

## Lampiran B.6a.Template Usulan Penelitian

### **RINGKASAN USULAN**

The study aims to develop an interactive e-instructional material for teaching and studying English grammar by using 3DPageFlip e-book software for students of English education study program, Tamansiswa University Palembang. The e-instructional material is expected to enrich the teaching and learning process, motivate the students in studying English grammar particularly the topics which are learnt in structure four course, as well as give significant improvement of students' English grammar level. ADDIE model proposed by Branch which is one of the design research or known as research and development models will be used to develop the e-instructional materials. The model consists five phases, namely analyze, design, develop, implement, and evaluate. The expected result of the study is a valid and practical interactive e-instructional material for teaching and studying English grammar.

**Kata kunci:** interactive e-instructional material, 3DPageFlip, e-book, English grammar

### **BAB I. PENDAHULUAN**

#### **1.1 Background**

The outbreak of COVID-19 has shifted the world to become “technology dependence” in which people majorly live their lives technologically. Currently, such situation is also a part of how teaching and learning activities which are done online all over the world by using various types of technologies for example the Internet, computers, tabs, and even smart phones. The use of the technologies supports the online learning and teaching process. It is projected that the online learning will continue even after the outbreak has come to an end. In Indonesia, the Ministry of Education and Culture has declared that in 2021, teaching and learning online will be a part of national curriculum of education in Indonesia. In that situation, developing e-instructional materials or e-books which refer to any forms of electronic format of documents (Bozkurt & Bozkaya, 2015) to support online teaching and learning is essential.

Since English is a part of proficiencies that has to be possessed by learners in all levels of education in Indonesia, developing an e-instructional material for the English language learning is important, particularly English grammar which has always played a major role in English language learning. Moreover, this language aspect which is used in the four English language skills is considered the

most challenging part for foreign language learners (Saeedi & Biri, 2016). Therefore, a thorough development of e-materials of English grammar has to be conducted to cope with the issue.

Interactivity of instructional materials has strong impact on the English language learning, and it has close relation to teaching aids. Teaching aids can be defined as any instruments or devices that can record, store, transmit, or retrieve information which are used in learning process (Fidelia, 2015). Teaching aids like visual teaching aids (pictures, charts), audio teaching aid (recordings), and audiovisual teaching aid (videos) can facilitate learning and boost the interactivity of learning process. Ulloa & Díaz (2018) claim students accurately follow instructions when videos are used in teaching English language which contributes positively to learners' performance. Furthermore, Saeedi & Biri (2016) find that the use of animated situation comedy is useful for English grammar learning and develops students' positive attitude towards it as it provides the learners with enjoyable, entertaining, and productive learning process. In addition, visual aids successfully create more understanding and participations in learning (Halwani, 2017). Thus, integrating the teaching aids in developing an e-material will ensure the material's interactivity that can positively affect students' English grammar learning.

In terms of developing e-material or e-book, Almunawaroh (2020) found that the effectiveness of implementing e-books in ELT is based on how well the e-book is developed regarding some analyses on students' needs analysis, environmental analysis, interactive media features, teaching and learning delivery system, and evaluation system. Therefore, to ensure the effectiveness of the e-material in this study, five initial steps (analyzing, designing, developing, implementing, and evaluating) based on ADDIE model (Branch, 2009) will be conducted to develop the interactive e-instructional materials for teaching and studying English grammar, particularly in terms of sentence structure.

## **1.2 Research Questions**

The research questions can be formulated as follows:

1. Is an interactive e-instructional material of English grammar valid for the students of English education study program, Tamansiswa Palembang University?
2. Is an interactive e-instructional material of English grammar practical for the students of English education study program, Tamansiswa University Unive?

## **1.3 Research Objectives**

The proposed study is designed to develop an interactive e-instructional material of English grammar valid for the students of English education study program. The case study is set in Tamansiswa University.

## **1.4 Limitation of the Study**

In this study the English grammar materials used to develop an interactive e-material are limited to topics which are learnt in structure four course, namely reduced clauses, inversions, problem with subject/verb agreement, problems with parallel structure, problems with comparatives and superlatives, and problems with the form of the verbs, problems with the use of the verb, and problems with passive verbs.

## **BAB II. TINJAUAN PUSTAKA**

### **2.1 The Concept of English Grammar**

Grammar is defined as the overall system and structure of a language. Traditionally it is subdivided into two interrelated studies which are Morphology and Syntax (Radford, 2009). Structure is a part of Syntax which is the study of how words are formed into phrases and clauses. (Huddleston & Pullum, 2005) further explain about two main types of sentences which are a single clause and multiple clauses which are joined by coordinate connectors or other types of connector such as noun clause connectors, adjective clause connectors, and adverb connectors.

The very basic type of clause is constituted of a subject and a predicate like in "Sam laughed" in which Sam (subject) is a noun and laughed (predicate) is a verb. In other cases, the subject may have more than one word and the predicate may also have more than one word for examples "The book was bought"; "Some students have left"; and "All the information is available on the flyer." In these examples, the subjects that contains more than one words are noun phrases, and the verbs that contain more than one words are verb phrases.

### **2.2 The use of E-books in English Language Teaching**

Plato of research-based studies investigated the impacts of using e-books in English language teaching (Hsiao, Tiao, & Chen, 2016; Kaynar, Sadik, & Boichuk, 2020; Parette, Blum, & Luthin, 2014; Schuh, Van Horne, & Russell, 2018). Most of the studies focus on how the e-books affect students' learning motivation, attitude, reading speed and comprehension.

Hussain & Al Saadi (2019) conducted a study to investigate 11 ELT postgraduate students' learning empowerment, teamwork and motivation, behavior and productivity of the activity after being taught to design e-books with authentic assessment. The researchers used a reflection journal, field notes and self-appraisal to get all the information about the participants' learning development, motivation, behavior, and productivity towards the process of developing the e-books. Afterwards, the collected data were analyzed by using

content analysis.

Liu, Liu, & Chen (2019) administered a digital version of Advanced Magazine that has multiple multimedia features, namely glosses, vocabulary focus, footnotes, illustrations, infographics, and photos to 80 English foreign language to support reading activities. The researchers gauged data about students' reading comprehension and acquisition through a vocabulary test, electronic reading tasks and immediate reading tasks.

32 kindergarten students were exposed to an e-book that has recorded audio narration and text-tracking animation. The aim of administering the e-book was to investigate the children's reading attention and comprehension. The instruments used in this study were comprehension test with pictures as the answer choice and reading ability test (Yow & Priyashri, 2019).

Hsieh & Huang (2020) studied an e-book integrated with listening and reading materials to 24 seventh-graders. The e-book is packed with multimedia features such as animations, PowerPoint slides, computer games, and with highlighting and searching features. 15 multiple-choice listening comprehension questions and 25 multiple-choice questions including cloze, vocabulary, grammar, and comprehension questions were used to gauge the data on students' reading comprehension and listening; in addition to find about the students' attitude, the researchers used interview questions.

E-books implementation in English language learning mostly contributes to positive significant changes. It increases learning motivation by providing learners with various types of media interactive features such as videos, graphs, audios, searching button, and links (Nurgaliyeva, Tazhigulova, Artykbayeva, Akhmetova, & Arystanova, 2019; Yee & Zainuddin, 2018) that make students easily and quickly access e-books (Akpokodje & Ukwuoma, 2016). Furthermore, students understand reading text more with the help of the interactive features in which it develops a students' good reading habit (Akpokodje & Ukwuoma, 2016; Yee & Zainuddin, 2018). Hsieh & Huang (2020) found that animations, images, captions used in the e-book help students comprehend materials by visualizing the

audio and understanding the context through the features, thus their listening skill develop.

### BAB III. The Method of Research

In developing an interactive e-instructional material of English grammar, the development research method based on Branch's (2009) ADDIE model, consisting of five phases (*analyze, design, develop, implement, and evaluate*) will be used.

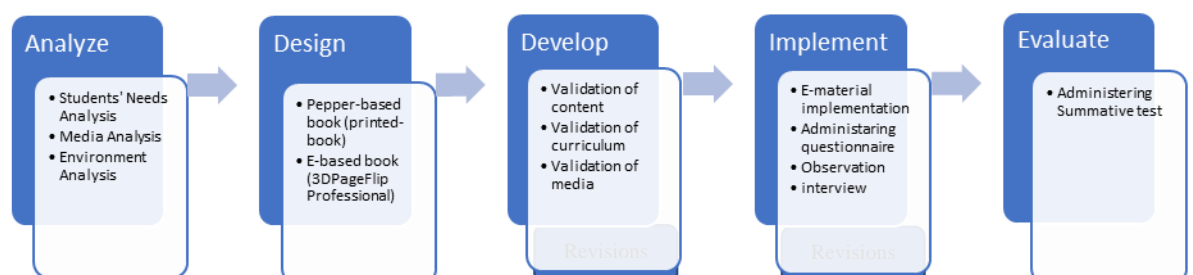
#### 3.1. Research Phase

In the *analyze* phase, needs analyses consisting of students' need analysis, environmental analysis, and media analysis will be conducted. In the *design* phase, both paper-based book and e-based book will be designed based on the results of the analysis phase. In this phase English Grammar materials (reduced clauses, inversions, problem with subject/verb agreement, problems with parallel structure, problems with comparatives and superlatives, and problems with the form of the verbs, problems with the use of the verb, problems with passive verbs), and electronic media (videos, audios, animations, and pictures) are collected.

In the *develop* phase, the paper-based and e-based book will be developed by using Microsoft Word Office, PDF, Google Form, and 3DPageFlip e-book software. Then, the e-instructional materials will be validated by using experts' judgement consisting of the content validation, curriculum validation, and media validation. The results of experts' judgement are intended to be used for revision and to find the validity of the materials.

After that, the e-book will be implemented to a group of students enrolled in Structure four class of English education study program, Tamansiswa university in four meetings. Observation, interview, and a questionnaire will be administered to gain the practicality level of the e-instructional materials for the students of English education study program, and the results of interview will be used for the revision. The cycle will be repeated until the desired results achieved.

The following flow chart shows the process of developing the e-instructional material:



### 3.2 The Objects of the Research

The objects used in this study are English Grammar materials related to reduced clauses, inversions, problem with subject/verb agreement, problems with parallel structure, problems with comparatives and superlatives, and problems with the form of the verbs, problems with the use of the verb, problems with passive verbs. 3DpageFlip Professional software, Canva application, MicrosoftWord, PDF, digital images, videos, audios, graphs or charts, and Google Form.

### 3.3 Technique for Collecting Data

There are four techniques of collecting data of this study that are questionnaires, interviews, an English grammar test, and experts' validation.

To get the information on students' needs analysis, a questionnaire and an English grammar test. Experts' validation will be used to find the level of validity of the e-instructional materials. Finally, a questionnaire about students' response after using the e-instructional materials will be used to find the practicality level of the interactive e-instructional materials, meanwhile an interview will be conducted to students to gauge their suggestions about the e-instructional materials that will be used for a revision.

### 3.4. The Technique of Analyzing the Data

In analyzing the data of questionnaires, a 5-point Likert Scale will be used. The results will be summed to find the level of validity and practicality of the e-instructional material. To determine the validity level of the e-instructional material, the average score from each validation sheet (i.e: validation sheet of content, construct, and media) was calculated and the range of level (low, medium, high, very) will be constructed.

**Tabel Tugas anggota pengurus**

<b>Anggota</b>	<b>Tugas</b>
Ketua	Mengumpulkan materi English grammar, mendisain produk, mengembangkan produk, dan mengevaluasi interactive e-instructional materials.
Anggota	Mengumpulkan materi gambar elektronik, video, animasi, dan audio; membantu mendisain produk, dan membantu dalam proses evaluasi produk.

## BAB IV. LUARAN DAN TARGET CAPAIAN

### Tabel target luaran wajib dan luaran tambahan

Jenis Riset	Rencana Luaran Wajib dan Tambahan	Keterangan
RD TKS : 1-3	<b>Luaran Wajib :</b> - <b>Luaran Tambahan:</b> -	Alamat URL jurnal ..... ISSN : ..... Peringkat akreditasi SINTA : Scopus : Tidak
RP TKT : 4-6	<b>Luaran Wajib :</b> Artikel pada jurnal Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra;  <b>Luaran Tambahan :</b> -	Alamat URL jurnal <a href="https://ojs.unm.ac.id/eralingua">https://ojs.unm.ac.id/eralingua</a> pISSN : 2549-7359 Peringkat akreditasi SINTA : 2 Scopus : Tidak
RP TKT : 4-6	<b>Luaran Wajib :</b> Bahan ajar elektronik (e-book)  <b>Luaran Tambahan</b> Buku pedoman menggunakan e-book	HKI

## BAB V. RENCANA ANGGARAN BIAYA DAN JADWAL KEGIATAN

### a. Rencana Anggaran Biaya

No	Jenis Pengeluaran	Besar (Rp)
A	Honorarium (Ketua, anggota, pembantu penelitian)	Rp. 1.200.000
B	Bahan Habis Pakai	Rp. 210.000
C	Sewa peralatan penunjang	Rp. 0
D	Perjalanan (untuk pengumpulan data)	Rp. 540.000
E	Analisis Data	Rp. 900.000
F	Publikasi Ilmiah	Rp. 650.000
	<b>JUMLAH (A+B+C+D+E+F)</b>	Rp. 3.500.000

### **b. Rencana Jadwal Kegiatan**

[illegible]



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