



## Students' Perceptions on Interactive eBook with Self-Directed Learning Approach

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Received: 10/08/2024

Accepted: 10/09/2024

Published: 01/10/2024

### Abstrak

Penggunaan eBook interaktif dalam proses pembelajaran di era digital saat ini dianggap mampu memberikan dukungan positif terhadap peningkatan kemampuan akademik siswa. Para akademisi berlomba-lomba mengembangkan eBook interaktif di bidangnya sebagai salah satu upaya pembaruan dan peningkatan kualitas belajar mengajar. Salah satunya adalah pengembangan buku elektronik di Universitas Muhammadiyah Enrekang berupa buku ajar interaktif Bahasa Inggris dasar untuk mahasiswa Non Pendidikan Bahasa Inggris. Penelitian ini bertujuan untuk mengidentifikasi persepsi pengguna (mahasiswa) terhadap penggunaan eBook tersebut khususnya dalam meningkatkan kemampuan menyimak Bahasa Inggris. Penelitian ini menggunakan desain penelitian kuantitatif dengan metode survei. Instrumen yang digunakan untuk mengumpulkan data adalah kuesioner. Data yang dikumpulkan terdiri atas 4 kategori yakni, perasaan mahasiswa terhadap penggunaan eBook, manfaat eBook, kekurangan eBook, dan karakter SDL. Terdapat 189 siswa sebagai sampel dalam penelitian ini yang dipilih menggunakan teknik *total sampling*. Hasil penelitian menunjukkan bahwa para siswa senang menggunakan eBook dan oleh karena itu mereka berpikir bahwa eBook dapat membantu mereka memperluas kosakata dan pemahaman mereka. Selain itu, eBook interaktif dapat mengembangkan kemampuan belajar mandiri mereka. Namun kekurangan dari penggunaan eBook ini yaitu dapat menghabiskan kuota internet cukup banyak.

Kata Kunci: Media Pembelajaran, Keterampilan Menyimak, Pembelajaran Mandiri, Buku Elektronik

### Abstract

*The use of interactive eBooks in the learning process in today's digital era is able to provide positive support for improving students' academic abilities. Academics are competing to develop interactive eBooks in their fields as an effort to update and improve the quality of teaching and learning. One of them is the development of electronic books at Muhammadiyah Enrekang University in the form of basic English interactive textbooks for Non-English Education students. This study aims to identify user perceptions (students) of the use of these eBooks, especially in improving English listening skills. This study used quantitative research design with survey method. The instrument used to collect data was a questionnaire. The data collected consisted of 4 categories namely, students' feelings towards the use of eBooks, the benefits of eBooks, the shortcomings of eBooks, and the character of SDL. There were 189 students as samples in this study who were selected using the total sampling technique. The results showed that the students enjoyed using eBooks and therefore they thought that eBooks could help them expand their vocabulary and understanding. In addition, interactive eBooks can develop their self-learning ability. However, the disadvantage of using eBooks is that it can consume quite a lot of internet quota.*

**Keywords:** Learning Media, Listening Comprehension, Self-Directed Learning, eBook

## Introduction

Technological advancement in this digital era has significantly transformed the educational landscape. The class learning system has been adapted into technological integration [1] [2] in the learning process and is no exception in English language learning. Listening comprehension in English language learning often considered as challenging skill for the complexity in comprehending the native, the speed, and the contextual expression [3]. The traditional learning method which highly depends on class interaction as well as a textbook may still not be enough to fulfil the diverse needs of the students. To bridge the gap, learning source like electronic book (eBook) [4] has been introduced as an alternative approach to enhance the listening comprehension through flexible self-directed learning in Muhammadiyah University of Enrekang.

Notwithstanding the increasing of technology integration in language learning, the EFL learners still feel hard in listening comprehension [3]. This challenge results from various factors, including a lack of exposure to authentic listening material as well as lack of interactive and independent learning sources [5]. The current textbook and listening exercises not fully meet the individual needs of the students, especially in non-English education program in Muhammadiyah University of Enrekang. The four language learning competencies are integrated in this basic English language learning. Therefore, the portion for the listening is very limited [3] compared with reading, writing, and speaking. Responding to this fact, the supplementary eBook designed to improve the students' listening comprehension offers a potential solution. Yet, the effectiveness and experience using this learning source remains under-explored. Hence, the present study is targetted to examine the students' learning experiences in using the supplementary eBook in listening learning focusing on their feeling using the eBook, the benefits, the drawbacks, and the effect to their self-directed learning ability [6].

The use of digital learning material in EFL context has gain increasing attention in recent years [7]. Multimedia tools such as video and audio can enhance listening comprehension [8] by providing learners with authentic and variety of feedback [3]. In addition, self-directed learning, a concept by Knowles as cited in [9],

allows learners to have control of their learning process, and promotes independency and deeper engagement to the material. Several studies emphasize the importance of technology integration in EFL class [7]. However, research on how supplementary eBook can facilitate the listening improvement in a structured and self-directed way is still limited.

This study fills the gap by examining how supplementary eBook with self-directed learning approach affects the students' listening comprehension. This eBook contains interactive listening exercises and self-evaluation form in order to encourage students engaging more in listening material. By allowing students to access this eBook on their own pace, out of the traditional class setting, this eBook promotes self-directed learning while providing feedback as well as the important guide to improve students' listening comprehension.

Relatively, the novelty of this study also lies on differentiating between experiential aspects with listening supplementary eBook which has not been mostly explored in EFL study. Meanwhile, previous studies in this field review more on the effectiveness of digital tools used in learning. This study explores students' experiential learning, provides insight on how digital resources with self-directed learning affecting students' motivation, learning independence, and listening comprehension. Thus, this study offers valuable contribution to the literature of language learning development in terms of technology-based, with practical implication for educators and curriculum designer who wants to enhance the listening comprehension through innovative and student-centered resources.

## Method

The present study used exploratory research with quantitative design since the primary data was gathered through survey method. The subject involved in this study was all the students of non-English education program of teacher training and education faculty in Muhammadiyah University of Enrekang who enrolled the English subject. The sample was chosen through the total sampling technique that is 198 students.

The instrument used to collect the primary data open-ended questionnaire comprises 20 statements with 4 sections. They are students' feeling, the drawbacks, and the benefits, 5 items for each which was adopted

from [10]. Meanwhile, the rest 5 statements related to the character of self-directed learning was adopted from [11]. Afterwards, the previously validated questionnaire was distributed to the study sample of 198 students who were dispersed over 9 classes. The sample completed the questionnaire-form providing an option for every item (Strongly disagree, disagree, agree, strongly agree). The results of humans response questionnaires were subsequently analysed descriptively and in percentage so as to facilitate the identification of students feelings about eBook, pros and cons and their impact on self-directed learning ability.

### Result and Discussion

The result of this study is divided into several sections, including students' perceptions related to their feeling using the supplementary eBook, the benefits, the drawbacks, and relation to their self-directed learning ability.

#### 1.1. The students' feeling in using the supplementary eBook

This section provides the data regarding whether the students enjoyed the learning of listening skill by using the supplementary eBook. The data can be seen in table 1.

**Table 1. Students' Questionnaire of Their Feelings in Learning Listening using Supplementary Ebook**

N	Statement	S	D	A	SA	Total
1	Using Supplementary Ebook, I feel more joyful and motivated to learn Listening .	0 %	6,34 %	74,0 7%	19,5 8%	10 0%
2	It is not difficult to comprehend Learning Listening with the	0 %	8,47 %	73% 138	18,5 1%	10 0%

3	Supplementary Ebook guided me to enhance my listening skill.	0 %	6,34 %	77,8 0%	15,8 7%	10 0%
4	I will continue to learn and practice Supplementary Ebook in the future although no one asks me to.	0 %	9% 17	71,4 2% 135	19,5 8% 37	10 0% 18 9
5	Listening to and taking notes on material from the Supplementary Ebook makes me happy.	0 %	19,0 4%	69,3 1% 131	11,6 4%	10 0% 18 9

From Table 1, most (93.6%) of the students feel as feeling more cheerful and motivated to study listening utilizing the supplementary eBook. Support this by the result of 4 items from the questionnaire for students which shows that most of the students (93,67%) feel that eBook can help them to learn to listen in English and as a consequence, most of the students (91%) have willing to using supplementary eBook in further course even though no command. The majority of them (91.51%) reasoned that listening practice is easy to implement using eBooks.

#### 1.2. The students' perceptions on the benefits of using the supplementary eBook

Table 2 below, shows the data regarding the students' responses in answering the questionnaire of the benefits of using the supplementary eBook in learning listening.

**Table 2. The Students' Questionnaire about the benefits of learning Listening through Supplementary Ebook**

N	Statement	SD	D	A	SA	Total
1	Through the Supplementary Ebook, I can see that I need to work on improving my English listening skill.	6,3 5%	6,88 %	69,8 4%	16,9 3%	10 0%
2	As I can predict that it a wonderful way to enhance on my listening skill via the Supplementary Ebook.	0% 0	12,7 0%	64,0 2%	23,2 8%	10 0%
3	After weeks of listening practice through the Supplementary Ebook, I found it easier to understand what other people	0% 0	12,1 6%	62,4 4%	18 %	10 0%

4	After going through Listening training activities using the Supplementary Ebook, I can check that my English Vocabulary has risen a lot.	0% 0	9% 17	76,1 9%	14,8 1%	10 0%
5	I have a better spot in speaking English after Listening practice from the Supplementary Ebook.	4,2 3%	5,82 %	71 %	19 %	10 0%

It can be known from the table above that students stated they gain some advantages from using supplementary eBook. The usage of supplementary eBook encourages students to realize the importance of listening, with 86.77% thereof indicating so. According to the results of descriptive analyses, the majority students (87.3%) believe that learn listening by using supplementary eBook is an effective method in learning their listening skill. Therefore, the majority of them agreed that listening through an additional eBook can help them to be allowed to better understand what other people saying in

English (80.44%), it helps them improve their vocabulary mastery (91%), and provide confidence when speaking in English (90%).

**1.3. The students' perceptions on the drawbacks of using the supplementary eBook**

**Table 3. The Students' Questionnaire about the drawbacks of learning Listening through Supplementary eBook**

N	Statement	SD	D	A	SA	Total
1	The Supplementary Ebook ate up a lot of my Internet quota when I was learning with it.	5,3 0%	44, 44%	38, 10%	12, 17%	10 0%
2	The learning with Supplementary Ebook is absolutely incomprensible.	20, 63%	66, 67%	12, 70%	0%, 0%	10 0%
3	Below the quality of video are really bad in Supplementary Ebook.	12, 17%	68, 25%	19, 57%	0%, 0%	10 0%
4	I am least bothered about Supplementary Ebook through same as in regular learning	12, 70%	63, 119%	18, 34%	6,3, 12%	10 0%

activities.

5	The Audio from the Supplementary Ebook is so low that I can hardly hear it.	11, 64%	72, 48%	15, 87%	0%, 0%	10 0%
		22	137	30		18 9

As in table 3, the data indicates that the drawbacks of learning listening bring out when using the supplementary eBook is less. Significantly under 25% agree that learning listening via the supplementary eBook is difficult to understand, is aversive, poor quality audio and video. On the other hand, 50.27% students thought that reading supplementary eBook use up a lot of their internet quota.

**1.4. The students' perceptions on their self-directed learning ability**

**Table.4 The Students' Questionnaire about their self-directed learning character in Learning Listening through Supplementary Ebook**

N	Statement	S	D	A	SA	Total
1	The ebook helps me to learn independently with a self-made study plan.	0%	5,82%	75,1 3%	19%, 36%	10 0%
2	The Ebook helps me to set my own learning goals.	0%	5,82%	80%, 151	14,2 8%	10 0%

3	The ebook helps me to use my own learning strategies.	0%	7,93%	68,80%	22,27%	10
4	The ebook helps me evaluate my learning outcomes independently.	0%	6,87%	76,72%	16,40%	10
5	The Ebook helps me to be proactive or take my own initiative in managing the learning.	0%	10,58%	69,84%	19,58%	10

Table 4 shows that more than 80% students considered that using the supplementary eBook can affect their self-directed learning character. The students (94.13%) can learn independently with a self-made study plan. The students (94.28%) can set their own learning goals. The students (91.07%) can use their own learning strategy. The students (93.12%) can evaluate their own learning outcomes independently. The students (89.42%) can be proactive in managing their own learning.



### 1.5. Discussion

This study aims at exploring the EFL students' experiences utilizing the supplementary eBook which had been designed and developed in a flipbook form completed with videos, audios, listening exercises, and self-evaluation section. The study focused on the students' feelings, perceived benefits, drawbacks, and its effect on their self-directed learning (SDL) ability. The overall responses from the questionnaire indicate positive feedback, suggesting that the

implementation of the eBook has contributed positively to students' listening skills and learning autonomy.

Most participants uttered a pleasant experience using the eBook as part of their listening activities. The voice and sound combination through screen touch and mouse movement can generate an engaging experience for the learner [12]. The eBook provides home navigation and go to page navigation (Figure 1) that enable students to be easier in directly go to the page they want to learn about. In this day and age, the students are close to technology and are accustomed to do things instantly, and thus the learning media should be adapted to technology integration. Digitized tools prompt students to have an effective learning [11], [13]. By accessing tools like computers, tablets, or smartphones, the students can engage in learning effectively [14]. It is assumed that by supporting with audio visual material, the eBook can enhance the learning motivation of the students [15] as it performs an important role in the learning activities [16].



-  : Home Navigation
-  : Go to Page Navigation

**Figure 1. The Appearance of home and goto page navigation in the supplementary eBook**

Generally, the students confirmed the benefits they can get by using the supplementary eBook in listening learning activities. They can be easier to understand what they hear because of the existence of audio or video related to the activities in daily life [15]. The presence of video in an interactive learning media increased students' listening skills effectively [17]. Additionally, the utilization of videos can increase the students' attentiveness and

comprehension on the authentic materials [18]. The students considered that using the eBook can improve their vocabulary mastery as well as their listening comprehension. This is likely due to the eBook designed based on prior needs analysis so that the audio setting in a proper duration with the students need (3-5 minutes) and also there is a pre listening section in each unit before the listening exercises providing new vocabularies related to the listening theme [19]. Previous studies shows that vocabulary mastery of the students is straight with their listening skill [20]. As a result, the students feel more confident in communicating in English. By the flexibility of the eBook which can be accessed anywhere and anytime through devices like mobile phone can help to improve students' learning performance [21] and made them feel happier, relax and confident [22].

Despite the overwhelmingly positive feedback, a few students mentioned minor drawbacks. The use of eBook can consume a lot to their internet quota. One of obstacles in running the learning process through digital-based media is the internet quota price which is expensive enough for the students [23]. Thus, most of the students will access the eBook where they find free wireless fidelity (Wi-Fi) such as in campus. They limit the eBook access outside the free Wi-Fi area.

One of the key objectives of this study was to explore the eBook's impact on the students' self-directed learning abilities. The result suggests that the supplementary eBook offers a positive impact in fostering the students' SDL. The students reported that they can set their own learning, setting goals, and evaluating their learning progress. This is align with the

characters' of Self-Directed Learning [24], [25], [26] which can give positive impact to the students' learning achievement as well. The eBook completed with an easy book guide thus the students can be easier in using the eBook. Moreover, the greeting videos from the eBook's writers in each unit are considered as good contribution to make students easy in setting their learning goal and strategy. In the close part of the eBook, the writers provide the key answers so that the students can evaluate their own progress [27], [28]

### Conclusion

The research had been conducted allowed to conclude the students' perceptions in using the supplementary eBook in listening learning. At least, there are 4 points that can be summarized. The first, the students enjoyed using the eBook as their listening learning tool. They feel happy and enjoy using the eBook because of the flexibility and its interactive features. The second, the students considered that the eBook can help them to improve their listening comprehension. The eBook contains listening material that related to their daily activity so that they can understand more about what they hear, the video/audio length as well as the pre listening section meets the students' need. The third is the students complained about the internet quota that is used to access the eBook which is expensive enough for them. The fourth is the students considered that the use of eBook can foster their self-directed learning ability. The eBook helps them to set their own learning goal, strategy, and progress evaluation.

### Acknowledgement

Finally, the writers would like to precise their heartfelt gratefulness for this financial support from the Directorate of Technology Research and Community Service, The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia through 2024 Basic Research Scheme Grant.

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