

EMPLOYING MY NEXT WORDS E-BOOK AS THE LEARNING MEDIUM IN SPEAKING FOR BEGINNER CLASS

Vannia Liebnis^{*1}, Misrita¹², Zulkarnain³

¹Magister of English Education, University of Palangka Raya

²Department of Forestry, Faculty of Agriculture, University of Palangka Raya

³University of Riau

*liebnisvannia@gmail.com

Abstract

This study aimed to investigate students' perceptions regarding the use of the English e-book *MY NEXT WORDS* as a learning medium in a speaking course for beginner-level students. The e-book, published by the Indonesian Ministry of Education and aligned with the *Kurikulum Merdeka*, was designed to enhance language acquisition through relevant and structured content. Employing a mixed-methods approach, this research gathered data from beginner speaking students at JJC Academy using questionnaires and short interviews. The findings revealed that most students held a positive perspective toward the use of the e-book. They found the content accessible, the activities engaging, and the topics relevant to real-life communication needs. Students also noted improvements in their speaking confidence and motivation to practice English. However, some limitations were highlighted, such as the limited novelty of vocabulary content for more advanced beginners. As a result, students suggested integrating additional multimedia components like interactive videos and games to enrich the learning experience. This study underscores the potential of digital resources like e-books in supporting English language development when thoughtfully implemented in the classroom.

Keywords: Speaking, E-book, English for Beginner Level

INTRODUCTION

In English Language Teaching and Learning (ELTL) process, choosing appropriate learning materials is an essential aspect to be done by the teachers. Learning materials can be considered as every systematic activity and learning approach that are employed in a classroom setting (Brown, 2015). The existence of learning materials mediates the teachers to organize appropriate learning approach that may help the students in learning and create a pleasurable learning ambiance (Nuralisa & Nirwanto, 2023). Choosing appropriate teaching-learning materials is also important so that it reaches the needs of the students in learning English language (Nurhidayah et al., 2023). Moreover, having systematic teaching materials enhance the educational quality of ELTL process, especially in passive-using-English-language countries such as Indonesia, since ELTL

process is a continuous process to be mastered (Rohimajaya et al., 2021). Thus, having appropriate learning materials is mandatory for ELTL classroom to enhance the quality of the educational ambiance.

Textbook is one of learning materials that very familiar in every educational condition. Textbook is a learning instrument that is constructed based on the syllabus and the curriculum that are regulated (Dinata, 2022). Zamzam et al. (2020) also add that textbook is a main learning medium that is developed to reach the learning objectives of the regulated curriculum.

In this era, textbooks can be found in a printed or electronic form. E-book or electronic book is an electronic-based text that is published digitally and can be read in computers, portable tablets, or customized reading devices (Öztürk, 2021). E-book is an existing proof of the technology enhancement

in educational sectors. In terms of ELTL field, e-book has so many usages in mediating the teaching-learning process. E-book simplifies the interactive reading actions, such as highlighting the text or even interpreting the text via online (Ravid et al., 2008). The ELTL process is also familiar with the use of e-book. There are millions of English e-books that can be used as the teaching-learning material. The ministry of education in Indonesia has also regulated its own e-book for mediating the teaching-learning process, especially for English Language as Foreign Language study. The curriculum also targets the teaching-learning ambiance that can be directly tied to the students' life.

As a country that passively use English language, English subsidiary course has been widely spread in Indonesia. Dib (in Rahayu, 2020) explains that formal education is not enough due to it holds a certain objective. This means that students need non-formal education to expand its competency. Rahayu (2020) also adds that non-formal education can fulfill specific students' education skill which provide the extra guidance, training, and knowledge.

RESEARCH METHODS

The writer employed a mixed method approach, combining both quantitative and qualitative methods to gain comprehensive research results (Creswell & Creswell, 2022; Sugiyono, 2022). Quantitative research involves testing theories through numerically measured variables and statistical analysis (Rachmad et al., 2024). To support this, the study adopted a survey research design. Survey research provides a numerical description of patterns, beliefs, and opinions within a population by analyzing data from a sample through questionnaires or structured interviews (Creswell & Creswell, 2022). This combination of methods was chosen to enrich the findings by capturing both measurable data and contextual understanding from participants.

The writers believed this design was suitable for this study because the study aimed

to discover the students' perceptions in using an English e-book, *MY NEXT WORDS*, as their learning medium in speaking for beginner course class. To confirm and provide explanations of the quantitative data, the writers provided qualitative data, which was based on short arranged interviews for each student. The interview's topic was as same as the survey research.

This study involved five Beginner English Speaking classes at JJC Academy, with all students serving as both the population and the sample. A close-ended questionnaire consisting of 10 question items was used as the primary instrument to explore students' perceptions of using the English e-book *MY NEXT WORDS* as a learning medium in their speaking classes. Since the study applied a survey research design, the questionnaire was structured to gather specific responses related to their experiences with the e-book.

The questionnaire utilized a four-point Likert scale, ranging from "strongly disagree" to "strongly agree," to measure students' agreement levels. To ensure content validity, the draft of the questionnaire was reviewed by the writers' lecturer, who served as an expert in evaluating its relevance and clarity. Afterward, the writers conducted a statistical analysis to test the reliability of the questionnaire, ensuring that the instrument was consistent and applicable for the intended research.

In accomplishing the purpose of this study, several procedures must be followed. The questionnaire was distributed among participants. The questionnaire was delivered using Bahasa and English to accommodate students' deeper understanding of the questionnaire. To ensure positive engagement, the participants were assured that their responses were kept anonymous since they would not have to provide their identities during the study. Furthermore, students were informed that their responses and opinions would not impact their grades. Participants were invited to raise questions in the process. The questionnaire results were used to determine students' perceptions in using an

English e-book, *MY NEXT WORDS*, as their learning medium in English speaking learning.

RESULT AND DISCUSSION

Students' Perceptions Based on Questionnaire

Before distributing the questionnaire to the research participants, the writers first tested the reliability of the instrument. A pilot study was conducted with five students from the Intermediate English Speaking class at JJC Academy to examine the internal consistency of the questionnaire items. The reliability test used Cronbach's Alpha calculation, and the results are presented in Table 1.

Table 1. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.879	.885	15

Based on the results of the reliability test, the questionnaire demonstrated a high level of internal consistency, with a Cronbach's Alpha value of 0.879—exceeding the commonly accepted threshold of 0.7. This indicates that the instrument is reliable and appropriate to be used for data collection in this study.

After validating the instrument, the questionnaire was administered to five Beginner English Speaking classes. The items were designed to explore students' perceptions of using the *MY NEXT WORDS* English e-book as a learning medium in their speaking activities. The data collected from the questionnaire responses are summarized in Table 2.

Table 2. Students' Perceptions on the Use of *MY NEXT WORDS* E-book in Speaking Class

No.	Statement	SD+D%	A+SA%
1.	I find the <i>MY NEXT WORDS</i> e-book easy to use as a learning medium for improving my English speaking skills	0	100

2.	The vocabulary presented in <i>MY NEXT WORDS</i> helps me to expand my English speaking ability effectively	60	40
3.	The interactive features (such as worksheets and exercises) in the <i>MY NEXT WORDS</i> e-book make learning English speaking more engaging	0	100
4.	The topics and language patterns in <i>MY NEXT WORDS</i> are relevant and useful for practicing English speaking in real-life situations	40	60
5.	Using <i>MY NEXT WORDS</i> e-book motivates me to practice speaking English more often.	0	100
6.	The gradual increase in difficulty of vocabulary and language patterns in <i>MY NEXT WORDS</i> helps me to build my confidence in speaking English.	80	20
7.	I can study and practice English speaking independently using the <i>MY NEXT WORDS</i> e-book anytime and anywhere.	40	60
8.	The e-book's design and layout make it easy to follow and understand the English speaking lessons.	0	100
9.	The use of <i>MY NEXT WORDS</i> e-book supports me better than traditional textbooks in learning English speaking.	0	100
10.	I feel that my English speaking skills have improved since I started using the <i>MY NEXT WORDS</i> e-book as my learning medium	20	80

The data in Table 2 indicate that the majority of students in the Beginner English Speaking classes had a positive perception of the *My Next Words* e-book. All students (100%) agreed that the e-book was easy to use and helped motivate them to practice speaking more frequently. The interactive features and visual design were also highly appreciated, with 100% agreement in both areas. Moreover, 80% of students believed that their speaking skills had improved since using the e-book.

However, some aspects received more moderate responses. For instance, 60% of students disagreed that the vocabulary helped them expand their speaking ability, suggesting that the content may be too basic for their level. Additionally, only 20% agreed that the gradual increase in difficulty helped build their confidence, while 80% disagreed. These

findings indicate that although the e-book is engaging and supportive in many ways, it may require further development in terms of vocabulary depth and progression to meet learners' evolving needs.

Students' Opinions Based on Interviews

To support and explain the findings from the questionnaire, the writers also conducted short structured interviews with selected students. The qualitative data revealed that although most students had a positive perception of the *MY NEXT WORDS* e-book, several of them expressed concerns about the vocabulary content. Many stated that the vocabulary presented in the book was too basic for their current level. As one student shared:

"I already knew most of the words in the book, so I didn't feel like I was learning much new vocabulary."

"Saya sudah tahu sebagian besar kosakata di buku ini, jadi saya merasa tidak belajar kosakata baru."

Another recurring theme was related to students' desire for more interactive features. While the e-book included exercises, some students felt that it lacked dynamic and engaging materials. One student suggested:

"It would be great if the e-book were completed with videos or interactive games so we could practice speaking in a more fun way."

"Akan lebih baik jika e-book ini dilengkapi dengan video atau permainan interaktif agar kami dapat berlatih berbicara dengan lebih menyenangkan."

These insights indicate that while the e-book supports basic speaking development, learners would benefit from enhancements such as multimedia integration and more advanced vocabulary content to sustain

motivation and cater to varying levels of language proficiency.

These interview responses serve to enrich the quantitative findings by offering deeper insights into students' lived experiences. While the *MY NEXT WORDS* e-book was generally viewed as accessible and supportive, students' suggestions highlight the need for continual improvement to align with their learning development. Integrating multimedia elements and refining the vocabulary scope could make the material more responsive to students' evolving needs. This reinforces the importance of regularly evaluating and adapting instructional resources, especially in dynamic language learning environments.

CONCLUSION

In English Language Teaching and Learning (ELTL) process, choosing appropriate learning materials is an essential aspect to be done by the teachers. E-book is an existing proof of the technology enhancement in educational sectors. The use of e-book also could be applied in the English language course. Thus, the writers confirmed the students perspective on using *MY NEXT WORDS* English language e-book in their English speaking course session. The students felt that adding this e-book in their teaching-learning situation were interesting. However, the students suggested to provide another medium, such as interactive video and games to increase the attractiveness of this e-book.

REFERENCES

- Brown, H. D. (2015). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman.
- Dinata, R. P. (2022). An analysis of English textbook for tenth graders of vocational high school in Indonesia. *JlUBJ: Jurnal Ilmiah Universitas Batanghari Jambi*, 22(3), 2085-2092. <http://dx.doi.org/10.33087/jiubj.v22i3.2909>

- Fuad, M., Efendi, A., & Muhammad, U. A. (2020). The use of pepaccur local wisdom for Indonesian literary teaching materials. *JPI: Jurnal Pendidikan Indonesia*, 9(2), 213–223. <https://doi.org/10.23887/jpi-undiksha.v9i2.22779>
- Hidayat, F., & Nizar, M. (2021). Model addie (analysis, design, development, implementation, and evaluation) dalam pembelajaran pendidikan agama Islam. *JIPAI: Jurnal Inovasi Pendidikan Agama Islam*, 1(1), 28-37. <https://doi.org/10.15575/jipai.v1i1.11042>
- Khasanah, U., Rahayu, R., & Ristiyani. (2021). Analisis kemampuan pemecahan masalah matematis siswa kelas IV materi bangun datar berdasarkan teori Polya. *Jurnal Didaktika*, 1(2), 230–242. <https://doi.org/10.17509/didaktika.v1i2.36538>
- Masayu, M. M., Misrita, Karani, E. (2022). Developing local content reading material based on TPACK framework for seventh grade students. *INTENSIVE JOURNAL*, 5(2), 127-135. <http://dx.doi.org/10.31602/intensive.v5i2.8199>
- Nuralisa, N., & Nirwanto, R. (2023). Role of teaching materials on English for young learners. *PUSTAKA: Jurnal Bahasa dan Pendidikan*, 3(4), 1-12. <https://doi.org/10.56910/pustaka.v3i>
- Nurhidayah, S., Faridi, A., Shakiyya, Z. (2023). Evaluating the appropriateness of English textbook used for teaching English for specific purposes. *EEJ: English Education Journal*, 13(1), 140-151. <https://doi.org/10.15294/eej.v13i1.70649>
- Öztürk, B. K. (2021). Digital reading and the concept of ebook: Metaphorical analysis of preservice teachers' perceptions regarding the concept of ebook. *SAGE Open*, 11(2), 1-12. <http://dx.doi.org/10.1177/21582440211016841>
- Ravid, G., Kalman, Y. M., & Rafaeli, S. (2008). Wikibooks in higher education: Empowerment through online distributed collaboration. *Computers in Human Behavior*, 24(5), 1913–1928. <https://doi.org/10.1016/j.chb.2008.02.010>
- Rahayu, D. I. (2020). The acquisition and learning of EFL in a non-formal English education in Indonesia. *Journal of English Education*, 5(2), 86-94.
- Rohimajaya, N. A., Sudirman, A., & Hamer, W. (2021). Developing English materials for the students of information system department at technology and Information faculty, Mathla'ul Anwar University Banten. *LANGUAGE CIRCLE: Journal of Language and Literature*, 15(2), 241-248. <https://doi.org/10.15294/lc.v15i2.26275>
- Sugiyono. (2010). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. Bandung: Alfabeta
- Tantri, N. N., & Santosa, M. H. (2024). The integration and development of EFL classroom materials based on local culture: A systematic literature review. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 12(1), 61-70. <https://doi.org/10.23887/jpbi.v12i1.80050>
- Zamzam, A., Sribagus, Djuhaeni, E., & Khotimah, K. (2020). Pengembangan instrument analisis buku teks sebagai alat evaluasi materi pembelajaran Bahasa Inggris. *JURNAL LISDAYA*, 15(2), 80-98. Retrieved from <http://lisdaya.unram.ac.id/index.php/lisdaya/article/view/1>