

Developing e-Book of Reading for Intensive Course in Virtual Classroom: Students' Need Analysis

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Abstract: This research clarifies the demands of students through need analysis concerning the content of e-book of reading for Intensive Course in virtual classroom, and the questionnaire was distributed to one hundred and twelve (112) students of English Study Program of FKIP University of Palangka Raya to explore the necessity. The results showed that most students require: first, reading texts as instructional materials which are accompanied by English grammar and English expressions to lead students to expose both oral and written English in daily life communication with other people using ICT (100%). Second, reading texts consist of 200-250 words (87.50%) which covered the topics of daily life and Dayak culture themes (.90%). Third, reading activity is to do reading a text and looking for detailed information (88.39%), and speaking activity is to discuss the exercises and tasks with peers (88.39%). Forth, writing input is about the explanation of the sentence structure used in the text, and writing activity that led them doing writing practice to write a text similar to the example given using their own sentence (82.84%). Fifth, learning activity on vocabulary and grammar cover pairing words with their meaning (89.28%), and write sentences according to the given pattern (100%). Last, the lecturer's role acts as motivator and learners' role are as responsive participants, and setting takes in virtual classroom or online learning. These signify student's needs most which are as the basis for designing and developing e-book later.

Keywords: developing, e-book, intensive course, virtual classroom, need analysis

INTRODUCTION

E-book is one of the most familiar electronic learning materials resulted from technology advances to support online learning (Reid. 2016; Santoso, et.al. 2018; Yamac. 2019). It is as a transformation from printed books to digital forms that makes it is easier for students to search for available information that enable students to focus on learning and contribute to better understanding and storage of information (Mandaria, et al., 2022; Virgonita, et.al., 2021; Santoso, et.al., 2018). This electronic product is currently more popular among Indonesian teachers and students. For instance, during the Covid 19 pandemic at which its virus infected all people of Indonesia from all regions, therefore, face to face teaching and learning activities are switched into online learning. As a result, both teachers and students need to adapt into new trend of a cloud teaching-learning activities, at which they can interact to each other by using platform such as zoom, google classroom, and or WhatsApp (Mandaria, et al., 2022). This trend requires digital software to support its activities, and e-book functions as one of main sources of instructional material. This means that it is inevitable that e-book has significant role in supporting learning activities in virtual classroom in Indonesian context.

In addition, the development of computers hardware and software over several

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decades leads e-learning transformation to one learning platform that enables learners to interact not only with the teachers and other learners but also with the learning materials (Virgonita, et.al., 2021). E-learning with virtual classroom activities leads both teachers and students to make use learning applications as frequently. Therefore, it is a must for teachers and students to make use its application for discussion, expressing opinions, sharing their knowledge and skills, and motivating learning. These applications will be meaningful if it is assisted by instructional materials software, and e-book plays its role to meet this objective.

In current modern learning era, several scholars introduced and reviewed the use of technology and its application for language teaching and learning (Yang, 2013; Karani, 2017; (Klimova & Zamborova, 2020; Agustini, Wardhani, Kurniawan & Amalina, 2018; Hazaea & Alzubi, 2016) of English, specifically reading comprehension ability as literacy comprehension (Reid, 2016). Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost (ChanLin, 2011; Karani, 2017). Using e-books of reading, students can practice reading comprehension autonomously, and develop online reading habit as well. This skill is required for personal English proficiency to involve in e-learning or virtual classroom activities.

A **virtual classroom** is an online teaching and learning environment where teachers and students can present course materials, engage and interact with one another, and work in groups together. The key distinction of a **virtual classroom** is that it takes place in a live, synchronous setting (Reid, 2016; Jones & Brown, 2016; ChanLin 2011). It enables an instructor/facilitator to connect face-to-face with students/learners in real time wherever they may be to collaborate around rich media.

In an online learning environment that allows for live interaction between the tutor and the learners as they are participating in learning activities. ... The most common tools you can find in a **virtual classroom** are: Videoconferencing. Online whiteboard for real-time collaboration. This is a software-based teaching and learning environment that mimics the qualities of face-to-face **classroom** instruction. Teachers and learners can participate in live online **classes**, communicate with each other, hold discussions and watch videos or presentations, among other features. Both teacher/s and students can make use e-books as source of instruction to replace printed books (ChanLin, 2011; Jones & Brown, 2016; and Reid, 2016).

In 2020, it was the outbreak of COVID 19. The Ministry of Education and Culture in Indonesia has decided to perform the school learning activities electronically (Novita, 2020 Virgonita, et.al., 2021). Consequently, this decision has to be implemented in all education level, from primary school to university level. Unfortunately, the school-system in Indonesia has not been well familiar with the latest system: e-learning. For example, learning materials in the form of printed books are still used more than e-books (Virgonita, et.al., 2021). This issue is also experienced by lecturers and students at the Study Program of English Education of The Faculty of Education and Teacher Training of University of Palangka Raya. Since 2020, both the lecturers and the students has stated to carry out virtual classrooms, due to the syndrome of Covid 19 pandemic. This Study Program offers many subjects for students

for each single semester, such as, a subject: Intensive Course. It is as compulsory subject which means that it is a must for the fresh- students to attend this course. This subject separates its lessons into four English skills, for instance: Reading. A textbook of “Reading for Intensive Course” which was designed by a team teaching in 2018, and now it has a new revised edition 2020. However, this printed textbook has weakness. It is not yet designed in the form of e-book to support virtual teaching-learning activities. Therefore, this research clarifies what are the demand of students through need analysis, which later can be used as the requirements of designing and developing e-book of reading texts for Intensive Course in virtual classroom setting.

METHOD

The present research applies survey method to explore the students’ need concerning e-book of reading for Intensive Course in virtual classroom. The questionnaire was developed based on Hutchinson’s idea (2004), which was distributed to one hundred and seven (107) students who are the freshmen of S1 degree of English Education of FKIP University of Palangka Raya. They are asked to respond to several statements related to the instructional materials needs. It separates into the following aspects, (1) *target need* covers: necessity, lacks, and want, and (2) *learning needs* deals with components of input, procedure, learners’ role, teacher’s role, and setting. This also covers English language skill and language components. Language skills include speaking activities, reading activities, and writing activities, while language components involve learning activities of vocabulary and grammar. Percentage is applied to analyse these points, and results are displayed in table.

RESULT

Findings of the students’ responses that expressed their needs, are explained based on three main points which later are going to use as the basis for designing and developing e-book of reading for Intensive Course in virtual classroom, covers: 1) evidences of target needs and 2) evidences learning needs.

Descriptions of Target Needs

Target needs is what the learners’ need to do in target situation. Huchthinson (2004) divides the target needs into: “*necessities*”, “*lacks*”, and “*wants*”. The term of “*necessities*”, it identifies the learning objectives of English and also learning materials that support the student’s future job. The students’ responses towards those points display in the following.

Table 1. Recapitulation of Target Needs in term of Necessity

No	Description	N	f	%
1	Able to express and respond both oral and written English expression by using any ICT application	107	107	100
2	To get a job	107	107	100
3	Using English grammar and English expressions to communicate both oral and written English in daily life with other people using ICT	107	107	100
4	Themes: Local Culture of Dayak	107	100	93.45

First, this table shows evidences of students' responses in terms of *necessity* at which it proves that all students requires an electronic book of reading which consists of instructional materials leading them to be able to express and respond to both oral and written English expression by using ant ICT application, in order to get a job in the future.

Second, the next aspect that needs to be considered is **lacks**. This term is to refer to the students' English proficiency and also their weaknesses in learning English. Table below shows the students' responses that most of the students confessed their lacks in mastering English are: 1) lack of master basic level of English vocabulary, and 2) unable to communicate both in written English grammar and oral English expression properly by using ICT

Table 2. Recapitulation of Lacks

No	Description	N	F	(%)
1	<i>English proficiency:</i> Basic level (master a little basic vocabulary)	107	102	95.33
2	<i>Students' weakness in learning English:</i> Cannot communicate in oral and written English grammar, and English expressions properly by using ICT	107	101	94.39

Third, the last aspect of the target needs which needs to be identified is *wants*. Evidences displayed in table 3 below.

Table 3. Recapitulation of Wants

No	Exercises	N	F	%
7	A Practice to communicate both spoken and written English fluently using ICT	107	107	100
	B Practice to read and understand idea through given text properly	107	107	100
	C Practice to write English sentences correctly	107	107	100

Last, in terms of **wants**, all students claimed that they need English learning - practice or exercise/s which can assist them to be able communicating both spoken and written English fluently using ICT. Either, they are also keen to practice reading and understanding ideas through given text/s properly, or to practice writing English sentences correctly.

Descriptions of the Learning Needs

Evidences of learning needs deal with the components of input, procedures, learner's role, teacher's role, and setting. Table below shows the detail requirements of reading materials in the form of reading text/s and its specification of reading text/s that the students preferred most, and namely: 1) it has 200 – 250 words length, and its themes are concerning daily life and Dayak culture; 2) activity of reading is reading a text and looking for detailed information; 3) it has writing input in the form of explanation of the sentence structure used in the text, and (4) writing activity is to write a text similar to the example given using (your) own words; 5) Speaking activity is in the form of discussing the exercises and tasks with friend/peer ; 6) Learning activities on vocabulary & grammar are to pair/match words with their meaning, and write sentences according to the pattern taught. In addition, 7) an instructor's role is to act as motivator, and 8) learner's role, and 9) learning activity is in the form of group task, and 10) setting takes place in the form of virtual class or online learning.

Table 4. Recapitulation of Learning Needs

No	<i>E-book of reading materials (text/s)</i>	<i>N</i>	<i>F</i>	<i>%</i>
1	Reading Materials as Input:			
	-Length of text 200- 250 words	107	87	81.31
	-Reading texts with of Daily life and Dayak culture themes	107	89	83.18
2	Reading Activity:			
	Reading Activity:			
	Reading a text and looking for detailed information	107	91	85.05
3	Writing Input:			
	Explanation of the sentence structure used in the text	107	92	85.98
4	Writing Activity:			
	-Write a text similar to the example given using your own Sentence	107	96	89.72
5	Speaking activity:			
	discuss the exercises and tasks with friend/peer	107	89	83.18
6	Learning activities on vocabulary & grammar:	107	98	85.05

	Pairing/matching words with their meaning	107	91	85.05
	-Write sentences according to the pattern taught	107	98	
7	Instructor's Role: Act as motivator	107	107	100
8	Learner's Role: Act as active participants	107	107	100
9	Learning Activity: Small Group/in pair -Task	107	107	100
10	Setting: Online Learning/virtual classroom	107	107	100

This table displays evidences concerning the topic of reading text/s that the students preferred most, and namely: 1) it has 200 – 250 words length, and its themes are concerning daily life and Dayak culture; 2) activity of reading is reading a text and looking for detailed information; 3) it has writing input in the form of explanation of the sentence structure used in the text, and (4) writing activity is to write a text similar to the example given using (your) own words; 5) Speaking activity is in the form of discussing the exercises and tasks with friend/peer ; 6) Learning activities on vocabulary & grammar are to pair/match words with their meaning, and write sentences according to the pattern taught. In addition, 7) an instructor's role is to act as motivator, and 8) learners' role are to act as active participants, and 9) learning activity is in the form of group task, and 10) setting takes place in the form of virtual class or online learning. These represent the most students' demand in terms of learning needs. In short, the learning needs' that the students required most have fulfilled the second criteria of instructional materials development proposed by Tomlinson (2012) and Nunan (2010).

DISCUSSION

From the data described on evidences of target needs, the students' need in terms of necessity, lack and want have fulfilled the first criteria of instructional materials development proposed by Tomlinson (2012) and Nunan (2010). These evidences have represented the most students' need, and are as requirements for designing and developing e-book of reading for intensive course in virtual classroom.

Meanwhile, from the data described on evidences of learning needs, there two main points represent the students' demand concerning the content of e-book of reading for intensive course. First, this book can lead the students to be able expressing and responding both oral and written English expression by using any ICT application. This means that they expect this book can lead them to make use English grammar and English expressions to communicate both oral and written English in daily life with other people using ICT. Second, it also contains reading texts of English that cover 200- 250 words length, at which the themes relate to Daily life and Dayak culture, reading activity, writing input and writing activity, speaking activity, learning activities on vocabulary & grammar, learning activity in

small group or in-pair; instructor/lecture/s acts as a motivator and all students function as active participants, and the setting takes place in virtual classroom. These are in line with ideas of the importance of using technology in education, particularly to teach English as foreign language (Ivone, et.al.2020 and Klimonany, et.al. 2020), and specifically at which it direct to develop and to promote EFL students' reading online habit (Karani, 2017).

CONCLUSION

At English Education Study Program of FKIP University of Palangka Raya, freshmen-students have to take an Intensive Course as a compulsory subject, and the analysis clarifies that most of this group tended to require an e-book of reading for intensive course in virtual classroom which has the specification as follows: first, this book has to trigger them to be able expressing and responding both oral and written English expression by using any ICT application. This means that they expect this book can lead them to make use English grammar and English expressions to communicate both oral and written English in daily life with other people using ICT

Second, most of students also tend to require e-book contains reading texts of English that cover 200- 250 words length, at which the themes relate to Daily life and Dayak culture, reading activity, writing input and writing activity, speaking activity, learning activities on vocabulary & grammar, learning activity in small group or in-pair; instructor/lecture/s acts as a motivator and all students function as active participants, and the setting takes place in virtual classroom.

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