

STUDENTS' NEED ANALYSIS ON E-BOOK MEDIA INTERACTIVE IN ADVANCED GRAMMAR SUBJECT

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Abstract

This article presents a part of a study conducted to develop teaching media for Advanced Grammar subject. The results described here are the students' problems and need for media development by using e-book for Advanced Grammar subject. It was a descriptive study to see students' needs on e-book used in Advanced Grammar subject. The data were taken from the questionnaire. The questionnaires were distributed to 112 students (those who took advanced Grammar subject). The result of the research showed that 1) there is a gap between the objective of Grammar subject and the students' achievement in the subject, 2) students get the problems in understanding Grammar due to inappropriate teaching media used in teaching and learning process, and 3) the students need interactive e-book based teaching materials to improve their understanding and achievement in Grammar subject.

Key words: Teaching media development, e-book, Need analysis, Advanced Grammar

Introduction

Universitas Negeri Padang (UNP) is one of the universities in Indonesia that is preparing itself to be a world subject university. By getting an A as national accreditation on 2017, UNP is ready to compete with other worldsubject universities. All aspects of improvements are undertaken in order to be equal with other worldsubject universities. One of them is the availability of book (textbook, journal, and e-book).

E-book's making is part of demanding of technology development since the need of E-book is already part of native digital, namely generations who live in digital era where they can easily access any information through digital media. It is supported by computer devices and any gadget that encourage native digital generation to quickly access information. This condition affect their understanding and interest in studying because lecturer tend to deliver the material spoken. Meanwhile, the material being delivered is having different level of difficulties.

When students are bored, they will find other activities to decrease their boring, such as using phone while studying or they just listen to lecturer's explanation. Unfortunately, smartphone is use to access social media or other things that is having no relation with learning outcomes.

This condition is the background of this researchers to take the advantage of students' laptop or any gadget as learning media to improve students' interest to study. The media plays an important role in teaching and learning process because media can simplify the difficulties of material. Media can deliver the message that cannot be delivered by words or sentences. It is in line with Hamijojo in Azhar (2003: 4) that media is a form of medium used by human to deliver or spread the idea, concept opinion so that they can be good accepted.

In 2017, the writers already start to develop the material of Grammar 3 have a based on multimedia. However, it is limited to the use of LCD and power point to deliver the material. LCD is used to show the example of sentences. In other words, the role of LCD is limited as the replacement of whiteboard. There is no audio, picture and animation. Thus, the lecturers who teach Advanced Grammar still face difficulties in conquering the students to love Advanced Grammar and achieve maximum result.

Based on explanation above, the writers try to design a media for Advanced Grammar as the continuation of previous research. Not only is the media can be used in subjectroom, but it can be used at home or outside the subject room. One of the media that can be used is E-book. E-book is one of the advantages of technology improvement. E-book that will be made can be saved in electronic devices, such handphone, laptop, or Ipad, so students can acces the material whenever and wherever they are. In other words, E-book is more flexible than printed textbook. E-book also provides more times for students to learn. It means that the students can read and study the material not only in the subject room but also outside the subjectroom. Since there are a lot of material thata should be learnt by students, 150 minutes in subjectroom

per week is not enough. This condition makes the students need E-book since E-book is more flexible; can be read anytime, anywhere.

The important of e-book`s development is supported by demanding of a lecturer as a teacher. A teacher is expected to have motivation and desire to improve learning process. Marsh (2006) stated that teachers should have competency in teaching, motivated the students, designing an instructional media, subjectroom management, communication, lesson plan making and evaluating. All the competencies are supported teacher`s succes in teaching.

Related to the use and development of e-book, there are several previous researchs. First, research that was conducted by Utari (2014) is about using E-book as media in teaching English at Senior High School Padang Panjang. The result showed that students at senior high school really need E-book as media in learning English. Second, research that was conducted by Syahril, Mulyono and Yusron (2017) is about developing an E-book in digital simulation subject at vocational school. The result showed that E-book is appropriate to be used at vocational students. Therefore, the researchers are interested to do a research related to E-book since there is no previous research about e-book found at English Department.

Research Method

The research was conducted at English Department, Universitas Negeri Padang in 2018. This is a descriptive research and this is part of on going research and development. This survey involved students who learned Advanced Grammar. Questionnaire on Google form is used in order to get the data. Questionnaire consist 147items which was in scale statement. These items are about problems in understanding the concept and example, promblems in doing task and exercises, problems in learning Advanced Grammar, the important of various topics, the important of various task and exercise, the important of using E-book in teaching and learning Advanced Grammar, the content of Advanced Grammar E-book, Advanced Grammar teaching media. The questionnaire use liker-scale. The scale which shows the positive opinion or perspective from the sample was given score 4 (the highest score). Meanwhile, the scale which shows the negative opinion or perspective from the sample was given score 1 (the lowest one). Thus, the score between the first and the fourth scale was scored 2 and 3. Then, the mean per item was determined by using the formula $X = \text{total score} / \text{number of participants}$. After getting all means per each item, then the mean scores are converted into degree of perception.

Result and Discussion

In this data analysis, the data from questionnaire were coded into nine aspects. The results are showed in the mean score.

Result

In order to find the mean scores for each item, the frequency of students who chose almost never, seldom, often and very often are described below. The frequency were converted into meanscores and the mean scores were converted to degree of perception.

a. Problems in Understanding the Concept and Example

There are 24 statements for program identity and students` responses toward each item can be seen in the table below.

Table 1. Students` Responses toward Problems in Understanding the Concept and Example

No	Item	AN	S	O	VO	MS	DP
1	Sentence Structure	10	74	25	3	2,81	L
2	Simple sentences	53	53	5	1	3,41	VL
3	Compound sentences	22	72	15	3	3,01	L
4	Compound sentence: Coordinating conjunction with clauses	15	64	29	4	2,80	L
5	Compound sentence: Coordinating conjunction with phrases	8	65	35	4	2,69	L
6	Compound sentence: Correlative conjunction	12	59	37	4	2,71	L
7	Complex Sentences: Adjective clause, Adverb clause, Noun clause	12	56	40	4	2,68	L
8	Adjective clause: Restrictive vs Nonrestrictive clause	16	58	32	6	2,75	L
9	Adjective clause: Replacement of subject and object	15	63	31	3	2,80	L
10	Other Adjective clause constructions	7	59	43	3	2,63	L
11	Adjective clause to phrase reduction	9	59	41	3	2,66	L
12	Adverb clauses and phrases of time (future, present, and past)	20	57	31	4	2,83	L

Table 1. Cont

13	Adverb clauses and phrases of reasons	13	62	35	2	2,77	L
14	Adverb clauses and phrases of contrast (concession and opposition)	10	55	45	2	2,65	L
15	Adverb clauses and phrases of purpose	5	69	34	4	2,67	L
16	Adverb clauses and phrases of result	11	66	33	2	2,77	L
17	Adverb clauses to phrases reductions	13	55	40	4	2,69	L
18	Noun clauses: Direct and indirect speeches with statement and imperatives	20	55	33	4	2,81	L
19	Noun clauses: Direct and indirect speeches with embedded questions	17	54	37	4	2,75	L
20	Noun clause: Statements and requests of urgency	17	50	42	3	2,72	L
21	Noun clauses to phrase reductions	10	61	39	2	2,71	L
22	Hope VS Wish	50	53	9	0	3,37	L
23	Subjunctives	12	71	28	1	2,84	L
24	Conditional sentences (present real condition, present unreal condition, past unreal condition)	13	64	34	1	2,79	L
Mean Score						2,80	L

AN : Almost Never S : Seldom O : Often
 VO : Very Often MS : Mean Score DP : Degree of Perception
 L : Low VL : Very Low

Based on table above, it can be seen that the highest mean score is simple sentences, 3.41. It means that students seldom have problem in understanding the concept and example. It can be said that students problem towards undersanding the concept and example is low because most of the students already understand the concept and example given by the lecturer. Meanwhile, the lowest mean score is Other Adjective Clause, 2.63. Students problem level toward Other Adjective Clause is low because students is only seldom having problem with it.

b. Problem in Doing Task and Exercise

There are 24 items related to problem in doing task and exercise. Students` responses toward each item can be seen in table below.

Table.2 Students Responses toward Problem in Doing Task and Exercise

No	Item	AN	S	O	VO	MS	DP
1	Sentence Structure	25	71	14	2	3,06	L
2	Simple sentences	61	40	10	1	3,44	VL
3	Compound sentences	26	72	11	3	3,08	L
4	Compound sentence: Coordinating conjunction with clauses	21	69	20	2	2,97	L
5	Compound sentence: Coordinating conjunction with phrases	15	68	29	0	2,88	L
6	Compound sentence: Correlative conjunction	20	62	27	3	2,88	L
7	Complex Sentences: Adjective clause, Adverb clause, Noun clause	7	66	37	2	2,70	L
8	Adjective clause: Restrictive vs Nonrestrictive clause	14	62	34	2	2,79	L
9	Adjective clause: Replacement of subject and object	12	64	35	1	2,78	L
10	Other Adjective clause constructions	7	61	41	3	2,64	L
11	Adjective clause to phrase reduction	8	66	34	4	2,70	L
12	Adverb clauses and phrases of time (future, present, and past)	14	67	27	4	2,81	L
13	Adverb clauses and phrases of reasons	7	68	35	2	2,71	L
14	Adverb clauses and phrases of contrast (concession and opposition)	10	57	40	5	2,64	L
15	Adverb clauses and phrases of purpose	4	65	39	4	2,62	L
16	Adverb clauses and phrases of result	12	58	38	4	2,70	L
17	Adverb clauses to phrases reductions	8	59	42	3	2,64	L
18	Noun clauses: Direct and indirect speeches with	17	50	42	3	2,72	L

	statement and imperatives						
19	Noun clauses: Direct and indirect speeches with embedded questions	13	54	42	3	2,69	L
20	Noun clause: Statements and requests of urgency	14	55	42	1	2,73	L
21	Noun clauses to phrase reductions	9	53	45	5	2,59	L
22	Hope VS Wish	40	55	16	1	3,20	L
23	Subjunctives	40	55	17	0	3,21	L
24	Conditional sentences (present real condition, present unreal condition, past unreal condition)	8	63	40	1	2,70	L
Mean Score						2.83	L

Based on table above, it can be seen that the highest mean score is simple sentence, 3.44. It indicates that students seldom have problem in doing task and exercise related to simple sentence because students already understand the concept and examples of simple sentences. This is in line with previous highest mean score; simple sentence get the highest mean score. Meanwhile, the lowest mean score is Adverb clauses and phrases of purpose. The mean score is 2.62. This mean score shows that students seldom have problem in doing task and exercise related to Adverb clauses and phrases of purpose. The cause of this problem is related with comments given by two students. They said that extension of time can be the solution of this problem. By getting the extension, students problem when doing task and exercise can be decreased.

c. Problems that very often faced by students toward Advanced Grammar material

There are 10 items related to problems that very often faced by students to Advanced Grammar material. Students responses toward each item can be seen in the following table.

Table 3. Students Responses toward Problems that very often faced by students toward Advanced Grammar material

No	Item	AN	S	O	VO	MS	DP
1	<i>Saya mendapat kesulitan dalam memahami penjelasan konsep kerumitan bahasa yang digunakan</i>	0	40	69	3	2,33	H
2	<i>Saya mendapat kesulitan dalam memahami penjelasan konsep karena penyajian yang bertele-tele.</i>	3	47	46	16	2,33	H
3	<i>Saya mendapat kesulitan dalam memahami penjelasan konsep karena saya tidak mempunyai pengetahuan latar yang memadai.</i>	2	41	61	8	2,33	H
4	<i>Saya mendapat kesulitan dalam memahami penjelasan konsep karena penyajian yang tidak lengkap.</i>	1	42	59	10	2,30	H
5	<i>Saya mendapat kesulitan dalam memahami penjelasan konsep karena tidak disertai dengan contoh yang memadai.</i>	4	38	54	16	2,27	H
6	<i>Saya mendapat kesulitan dalam memahami penjelasan konsep karena penyajian yang tidak disertai dengan ilustrasi dan bagan.</i>	6	31	67	8	2,31	H
7	<i>Saya mendapat kesulitan dalam memahami penjelasan konsep karena penyajiannya tidak bersifat multimedia e-book interaktif</i>	6	63	40	3	2,64	L
8	<i>Saya mendapat kesulitan dalam mengerjakan latihan-latihan karena kerumitan bahasa yang digunakan.</i>	2	43	61	6	2,37	H
9	<i>Saya mendapat kesulitan dalam mengerjakan latihan-latihan yang diberikan karena tidak sesuai dengan penjelasan dan contoh yang diberikan.</i>	0	46	52	14	2,29	H
10	<i>Saya mendapat kesulitan dalam mengerjakan latihan-latihan karena tidak disertai dengan contoh cara mengerjakan latihan-latihannya.</i>	3	38	62	9	2,31	H
Mean Score						2,35	H

Based on table above, the lowest mean score is the statement “*Saya mendapat kesulitan dalam memahami penjelasan konsep karena tidak disertai dengan contoh yang memadai*”(Eng: I have difficulty understanding the concept explanation because it is not accompanied by adequate examples). The mean score is 2,27. Level of problem toward lack of example is high. It indicates that students need adequate examples related to the material taught. By having more examples, students are expected to be easier in

understanding the concept. In other words, examples play an important role in improving students' understanding. Meanwhile, statement "Saya mendapat kesulitan dalam memahami penjelasan konsep karena penyajiannya tidak bersifat multimedia e-book interaktif" (Eng: I have difficulty understanding the concept explanation because the presentation is not interactive multimedia e-book); the mean score is 2.64. Based on this mean score, level of problem that faced by students in understanding the concept that is not in interactive multimedia e-book is low. It indicates that students can understand the material even without using interactive multimedia.

d. The importance of various topics

For the importance of various topics, there are 24 items. Students responses toward each item can be seen in the following table.

Table 4. Students Responses toward the Importance of Various Topics

No	Item	VU	U	I	VY	MS	DN
1	Sentence Structure	10	30	53	19	2,72	H
2	Simple sentences	16	41	39	16	2,49	L
3	Compound sentences	8	41	47	16	2,63	H
4	Compound sentence: Coordinating conjunction with clauses	5	45	50	12	2,62	H
5	Compound sentence: Coordinating conjunction with phrases	4	44	50	14	2,66	H
6	Compound sentence: Correlative conjunction	3	42	53	14	2,70	H
7	Complex Sentences: Adjective clause, Adverb clause, Noun clause	0	40	50	22	2,84	H
8	Adjective clause: Restrictive vs Nonrestrictive clause	6	37	51	18	2,72	H
9	Adjective clause: Replacement of subject and object	2	39	55	16	2,76	H
10	Other Adjective clause constructions	1	40	58	13	2,74	H
11	Adjective clause to phrase reduction	3	49	48	12	2,62	H
12	Adverb clauses and phrases of time (future, present, and past)	4	41	52	15	2,70	H
13	Adverb clauses and phrases of reasons	2	49	47	14	2,65	H
14	Adverb clauses and phrases of contrast (concession and opposition)	1	43	54	14	2,72	H
15	Adverb clauses and phrases of purpose	0	51	50	11	2,64	H
16	Adverb clauses and phrases of result	1	51	49	11	2,63	H
17	Adverb clauses to phrases reductions	1	53	47	11	2,61	H
18	Noun clauses: Direct and indirect speeches with statement and imperatives	3	41	55	13	2,70	H
19	Noun clauses: Direct and indirect speeches with embedded questions	4	44	53	11	2,63	H
20	Noun clause: Statements and requests of urgency	3	42	55	12	2,68	H
21	Noun clauses to phrase reductions	1	51	50	10	2,62	H
22	Hope VS Wish	13	41	46	12	2,51	H
23	Subjunctives	5	48	47	12	2,59	H
24	Conditional sentences (present real condition, present unreal condition, past unreal condition)	4	49	45	14	2,62	H
Mean Score						2,66	H

VU : Very Unimportant U : Unimportant I : Important
 VI : Very Important MS : Mean Score DN : Degree of Need
 H : High

Based on table above, it can be seen that Complex Sentences: Adjective clause, Adverb clause, Noun Clause is the highest mean score, 2.84. It means that information and examples related with Complex Sentences: Adjective clause, Adverb clause, Noun Clause are needed by students because this topic is difficult for students. Providing more information and examples related to this topic can enhance students' understanding the topic. Meanwhile, the lowest mean score is Simple Sentence. The mean score is 2.49. It indicates that students' need toward simple sentence is low. This is in line with students' highly understanding of simple sentence. It means that students' need toward simple sentence is low. In other words, students do not need more information and examples related to simple sentence because they already understand it.

e. The Importance of Various Task and Exercise

There are 24 items for the importance of various task and exercise. Students` responses toward each item can be seen in the following table.

Table 5. Students` Responses toward the Importance of Various Task and Exercise

No	Item	VU	U	I	VI	MS	DN
1	Sentence Structure	7	36	16	53	3,03	H
2	Simple sentences	13	30	55	14	2,63	H
3	Compound sentences	7	37	50	18	2,71	H
4	Compound sentence: Coordinating conjunction with clauses	6	42	49	15	2,65	H
5	Compound sentence: Coordinating conjunction with phrases	2	38	58	14	2,75	H
6	Compound sentence: Correlative conjunction	3	40	53	16	2,73	H
7	Complex Sentences: Adjective clause, Adverb clause, Noun clause	3	34	57	18	2,80	H
8	Adjective clause: Restrictive vs Nonrestrictive clause	2	42	55	13	2,71	H
9	Adjective clause: Replacement of subject and object	1	41	60	10	2,71	H
10	Other Adjective clause constructions	4	39	61	8	2,65	H
11	Adjective clause to phrase reduction	1	43	55	13	2,71	H
12	Adverb clauses and phrases of time (future, present, and past)	1	44	49	18	2,75	H
13	Adverb clauses and phrases of reasons	2	38	62	10	2,71	H
14	Adverb clauses and phrases of contrast (concession and opposition)	3	36	62	11	2,72	H
15	Adverb clauses and phrases of purpose	2	41	56	13	2,71	H
16	Adverb clauses and phrases of result	2	38	59	13	2,74	H
17	Adverb clauses to phrases reductions	3	36	59	14	2,75	H
18	Noun clauses: Direct and indirect speeches with statement and imperatives	3	36	59	14	2,75	H
19	Noun clauses: Direct and indirect speeches with embedded questions	6	39	55	12	2,65	H
20	Noun clause: Statements and requests of urgency	5	35	59	13	2,71	H
21	Noun clauses to phrase reductions	3	42	56	11	2,67	H
22	Hope VS Wish	10	41	49	12	2,56	H
23	Subjunctives	4	41	57	10	2,65	H
24	Conditional sentences (present real condition, present unreal condition, past unreal condition)	3	40	49	20	2,77	H
MEAN SCORE						2,72	H

Based on the table above, it can be seen that the highest mean score is obtained by the item "Sentece Structure" with an average score of 3.03. It shows that various exercises / tasks related to Sentence Structure are necessary for students so that the level of student needs for this topic is high. Various exercises / assignments related to this topic are very important for students because with the existence of training / assignments a variety of students' understanding of this topic can increase. It indicates that the exercises related to this topic need to be considered again, both in terms of the number of questions given and the time it takes to since the student needs for this topic is high. Meanwhile, the lowest mean score is obtained by the item "Hope VS Wish", with an average score of 2.56. It shows that the student's need for various exercises / tasks related to Hope VS Wish is high despite obtaining the lowest average. Compared with other items, the need for diverse exercises related to the topic of Hope VS Wish is low because students already understand the topic of Hope VS Wish through explanation of concepts and examples.

f. The Importance of Using E-book in Teaching Advanced Grammar

There are 24 items for the importance of using E-book in teaching Advanced Grammar. Students` responses toward each item can be seen in the following table:

Table 6. Students Responses toward the Importance of Using E-book in Teaching Advanced Grammar

No	Item	SD	D	A	SA	MS	DP
1	<i>E-book sangat mudah diakses kapan saja dan dimanapun saja</i>	4	17	58	33	3,07	G
2	<i>E-book lebih efektif karena irit biaya cetak</i>	4	14	55	39	3,15	G
3	<i>E-book membutuhkan tempat penyimpanan yang besar</i>	7	47	47	11	2,45	B
4	<i>E-book bisa menyimpan data visual dan audio visual</i>	0	16	71	25	3,08	G
5	<i>E-book menyediakan aplikasi-aplikasi grammar online</i>	0	6	70	36	3,27	VG
6	<i>E-book ramah lingkungan</i>	0	5	71	36	3,28	VG
7	<i>E-book mampu mengintegrasikan tayangan suara, grafik, gambar, animasi</i>	0	14	61	37	3,21	G
8	<i>E-book memberikan fasilitas berlatih grammar secara mandiri</i>	0	10	65	37	3,24	G
9	<i>E-book memberi kesempatan kepada siswa untuk memilih materi grammar sesuai dengan keinginan dan level siswa</i>	0	12	67	33	3,19	G
Mean Score						3,10	G

SD : Strongly Disagree D : Disagree A : Agree
 SA : Strongly Agree MS : Mean Score DP : Degree of Perception
 G : Good B : Bad VG : Very Good

Based on the table above, it can be seen that the highest mean score is obtained by the item "E-book environmentally friendly", with a score of 3.28. It shows that students have a very good perception of E-book because E-book is environmentally friendly. E-book is very environmentally friendly because it is no longer in the form of paper, but E-books can be in the form of soft files. E-book can decrease the use of paper. It is very good considering the amount of wood used for paper making. Meanwhile, the lowest mean score is obtained by the item "E-book requires a large storage area", with a score of 2.45. It shows that students have a bad perception of the amount of storage that is needed by the E-book. It indicates that the E-book does not require a large storage area. Most of the E-books, the file size is standard, not too large and not too small, so it does not require a large storage area.

g. Quality Criteria of Media E-book for Advanced Grammar teaching materials

Quality criteria of media e-book for Advanced Grammar teaching materials consist of 3 sub-sections, namely the contents of the E-book for Advanced Grammar teaching materials, Advanced Grammar teaching media, and media practicality. Student responses to each sub-section are described as follows.

1) Contents of E-book Advanced Grammar teaching materials

The sub-section of the contents of E-book Advanced Grammar teaching materials consists of 10 statements. Student responses to each statement are described in the table below.

Table 7. Students' Responses toward Content of E-book Advanced Grammar Teaching Materials

No	Indicator	VU	U	I	VI	MS	DN
1	<i>Kesesuaian materi ajar dengan kurikulum yang digunakan</i>	0	8	57	47	3,35	VH
2	<i>Materi ajar sesuai dengan kompetensi dasar</i>	0	2	72	38	3,32	VH
3	<i>Materi ajar disediakan dengan jelas</i>	0	1	46	65	3,57	VH
4	<i>Materi ajar yang mendalam</i>	1	3	55	53	3,43	VH
5	<i>Materi ajar mudah dipahami</i>	0	0	40	72	3,64	VH
6	<i>Materi ajar disajikan dengan runtut</i>	1	9	60	42	3,28	VH
7	<i>Penggunaan kata-kata baru/istilah sulit pada materi ajar</i>	8	22	53	29	2,92	H
8	<i>Materi ajar disediakan dengan bahasa yang sederhana</i>	0	7	54	51	3,39	VH
9	<i>Kesesuaian contoh dengan materi ajar</i>	0	1	41	70	3,62	VH
10	<i>Kecukupan latihan pada materi ajar</i>	0	2	45	65	3,56	VH
Mean Score						3,41	VH

Based on the table above, it can be seen that the highest mean score is obtained by the indicator "Teaching material is easy to understand", with a score of 3.64. It shows that students really need teaching

materials that are easy to understand. The level of student needs for teaching materials that are easy to understand is very high because the possibility of conventional teaching materials is difficult for students to understand. This indicates that students need an E-book with material that is easy to understand. Meanwhile, the lowest average score is obtained by the indicator "The use of new words / difficult terms on teaching material", with an average score of 2.92. The level of student needs for the use of new words in the E-book is high because the vocabulary of the city has a very important role in mastering English. With the existence of a new city vocabulary in the E-book, it is expected that the number of cities owned by students will increase.

2) Advanced Grammar Teaching Media

Sub section of Advanced grammar teaching media consists of 12 indicators. Student responses to each indicator in Advanced Grammar teaching media can be seen in the table below.

Table 8. Students` Responses toward Advanced Grammar Teaching Media

No	Indicator	VU	U	I	VI	MS	DN
1	<i>Pemilihan jenis font yang tepat untuk e-book</i>	7	21	58	26	2,92	H
2	<i>Pemilihan ukuran font yang tepat untuk e-book</i>	4	20	60	28	3,00	H
3	<i>Komposisi warna dan tulisan yang tepat pada e-book</i>	1	14	64	33	3,15	H
4	<i>Penempatan grafis dan gambar yang tepat pada e-book</i>	3	7	69	33	3,18	H
5	<i>Penyajian media yang berurut pada e-book</i>	2	11	57	42	3,24	H
6	<i>Media ajar disajikan dengan runtut</i>	0	10	65	37	3,24	H
7	<i>Penempatan video yag tepat pada e-book</i>	0	9	64	39	3,27	VH
8	<i>E-book menggunakan daya pendukung dengan musik</i>	5	21	48	38	3,06	H
9	<i>E-book menggunakan daya pendukung dengan video</i>	2	15	59	36	3,15	H
10	<i>Media e-book mudah digunakan</i>	0	5	51	56	3,46	VH
11	<i>Bahasa yang digunakan e-book mudah dipahami</i>	0	4	43	65	3,54	VH
12	<i>Teks pada e-book mudah dibaca</i>	0	3	49	60	3,51	VH
Mean Score						3,23	H

Based on the table above, it can be seen that the highest mean score is obtained by the indicator "The language used by the e-book is easy to understand", with a score of 3.54. It shows that language that is easy to understand is very necessary in E-books. If E-book uses language that is difficult to understand, students will find it difficult to understand the material. This will lead to reduced student interest in using E-books. The language used in the E-book has an important role to increase student interest in using E-books. Meanwhile, the lowest mean score was obtained by the item "Choosing the right font type for e-book", with a score of 2.92. It indicates that students are not too concerned about the font used in the E-book. It can be said that students consider the language used more than the font used because the font will not affect the understanding as long as the font used can be read.

3) Media Practicability

Sub section of media practicality consists of 10 indicators. Student responses to each indicator can be seen in the following table.

Table 9. Students` Responses toward Media Practicability

No	Indicator	VU	U	I	VI	MS	DN
1	<i>Pemilihan jenis dan ukuran huruf yang tepat pada E-book</i>	2	17	59	34	3,12	H
2	<i>Pemilhan warna yang tepat pada e-book</i>	1	16	58	37	3,17	H
3	<i>Komposisi warna yang tepat pada e-book</i>	2	17	58	35	3,13	H
4	<i>Tampilan materi yang menarik</i>	0	2	55	55	3,47	VH
5	<i>Teks pada E-book mudah dibaca</i>	0	2	48	62	3,54	VH
6	<i>Penyajian materi pada E-book jelas</i>	0	1	45	66	3,58	VH
7	<i>E-book dapat digunakan dengan mudah</i>	0	6	45	61	3,49	VH
8	<i>Petunjuk pemakaian E-book yang jelas</i>	0	6	50	56	3,45	VH

9	<i>Penyajian materi pada E-book mudah dipahami</i>	0	4	42	66	3,55	VH
10	<i>Media E-book disajikan dengan menarik</i>	0	1	51	60	3,53	VH
Mean Score						3,40	VH

Based on the table above, it can be seen that the highest mean score is obtained by the indicator "Presentation of material on the E-book is clear", with an average score of 3.58. The mean score shows that the presentation of material that is clear on the E-book is needed. Student needs for these indicators are very high because the presentation of material in the E-book is very important. If the material presented in the E-book is not clear, students will find it difficult to understand the material. It can be said that the presentation of material in the E-book must be clear. Meanwhile, the lowest mean score is obtained by the item "Choosing the right type and font size on the E-book", with an average score of 3.12. This shows that students are not too concerned about the type and size of the letters used. This is in line with the findings in the previous sub-section that students are not too considering the font used.

B. Discussion

Based on the findings above, it can be seen that the importance of using e-book for Advanced Grammar is good. It can be said that students completely agree if the e-book is applied in Advanced Grammar. It is supported by the result of research by Utari (2014) who found that the use of e-book in teaching English for senior high school students is very good. It is proved that the use of e-book is essential to support teaching and learning process activities. Besides, research result of Suryani and Sukarmin (2012) showed that students are highly motivated in learning because of the existence of interactive e-book. It is expected that students grade will significantly improve through the use of e-book in teaching and learning process.

The findings also indicate that students perception toward e-books practicality is very high. It means that the students prefer to learn by using e-book because of its practicality. This is in line with previous research conducted by Syahril et al (2017). They found out that the practicality of e-book is very practical. They indicated the practicality based on three aspects: user condition, the effectiveness of learning period and the function e-book its self. In other words, the use of e-book in term of practicality is applicable in learning process.

Conclusion

The result showed that there was a gap between teaching media of Advanced Grammar subject and the students' problems and needs. The gap is in concept and explanation, kinds of topics/sub-topics taught to the students, kinds of exercises of given to the students and kinds of multimedia used in teaching grammar. Finally, interactive e-book is needed by the students in learning Advanced Grammar, and interactive e-book based teaching materials is also needed for teaching Grammar to EFL students in State University of Padang. As it is suggested, the syllabus and teaching materials should be in accordance with what the students' need, the objectives of the institution, and the stakeholders' need.

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