Excellent	
22	MAW	4	3	4	3	3	3	3	4	3	4	4	3	3	4	4	3	3	4	4	69	80	86.25	Excellent	
23	MRE	4	3	4	3	4	3	3	3	3	3	3	4	3	3	3	4	2	2	3	63	80	78.75	Excellent	
24	VAS	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	32	80	40	Fairly	
25	MRA	3	3	3	2	3	3	3	3	3	3	3	3	3	3	2	4	1	3	2	54	80	67.5	Good	

Based on the tryout results on seventh-grade students, a score of 78.95% was obtained, which means it is very valid. Thus, this E-book can be used in seventh-grade English learning.

**Picture 7.** Graphic of Students Response

According to the table above, the researcher discovered that 18 of the 25 students rated the E-book as "Excellent," implying that the E-book may be utilized without revision. The E-book was then rated "Good" by six students, indicating that it may be utilized with some revisions. Due to limited facilities, one student did provide a "Fairly" rating.

PRODUCT REVISION

To achieve a product that is close to perfect and meets the targets of accuracy, feasibility, and usefulness, the web-based English e-book with Telling Times material for seventh-grade students went through several revisions, which are as follows: adding page numbers, adding illustrations or images according to the student's environment, and changing links that can be accessed by students so that students can more easily reach them.

DISCUSSION

This research project focused on creating an e-book centered on the teaching topic of Telling Time. The study's main objective was to assess student responses and the feasibility of the e-book as a teaching resource. The e-book was designed per the basic skills and criteria outlined in the 2013 curriculum. The e-book's content was developed to be contextually relevant, increase student engagement and make the learning experience more attractive.

In this development, the researcher produces teaching materials in a web-based electronic book (E-book) developed using Book Creator software. The preparation of this E-book uses the 4-D development model from Thiagarajan, S., Semmel (1974). The 4D model is divided into four stages: Define, Design, Develop, and Disseminate.

Media, material, and language expert validators and student responses have validated this e-book. The analysis of media expert validation obtained a score of 85.9%, material expert validation obtained a score of 81.8%, language validation obtained a score of 72.2%, and student responses obtained a score of 78.95%. This shows that the E-book developed is valid for use.

This E-book is suitable for English language learning, specifically for seventh-grade high school students with Telling Times material. This web-based e-book can be made interesting by the presence of colourful images that make learning exciting.

CONCLUSIONS AND SUGGESTIONS

The product of this development is an English E-book. This e-book is based on the 2013 curriculum, which discusses time, days, months, and years. As for the development model used, namely the 4D development model: define, design, develop, and disseminate.

In its utilization, this E-book is expected to be a learning tool that can be learned for students without any other learning resources. In addition, this E-book is expected to assist teachers in delivering subject matter.

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