

DEVELOPMENT OF ENGLISH E-BOOK USING ASSURE MODEL AT BORNEO ENGLISH COURSE PALANGKA RAYA FOR ELEMENTARY LEVEL

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Abstract

This subject's goal was to create an English e-book by using ASSURE model at Borneo English Course Palangka Raya for elementary level; modules for understanding research methods were made by implementing the ASSURE model, which included the procedures listed: (1) Analyze the Learner; (2) State Standards and Objectives; (3) Choose Methods; Media or Materials; (4) Utilize Media and Materials; (5) Require Learner Participation; and (6) Evaluate and Revise. This book was developed by the 9 experts. They used book creator as the website in making the e-book. The e-book was supported by the use of Google Form, Google Docs, and hot potatoes app for developing and creating the book. This book was provided for Borneo English Course students who took the elementary level program. Borneo English Course was a course which provided English language teaching. This research was able to improve the students' English by using English e-book.

Keywords: Development, E-Book, ASSURE model, Borneo English Course, elementary level

INTRODUCTION

English is a world language that is essential in numerous aspects of everyday life, particularly in this day and age of globalization. However, because of its significance in business, communication, education, research, technology, diplomacy, art, tourism, and other areas, Indonesian government, via the Ministry of National Education, implemented strategies to include this language into the country's educational system at all levels of school and students. (Saukah 2003).

"In this day and era of internet and information technology tools are gaining popularity in educational contexts," write Ducate and Lomicka (2008). (p. 9). A big number of students of varying abilities of understanding and expectations in website application utility usually come to group with specific levels of comprehension and goals already instilled in them (Churchill, 2011), and schools must be mindful of fostering and

igniting their technical literacy through the internet-based instruments as educational technology in schools. (Hutchison & Wei, 2012; Zawilinski, 2009). These literacy skills vary from deciphering to writing when interacting with an interface to meaning-making when reading content and communicating knowledge of "the interface, affordances, and distinguishing characteristics" of a specific internet application in a digital world. (Hutchison & Wei, 2012).

Because of the continuous the development of novel internet tools, a group of students who value learning and have a studying ability in novel ways through the use of technology. Whether it is used to share learning resources outside of class hours (Miceli, Murray, & Kennedy, 2010) or to improve class meetings by offering online or discussions prior to class, instructional technology has an impact on teaching and learning. (Higdon & Topaz, 2009). The blog is

one of the most commonly used and simple-to-use online applications for such purposes. Churchill (2011) and Zawilinski (2009).

Book Creator is a website that allows users to generate their own books, view, and exchange digital books. Book Creator was founded in 2011 by parents who desired to help their children improve their reading skills. Book Creator's main goal is to assist instructors and students in creating and sharing their own digital books. Because of the various features available, this goal appears to be well achieved in Book Creator. There are several intriguing features in this book creator application. To begin, Book Creator is extremely welcoming to the user, with users being able to easily browse the app.

This app works with the iPad's Google Chrome browser and the Book Creator software without the need for any extra programs to be installed. Book Creator's two 'real-time collaboration' features promote joint education, which improves student contact and language learning. (Mackey & Gass, 2006). This function allows for electronically mediated peer interaction. Students participate in a variety of events such as negotiating exchange meaning or shape comments while online interacting with friends via this tool. Students' online interactions with their classmates can add to their linguistic assimilation. (Lai & Li, 2011).

Finally, Book Creator can help you improve your productive and open abilities. In regard to cognitive abilities, both spoken and textual input can be inserted into the text, providing the reader with a variety of input options. Book Creator also improves feedback; for example, hypertext features may include additional tools such as cues or a grammatical description of the goal. As a result, the purpose of this research is to build and develop an electronic book to help students improve their English. Book Creator, as previously stated, is an electronic book application that users can make, read, and share digital books, as well as support the advancement of productive skills and different activities that can be carried out.

Students, for example, can examine images, play videos, and listen to audio recorders all from the same book source. With the various features available, it is hoped that a multimodal approach to improving students' English will help them comprehend the material because audio, video, and exercises are all available in one reference, making it easier for students to concentrate on one book that contains multiple resources.

Borneo English Course is a course that provides English learning services and is jointly managed by postgraduate students from the English Language Education. The background for the Borneo English Courses course is the pandemic era where education is not running optimally because not all students can access learning easily. Many parents feel overwhelmed teaching their children at home because not all of them work as educators. Parents are also often busy and don't have enough time to teach their children intensively so that their children's education during this pandemic is not optimal.

The place for implementing this course institution is located on Jalan. H, Timang in the Palangka Raya University area. Because of this pandemic, the teaching process is done via online such as using Whatsapp, Zoom, Google Classroom and Google Meet. Where 1-5 people by using online application, meanwhile the private programs that consist of 1-3 students who want to study at their own homes with tutors who come to them.

The course curriculum lasts a maximum of three months. There are two types of classes carried out: private and regular. The private program is carried out in accordance with the members' desires. In this instance, the members manage all of their schedules, and they have complete control over when and where they study. However, if the training institution has set the regular program schedule

RESEARCH METHODS

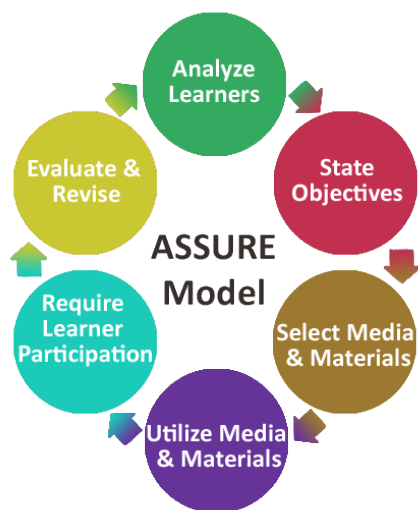
This study was a study of educational growth aimed at creating English teaching

resources for Borneo English Course students. It is defined by Latief (2012) as a research method used to create the curriculum, syllabus, textbooks, learning aids, modules, assessment instruments, and other educational goods.

This research used ASSURE Model in developing e-book. The ASSURE procedure (Analyze learners-State objectives-Select methods, media, and resources) was developed. The Heinich et al. model (Utilize media and instructional materials; Demand student participation; Evaluate and revise) alludes to a system of education or a collection of principles that teachers can use in creating plans for instruction that make use of digital technologies. In addition, the ASSURE paradigm created by Molenda et al. (2008), which is an abbreviation for learning characteristics analysis, was used to identify performance objectives, strategies, media, and materials, and use technology, all of which require learner involvement, evaluation, and revision.

To know further about the implementation of ASSURE model in making the e-book, these are the steps of Assure Model:

Picture 1. Steps of Assure Model



Several steps have been taken, including gathering information by identifying problems, selecting solutions and undertaking theoretical research, defining concepts and organizing

developed instructional resources into modules, carrying out validation by English material development specialists, revising the text in response to expert feedback, and verifying

RESULT AND DISCUSSION

This research focused on the study of the development of English E-book using ASSURE model at Borneo English Course. The ASSURE picture development model above was used as a guideline in creating the e-book.

The first step, researchers analysed the students to create the book based on the level of the students. The students were elementary level which took Borneo English Course as their course. Based on the students' need, the researchers considered to make an English E-book to be their media in learning English. Besides, the researchers also analyze it based on the curriculum and syllabus for the elementary level which is used in Indonesia.

In containing the students' need, the researchers used interview to them when they enrol the Borneo English Course. The questions of the interview are related to the material that they want to learn, also the skill they want to master.

The semi-structured interviews were performed with 19 people. This step is critical for gathering all of the material required for developing the instructional modules. (Hakim and Abidin, 2018). It is made up of five elements: favorite resources and educational tasks, views on the educational resources accessible, a desire to acquire the lesson by using audio visual, and required choices in the illustration of English materials, and their suggestion regarding to the content of the e-book.

According to the data gathered, 13 participants preferred the content for the speaking when they learn English, while 6 students preferred grammar. In response to the following query about studying exercises, 15 participants expressed a strong preference for

learning English through role-playing activities, while 4 people favored text comprehension exercises. Moreover, the third query, about the views of the members on the accessible educational resources, had as many as 10 people who thought it could not satisfy their expectations, while 9 people thought it was adequate.

In terms of interest in learning through the use of audio visual materials, 16 of the total number of participants preferred instructors giving lectures to alleviate boredom through this means. Furthermore, two individuals disliked audio visual learning, while one did not care.

Lastly, the researchers interviewed them related to their suggestion about the teaching materials. 7 students stated that they want the teaching material should provide more materials related to English, it is better if the material is easier to be understood by them. They also wanted that the book will be afforded to practice sheet in each theme or discussion. Besides, 7 students wanted that the book will be contained more colourful picture, to make it more interesting for them to learn. Meanwhile, 5 students stated that they want the tangible aspect of the teaching material is elegant and pleasing patterns.

In order to know further about the percentage of the learner's need of analysis, the table below demonstrates this:

Table 1. Analyze Learners' Need Percentage

No	The Elements	Answers
1.	Favorite English to study	1. Speaking (68%) 2. Grammar (32%)
2.	Favorite educational exercise	1. Role play (15%) 2. Reading text (4%)
3.	The available teaching materials	1. Meet the expectation (53%) 2. Sufficient (47%)
4.	Students' enthusiasm for learning	3. Interested (84%) 4. Not interested (11%)

through the use of audio visual materials

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| 5. | Suggestions for their teaching materials | 5. Don't care (5%) |
| | | 1. More worksheets and instructional resources (37%) |
| | | 2. Include more images (37%) |
| | | 3. Elegant with pleasant design (26%) |

The second stage involved defining the standard and the objective, which were then adjusted to the fundamental skills and curriculum that applied at the Palangka Raya elementary level. The standards and objectives for the instructional unit that the tutor plans to teach are determined in this stage. This stage outlines the parameters of what the learner is capable of in regard to instructions, and here the researchers identified the objectives that should be assigned to students. Additionally, they examined the study materials' content in light of the curriculum for the elementary level, which the students were expected to understand.

The researchers had analyzed the curriculum for elementary level which was also applicable for the students of Borneo English Course. Since the students there were beginners, the researchers decided to make a teaching material that begin with the learning of simple vocabulary, mostly about things or stuff around. It could be the things inside the classroom, around their bedroom or inside their house, and etc. After they mastered a lot simple yet helpful vocabularies, then they would learn how to introduce themselves, also they had to learn about how to introduce others. Then they would learn about how to state their daily activity in English. In this unit, they would also learn about Simple Present Tense which would be very helpful in stating and building their sentences according to the material. Learning about how to state the time both in American Style or British Style was also needed. Besides learning those materials,

the researchers also include some basic grammars such as Present Continuous Tense, Present Perfect Tense, and Simple Past Tense. After they had strong foundation about English, they would learn about how to congratulate and compliment others. They would also learn some genres such as Procedure and Descriptive Text, last but not least, they would learn about legend or folklore in Indonesia to enrich they knowledge about there are some famous stories in their country in English.

To make it easier both for tutor and the students of Borneo English Course, the researchers divide the state standard and objective into 12 units which they can be seen in the table below:

Table 2. The Units of the E-Book

Unit	Title	Material
1	This is Me!	Our identities, our interests and hobbies, and the people in our house.
2	What Time is it?	Tell the time, date, day, and month.
3	This is My World	Stating things, animals, and public places around us.
4	My Daily Activities	Our daily activities, our family's daily activities, and our friend's daily activities.
5	What Are You Doing?	To share knowledge with others by communicating states and ongoing events.
6	When I Was A Child	To share knowledge with others by describing past

		conditions and events.
7	Congratulations!	Wishing others well, expressing good intentions, and congratulating others on their successes.
8	This is How You Do It!	How to achieve the finest results and how to prevent mishaps, damage, and waste.
9	We Have Been There!	Communicate past events that are relevant to the present in order to educate others and provide an explanation.
10	Sangkuriang	Get a moral lesson from a folktale by listening to it, reading it, or both.
11	It is Made in Indonesia	Use passive voice when describing things in sentences.
12	What is it?	To gain a general understanding of things, animals, natural phenomena, and social phenomena, gather and exchange information about them.

Relevant and interactive media may be chosen to increase student interest, concentration, and independence, thereby accelerating their material comprehension. During the development of a module, the learning methods are modified to meet the content's competency requirements.

The format is an electronic text. The experts used a website or application called Book Creator to finish creating the e-books. A free and straightforward online tool called Book Creator assists students in creating captivating digital books that can be viewed by connecting to the internet. (Maharani: 2021). According to Hasanah (2021), Book Creator is a software program that combines text, pictures, and audio to create a portable electronic book that can be viewed on computers as well as other electrical gadgets like Android, smartphones, and tablets. The goal of using this media was to increase the efficiency of the results of the learning process, and learning English was undoubtedly more exciting for students because they did not get easily bored and were eager to try new things.

For the E-Book for Borneo English Course itself, all materials there were related to the curriculum and syllabus to elementary level, where the contents could be accessed online and easier to be used. There were some audios which students could tap on them. Therefore, they could learn how to pronounce those sentences. Also, all the assignments were connected to active links, if the students wanted to do the assignment, they had to tap on the blue link which was available under the questions on the e-book, where it would direct them to Google Form, Google Docs, or Hot Potatoes application. After the students submitted their assignment, they could see their score right away.

Communication and information technology instruments that will be utilized in the learning process, such as mobile phones and laptops, are needed to support the creation of media and materials. During the product development process, the necessary technologies, media, and content for creating an e-learning book were selected. Before being utilized by students in the learning process, these products undergo expert evaluation, including media and content validation, revisions, and testing. The validator was an

English lecturer of Postgraduate of English Education at University of Palangka Raya.

Another step was to utilize materials and media. The media usage at this juncture was an English e-book for elementary level which was connected to the usage with the TPACK (Technological Pedagogical Content Knowledge) learning. It means, the students had to use their gadget devices to read the material and to do the assignments.

Setting up an integrated strategy to make use of technology, multimedia, and elements that the researchers had identified was involved in this stage of the ASSURE model. The researchers had to make sure, as with every educational step, that their plans helped accomplish these objectives. The researchers had to practice their lesson before starting it in order to ensure that everything would go according to plan when using this equipment, which indicates that preparation is key. (Laurillard, 2002). The steps include these following:

Table 3. E-Book Development

No.	Preparation	Design
1	Technology, media, and materials	The researchers gathered all materials they need, and made sure that these materials are working properly. Also they need to make sure which technology devices that could support the students when they learned English. The researchers also decided what media was suitable for elementary level of students.
2	Environment	Since the instruction and learning procedure was during the pandemic era, the researchers need to rethink what method

they could use to teach the students. Deciding the suitable environment was crucial in order to make both tutor and students were keep healthy, and still follow the health protocol.

3 Tutor In the beginning, the tutor discussed learning objectives, which would assist students in creating a mental map of what they wanted to comprehend. It was also critical to instruct students on how to assess them. The teacher had to explain their responsibilities, how to take exams, and so on. Furthermore, students must comprehend the advantages of their study tools. (Arends & Castle, 1991).

The purpose of involving students in learning is for them to acquire knowledge and firsthand learning experience. At the present time, researchers involved the students who were from Borneo English Course in learning using an e-Book, this stage proceeded smoothly and successfully.

Evaluation and reflection are two steps that should not be skipped in the process of developing high-quality modules for students' goal-oriented learning and the anticipated accomplishment of learning competencies and improvement. Improvements were made once the evaluation of module validation, which was conducted by an expert lecturer— 7 material experts and 2 learning media specialists been completed. The audio was also

available. It might be authentic one that used for e-book. The e-book also was put a hot potatoes application by the creator. It made the e-book interesting.

CONCLUSION

This research looked at an English e-book in learning English that used the ASSURE model. Educational technologies, interactive apps, and hands-on learning exercises were used in the module while adhering to the six stages of the ASSURE model. The implementation was carried out in an online learning setting. The ASSURE model was commonly used in educational settings. The use of ASSURE is comparable to the use of an e-book, which makes use of technology.

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