

Developing Speaking E-Book: A Supplementary Material for Teaching Recount Text to Tenth Graders

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ABSTRACT

The development of the Speaking e-book in this study was carried out because students and teachers of the tenth grade of Senior High Schools needed supplementary material to study recount text which focuses more on speaking activities and these activities can bridge the gaps in the textbook and workbook. The product was developed based on the model of Research and Development proposed by Borg and Gall (1996). From the process of product validation and tryout, some results showed that the Speaking e-book was effective to be used as supplementary material to teach recount text since the series of tasks provided helped develop students' speaking ability.

The teaching of speaking as a Foreign Language (EFL) in Indonesia is closely related to the concept of communicative competence, which is emphasized in the use of Communicative Language Teaching (CLT). As a foreign language, English is rarely spoken outside the classroom. According to Suryanto (2014), Indonesian students tend to use Indonesian or local languages outside of classroom situation. He explains that this situation will affect the English proficiency of Indonesian students. Many reports indicate that Indonesian students usually do not achieve good oral English proficiency.

In addition, Wahyuningsih and Afandi (2020) state that there are some spoken English problems encountered by Indonesian students, such as a lack of proper vocabulary, grammar, correct pronunciation, English input outside the classroom, self-confidence, and language development in the course. Marcellino (2008) adds that some factors such as materials that are not interactive, socio-cultural values on the notion of politeness, the amount of vocabulary students possess, and speaking anxiety become the factors that are believed in making Indonesian students to be passive and find difficulty in achieving good speaking skills.

Each level of education in Indonesia has its objectives to be reached. Students of senior high schools in Indonesia who learn English as a foreign language are expected to achieve the informative level of proficiency. Further, each grade of Senior High should pass around nine Basic Competencies in one year. The competence includes transactional and interpersonal texts, short functional texts, long functional texts and songs. In the tenth grade, the basic competence is distributed into three transactional texts: asking and giving information about someone, one's family, and relations; asking and giving information about someone's intention to do something; as well as asking and giving information about past events. The next competency is interpersonal text (congratulating and complimenting someone), one short functional text (announcement), three long functional texts (descriptive, recount and narrative) and one song. Students are required to produce both short and long functional texts in both spoken and written form. These basic competencies set by the government have the purpose to make students develop their communicative competencies.

To ensure the implementation of some competencies set by the government and the condition of language learning in school, a preliminary study using a questionnaire was conducted. The result of the questionnaire distributed to 30 eleventh graders of a public senior high school, an Islamic senior high school and a vocational senior high school showed that 70% of them had difficulties in practicing speaking skills in class especially when it came to retelling, creating or discussing long functional texts. 60% of the respondents stated that recount text was the most difficult text type compared to descriptive and narrative types. Some of them agreed that they experienced learning better when there were some instructional media provided. In addition, they expected there would be learning media containing additional texts with local content completed with its illustration.

Further, there were at least five highlighted problems that were found related to the teaching and learning of speaking in the tenth grade of senior high schools. The results were gathered through an interview with three English teachers of public Senior High, Islamic Senior High and Vocational Senior High school in Malang which was held online on March 2020. The problem as are classified into teaching speaking problems, classroom activities, teaching materials, assessments and media for teaching

speaking. The problems are classified into some points such as, not mastering the vocabulary and mispronouncing some words in English. They are also worried about making mistakes in using English grammar. Besides, they have low motivation in practice speaking. Further, the in-class activities did not help students to speak fluently and accurately as the materials that are given to the students were only from the textbook distributed by the government and the workbook from the local government (*Lembar Kerja Siswa* or *LKS*). In addition, the assessment used could not be used to assess certain basic competencies. For instance, the speaking competencies are assessed from the students' ability in arranging jumbled paragraphs which are read aloud by the teacher. Finally, there were limited instructional media that could be used to teach speaking.

From the result of the students' questionnaires and teachers' interviews, one of the crucial problems encountered by students and teachers in conducting speaking activities is the lack of suitable media and learning materials. The teachers said that the media that were used for speaking activities were flash cards, paper, markers, colored pencils, whiteboards, puzzles, and some printed pictures from the internet. Besides, the only sources that students possessed were a textbook from the government and a workbook from the local government.

However, by only using those materials, the teacher said that students' activities in class were monotonous which of course would reduce the students' participation in the learning process. Furthermore, language teaching and learning are complicated processes; students cannot be satisfied with a prepackaged set of decisions that can be found in ready-made teaching materials (Allwright, 1981). Widiati & Cahyono (2006) suggest that teachers can design tasks for speaking activities, choose types of materials, and determine the media for presenting the materials. By providing those aspects, students tend to be more active and spontaneous in having communicative activities in the classroom.

Buku Sekolah Elektronik (BSE) is a textbook from the Ministry of Education and Culture that is used by students of the Tenth Grade of Senior High. It is developed in such a good way to facilitate students in learning English. Each chapter of the book contains some activities such as warmer, vocabulary builder, pronunciation practice, reading, text structure, vocabulary, grammar review, listening, speaking, writing and reflection. Further, the objectives of the lesson are always stated on the first page of a new chapter. This book has reflected the implementation of Communicative Language Teaching through its sequence of activities for the practice of learning and teaching. Yet, its contents are broad and general or in other words it is not close to the students' environment. Damayanti (2018) argues that the content of textbooks that is too general does not grab students' attention which will decrease students' motivation in learning. Hence, it is the teacher's job to make or find additional materials which are very specific and relate to their needs so that the learning process becomes more engaging for students.

In addition, *Lembar Kerja Siswa (LKS)* is used as an additional workbook that is given to the students. It contains a lot of exercises which mainly focuses on reading activity, text structure, vocabulary and grammar. However, both the textbook and the workbook used did not provide students with audio materials which is very beneficial to be used as input for listening and speaking. The audio can be used as an example of how to pronounce some words which will be very beneficial for students' pronunciation development. The only source students have for listening and speaking is from the teacher and sometimes their friends. However, in some situations, this part is sometimes skipped.

In order to help the teacher provide additional materials to be used for speaking activities in class that can overcome speaking problems students face, this study aims to develop a supplementary speaking electronic book. An electronic book in this present study is basically a book made in electronic format. Henke (2001) defines an e-book as the content (of a book) that is viewed or read by a hardware device or software application. This book is developed in such a way so it can cover the students' needs. It covers some activities that can build students' speaking performance and complete with its illustration and audio as the listening and speaking input.

Brown (2003), believes that speaking skills cannot be developed unless students develop listening skills. In addition, Nunan (1998) asserts that listening is the basic skill in language learning and without listening skills learners never learn to communicate effectively. To have a successful conversation, students must understand what is said to them. When one person speaks, the other listens so that they can give a response. It shows that during the conversation, the listening process occurs as well. Every speaker plays the role of both a listener and a speaker. So, one cannot give a response if he/she cannot understand what is said. Richards (2006), adds that language learning is seen as a result of paying attention to the language one hears (the input) and trying to integrate new forms into one's developing communicative competence. This is the evidence that speaking is closely related to listening. Therefore, in order to make students have a great result in speaking skills, some listening parts should be added to the students' book to support the development of their skills.

Moreover, Bachman and Palmer (2019) affirm that topical knowledge or the speakers' knowledge of relevant topical information also contributes to the process of speaking. They can use the topical knowledge of the world in which they live as their reference to use language. Bachman and Palmer (2019) assert that certain tasks may be easier for those who have the relevant topical knowledge and the other way around. Therefore, they believe that topical knowledge has effects on speaking performance. This also relates to what Damayanti (2018) explains that the content of materials that are close to the students' environment grabs students' attention which will increase their motivation in learning. Based on those facts, it is important to raise some local stories so that the students become more familiar with the topic. As a result, students are easy to articulate their thought and become more engaged with the speaking activities.

There are some previous studies that investigate the use of electronic books or electronic textbooks in the field of ELT specifically to help students improve their speaking skills. The first is an attitudinal survey conducted by Al-Ali and Ahmed (2015) that investigates students' attitudes towards using English e-textbooks as a learning tool for developing their language skills. They researched four types of language skills, in the aspects of speaking, listening, writing and reading using an e-textbook. They also examined whether there was an improvement in students' language skills after using e-textbook media. These e-textbooks were used to teach reading, writing, listening, speaking, grammar, and vocabulary. The result shows that 98% believed that e-textbooks improved their reading and listening skills, while 89% believed their speaking and writing skills improved using e-textbooks.

The second study is a Research and Development conducted by Trisnantasari, Rachmajanti, and Mukminatien (2015). It aims to develop a communicative supplementary speaking e-book equipped with communicative speaking materials and its tasks for eight grade English teachers of SMPN 3 Batu. The result of this study shows that the e-book is usable as a supplementary book to teach speaking skills and improve students' confidence using English because it contains communicative and interactive speaking materials and tasks. The result shows a positive attitude towards the use of speaking e-books which is worth to be used as one of the examples in developing supplementary e-books in this present study. It is because this e-book not only helps students to improve their speaking skills but also makes them become more confident learners since the tasks provided require them to have more speaking activities in class. It gives the idea that the more communicative tasks are given to the students, the more they get exposure to the target language, and the better their motivation and speaking skill will be.

The third is a study conducted by Wang and Dostal (2018) which aims to investigate the features and benefits of children's e-book as well as analyze the theoretical foundation of using e-books in education. The result shows that the content of the e-book is useful for supporting and encouraging children in learning English as a second language because it has some benefits such as encouraging reading engagement, enhancing phonological awareness, developing vocabulary and improving oral English. The positive point that can be taken from this study is that the whole content of the e-book is very substantial. It consists of some parts such as the reading part, listening part as well as the task for improving spoken language. The e-book that provides such features that have been mentioned is worth to be served in this present study since it is believed that those kinds of features could help students improve their English skills.

Based on the previous studies, students of any level of education show positive attitudes towards the use of e-books or e-textbook for learning English and one of them for speaking skills. This has been explained in previous studies if e-books or e-textbooks are more interesting and easier for students. It also can help improve students' speaking skills. Further, the use of e-books or e-textbook also increases the students' performance and motivation in learning English. It also helps students to develop their second language because it enhances phonological awareness, develops vocabulary and improves oral English. Based on those facts, it is believed that developing e-book in this present study helps teachers and students overcome the difficulties they face in class, especially in speaking. E-books can be used as one of the alternatives to support learning and teaching so that students can achieve the objective of learning better.

In a study conducted by Trisnantasari, Rachmajanti, and Mukminatien (2015), they made the e-book in PDF file carrying some information gap activities namely missing things in the classroom, completing information gap, and ability bingo. While in this study, the e-book was made in an e-pub file which carries various activities such as information gap, information gathering, opinion-sharing, information-transfer, and discussion for the e-book is used by Senior High School students. In addition, this book carries some interactive features of e-book inspired by Wang and Dostal's study which include listening, speaking and some tasks for improving students' speaking ability.

Further, the e-book is developed by following the communicative approach in which this book focuses on meaning but does not neglect the form. It reflects on the activities that are presented in this e-book such as information gap, information gathering, opinion-sharing and information-transfer activities as suggested by Richards (2006). Then, this e-book also presents six categories of oral production by Brown and Lee (2015) which are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue). In addition, there are three kinds of tasks presented in this e-book as suggested by Sabnani and Renandya (2013) such as communication gap, discussion task and monologic task. Further, the outline of this e-book is made by adapting the combination of Task-Based Language framework proposed by Willis (1996) and Rodriguez-Bonces and Rodriguez-Bonces (2010) which include pre-task activity, task cycle, language focus and assessment. The overview of this e-book can be seen in table 1.

Table 1. The Overview of Speaking E-Book as Supplementary Material for Teaching Recount Text to Tenth Graders

Six Categories of Oral Production by Brwon & Lee (2015)	Task-Based Language Framework adapted from Willis (1996) and Rodriguez-Bonces and Rodriguez- Bonces (2010)				Task Types by Sabnani & Renandya (2013)
<i>Intensive and Responsive</i>	<p style="text-align: center;">Pre-task</p> <p style="text-align: center;">Introduction to Topic and Task</p> <ol style="list-style-type: none"> 1. Asking some comprehension questions related to the story that they have read 2. <i>Vocabulary List</i>: learn some familiar and difficult words from the text 3. <i>Text</i>: read and listen to the spoken text 				
<i>Transactional (Dialogue)</i>	<p style="text-align: center;">Task Cycle 1</p> <p style="text-align: center;"><i>(Information Gap and Information Gathering activities, Richards (2006))</i></p>				<i>Communication Gap</i>
	<p style="text-align: center;">Task 1</p> <p>Students do reading comprehension task in pairs. Teacher monitors from distance; mistakes do not matter.</p>	<p style="text-align: center;">Planning</p> <p>Students prepare to report the answers to the whole class</p>	<p style="text-align: center;">Report</p> <p>Students compare results and share it with the class. Teacher discusses the most difficult questions</p>		<p style="text-align: center;">Assessment</p> <ol style="list-style-type: none"> 1. Informal: peer feedback and teacher feedback 2. Formal: teacher gives a score to students' reading comprehension assignment.
<i>Interpersonal</i>	<p style="text-align: center;">Task Cycle 2</p> <p style="text-align: center;"><i>(Information gathering, opinion sharing and information transfer activities, Richards (2006))</i></p>				<i>Discussion Task</i>
	<p style="text-align: center;">Task 2</p> <p>Students write an outline based on the text they have read.</p>	<p style="text-align: center;">Planning</p> <p>Students create their outline in groups of three.</p>	<p style="text-align: center;">Reporting</p> <p>Students present their work in front of the class.</p>	<p style="text-align: center;">Language Focus</p> <p>Learning some key phrases and sentences</p>	<p style="text-align: center;">Assessment</p> <ol style="list-style-type: none"> 1. Informal: peer feedback and teacher feedback 2. Formal: assessment for group discussion
<i>Extensive Monologue</i>	<p style="text-align: center;">Task Cycle 3</p> <p style="text-align: center;"><i>(Information gathering, opinion sharing and information transfer activities, Richards (2006))</i></p>				<i>Monologic Task</i>
	<p style="text-align: center;">Task 3</p> <ol style="list-style-type: none"> 1. Students make an outline for their own recount text. 2. Students present their own recount individually. 	<p style="text-align: center;">Planning</p> <p>Students create their own outlines individually.</p>	<p style="text-align: center;">Reporting</p> <p>Students present their outline in their small group (their previous group of three).</p>	<p style="text-align: center;">Language Focus</p> <ol style="list-style-type: none"> 1. Analysis (focus on form): Students take turn checking their friends' outline 2. Practice (focus both on meaning and form): <ul style="list-style-type: none"> - Students make short sentences using some words in <i>vocabulary list</i>. - Students analyze a video presented in the e-book. 	<p style="text-align: center;">Assessment:</p> <ol style="list-style-type: none"> 1. Informal: <ul style="list-style-type: none"> - peer feedback for the outline - teacher feedback for the outline - teacher feedback for students individual performance 2. Formal: individual presentation
	<p style="text-align: center;">Lesson Evaluation</p> <p>(To know students' opinion on the topic learned and activities done; they can reflect on their own learning process before, during and after a specific task.)</p>				

Finally, considering the results of the preliminary study in which more than 50% of the respondents agree that recount text is the most difficult text type compared to descriptive and narrative text, the problems both teacher and students faced, the students' expectation to have good additional materials which carry some local contents and the positive results of the use of e-book for teaching English especially speaking, this present study aims to develop a speaking supplementary e-book for teaching recount for the tenth graders of Senior High. The present study supplements the other sources that teachers and students used in class that do not contain audio material. In addition, the texts from students' closest environment are presented in the e-book. Further, this e-book focuses on both meaning and form. With the development of this supplementary e-book, some gaps from the students' book and workbook that have been used for quite a long time hopefully can be filled. In addition, the speaking activities conducted in class are expected to be more enjoyable and fun. Moreover, the use of this e-book hopefully will increase students' motivation to speak so that it will improve their speaking skills.

METHOD

Research and Development by Borg and Gall (1996) was used as the research design of this study. This design is the most suitable design since it has the same goal as this study which is to design a new product that is beneficial in the educational field. According to Borg and Gall (2007), educational R&D is an industry-based development model in which the findings of the research were used to design new products and procedures, which are then tested, evaluated, and refined until they meet specified criteria of effectiveness and quality. There are ten stages in conducting a Research and Development study proposed by Borg and Gall (1996). However, those stages were adapted into seven main stages to develop a recount e-book in this study. The stages that were used in this present study are (1) need analysis, (2) planning, (3) product development, (4) expert validation, (5) tryout, (6) revision, and (7) product finalization.

There were two persons who were involved in making the e-book in this study. First, an illustrator, who was needed to help in making the illustrations of the texts. Second, a narrator, who was required to read the texts. Last, the author, who was responsible for assembling all components of the book and creating a brand new, interesting and interactive e-book for tenth graders. The research and development procedures were started by doing a needs analysis. In this stage, distributing an online questionnaire to 30 students in the eleventh grade about their obstacles, experience and expectation in learning English, interviewing three Senior High School teachers about the obstacles faced by students in the process of learning especially in speaking, and the teachers' needs as well as media checking in bookstores and online bookstores were done. Then, in the planning stage, some activities were done such as defining the objective and product, defining the features of the e-book referring to Standard Competence 3.7 and Basic Competences 4.7.1 and 4.7.2 Curriculum 2013, choosing the themes to be presented, number of words and text structure as well as creating some instruments. The next stage is product development in which some activities like drafting and writing the recount texts and tasks, making the illustration of the texts, recording the vocabulary list and texts, and assembling the materials, illustration and audio into speaking e-book form were done.

After that, in expert validation process, there were two activities done such as validating the speaking e-book to experts and revising the speaking e-book based on the experts' feedback. There were two experts who validated the product; an expert of material development, who is an expert in developing materials for students, he or she examined the content and language used. Meanwhile, the media validation was received from an expert of media or design or a practitioner. The person should be an expert in designing a book or graphic design. He or she examined the clarity and practicability of the media as well as the design and the physical appearance of the book.

The next stage was a tryout where trying the speaking e-book out and having discussion with students and teachers and collecting feedback from students and teachers about the speaking e-book were done. The tryout was attended by 36 highschool tenth graders and two teachers. The students' questionnaire was distributed in order to know students' interest in the e-book as supplementary material to learn recount text, especially for speaking activities. The questionnaire contains some aspects such as students' general impression of the e-book, the content of the e-book, the materials' presentation, and suggestion toward the media. Furthermore, a questionnaire was given to the teachers in order to get some feedback and suggestions toward the e-book as supplementary material to teach recount texts especially for speaking activities. The questionnaire contains some aspects such as the teacher's general impression of the e-book, the content of the e-book, the materials' presentation, and suggestion toward the media. Then, the next stage was revision in which revising the speaking e-book based on the comments in the previous steps was done. In the last stage which was product finalization, the scores that had been collected were summed using the following formula.

After that, the product was categorized using product categorization adapted from Sulisty (2011) which is described as follows

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximum score}} \times 100\%$$

Table 2. Product Categorization Adapted from Sulisty (2011)

Percentage Score	Category	Description
81% - 100%	Very Good	The e-book is ready to be published yet required a little revision
61% - 80%	Good	The e-book is ready to be published yet required some revisions
36% - 60%	Fair	The e-book is not ready to be published and required a lot of revisions
0% - 35%	Poor	The e-book is not ready to be published and required full revision

By calculating the score and categorizing the product, the author made decision whether or not the speaking e-book worth to be given to both teacher and students as a supplementary material to teach recount text.

RESULTS

This section presents the results of the study from the process of materials and media validation as well as students' and teacher's try out. The data were presented both quantitatively and qualitatively.

The Results of Materials Validation

From the process of validation, the quantitative data was obtained from the experts' evaluation sheets in which the experts needed to give feedback on each aspect from 1 to 4 (strongly disagree to strongly agree). On the other hand, the qualitative data was obtained from the general comments, suggestions, and corrections given by the experts on the validation sheet. The first validation was done by a material validator who scored some aspects such as theory principle, the content of courses, writing principles, quality of media, fitness, goals and theme, content and arrangement, skills training, practice design, activity design and self-regulated learning. Those aspects were elaborated into 34 items. The result of material validation can be seen in the table 3.

Table 3. The Result of Material Validation

No	Aspects	Number of Items	Maximum Score	Total Score	Percentage	Category
1.	Theory Principal	4	16	16	100%	Very Good
2.	Content of Courses	4	16	15	93.75%	Very Good
3.	Writing Principles	4	16	15	93.75%	Very Good
4.	Quality of Media	7	28	27	96.4%	Very Good
5.	Fitness	2	8	8	100%	Very Good
6.	Goals and Theme	2	8	8	100%	Very Good
7.	Content and Arrangement	2	8	8	100%	Very Good
8.	Practice Design	3	12	10	83.3%	Very Good
9.	Activity Design	3	12	10	83.3%	Very Good
10.	Self-regulated Learning	3	12	11	91.7%	Very Good
The Final Result:		34	136	128	94.12%	Very Good

Based on the result of the validation sheet which was scored by the material development expert and analyzed quantitatively, it is concluded that the content of the speaking e-book is categorized as very good. It means that the speaking e-book is ready to be published yet required a little revision.

After the product was analyzed quantitatively, then, it was analyzed qualitatively. In the first aspect about theory principal, there were no additional suggestions given by the expert. It means that this aspect is fine to be presented to the users. The second aspect about the content of the course, there are some suggestions given. Related to the audio presented which has the purpose to complete the students' book's gaps that involve the training of micro-skills such as pronunciation, intonation and stress, the expert suggested that it needs the teacher's guide to highlight intonation and stress. Then, related to reading comprehension which is used to stimulate in developing the speaking skill, the expert suggested that students were required to present their discussion results. Next, related to the speaking e-book which introduces the readers to some effective ways to improve their speaking ability through a series of activities provided in the book, the expert suggested adding key phrases and expressions so that students have better ideas on how they can start presenting their work. The third aspect is writing principles. Related to a statement that said that the e-book provides enough pre-speaking materials which can help students to develop their comprehensive ability which will be beneficial for practising speaking, the expert said that the e-book is good since it highlights some important vocabulary. However, little instruction is provided on how the teacher can recycle or revisit the vocabulary in later parts leading to speaking tasks.

The next aspects of media quality, fitness, goals and themes, content and arrangement, and practice design are good. Further, in activity design, the expert said that the layout and colors are very appealing so students get a really good first impression. In addition, she said that if students are motivated and like to somehow compete with their peers, the last activity can include peer feedback or evaluation where the sheet is provided in the book.

The last, in the self-regulated learning aspect, she thought that task 2 and task 3 design was quite similar which could cause a teacher to speed up task 2 instead of carefully guiding the students through the task. In addition, in the weak points and recommended actions box, the validator narrated that the balance of input and output in learning was great. Having a student-led presentation as the final activity acknowledges students' participation as central to the learning experience. According to the validator, the writer needed to equip students with more tools prior to the practice. She suggested adding useful phrases or sentence starters which can be considered to help students review specific aspects of language use for their practice.

Meanwhile, in the box given in the validation sheet, the validator mentioned some strengths of the book. She said that the learning objective was made clear in the beginning so students understand the instructional outcomes. In addition, the activity aligned with the outcomes so everything came in full circle once students completed the last activity in each chapter. Further, she said that consistency of coherence and logical sequencing helped to develop a routine and enabled teachers to establish similar procedures in the learning activity. Moreover, she also said that the topics selected are age-appropriate so students can see them as a part of their daily life.

In conclusion, both quantitative and qualitative data collected from the experts of material development show that the product is very good. Further, the validator said that it did not need to redesign the product but add some missing parts such as key phrases. In other words, this speaking e-book could be used as supplementary material for teaching recount text in tenth grade. Yet, it still need a little revision in some aspects.

The Results of Media Validation

Some aspects that were scored by the media validator were readability, illustration, coloring, design and composition, and design and cover. Those aspects were elaborated into 19 items in which the experts needed to score from 1 (the minimal score) to 4 (the maximal score). The result of the media validation could be seen in table 4.

Table 4. The Result of Media Validation

No	Aspects	Number of Items	Maximum Score	Total Score	Percentage	Category
1.	Readability	4	16	15	87.5%	Very Good
2.	Illustration	7	28	25	89.3%	Very Good
3.	Coloring	3	12	11	91.7%	Very Good
4.	Design and Composition	2	8	7	87.5%	Very Good
5.	Design and Cover	3	12	11	91.7%	Very Good
The Final Result:		19	76	69	90.8%	Very Good

Based on the result of the validation sheet which was scored by the material expert and had been analyzed quantitatively, it is concluded that the design of the speaking e-book is categorized as very good. It means that the speaking e-book is ready to be published although required a little revision in some aspects. The aspects that needed a little revision are the font size as well as the picture resolution.

After the product was analyzed quantitatively, then, it was analyzed qualitatively. The qualitative analysis was gained from the expert's feedback in the validation sheet. From the expert in media design, there was some feedback given such as the font size is inconsistent. In addition, the picture resolution was big so it took time to open a page containing a picture. So, she suggested resizing the pictures in any application online. But overall, the validator said that the speaking e-book was very attractive so it could be recommended to bigger users.

To sum up, the speaking e-book is very good, which means that it could be used as supplementary material to teach recount text. Even so, it still needs a little revision in some parts. Later, based on the feedback from the media expert, the e-book was revised in order to make the speaking e-book applicable to both teachers and students in the process of learning and teaching.

The Result of Students' Questionnaire in Try Out

The students' questionnaire was distributed in order to know students' interest in the e-book as a supplementary material to learn recount text especially for speaking activities. This questionnaire was distributed to 36 students. The students gave responses to 33 statements provided in the students' questionnaire which required them to choose 1 (strongly disagree) to 4 (strongly agree) that represented their experience in using the speaking e-book. The students responded to some aspects such as physical appearance, the book, vocabulary list and its audio, content of the texts, texts, illustrations and its audio, task 1, task 2, task 3 and the font and color. After the final result was gained, it was categorized using product categorization adapted from Sulisty (2011), whether it was poor, fair, good or very good. The result of the students' questionnaire in the tryout can be seen in table 5.

Table 5. The Result of Students' Questionnaire in Try Out

No	Aspects	Number of Items	Total Score	Maximum Score	Percentage	Category
1.	Physical Appearance	4	492	576	85.4%	Very Good
2.	About the Book	1	124	144	86.1%	Very Good
3.	Vocabulary List and its Audio	4	496	576	86.1%	Very Good
4.	Content of the Texts	4	484	576	84%	Very Good
5.	Texts, Illustrations and its Audio	6	744	864	86.1%	Very Good
6.	Task 1	3	364	432	84.3%	Very Good
7.	Task 2	4	493	576	85.6%	Very Good
8.	Task 3	1	127	144	88.1%	Very Good
9.	The Font and Color	6	774	864	89.6%	Very Good
The Final Result:		33	4098	4752	86.2%	Very Good

From the data collected and analyzed above, it is concluded that according to the students, the speaking e-book is very good. All the aspects including the physical appearance of the book, vocabulary list and its audio, text content, texts, illustrations and its audio, task 1, task 2, task 3 and the font and color are very good. The final result is 86.2%, which means that this speaking e-book is ready to be published and can be used by the users. However, there are some aspects that need to be revised such as font type and size, and some mistyped which are found in the book, especially in comprehension tasks.

Then, the qualitative data were also analyzed. First, the qualitative data was collected from the written feedback given by the students in the questionnaire. Then, the second was collected from the process of discussion with 3 students. From the written feedback in the students' questionnaire, the result shows that most of the students thought that the font size and type should be changed. It actually used *Comic Sans MS* type with 14 as the size. But, what the students read on their mobile phones was different, it was *Kunstler Script*. However, when the speaking e-book is opened with a computer or laptop, the font is still in *Comic Sans MS*.

Meanwhile, the result of the discussion with the three students focused more on some aspects such as the content of the book, texts, illustrations and its audio, the tasks, the font and color, and their experience in using the speaking e-book. For the content of the book, three of them agreed that the content is good, they like the stories. They said that even though they come from Malang, they still get some new information and learn some values by reading and learning the texts. For the texts, illustrations and audio, one of the students said that the texts are longer than what they usually have. However, the texts are still easy to be understood by the tenth graders. Further, for the illustration and audio material, all of them agreed that it made them enjoy reading and understand the texts. They can have their preference to read or listen to the texts. They said that they got new experience in learning recount text.

The next topic to be discussed is the tasks provided in the book. The three students said that actually, the tasks were good enough, however, they felt confused with Task 2. In addition, for the next aspect which is font and color all of them agreed that the font and font size needed to be changed to make the book readable. Last, for their experience in using the speaking e-book, they said that the book was interesting and well developed. But, they have some difficulty in doing task 1 (reading comprehension task). They said that when they have answered some questions but they need to go back to the texts to look up for some answers for the next numbers, their previous answers were gone. So, they usually wrote their answer in a piece of paper first, then put them in task 1. They suggested making Task 1 more practical for students.

The Result of Teachers' Questionnaire in Try Out

Teachers' questionnaire was distributed in order to know teachers' feedback and suggestion toward the practicality of the speaking e-book as supplementary material. This questionnaire was given to two English teachers of SMAN 9 Malang. Teachers gave responses to 52 statements provided in the teachers' questionnaire which required them to choose 1 (strongly disagree) to 4 (strongly agree). The teachers responded to some aspects such as physical appearance and general content, the book, lesson plan, vocabulary list and its audio, content of the texts, texts, illustrations and its audio, task 1, task 2, task 3 and the font and colour. After the final result was collected, then it was categorized using product categorization adapted from Sulisty (2011), whether it is poor, fair, good or very good. The result of the teachers' questionnaire in tryout can be seen in table 6.

Table 6. The Result of Teachers' Questionnaire in Try Out

No	Aspects	Number of Items	T1	T2	Average	Category
1.	Physical Appearance and general content	6	83%	95.8%	89.4%	Very Good
2.	About the Book	1	75%	100%	87.5%	Very Good
3.	Lesson Plan	4	93.8%	93.8%	93.8%	Very Good
4.	Vocabulary List and its Audio	6	83%	100%	91.5%	Very Good
5.	Content of the Texts	5	95%	85%	90%	Very Good
6.	Texts, Illustrations and its Audio	9	88.9%	97%	93%	Very Good
7.	Task 1	4	81.3%	93.8%	87.6%	Very Good
8.	Task 2	5	85%	100%	92.5%	Very Good
9.	Task 3	5	100%	95%	97.5%	Very Good
10.	The Font and Color	7	78.6%	92.9%	85.8%	Very Good
The Final Result:		52	87%	94.7%	90.9%	Very Good

From the data collected and analyzed above, the final results of the teacher's questionnaire is 90.9% which means that the speaking e-book is very good. It is ready to be published, yet, there are still rooms for improvement. After the quantitative data were analyzed, the qualitative data were also analyzed. First, it was collected from the written feedback given by the teachers in the questionnaire. From the teachers' questionnaire, there was some feedback given by the teachers such as avoiding mistype and mispronunciation.

Then, the second qualitative data was gained from the process of discussion with 2 English teachers. The discussion with the teachers focused more on some aspects including the lesson plan, the content of the book, texts, illustrations and audio, tasks, and the font and color.

According to both English teachers, the lesson plan provided in the book was really helpful for them in conducting the learning and teaching. It can be used as an example of how to present the book with its content and functions. The teachers agreed that every task and activity chosen in the book carries its own function in developing the students' speaking skills.

Then, for the content of the book which is taken from the students' closest environment is very interesting according to the teachers. One of them narrated that students always get the same stories repeated from time to time. Presenting a new content which raised some stories close to them was a good idea to attract the students' attention and motivation.

Further, related to the texts, illustrations and audio, both teachers agreed that some of the texts presented are longer than usual. On the other hand, the teachers said that it was a good thing for students. One of the teachers told that sometimes when the example of the text is given in five paragraphs, when the students are asked to write or tell the story, they will make the same length of paragraph as the example. So, as supplementary material, it is very good to add longer or even harder texts to make students used to the text.

For the illustration of the text, both teachers said that it was very nice to present more than one picture so that students can easily imagine the situation in the text. However, for the audio materials, one of the teachers warned to be more careful in pronunciation, since there were some mispronounced words in the book. The teacher said that it is important to present the best materials for students as it will be used as the instructional media for students.

In Task 1, one of the teachers showed that there are some mistyped in the questions and options. She suggested checking the material before presenting and publishing it to the users. While in Task 2, the teachers agreed that there were so many things to do which can cause confusion. First, students have to analyze the texts then they need to remake the texts and present it in a group in front of the class. They suggested reducing or making Task 2 simpler. Task 2 can be redesigned to prepare the students in producing their individual tasks. Last, for font and color, the teachers suggested changing the font type. While for the color, both teachers said it was okay and did not hurt the users' eyes.

In short, the result of tryouts with the teachers shows a positive attitude towards the use of speaking e-book as supplementary material. However, a little revision was needed in order to respond to the teachers' feedback. This was done in order to make the speaking e-book more applicable and practical for teaching recount.

DISCUSSION

This section presents the revision of the product based on the feedback from the expert of material development, the expert of media design, students and teachers as well as the final product.

Revision after the Validation Process

Some feedback from expert of material was used to develop the speaking e-book better. Some original draft and revised draft could be seen in table 7. Then, some feedback from the expert of media could be seen in the table 8.

Table 7. Revised Version based on the Expert of Material Development’s Feedback

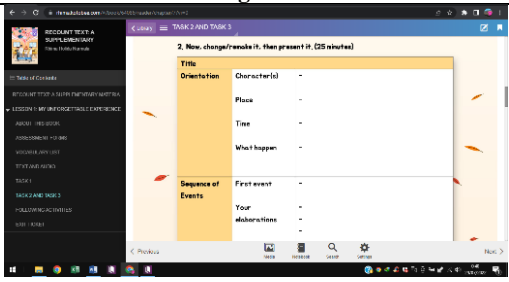
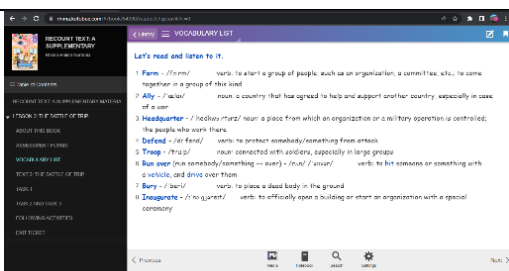
Part	Original Draft	Revised Draft
Task 2		1. Added key phrases and expressions Orientation: -Setting of time: <i>Last year, when I was... On a Sunday afternoon...</i> -Character: <i>My friends and I... My father was...</i> -Setting of place: <i>In my house... At school...</i> -What happen: <i>I had a funny experiences... We experienced some... etc.</i>
Vocabulary List		2. Add some instruction in <i>Language Focus</i> part to reuse or revisit the vocabulary list “You have learned and made your outline of your own recount text as well as took turns to present and give feedbacks to your friends’. Now, let’s go back to the very first part of this book; Vocabulary List. Choose 3 words, then make some sentences using those words. Let your friends check your sentences.” (In <i>Language Focus</i> part)

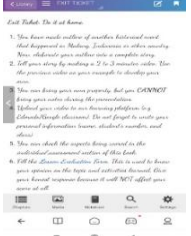


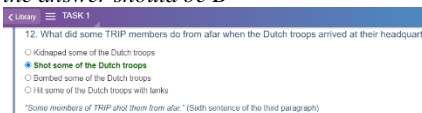
Table 8. Revised Version based on the Expert of Media Development’s Feedback

Part	Original Draft	Revised Draft
Some parts All pages containing images	Using <i>Comic Sans MS</i> , size 12 Picture size are more than 2.5 MB	Using <i>Comic Sans MS</i> , size 16 for all the content. Picture are resized to around 300 KB and not more than 1 MB

Revision after the Try Out Process

Some feedback from students were one of sources used to revise the product. The revision based on the students’ point of view could be seen in table 9.

Table 9. Revised Version based on Students’ Try Out

Part	Original Draft	Revised Draft
All parts	<i>Comic Sans MS</i> , 14 	<i>Verdana</i> , 16 
Text 2 (Task 1 number 13, option B)	“Since he wanted to be more focused on his work in the field of entertainment[R1]”	“Since he wanted to be more focused on his work in the field of entertainment”
Text 3 (task 1 number 12)	<i>the answer is A</i> 	<i>the answer should be B</i> 

Then, the last sources used as the basis to revise the product were the teachers’ feedback. The original and revised version shown in table 10.

Table 10. Revised version based on Teachers' Try Out

Part	Original Draft	Revised Draft
Text 3	mispronounced "...bananas trees"	it should be "banana trees"
Text 4	Mispronounced "...Roekiyah..."	it should be "...Roekayah..."
Text 4 (Task 1 number 7, option C)	<i>PETA</i> [R1]	it should be <i>PETA</i>
Text 4 (Task 1 question number 9)	<i>9. What was Hamid Rusdi appointed as when he was in West Java?</i>	<i>9. What was Hamid Rusdi appointed as when he was in West Java?</i>
Text 4 (Task 1 question number 12 option A)	<i>By disguised as a commoner and used "boso walikan"</i> [R1]	<i>By disguised as a commoner and used "boso walikan"</i>
Text 4 (Task 1 question number 18 option C)	<i>To tell past events and achievements in a person's life</i> [R1]	<i>To tell past events and achievements in a person's life</i>
Task 2	<i>You have learned a recount text entitled ..., now let's break the story down, then, change or remake it with your own creativity. Let's do this in a group of three. Last, present it.</i>	<ol style="list-style-type: none"> <i>1. You have learned a recount text entitled ..., now let's break the story down. Let's do this in a group of three. Last, present it.</i> <i>2. You have presented the outline of the story you read, now see the example on some phrases or sentences that you can use to present your work in the next task.</i>

The Final Product

This speaking e-book was developed by some purposes including presenting a new additional material for students to be used in learning recount text which mainly focused on developing the students' speaking skills. This was based on the result of students' questionnaire in the process of needs analysis which showed that most of the students thought speaking was the most difficult skill to be mastered and recount text was the most complicated text type to be understood by students compared to descriptive and narrative in tenth grade. Then, the contents were taken from the students' closest environment which can increase students' motivation in learning as suggested by Damayanti (2018).

Another purpose was to develop a supplementary material that includes some aspects which can be used to help teachers overcome the problems in class. Based on the result of the teachers' interview, some facts were found that students often mispronounced some words since they lack vocabulary, the activities conducted did not help students to speak fluently and accurately, the sources of material were only from textbooks from government and workbooks from the local government, and the assessment cannot be used to assess some Basic Competencies. So, some audio are presented in the e-book as an example of how to pronounce some words in the vocabulary list as well as an example of how to present a spoken text.

The last purpose was to close the gap between students' textbooks and workbooks. In the process of media checking, it was found that the book from the government and local government are very good. However, there was something missing which is the listening part. Brown (2005) says that speaking cannot be developed unless students develop listening skills. It is because language learning is a result of paying attention to the language one hears (the input) and trying to integrate new forms into one's developing communicative competence, (Richards, 2006). Therefore, some audios and videos are added in this present speaking e-book to fill the gap. Moreover, there are some illustrations given in every text to give students a better understanding of the sequence of events that happen in the text.

Since in Curriculum 2013 teaching English as a Foreign Language is emphasizing communicative competence, this current product was developed under the communicative approach. According to Richards (2006), one of the goals of Communicative Language Teaching is to develop fluency in language use. Thereof, this speaking e-book is designed to change the culture of speaking in class into a "talking classroom" as suggested by Thornbury (2005) in which the teaching itself put more focus on meaning without neglecting the forms.

This study is presenting the six categories of oral production proposed by Brown and Lee (2015) as the basis of activities used in the speaking e-book. The categories are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue). These categories are reflected in each part of the book such as vocabulary list, reading text, comprehension task, group discussion and individual performance. In addition, this present product accommodates three speaking task types suggested by Sabnani and Renandya (2013) that can be used in the classroom including communicative gap, discussion task and monologic task.

While the outline of the e-book presented in this product adapts the TBL framework proposed by Willis, 1996; Rodriguez-Bonces & Rodriguez-Bonces, 2010 which breaks down into four stages that are pre-task, task cycle, language focus and assessment. In the pre-task stage, the teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions, and provide some examples. Then, in Task 1, the teacher focuses on giving students basic knowledge of a text; social function, generic structures, language features, and story detail. In Task 2, the teacher focuses on developing students' strategies that increase fluency and meaning. In task 3, the teacher focuses on stimulating students' broader utterances, fluency, accuracy and oral communication strategies. Moreover, in the language focus stage, the teacher needs to emphasize language features used during the previous stages and provide opportunities for students to analyze and practice

specific linguistic features arising from the task. In the process of learning teachers need to do informal assessments such as giving corrective feedback to students. While at the end of every activity teacher needs to do a formal assessment related to all the activities done.

One thing that makes this product unique is that there are three tasks presented in the e-book. So, in this e-book there are three task cycles while in TBL framework by Willis, 1996; Rodriguez-Bonces & Rodriguez-Bonces, 2010 there is only one task cycle. Students have to go through task-planning-reporting-assessment, task-planning-reporting-language focus-assessment, task-planning-reporting-language focus-assessment. It gives the image of “*I do it*” where the students are exposed to an example of a text and then they implicitly learn the generic structure of a text as well as its language features. Then, “*We do it*” where the students work together with their friends in a small group to analyze the text they have read. Last, “*You do it*” where the students finally can create their own text after they learn all the components from the previous tasks. Those series of tasks guide the students from understanding a text to creating their own. Further, they need to present their work whether in pair, small group or class in the end of every task. Reporting at the end of every task stimulates students to be good and better speakers or in other words it helps students to practice their speaking skills.

Then, the product that was developed in this study is called *Recount Text: A Supplementary Material for Speaking Activities*. There are two products developed; students’ book and teacher’s book; each of them has four book series. Some parts of the books are (1) about the book, which contains the information related to the content of the book, (2) lesson plan, (3) assessment, (4) vocabulary list, (5) some recount texts which are originally from Malang, (6) task 1, (7) task 2, (8) task 3, (9) language focus and (10) exit ticket. Basically, those two books are the same, the difference is only in the lesson plan which can be found in the teacher’s book. The lesson plan is presented in order to guide the teacher to use the book for the learning process as Frederick (2005) states that an ideal material must cover three main parts; material, the tasks, and the manual for the teacher.

There are some advantages of using e-books in the learning process. Firstly, an e-book presents text, pictures, sound, interactional function and accessible features that make students enjoy reading and make learning more effective, Moorfield-Lang (2013), Wang and Dostal (2018), Al-Ali and Ahmed (2015). Secondly, Al Ali and Ahmed (2015) state that e-book are completed with a feature that made feasible to access audio versions of reading passages that allow students to listen to passages before reading it. It also allows students to watch and listen to non-written material along with the text which is beneficial to support and develop students’ reading and speaking skills, enhance phonological awareness and develop vocabulary, Al Ali and Ahmed (2015), Wang and Dostal (2018). Moreover, e-book helps students to avoid physical fatigue caused by bringing many heavy books to school. Further, Porter (2010) suggests that e-books must have three important characteristics such as portability, transferability and searchability.

Consequently, this present study takes into account the advantages and suggestions of using e-books. An application called *Kotobee Author* was chosen as a tool to design the speaking e-book since this application can accommodate the author in making an interactive e-book which can provide all those good points. Some features that this application offers are *questions* (to make an interactive reading comprehension task), *audio* (to insert the recording of the vocabulary list and texts), *video* (to present a video) and *link* (to insert a link for student’s task evaluation form). The other advantage of using *Kotobee Author* is that the users can select a word or phrase then it can be directly chosen whether the users want to know that word more from Wikipedia or Google. Then, the users can also take a note or highlight some words, phrases, or sentences. In addition, there are some illustrations provided in every text to help students understand the story better. Moreover, this interactive speaking e-book can be viewed using the web or mobile mode. Further, this e-book was published in an e-pub file which can ease every user to access it. All these features are expected to bring a new experience for the users in learning recount text. This speaking e-book has some superiorities. Firstly, it is developed based on both student’s and teacher’s needs such as presenting additional material for recount texts which are taken from the students’ closest environment. Secondly, it is completed with audio which can be used as listening activities. Thirdly, the tasks presented are aimed to develop students’ speaking skills. Lastly, it is developed in an interactive form which is published in an e-pub format. Developing the product in e-book format brings some benefits such as being easy to bring and use as well as being very engaging for students.

On the other hand, the product that is developed has some weaknesses which was collected in the process of product validation and tryout. One of the weaknesses is since this product was published using a free license, the file was limited; it could not present more than 10 pages and the file size was not more than 20 MB. However, the weakness narrated had been revised by separating the content into four different parts or separated in each lesson. So, the book still can be published and used by both students and teachers. The final product served has gone through some stages and revisions which make this product well-developed. Based on the research findings taken from the process of materials and media validation as well as students’ and teachers’ tryout, the book is categorized as very good. The e-book got 94.12% as a final result from the process of material validation, 90.8% from the process of media validation, 86.2% from the process of students’ tryout, and 90.9% from the process of teachers’ tryout. This means that the speaking e-book is applicable to be used as supplementary material for speaking activity in recount text topics.

CONCLUSIONS

This study is aimed to develop a speaking e-book that can be used by the tenth graders as supplementary material for learning recount text topics. This e-book is good since it can follow a very systematic way of developing an e-book by implementing the Task-Based Language framework which focuses more on meaning but does not neglect the form. The speaking e-book is suitable for students who want to develop their speaking ability because the presence of a series of tasks given as the main activities develop the student's basic knowledge of a text (social function, generic structures, and language features), develop the students' strategies that increase fluency and meaning as well as stimulate students' broader utterances, fluency, accuracy and oral communication strategies. The series of activities presented in the form of 1) task, planning and reporting, 2) task, planning and reporting, 3) task, planning and reporting, then 4) language focus and assessment. Those activities developed to give the image of "I do it", "We do it" and "You do it" which is very unique.

Based on the process of developing the e-book as well as the tryout, the e-book is considered very good and applicable for teaching recount text, especially for developing students' speaking skills. The students said that they like the local stories presented since they got some new information and learnt some values by reading and learning the texts. The presence of illustrations and audio made students enjoy reading and understanding the texts. They can have their preference to read or listen to the texts. So, they told that they got new experience in learning recount text. The students also said that the e-book is interesting and well-developed.

While according to the English teachers, the lesson plan provided in the teacher's book is very helpful for them in conducting the learning and teaching. The teachers also said that every task and activity chosen carry its own function in developing students' speaking skill. Then, teachers thought that presenting local stories is a good idea to attract students' attention and motivation since they learnt from different sources. In addition, teachers said that it is very good to add longer or even harder texts to make students used to it since the e-book is used as supplementary material. In conclusion, both students and teachers show a positive attitude towards the use of recount-speaking e-book as supplementary material.

There are some recommendations that are addressed to some parties. For students and English teachers of Senior High Schools, it is suggested to use this recount-speaking e-book to supplement the main books without necessarily replacing them. It is because this speaking e-book can be used to close the gap in students' textbooks and workbooks and it is completed with the language focus and assessment for all the activities. Then, for college students who are taking IMALT (Instructional Media and Activities in Language Teaching), it is recommended to use this product as an example of developing supplementary material for speaking activity as this product follows certain Task-Based Language frameworks.

For future researchers, there are some suggestions that need to take into account related to the experience in developing the e-book. In this study, the author made some sequence of tasks in which there were some tasks that are almost similar such as analyzing the text that has been read in a group, changing the character, place, setting and plot of the text that have been read in a group, and creating the individual outline of their own story before they present it in front of the class. Those three tasks basically have the same purpose which is to help students understand the generic structure of the text better before they perform in class. So, it is better to make brief yet systematic tasks so that it will not make the students confuse and make the time in class more efficient. In addition, the e-book cannot be used by the students independently. It still needs the teacher's help and guidance in using the e-book. So, for future researchers, it is better to develop material that can stimulate students to be autonomous learners.

Further, for future researchers who want to conduct the same study using *Kotobee Author*, it is suggested to subscribe to premium apps to get more sophisticated features. There are some features in the free licence apps that cannot be used such as saving the answer after the user uses the *questions* feature. There are some types of questions such as *drag and drop* and *separator* which cannot be used in free licence apps. In addition, the creator can only host one book online and save ten books in personal library which can be accessed by the users online. However, in premium apps, the creator can host and save unlimited books.

In this current study, the author separated the e-book into four lessons under the same title that is *Recount Text: A Supplementary Material for Speaking Activities* although all the content is about recount text. It is because, in free licence apps, the file is limited. The e-pub file that is uploaded should not be more than 20 MB and 10 pages. Therefore, for future researchers, it is recommended to subscribe to premium apps. In addition, if future researcher wants to create more intriguing content, they can also collaborate with an animation designer.

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