

## DEVELOPING AN ENGLISH LEARNING E-BOOK FOR GRADE 6 STUDENTS

Julie Abiya Putri<sup>\*1</sup>, Misrita<sup>12</sup>, Zulkarnain<sup>3</sup>

<sup>1</sup>*Magister of English Education, University of Palangka Raya*

<sup>2</sup>*Department of Forestry, Faculty of Agriculture, University of Palangka Raya*

<sup>3</sup>*University of Riau*

\*[julieabiya170@gmail.com](mailto:julieabiya170@gmail.com)

### Abstract

This study developed an English learning e-book for Grade 6 students using the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model to address curriculum requirements and enhance student engagement. The e-book focused on teaching language skills related to past activities, WH questions, and future plans. Key features included audio recordings, interactive exercises, vibrant visuals, and Google Forms for instant feedback. During the implementation phase, the e-book was tested in a simulated classroom setting, revealing initial usability issues such as unclear interactive features. Based on feedback, revisions improved the design by making links and buttons more user-friendly. Subsequent testing showed significant enhancements in usability and engagement, with the e-book effectively supporting students' learning. This research highlighted the potential of integrating multimedia and digital tools in language instruction. The e-book served as an innovative resource, demonstrating how technology can improve teaching methods, align with curriculum goals, and foster active learning among primary school students.

**Keywords:** Development, ADDIE Model, English Learning, E-Book, Grade 6 Students

### INTRODUCTION

English is a global language essential for communication in various aspects of life, particularly in today's era of globalization (Ikrimah et al., 2023). Its role in education, business, and technology makes English a crucial skill for individuals to master. As the world becomes more interconnected, proficiency in English enables people to engage in meaningful international exchanges. This underscores the importance of effective and innovative methods for teaching English, especially in schools.

Globally, English holds a prominent place in education, serving as the primary medium for instruction and research across disciplines. It is widely used by students, educators, and researchers as the dominant language for accessing knowledge stored in books, journals, and other resources, both in print and digital formats (Rao, 2019).

However, many students often find traditional teaching methods monotonous and uninspiring. As a result, there is a growing

need for interesting and interactive learning materials that can capture students' attention and keep them engaged (Ma'arif & Sunniyah, 2021). Students are more inclined to participate in lessons when the materials are dynamic and relatable, which motivates educators to explore alternative approaches to teaching English effectively.

Books remain one of the most fundamental learning resources in education, playing a critical role in teaching and learning at both the primary and higher education levels (Asrowi et al., 2019). In the modern era, the rapid advancement of information and technology has further expanded opportunities to enhance learning. These technological developments hold immense potential for creating constructivist learning environments that support active and meaningful engagement in the classroom (Sari et al., 2022).

The rapid growth of digital media has also transformed how children interact with educational content. With digital tools

becoming an integral part of their daily lives, both at home and in school, children are increasingly exposed to interactive and multimedia-rich environments that significantly influence their learning experiences (López-Escribano et al., 2021).

In Indonesia, utilizing digital tools as teaching media has proven to be an innovative step toward enhancing the quality of education, enabling it to compete globally (Ruddamayanti, 2019). Digital learning resources, such as e-books, provide an accessible and modern solution for delivering educational content, especially in English language instruction.

E-books, or digital books, have gained popularity for their practicality and versatility. They combine text, images, videos, and audio elements, offering a rich and interactive experience for learners. These digital resources can be accessed on various devices, such as smartphones, tablets, and laptops, making them convenient and portable for students (Ma'arif & Sunniyah, 2021). Furthermore, their durability and environmentally friendly nature make e-books an excellent alternative to traditional printed materials (Ruddamayanti, 2019).

The advantages of e-books in education are numerous. They are easy to duplicate and distribute, cost-effective, and compatible with assistive technologies such as text-to-speech synthesizers. These features not only make e-books accessible to a wider audience but also create an inclusive learning environment that supports students with diverse needs (Ruddamayanti, 2019). Additionally, the ability to integrate multimedia components enhances the learning process by engaging students through multiple sensory channels.

In English language learning, grammar forms the backbone of meaningful communication, providing learners with the tools to construct accurate and coherent sentences. Among its key components, mastering tenses is essential for students to convey the timing of actions clearly and accurately (Almunawaroh et al., 2021). A strong understanding of tenses enables

students to describe past experiences, articulate present actions, and discuss future plans without confusion or ambiguity. For example, using the past tense allows students to recount previous events effectively, while familiarity with the future tense, particularly the use of “will,” helps them express intentions or aspirations.

Recognizing the importance of effective and engaging learning methods, this research developed an e-book designed specifically to teach English language skills to Grade 6 students. The e-book incorporates various interactive features, such as audio recordings, visual aids, and culturally relevant content, to create an engaging learning experience. By aligning the materials with the national curriculum, the e-book addresses specific learning objectives while maintaining a focus on student engagement.

This research contributes to the growing field of digital learning materials by offering a comprehensive and accessible resource for teaching English. The e-book not only aims to enhance students' learning experiences but also serves as an example of how technology can transform traditional learning methods into dynamic and effective educational experiences. Through this innovative approach, the research aspires to improve the quality of English language instruction and inspire similar initiatives in other educational contexts.

## **RESEARCH METHODS**

This research employed the Research and Development (R&D) method, also known as development research. The R&D methodology in educational research aims to produce effective and efficient products or services that enhance pedagogical practices. Products or services developed through the R&D approach are systematically designed to improve, develop, and evaluate educational systems (Gustiani, 2019).

The development process followed the ADDIE model, a structured framework consisting of five stages: Analyze, Design, Develop, Implement, and Evaluate (Widyastuti

& Susiana, 2019). Each stage of the ADDIE model is depicted in Picture 1, which provides a clear visual overview of the research process and outlines the systematic approach followed in this development.

**Picture 1.** ADDIE Model Framework



The stages of the ADDIE model are described as follows:

1. Analyze

The analysis phase identified the competencies students need to achieve in learning English. This phase also examined the students' characteristics, such as their language proficiency, cognitive development, and prior knowledge, to ensure the content was appropriately tailored. Relevant materials and resources were reviewed to select content that aligned with the curriculum and engaged the learners in meaningful and reliable ways.

2. Design

In the design stage, the instructional materials were planned to align with the learning objectives. Content was organized into clear explanations and practice activities, ensuring that it developed the students' ability to use the target language effectively. The materials incorporated engaging elements, including audio features for listening exercises, interactive online tasks with instant feedback, and vibrant visuals to appeal to Grade 6 learners. This phase prioritized creating a cohesive and stimulating

learning experience that supports both understanding and application.

3. Develop

During the development phase, the instructional materials were created and refined. This included drafting, revising, and finalizing the text, visuals, and multimedia components. The researcher ensured that the materials were clear, relevant, and effective.

4. Implement

The implementation stage tested the developed materials in a simulated or limited setting. The goal was to assess how well the materials supported learning, maintained student engagement, and met instructional objectives. Observations were made during this process to evaluate the interaction with the materials. Adjustments will be made based on the student's feedback to improve usability and effectiveness before preparing the materials for wider use.

5. Evaluate

The evaluation process relied entirely on the feedback gathered during the implementation stage. Observations and feedback from the student were analyzed to assess the overall effectiveness of the materials. This evaluation ensured that the content met learning objectives, engaged the target audience, and supported English language learning effectively.

## RESULT AND DISCUSSION

The English Learning E-Book for Grade 6 Students was developed following the five stages of the ADDIE model.

### Analysis

The analysis phase was crucial in ensuring that the e-book aligned with the curriculum and addressed the specific learning needs of Grade 6 students. This phase involved identifying the language competencies students were expected to achieve and mapping them to the objectives of each unit.

The analysis highlighted key areas of focus, such as expressing past activities, forming WH questions, and talking about future plans.

Each unit was meticulously crafted with specific objectives to incrementally build students' language proficiency. The e-book is structured to ensure a logical progression, guiding learners from simpler to more complex tasks systematically. Below is a comprehensive breakdown of each unit, detailing its objectives and illustrating the progression intended for enhancing language skills.

**Table 1.** The Units of the E-Book

Unit	Objectives
1	<ol style="list-style-type: none"> <li>1. Students are able to say past activities.</li> <li>2. Students are able to identify past activities.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Students are able to use adverb of time for past activities.</li> <li>2. Students are able to use adverb of time to make sentences about past activities.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Students are able to use <i>was/were</i> for past activities.</li> <li>2. Students are able to identify sentence using <i>was/were</i>.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Students are able to use <i>was/were</i> in relation to feelings.</li> <li>2. Students are able to make sentences using <i>was/were</i> in relation to feelings.</li> </ol>
5	<ol style="list-style-type: none"> <li>1. Students are able to make WH question for past activities.</li> <li>2. Students are able to answer WH question for past activities.</li> </ol>
6	<ol style="list-style-type: none"> <li>1. Students are able to talk about their past activities.</li> <li>2. Students are able to respond to their experiences in past activities.</li> </ol>

7	<ol style="list-style-type: none"> <li>1. Students are able to identify future activities from <i>thr</i> use of <i>will</i>.</li> <li>2. Students are able to talk about future activities using <i>will</i>.</li> </ol>
8	<ol style="list-style-type: none"> <li>1. Students are able to use <i>will</i> for family activities.</li> <li>2. Students are able to talk about family activities using <i>will</i>.</li> </ol>
9	<ol style="list-style-type: none"> <li>1. Students are able to use adverb of time for future activities.</li> <li>2. Students are able to write a short paragraph using adverb of time.</li> </ol>
10	<ol style="list-style-type: none"> <li>1. Students are able talk about their dream in the future.</li> <li>2. Students are able to ask her friends about their dream.</li> </ol>

### Design

The instructional materials were thoughtfully planned to align with the learning objectives. Content was organized into clear explanations and practice activities to help students effectively use the target language. The materials included interactive features such as audio recordings for listening exercises, vibrant visuals to engage Grade 6 learners, and clickable links to online forms that provided instant feedback, ensuring a dynamic and engaging learning experience for students.

For instance, in Unit 5, specific attention was given to the design elements supporting the teaching of WH questions. Visual aids were used to clarify concepts effectively, while audio components ensured that students could listen to real-life examples of conversations, enhancing understanding through context. These features were intended to provide a dynamic and holistic approach to language acquisition. The visual elements were carefully chosen to be visually appealing and relevant to the lesson context, ensuring that students found the material both engaging and educational.

Picture 2. The Visual of the Book



## Development

The development phase focused on creating the e-book prototype, involving several key activities to ensure the material was engaging, comprehensive, and appropriate for Grade 6 students. This phase emphasized design, content, and multimedia integration.

First, the content was organized to align with the curriculum goals, specifically focusing on language competencies such as past activities, WH questions, and future plans. The materials included examples and exercises structured to gradually build students' language skills. Interactive components, such as fill-in-the-blank exercises and question creation tasks, were integrated to encourage active participation and reinforce learning. One significant aspect of the development process was the inclusion of various media elements. For example, audio was added to help students practice their listening skills. Additionally, colorful images and illustrations clarified key concepts and engaged students. Google Forms were integrated into the e-book to provide instant feedback on student performance. After completing exercises in the

e-book, students could click links to access the forms, answer questions, and immediately receive feedback. This feature allowed students to track their progress in real time.

Picture 3. Google Form with Embedded Questions

The image shows a Google Form titled 'Activity 3'. The instructions say 'Read the story, then answer the questions.' There are two links: 'Sign in to Google to save your progress.' and 'Learn more'. The first question is 'What did Antang and his family eat at the beach?' with 2 points. The options are: Sandwiches, Fried rice, Noodles, and Pizza. The second question is 'Where did Antang and his family go last summer?' with 2 points. The options are: To the mountains, To a park, To Ujung Pandaran Beach, and To the zoo.

Picture 4. Graded Google Form

The image shows the same Google Form as in Picture 3, but with feedback. The first question 'What did Antang and his family eat at the beach?' is marked with a green checkmark and '2/2'. The option 'Fried rice' is selected and marked with a green checkmark. The second question 'Where did Antang and his family go last summer?' is marked with a red X and '0/2'. The option 'To a park' is selected and marked with a red X. Below the second question, it says 'Correct answer' and 'To Ujung Pandaran Beach' is marked with a green checkmark. At the top right, it says 'Total points 8/10'.

## Implementation

The implementation phase tested the e-book in a simulated classroom setting to evaluate its effectiveness and gather feedback.

Two sessions were conducted with one Grade 6 student.

During the first session, the student was introduced to the e-book and guided through its features. Observations revealed challenges in recognizing clickable links for audio and exercises. For example, links embedded in text, such as “What are past activities?”, were not immediately noticeable. Similarly, buttons for Google Forms were unclear. These issues highlighted the need for better design elements to ensure usability.

Feedback from the student indicated that the content was aligned with the curriculum and suitable for Grade 6 learners. However, the student noted some design aspects were confusing, particularly the lack of clear indicators for interactive features. Despite these challenges, the student appreciated the accessibility of the e-book on a smartphone and found the material engaging.

Revisions were made based on this feedback. Clickable features were redesigned as standalone buttons with explicit labels. For example, audio links were labeled “Click Me for Audio!” and exercise links were labeled “Click Me to Complete This Exercise!”

In the second session, the revised e-book was tested again with the same student. The changes significantly improved the user experience. The student interacted confidently with the clickable links, effectively accessing audio and exercises. The updated design made navigation smoother and more user-friendly.

## Evaluation

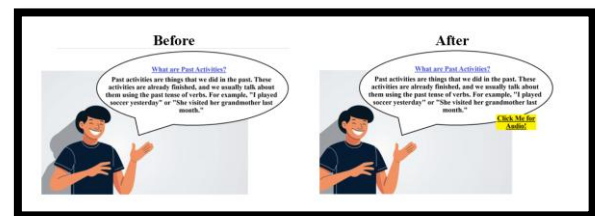
The evaluation phase assessed the revised e-book’s effectiveness based on observations and student’s feedback. This phase aimed to ensure that the e-book met its objectives and provided an engaging learning experience.

The first implementation session identified issues such as unclear indicators for interactive features. Revisions addressed these problems, with redesigned buttons making interactive elements more accessible. In the second session, the changes demonstrated significant improvements. The student

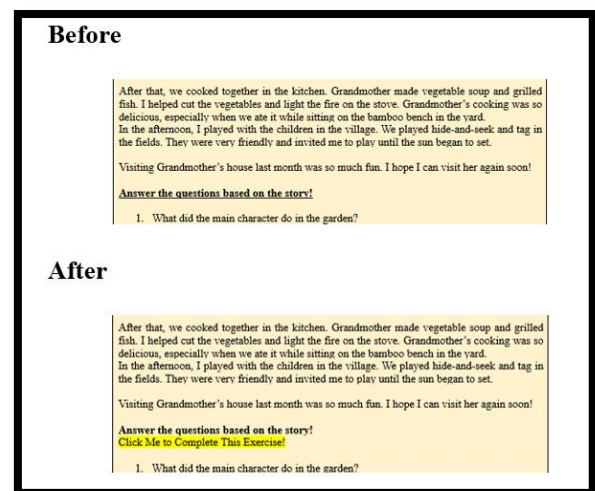
interacted with the e-book confidently, utilizing all features as intended.

Student feedback highlighted the improved layout and accessibility of the revised e-book. The alignment with curriculum objectives and relevance to classroom material also received positive remarks. The final product successfully provided an accessible, interactive, and engaging learning resource for Grade 6 students.

**Picture 5. Before and After Audio Button**



**Picture 6. Before and After Exercise Button**



## Final Product

The final product is an interactive e-book designed for Grade 6 students. It focuses on teaching past activities, WH questions, and future plans, incorporating audio recordings and Google Forms for instant feedback. The e-book is aligned with the national curriculum and aims to provide an engaging, interactive learning experience that enhances student engagement and language acquisition. The e-book also features visually appealing design elements to enhance the students’ learning experience.

## CONCLUSION

The development of the English Learning E-Book for Grade 6 students demonstrates the potential of incorporating digital tools into language education to create engaging, interactive, and curriculum-aligned materials. By applying the ADDIE model, this research successfully designed a resource that addresses key language competencies, such as past activities, WH questions, and future plans, while integrating multimedia elements like audio and Google Forms for real-time feedback. The process of testing, receiving feedback, and revising the e-book ensured that the final product effectively met learners' needs, offering an innovative and accessible approach to enhancing English language acquisition for primary students.

## REFERENCES

- Almunawaroh, N. F., Trilestari, K., & Riani, A. (2021). Developing an e-book with past tenses materials for the students of English Education Study Program in the Indonesian context. *J-SHMIC: Journal of English for Academic Purposes*, 8(1), 66–76.  
[https://doi.org/10.25299/jshmic.2021.vol8\(1\).6209](https://doi.org/10.25299/jshmic.2021.vol8(1).6209)
- Asrowi, Hadaya, A., & Hanif, M. (2019). The impact of using the interactive e-book on students' learning outcomes. *International Journal of Instruction*, 12(2), 709–722.  
<https://doi.org/10.29333/iji.2019.12245a>
- Gustiani, S. (2019). Research and development (R&D) method as a model design in educational research and its alternatives. *Holistics Journal*, 11(2), 12–22.
- Ikrimah, Soraya, R., Aslamiyah, S., Handayana, E., Sari, M. A., Siagian, N., Norefendi, Nadira, P., H.K, S., & Misrita. (2023). Development of English e-book using ASSURE model at Borneo English Course Palangka Raya for elementary level. *Journal Compound*: *Improving the Quality of English Education*, 11(1), 1–8.  
<https://doi.org/10.37304/jcp.v11i1.14880>
- López-Escribano, C., Valverde-Montesino, S., & García-Ortega, V. (2021). The impact of e-book reading on young children's emergent literacy skills: An analytical review. *International Journal of Environmental Research and Public Health*, 18(12), 1–21.  
<https://doi.org/10.3390/ijerph18126510>
- Ma'arif, I. B., & Sunniyah, I. (2021). Developing English digital book as learning media for XI grade students. *JoEMS: Journal of Education and Management Studies*, 4(3), 37–44.  
<https://doi.org/10.32764/joems.v4i3.483>
- Rao, P. S. (2019). The role of English as a global language. *RJOE: Research Journal of English*, 4(1), 65–79
- Ruddamayanti. (2019). Pemanfaatan buku digital dalam meningkatkan minat baca. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, 2, 1193–1202.
- Sari, S. Y., Rahim, F. R., Sundari, P. D., & Aulia, F. (2022). The importance of e-books in improving students' skills in physics learning in the 21<sup>st</sup> century: A literature review. *Journal of Physics: Conference Series*, 2309(1), 1–7.  
<https://doi.org/10.1088/1742-6596/2309/1/012061>
- Widyastuti, E., & Susiana. (2019). Using the ADDIE model to develop learning material for actuarial mathematics. *Journal of Physics: Conference Series*, 1188(1), 1–8.  
<https://doi.org/10.1088/1742-6596/1188/1/012052>