

THE ROLE OF E-BOOK IN ENHANCING SIMPLE PAST TENSE LEARNING FOR ELEMENTARY STUDENTS

Anggi Ade Tiya Tama^{*1}, Misrita¹², Librina Tria Putri³

¹*Magister of English Education, University of Palangka Raya*

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

³*University of Riau*

*anggiade2001@gmail.com

Abstract

The study focused on the role of an e-book as an effective teaching tool for enhancing elementary-level students' understanding and usage of the simple past tense in English. The primary objective was to examine how interactive digital resources—such as audio recordings, visual aids, animations, and embedded practice exercises—could support language acquisition by catering to diverse learning styles, including auditory, visual, and kinesthetic learners. The e-book was designed to provide clear explanations, examples, and exercises on the simple past tense, allowing students to learn at their own pace in a self-directed manner. This research method involved how to applied electronic books as teaching materials in students' especially in using the simple past tense in spoken and written English. The findings indicated that the use of the e-book as a teaching tool gave a motivation for students in learning simple past tense, while also fostering greater engagement and motivation in the learning process.

Keywords: Role of E-Book as Teaching Tool, Simple Past Tense, Elementary Level

INTRODUCTION

English is a global language that plays a crucial role in various aspects of contemporary life, especially in the era of globalization. As English has got the common qualities, it has been accepted as the global language among the speakers of thousands of different languages (Rao, 2019). With the advancement of informatization and globalization, it is clear that people worldwide are increasingly communicating with individuals from different regions using a single globally recognized language, namely English. English has become the primary language used in interactions between agents and international companies. English, recognized as the foremost global language, is considered the first true lingua franca and is the most extensively spoken language worldwide. It plays a dominant role in international trade, diplomacy, mass media, global telecommunications, scientific research, and the publication of newspapers and books.

In today's rapidly evolving digital age, technology has significantly transformed the

way approach education. Among the many advancements, the integration of digital resources, such as e-books, into the learning process has proven to be an effective means of enhancing students' skills, particularly in language learning. Students usually use the media to improve their English skills with a variety of mobile applications in mastering effective and critical English in order to gain a better understanding of English reading skills (Misrita, 2021).

The use of e-books in language education allows for a more interactive, engaging, and accessible learning environment, which is crucial for students at various proficiency levels. In accordance with the current development of the era, technology has entered the library to provide convenience in obtaining information. One of them is by providing e-books. E-books are library materials in digital form. The presence of e-books in the library provides positive things that can be used as references by students to support their academics (Khoirunnisaa &

Prajawinanti, 2023). An e-book is one type of instructional materials that play important roles to ensure learning interactivity by integrating technology to its context. (Almunawaroh et al., 2021).

This study wanted to use e-books as a teaching tool in English language skills, with a particular focus on the simple past tense. The goal was to create a resource that not only supported students' acquisition but also fostered a more interactive, motivating, and enjoyable language learning experience. Through this approach, it is hoped that the use of e-books will enhance the overall English proficiency of elementary-level learners, providing them with a solid foundation for continued language development.

RESEARCH METHOD

This study employed a qualitative research method to explore the role of an e-book in enhancing simple past tense learning for elementary students. The research aimed to gather in-depth insights into students' experiences, perceptions, and outcomes while using the e-book as a teaching tool. Data were collected through classroom observations, student interviews, and feedback surveys, allowing for a comprehensive understanding of how the e-book facilitated the learning process. The study focused on examining how the multimedia features of the e-book, including audio, visuals, and interactive exercises, supported students in grasping and applying the simple past tense in English.

Participant

The participants in this study were elementary-level students. Data were collected using interviews, allowing the researcher to gain insights into how the e-book was utilized in their learning process. This approach enabled a focused exploration of students' engagement, understanding, and experiences with the e-book in an educational setting.

Data Collection Method

To gather qualitative data, the following methods employed:

1. Interviews

Semi-structured interviews were conducted with both students and teachers to gather insights into their experiences using the e-book. The interview explored several aspects such as the clarity of explanations, engagement with the interactive features, and any difficulties students might encounter in using the e-book.

2. Observations

Researchers observed the students as they interacted with the e-book during lessons. This helped identify how students engaged with the digital content, the effectiveness of multimedia features, and how they utilized the practice exercises to reinforce their understanding of the simple past tense.

3. Focus Groups

A focus group discussion was held with a small group of students to gain a deeper understanding of their overall impressions and experiences with the e-book. This discussion provided rich, detailed feedback on how the e-book supported or hindered their learning process.

4. Student Work Samples

The study also examined students' work samples, including completed exercises and practice tasks from the e-book, to evaluate their grasp of the simple past tense. By analyzing these materials, the researcher could observe patterns of progress, identify common errors, and assess how students applied grammatical concepts over time during learning.

Data Analysis

The data collected from interviews, observations, focus groups, and student work samples. Thematic analysis involved identifying and interpreting patterns and themes from the data, such as common challenges in learning the simple past tense, the role of multimedia features, and the overall impact of the e-book on students' engagement and motivation.

RESULT AND DISCUSSION

The data analysis revealed several key themes regarding the use of the e-book in teaching the simple past tense to elementary-level students. These themes emerged from the interviews, observations, focus groups, and student work samples.

Engagement with the E-book

Students were highly engaged with the interactive features of the e-book, with multimedia elements such as animations, audio, and interactive exercises playing a key role in maintaining their interest throughout the lesson. The digital content was received enthusiastically, with students expressing excitement about being able to interact with the material, which they found more engaging than traditional paper-based resources.

Teachers observed that the e-book effectively captured students' attention. They noted that students were more eager to participate in practice activities and discussions related to the content, demonstrating an increased level of engagement and motivation.

Students were highly engaged with the interactive features of the e-book, with multimedia elements such as animations, audio, and interactive exercises playing a key role in maintaining their interest throughout the lesson. One teacher commented:

"The animations and audio features really brought the content to life. My students seemed more focused, and they were actively using the tools to better understand the material."

This was consistent with feedback from students, many of whom expressed excitement about being able to interact with the material. One student shared:

"It's way more fun than regular textbooks. I get to watch things move and hear explanations instead of just reading from a page."

The e-book was received enthusiastically, with students expressing excitement about being able to engage with the material. Several students noted that the interactive exercises helped them feel more involved in their learning. One student said:

"I love the quizzes and games—it makes learning feel like a challenge, not a chore."

This level of enthusiasm was reflected in teachers' observations as well. One of teacher in elementary noted:

"Students were much more eager to engage with the interactive activities. They were not only finishing them faster but also wanted to discuss what they learned right away. There was a clear increase in motivation and participation."

Another teacher observed that the e-book effectively captured students' attention. She noted:

"The level of participation has definitely gone up since we started using the e-book. I feel like students are more confident in their understanding of the material."

Student Motivation and Engagement

Interviews with students revealed that the e-book significantly increased their motivation to learn. The interactive features and immediate feedback offered by the e-book made the learning process more dynamic and enjoyable, with many students expressing excitement about using it in future lessons. In a focus group discussion, students shared that they felt more confident in using the simple past tense after engaging with the e-book. They appreciated the instant feedback provided, as it helped them identify and correct their mistakes quickly, contributing to a stronger understanding of simple past tense.

Interviews with students revealed that the e-book increased their motivation to learn. One student, shared:

"I felt more motivated to study because the e-book was fun to use. It felt like a game, and I didn't feel bored while learning."

The interactive features and immediate feedback offered by the e-book made the learning process more dynamic and enjoyable. Another student stated:

"The instant feedback helped me a lot. I could see my mistakes right away and correct them without waiting for the teacher."

This quick reinforcement contributed to a more engaging and effective learning experience. Many students expressed excitement about using the e-book in future lessons.

In a focus group discussion, students shared that they felt more confident in using the simple past tense after engaging with the e-book:

"Before the e-book, I always had trouble with the past tense. But now, I feel much more confident because I got to practice it on the e-book and got feedback right away."

They appreciated the instant feedback provided, as it helped them identify and correct their mistakes quickly, contributing to a stronger understanding of the simple past tense.

Another student added:

"The e-book let me try different sentences, and every time I made a mistake, it showed me why. That really helped me understand how to use the past tense correctly."

Teacher Feedback

Teachers found that e-books served as a valuable tool in teaching the simple past tense, especially because of their multimedia features, such as visual aids, animations, and audio clips. These features helped cater to various learning styles, making grammar lessons more accessible and engaging. According to several teachers, the structured and interactive format of the e-books offered a clear framework for presenting lessons and evaluating student progress. One of the teachers observed that the e-book effectively captured students' attention and kept them focused during the grammar lesson. The multimedia elements also allowed teachers to explain simple past tense more easily, while the built-in exercises enabled them to assess understanding in real time.

Teachers observed noticeable improvements in student engagement when using e-books to teach the simple past tense compared to traditional methods. They reported that students were more active to participate—asking more questions, showed enthusiasm during activities, and responding positively to multimedia elements such as animations and audio explanations. According to teachers, these features made the learning process more interactive and contextual, helping students better grasp grammatical concepts.

In terms of motivation, teachers observed that students appeared more enthusiastic and confident during lessons. The immediate feedback system within the e-book helped students feel a sense of accomplishment, which increased their willingness to participate and try new activities. Teachers agreed that compared to traditional textbooks, e-books created a more dynamic, engaging, and motivating classroom environment.

CONCLUSION

This study found that using an e-book gave the motivation for elementary students in learning the simple past tense, enhancing engagement and motivation through

multimedia features like animations, audio, and interactive exercises. Both students and teachers appreciated the clear explanations and practice exercises. Despite in the content, the e-book provided immediate feedback, boosting students' confidence. However, teacher involvement was crucial for additional support and clarification, especially for struggling students. A balanced approach combining digital tools with traditional teaching methods was found to be most effective. In conclusion, e-books have proven valuable in the classroom, with their role as a medium being maximized through personalized teacher guidance, and future research could explore further integration of e-books in language teaching.

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. *Journal of English for Academic*, 8(1), 64–74. [https://doi.org/10.25299/jshmic.2021.vol8\(1\).6209](https://doi.org/10.25299/jshmic.2021.vol8(1).6209)
- Dash, B. B. (2022). Digital tools for teaching and learning English language in the 21st century. *International Journal of English and Studies*, 4(2), 8–13. <https://doi.org/10.47311/IJOES.2022.4202>
- Ikrimah, I., Soraya, R., Aslamiyah, S., Handayana, E., Alpian Sari, M., Siagian, N., Norefendi, N., Nadira, P., H. K., S., & Misrita, M. (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>
- Lestari, S., Usadiati, W., & Misrita. (2021). The correlation between students' artificial intelligence and their English reading skills achievement. *Bahasa: Jurnal Keilmuan Pendidikan Bahasa dan Sastra Indonesia*, 3(2), 103–111. <https://doi.org/10.26499/bahasa.v3i2.110>
- Maitri, R., & Supriadi. (2021). The development of English textbook by using ADDIE model to improve English speaking skill for non-English department students. *Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, 12(1), 65–79. <https://doi.org/10.33373/as.v12i1.3478>
- Muliarta, I. K. D. (2024). Book Creator sebagai media dalam pembelajaran bahasa kedua. *Stilistika: Jurnal Pendidikan Bahasa dan Seni*, 13(1), 54–62. <https://doi.org/10.59672/stilistika.v13i1.3919>
- Munawwarah, M., Putri, S. E., Ilyas, N. M., Side, S., & Zubair, S. (2023). Book Creator sebagai aplikasi dalam menyusun media pembelajaran interaktif bagi calon guru profesional. *INOVASI: Jurnal Hasil Pengabdian Masyarakat*, 13(1), 8–12. <https://doi.org/10.35580/inovasi.v3i1.46427>
- Prajawinanti, A., & Khoirunnisa, N. (2023). Analisis pemanfaatan e-book sebagai bahan penunjang pembelajaran oleh pengguna Perpustakaan SMAN 1 Kedungwaru Tulungagung. *The Light: Journal of Librarianship and Information*, 3(1), 11–21. <https://doi.org/10.20414/light.v3i1.6251>
- Rao, P. S. (2019). The role of English as a global language. *Research Journal of English (RJOE)*, 4(1), 65–79.
- Rosmana, P. S., Iskandar, S., Rahma, A. R., Maria, S., Supriatna, S., & Wahyuningtyas, T. (2023). Efektivitas penggunaan media pembelajaran digital

pada hasil belajar siswa kelas 5 SDN 6
Nagrikaler. *Jurnal Sinektik*, 6(1), 10–17.
<https://doi.org/10.33061/js.v6i1.8205>