

Developing an Interactive E-Book as A Digital Text Book Material to Enhance Grammar Mastery for English Department Students

Melda V. R. Munthe^{1*}, David T. Hutahaean², Leonita E. Manihuruk³
Department of English Language Education, Faculty of Teacher Training and Education, Universitas HKBP Nommensen Pematangsiantar. Indonesia
Corresponding Author: Melda V.R.: meldavebyristellamunthe@gmail.com

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ABSTRACT

This study focuses on the development of interactive e-books as digital learning resources designed to improve grammar proficiency among students in the English Department at NHU. The study aims to address the limitations of traditional grammar instruction, which is often unengaging, lacks interactivity, and is inflexible in adapting to students' learning needs. By integrating multimedia components, interactive exercises, and user-friendly navigation, this e-book is expected to create a more effective and motivating learning experience. This study adopts a development-based method to design, produce, test, and refine the e-book through continuous feedback from experts and students. This study employs a quantitative approach with a quasi-experimental design. This study focuses on student activities over one semester for first-semester students. This will demonstrate the effectiveness of using interactive e-books in the classroom. The final product is intended to serve as an innovative digital textbook that supports self-directed learning, enhances students' understanding of grammar, and improves overall learning engagement. Data were collected through pre- and post-tests and analyzed using descriptive statistics, normality tests, homogeneity tests, and independent samples t-tests.

INTRODUCTION

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Grammar is a fundamental role in the mastery of English as a foreign language. For university students, particularly those in English departments, a strong understanding of grammar is crucial not only for improving linguistic competence but also for supporting academic writing, speaking accuracy, and overall communicative proficiency (Çakmak, 2020). However, despite its importance, many students continue to struggle with grammar due to limited exposure, insufficient practice, and learning materials that are often static, text-heavy, and unengaging. Traditional textbooks, although widely used, may not effectively accommodate diverse learning preferences or provide interactive activities that promote deeper understanding and immediate feedback. Alongside the rapid advancement of digital technology, higher education institutions are encouraged to integrate innovative digital learning resources to support more effective and flexible learning (Chen & Zou, 2020). One of the emerging digital learning materials is the interactive e-book, which combines text, multimedia, and interactive exercises within a single platform. Unlike conventional printed books, interactive e-books allow learners to engage with the content through clickable explanations, embedded videos, quizzes, instant feedback, and adaptive learning paths. These interactive features have been found to increase learning motivation, promote self-paced study, and enhance students' understanding of complex language structures, including grammar (Dalton & Porter, 2021).

Interactive e-books integrate multimedia features such as audio, video, animation, hyperlinks, and embedded exercises that allow learners to actively participate in the learning process (T. N. Fitria, 2021). Compared to conventional textbooks, interactive e-books not only present information but also encourage learners to practice, explore, and reflect (Hidayati & Husna, 2021). These features are particularly relevant for English Department students who require access to authentic materials, interactive tasks, and immediate feedback to improve their language skills effectively. With the increasing demand for innovative learning resources, the development of interactive digital textbooks has become essential for facilitating independent learning and improving learning outcomes. NHU is currently transitioning toward a more digital and student-centered learning environment (Hsieh et al., 2015). However, the available learning resources, especially for grammar-related courses, are still limited to traditional lecture notes and printed modules (Agustam et al., 2022). These materials do not offer dynamic learning experiences, nor do they support independent learning strategies that students increasingly need (Krykoniuk, 2022). Preliminary observations also indicate that students at NHU demonstrate varying levels of grammar proficiency and often require repetitive practice and personalized feedback—elements that conventional materials are unable to provide (Kim, 2022).

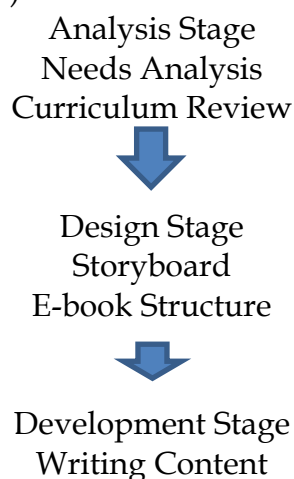
The development of an **interactive e-book as a digital textbook material** is proposed. The interactive e-book is designed specifically to address students' needs in mastering English grammar by incorporating multimedia explanations, interactive practice activities, self-assessment tools, and instant feedback mechanisms (X. Li & Huang, 2023). By integrating these features, the e-book is

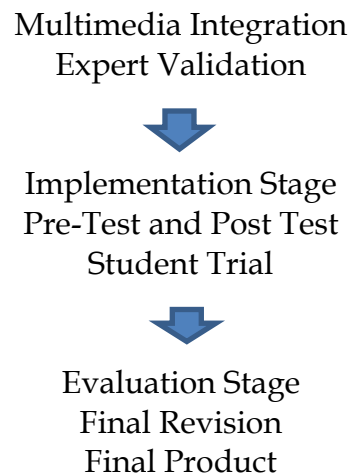
expected to facilitate deeper understanding, increase learner engagement, and support independent, self-regulated grammar learning (J. Li et al., 2024).

Furthermore, the use of an interactive e-book aligns with current educational trends emphasizing digital literacy, blended learning, and the integration of technology-enhanced learning environments. It also provides a practical solution for instructors by offering structured, flexible, and accessible materials that can be used both inside and outside the classroom (Nazari et al., 2022). Through a systematic development process, this research aims to produce a high-quality interactive e-book that is pedagogically sound, technologically feasible, and suitable for the learning context of NHU. Therefore, this research focuses on the **development of an interactive e-book as a digital textbook material** to enhance grammar mastery among English Department students at NHU (J. Lim et al., 2021). The research also seeks to evaluate the quality, usability, and effectiveness of the developed e-book, providing a meaningful contribution to digital learning innovations in English language education (B. C.-Y. Lim et al., 2020). English Department students at NHU struggle with grammar mastery due to traditional, non-interactive learning materials that fail to engage students or support active learning (Lou & Wang, 2020). Despite the growing use of digital platforms, NHU lacks an interactive e-book specifically designed to enhance grammar understanding through multimedia features, immediate feedback, and engaging practice activities (Lionardo & Thamrin, 2023). This gap highlights the need to develop and evaluate an interactive digital textbook that can effectively improve students' grammar mastery. (Arman, 2022).

METHODOLOGY

This research employs a **Research and Development (R&D)** design using the **ADDIE Model** (Analysis, Design, Development, Implementation, and Evaluation). This method is selected because it provides a systematic procedure for developing an interactive digital learning product—an e-book designed to improve grammar mastery for English Department students at NHU. The method explains how research objectives will be achieved, the procedures undertaken, expected outcomes, performance indicators, and team responsibilities (Munthe, 2025).





Steps of Research Method

This research is an R&D study with a Borg and Gall design. Before the product is deemed practical and may be utilized in the learning process for efficacy testing, a number of steps are completed (Sanjarbek, 2022). Purposive sampling was used to choose the 60 students that made up the study's sample (Munthe, 2025).

Three methods were used to obtain the data: tests, interviews, and questionnaires (Ridho et al., 2021). Questionnaires were filled in by experts and students (Anggraini et al., 2020). While students examine the product's readability, experts evaluate the viability and dependability of interactive e-books. The usefulness of interactive e-books in the educational process is evaluated through tests. Following an analysis of the data using SPSS, a descriptive explanation of the findings was provided.

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RESULTS

E-book views, such as size display, sound, and instructional films you choose to include in teaching materials, can be customized to meet the demands of consumers (R. A. Fitria et al., 2022). The e-book's Achievements Learning Writing (CPL), Achievement Course Learning (CPMK), objectives learning, map concepts, English learning videos, assignments for each subtopic, student worksheets, summary, evaluation questions at the end of chapters, glossary, and index are some of the sections that can help teachers and students use teaching resources. You can browse it by clicking the link below: <https://heyzine.com/flip-book/5b8365d583.html#page/1>



Figure 1. An Interactive E-Book

The front view of an e-book is shown in Figure 1. To view the integrated interactive e-book based on nature-based learning and local knowledge, which has been designed and equipped with CPL, CPMK, and objective learning, turn the knob next or play on the section lower appearance e-book. The next button lets you open each page of the instructional materials as you see fit, whereas knob play lets you open each page automatically with a single click (Saripudin et al., 2022).

Prior to studying an e-book, the chapter's opening part should have concepts and illustrations relating to the subject matter (Saripudin et al., 2022). To help pupils understand the content they would be studying, the illustrations depict everyday activities. There are numerous advantages to living every day. Additionally, a series of sub-materials that will be covered in English learning are included in the first chapter's left side, which teachers can utilize to teach English.



Figure 2. A textbook

To keep kids from getting bored, color variations are used to make each page engaging. E-books with integrated interactive features can be read and studied. To help students better comprehend the content in the e-book, the teaching resources also include movies that are pertinent to the subject matter. Students can use the straightforward videos in the e-book to better learn the subject matter (Suparno & Rahmawati, 2020). Additionally, the instructional materials include pertinent visuals, like picture scientists, to enhance students' attraction to e-books (J. Li et al., 2024). Students will find it easier to study or complete tasks on their own without having to carry books around thanks to the integrated interactive e-book. Additionally, students can review the e-book to make learning more approachable and pleasurable (Yang et al., 2021).

DISCUSSION

Stage validation is the following step. At this point, media, resources, and language validation were used to create an interactive e-book for learning English (B. C.-Y. Lim et al., 2020). Applying the following standards to a Likert scale: Three evaluation components—feasibility content, eligibility language, and eligibility presentation—have been devised for the Integrated Interactive E-Book: 5 = very good, 4 = good, 3 = sufficient good, 2 = less good, and 1 = not good. Experts assessed the integrated interactive e-book.

Table 1 displayed evaluation findings for an interactive electronic book. There are seven evaluation components in the aspect eligibility contents.

Table 1. The content validity results

No.	Component Aspect Content Eligibility	Opinion Respondent to teaching materials		
		A (n = 2)	B (n = 20)	Average
1.	Coverage of material	4.00	4.05	4.03
2.	Accuracy of material	4.25	4.08	4.17
3.	Up-to-date	4.50	4.03	4.27
4.	Contain outlook productivity	4.13	4.26	4.20
5.	Stimulate curiosity	4.00	3.93	3.97
6.	Develop skills life (<i>life skills</i>)	4.38	4.16	4.27
7.	Develop outlook Indonesian and contextual	4.50	4.23	4.37
Average		4.26	4.12	4.19

n: number of respondents

According to Table 1, The evaluation of elements of eligible content consists of seven parts. These are as follows: The average coverage of the material is 4.03, which is valid, indicating worthy and needless review; the average correctness of the material is 4.17, which is valid, meaning worthy and unnecessary revised; contains outlook productivity has an average of 4.20, which is valid, meaning worthy and unnecessary revised; stimulated curiosity has an average of 3.97, which is valid, meaning worthy and unnecessary revised; developed life skills

have an average of 4.27, which is very valid, meaning it is very feasible and does not require revision; developed outlook The average score for Indonesian and contextual is 4.37, which indicates that the revision is worthwhile and unneeded (Hsieh et al., 2015).

According to the evaluation of the interactive e-book, which has evolved in terms of eligibility, the overall average of 4.19 is legitimate, indicating that the generated integrated interactive e-book is valuable and does not require revision (Doyan et al., 2025).

Language Validity

Table 2 displays the evaluation findings for an interactive e-book about aspect eligibility language that consists of seven components.

Table 2. Language validity results

No.	Component Language Eligibility	Aspect	Opinion Respondent to teaching materials		
			A (n = 2)	B (n= 20)	Average
1.	In accordance with developments participant educate		4.00	4.40	4.20
2.	Communicative		4.50	4.33	4.42
3.	Dialogic and Interactive		4.00	4.23	4.12
4.	Straightforward		4.00	4.13	4.07
5.	Coherence and sequence flow of thought		4.50	4.35	4.43
6.	Conformity with correct Indonesian language rules		4.25	4.18	4.22
7.	Use terms and symbols/emblems		4.25	4.08	4.17
Average			4.23	4.25	4.24

n: number validator and respondents

There are seven sections, as shown in Table 2. Evaluation of eligibility language, specifically by developments participant education, with an average of 4.20 is valid, indicating worthy and unnecessary revision; communicative, with an average of 4.42, is extremely valid, indicating that it is highly practical and does not require revision; dialogic and interactive, with an average of 4.12, are valid, indicating worthy and unnecessary revision; and straightforward, with an average of 4.07, are valid, indicating worthy and unnecessary revision (ROWE & SNOW, 2020) (Lieung et al., 2021); The average score for coherence and sequence channel think is 4.43, which indicates that it is very feasible and does not require revision; the average score for conformity with proper Indonesian language rules is 4.22, which indicates that it is very worthy and does not require revision; the average score for usage terms and symbols/emblems is 4.17, which indicates that it is worthy and does not require revision. An overall average of 4.24 is extremely valid based on the evaluation of aspects eligibility language,

indicating that the interactive e-book that has been designed for English learning in aspects eligibility language is completely feasible and does not require revision.

The evaluation findings for an interactive e-book were displayed in Table 3. There are three evaluation components in the eligibility presentation.

Table 3. Validity results of presentation aspect

No.	Component Eligibility Presentation	Aspect	Opinion Respondent to teaching materials		
			A (n = 2)	B (n= 20)	Average
1.	Presentation techniques		4.25	4.34	4.30
2.	Supporters presentation of material		4.67	4.32	4.50
3.	Presentation learning		4.50	4.48	4.49
	Average		4.41	4.39	4.40

n: number of validators and respondents

Table 3 shows that there are three components to the assessment of elements of eligibility content: technique presentation, which has an average of 4.30, is extremely valid, indicating that it is very viable and does not require revision; supporter The average score for the material's presentation is 4.50, which indicates that it is very appropriate and doesn't require revision (Yang et al., 2021). With an average score of 4.49, presentation learning is highly valid, indicating that it is workable and doesn't require revision. The interactive e-book's evaluation results, which have improved in terms of eligibility presentation with an overall average of 4.40, are highly reliable. This indicates that there is no need to make any changes to the interactive e-book regarding eligibility (Restiyowati, 2012).

Overall, Table 4 showed the results of evaluating the interactive e-book in English learning materials conducted by expert validator, consisting of content validity, language validity, and eligibility presentation.

Table 4. The overall aspect results

No.	Aspect Evaluation	Opinion Respondent to teaching materials		
		A (n = 2)	B (n= 20)	Average
1.	Content validity	4.26	4.12	4.19
2.	Language validity	4.23	4.25	4.24
3.	Eligibility Presentation	4.41	4.39	4.40
	Average Total	4.30	4.25	4.28

n: number of validators and respondents

According to Table 4, the evaluation of the interactive e-book in English learning that was created with an overall average of 4.28 is valid, indicating that it is worthwhile to use and does not require revision (Tarigan & Stevani, 2022).

To ascertain if the data is regularly distributed, a normality test is performed. *Kolmogorov-Smirnov SPSS 21 For Windows Test* was used to run a normality test on pretest, posttest, gain, and motivation data. If the probability or significance level is greater than 0.05, the data is said to be regularly distributed. Table 5 displays the findings of the normality test for student data in the experimental and control groups.

Table 5. Normality Test Results

Class	Data	Sig.	A	Information
Experiment	<i>Pretest</i>	0.161	0.05	Data is normally distributed
	<i>Posttest</i>	0.072	0.05	Data is normally distributed
	<i>Gains</i>	0.812	0.05	Data is normally distributed
	Motivation	0.130	0.05	Data is normally distributed
Control	<i>Pretest</i>	0.219	0.05	Data is normally distributed
	<i>Posttest</i>	0.273	0.05	Data is normally distributed
	<i>Gains</i>	0.304	0.05	Data is normally distributed
	Motivation	0.074	0.05	Data is normally distributed

according to Table 5. The pretest, posttest, gain, and student motivation data are all shown to be regularly distributed, with significant values greater than α (0.05).

A homogeneity test was used to determine whether the two group samples had the same starting ability. The homogeneity test was conducted using Levene's Test and the SPSS 21 for Windows program. The homogeneity test was applied to the pretest for both the experimental and control groups. The variance of the data is considered to be the same if probability or sig. > 0.05 indicates it. Test results data consistency is shown in Table 6 (Fitriana & Nurazni, 2022).

Table 6. Results of *Pretest* Data Homogeneity Test

Data	Sig.	A	Information
Pretest	0.371	0.05	Homogeneous data

The pretest data from both groups are study samples from homogeneity tests using Levene's Test, which produced a sig value larger than 0.05, as Table 6 showed. As a result, you may conclude that the experimental and control class samples from the second group were drawn from a homogeneous population (Nurul & Hakiki, 2021).

Hypothesis testing can begin once the necessary data analysis has ensured that the data are homogeneous and have good normality. The Independent Sample t-test is used to test hypotheses using a one-tailed t-test party. Table 7 displays the test results hypothesized for each school.

Table 7. Hypothesis test results

Hypothesis	Sig.	α	t count	Conclusion
Student learning outcomes interactive e-Book compared to the students learning outcome using textbooks	0,000	0.05	11,881	Ha accepted

The t-count's value and significance are displayed in Table 7. Ha is accepted if both $t_{count} > t_{table}$ and $sig. < \alpha$ (0.05) simultaneously reject Ho. They discovered that Ha is approved based on data computation, with sig. Value (0.000) $< \alpha$ (0.05) and $t_{count} > t_{table}$ (11.881 $>$ 1.97338). Compared to their learning outcomes when using textbooks, this indicates that students' learning has improved after using interactive e-books (Mubarok et al., 2020).

The effectiveness of interactive e-books can be determined by comparing the gain value in experimental and control classes.

Table 8. Gain value

College	Experimental Class		Control Class	
	Average Gain	% Gain	Average Gain	% Gain
PI.A1	0.70	70%	0.52	52%
PI.A2	0.71	71%	0.48	48%

Table 8 demonstrated that students' English proficiency can be considerably improved by an interactive e-book compared to those in the control group who utilized traditional textbooks.

CONCLUSIONS

Based on the research results above, the following conclusions can be drawn: The analysed of English textbooks on reaction rates scored an average of 70%, indicating good performance and no need for revision. However, each textbook still had shortcomings, necessitating further development.

The average score of the questionnaire administered to English lecturers regarding the innovative multimedia-based chemistry teaching material, An Interactive E-Book indicating validity. It meant the Interactive E-Book is suitable for English learning and does not require further revision. The study's findings showed that students who used the Interactive E-Book to learn English had better learning outcomes than those who used the student handbook, as shown by the significant difference (significance). $(0.000) < \alpha (0.05)$ and $t_{count} > t_{table} (11.881 > 1.97338)$. The effectiveness of using Interactive E-Books in English learning showed an increase in students' English learning outcomes, as indicated by the percentage increase in learning outcomes an Interactive E-Books at PI.A1 by 70% (high category), and for PI.A2 students by 71% (high category).

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