



The Students and Teacher's Views on the Use of E-textbooks in Reading Classroom

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Abstract

Since the development of information technology grows rapidly, the educational institutions are offered various media or tools of instruction supporting and enhancing teaching and learning process. E-textbooks are a variety of technology which changes the experience of classroom language from traditional into paperless in reading classroom. This research is about the teacher and students' views on using e-textbooks for reading in EFL classroom. This research aims to identify, describe, and analyze teacher and students' perceptions on using e-textbooks technology as the paper textbooks in teaching and learning reading for Indonesian lower secondary school. Mix method of qualitative and quantitative was applied in the research. The research was conducted on an English teacher and the twenty-five eighth-grade students who used e-textbooks in reading classroom of Islamic junior high school in Lampung, Indonesian. The techniques of data collection used were interviews, questionnaires, observation, and documentation. The results showed that the teacher and majority of the students had a good perception of using e-textbooks. Considering insufficiently available textbooks provided by the government which do not meet students' need and interest, the teacher should find out and develop many other resources for teaching and learning in the classroom. However, e-textbook technology will not displace traditional paper textbooks in the future, but they will become the perfect complement to paper textbooks.

Keywords: e-textbook, reading, classroom, technology, perception, e-learning, textbook

A. Introduction

Information and technology in this digital age are phenomena of modern society facilitating teaching and learning process. Information technology is a new product of the modern world, which contributes greatly to education and increase the quality of teaching and learning. Nowadays, the tools and semiotic of the digital society are able to permeate pedagogical practices in this period of computer technology which has been changing metaphorically from the solid culture of the 19th and 20th centuries to the liquid information culture of the 21st century (Oliveira & Camacho, 2014). The information, communication, and technology (ICT) have been propelling the process of socio-cultural everywhere. As stated by Murat (2014), the developments and advancements of technology affect the educational system of the countries. In this case, school as an educational institution in the system will get the benefit of innovations of information technology.

In this modern era, most students have an addiction to various digital devices such as personal computers, mobile phones, iPads, and tablets. They cannot release themselves from those devices since they offer very profound facilitations, particularly in obtaining and storing information. Consequently, the teachers as the main facilitator of educational process have to play their role in finding the ways and tools to maximize the potential of those digital devices for the students in teaching and learning process.

'E-learning environment of an educational institution is a system which equips the students with a new tool for competence formation and development of a modern specialist. The e-learning environment is a combination of conditions providing the teaching' (Shishkovskaya, Sokolova, & Chernaya, 2015). This means that the e-learning technology functions in arranging the conditions for acquisition independently and splendid mastering of necessary information which can be used at EFL/ESL classrooms. Furthermore, the e-learning environment carries other significant functions; information-methodical, communication-training, motivational and monitoring-evaluation ones. The integration of e-textbook technology can be implemented in the educational process in order to reach the functions of the e-learning environment mentioned above.

New systems of technology and devices begin to be more common to use and bring benefit for education and instructional activities which is proportional to the development of technology in education (Joo, Bong, & Chol, 2002). Innovation and technology employed in learning institutions are assumed to be the basic structure of education, which will drive other elements in it. Murphy (2003) presents internet, computer, television, educational CDs and DVDs, and banks of information as the examples of the new system of technology in education. E-textbooks can be delineated as one of the new technologies in this digital age, which have been rapid growth and provide various possibilities for teaching and learning. Educational institutions have progressively adopted such technology as an aid of teaching and learning. Both teachers and learners will get opportunities and challenges in elaborating education.

As stated by Mahadi & Shahrill (2014),

"The socialization of pupils to the aims and goals of education in a country takes place through curriculum. The curriculum provides the focus for teaching and learning activities and thereby occupies a central role in the formation of fundamental attitudes and images that provide the basic core of values."

The textbook is accepted as the key role of the curriculum since it is a main form of material as a classroom teaching tool for the instructional process in the curriculum. In line with the development of technology, e-textbooks have replaced the existence of paper books in the digital era. Everything related to printed resources, such as course book, newspaper, magazines, and reading book has been changing. According to (Armstrong, Edwards, & Lonsdale, 2002), e-textbooks are "any pieces of electronic text regardless of size or composition (a digital object), but excluding journal publications, made available electronically (or optically) for any device (handheld or desk-bound) that includes a screen." Since the internet access is being used effectively today to spread the information very fast, individuals are able to get

various resources of e-textbooks easily. The internet is one of rapidly widespread technology, which contributes to the increase of educational and instructional activities (Uzunboylu, 2002).

The electronic textbooks, or e-textbooks, have increasingly grown in popularity. They offer students, teacher, and schools an additional medium or tool of instruction supporting and enhancing the process of learning. The use of e-textbooks as paper textbooks in the classroom at schools is a new paradigm especially in developing country (Embong, Noor, Hashim, Ali, & Shaari, 2012). As stated by (Fojtik, 2015), e-books become mainstream and percentage of study materials available as e-books is growing rapidly. The teacher will become more creative to find the e-textbooks as a utilitarian medium replacing conventional paper textbooks.

All people require kinds of materials to read in all activities. Reading keeps them to make the way into their daily life by having loaded words in their head. According to Silver-Pacuilla, Ruedel & Mistrett (2004), "The ability to read is the main foundational skill for all school-based learning. Without it, the chances for academic and occupational success are limited. In fact, the most pressing issue in guaranteeing students equal access to the curriculum is ensuring their ability to read class materials" (Lyon, 1997). While children do not learn to read, their general knowledge and writing abilities suffer. Thus, engaging literacy activities to lead habit of reading should be improved in this nation.

Reading has been the common practice since the time immemorial, but now with the change in time and advancement of technology, most people especially the students are avoiding books and are addicted to tech practiced things like smartphones. Not only the habits of reading, having resources access and material preferences also changed rapidly in this digital world. Most students prefer to use many kinds of online and offline materials throughout the day. They are more tethered to the computer or phone screens to access countless electronic resources. As stated by Graddol (1997), technology has indeed proved to be of profound significance to culture and language. It becomes the heart of the globalization process in affecting education. Therefore, e-textbooks technology to incorporate into teaching in order to assist students in learning more effectively is very important.

E-textbooks technology is relatively the new technology in educational institutions in Indonesia, in which this kind of technology is expected to use only computer-based devices to complete the absence of teaching paper materials. Since this technology is not only free for all types of education but also attempt to eliminate illiteracy, e-textbooks have been applying in many countries. Therefore, this research is aimed to investigate the teacher and the students' perceptions of using e-textbooks in the reading classroom compared to the conventional reading material of traditional paper textbooks. By conducting this research, it is expected that the research will benefit certain individuals and groups to improve the teaching and learning reading classroom. This research was guided by the main research question "What are the teacher and students' views in the use of e-textbooks in the reading classroom? This study is limited to an English teacher and 25 students of the eighth-grade of Islamic Junior High School in Lampung, Indonesia.

B. Literature review

Advanced technology in this modern era offers a various potential for teaching and learning. Most people apply new technology appliances as the modes of representation and communication to reorganize experience of social interaction in the classroom in complex ways. E-textbooks technology presents a wide range of benefits for teaching and learning in the reading classroom. Electronic textbooks as the product of this technology have provided a teaching tool that can assist both teachers and students to conduct teaching and learning activities in the classroom. The awareness of electronic textbooks demand is increasing. As the result, practitioners and researchers embark on a more extensive engagement with electronic textbooks.

According to (Vassiliou & Rowley, 2008), electronic textbooks are digital objects with textual and/or other content, which arise as a result of integrating the familiar concept of a book with features that can be provided in an electronic environment. They are available on the platform of online education for students arranged by e-learning content service provider. This technology can never replace the fundamental function of teachers irrespective of the extent of technological advancements. The complicated and complex task of teaching

elementary-lower secondary school-age pupils still need teacher's deep knowledge of the children's mental capacities as well as their emotional requirements of adapting the surrounding. Moreover, the only teacher who has the knowledge, passion, and enthusiasm for providing feedback, direction, and encouragement.

E-textbooks reading are technology carrying modern teaching and learning environment to enter a new paradigm to keep pace with the emerging green environment trend. Carley (2014) exposed the advantages of e-textbooks reading technology in the classroom, as follows:

- a) Flexibility and adaptability of the lessons
Students can start, complete, check, and mark their works directly at any time convenient for them nurturing them to become independent learners in the near future. Furthermore, it is able to record, organize, and then report the information on teachers' instructional decision in various formats and also to make documentation of students' progress efficiently.
- b) The availability of various resources
The unlimited number of people can use the same source of information. Electronic textbook as the product of technology provide programs to enable the learner to highlight text sections, take notes, and create drawing within the book. These facilities can develop students' comprehension and attention to the instructional process.
- c) Effort and time minimization
The teachers can deliver their reading materials directly to the students. The students are also able to send their home tasks or papers online and time-saving. Some electronic textbooks have a program of interactive dictionaries providing just in time learning, which allow learners to select any word within the electronic textbooks. Then, the learners will get the definition of the word instantly, have the definition read aloud, or request an instant translation to another language.
- d) Cooperative students work
By the use of chats, forums, team projects, and etc., the technology can create interactive and cooperative students work.
- e) Self-assessment and self-control
Self-checking, self-test, self-testing, self-verification provided by this technology allow students to become independent learners.
- f) Sustainable Resources of Knowledge
E-textbooks reading technology can contribute to the continuous effort by maximizing the availability of knowledge while reducing the numbers of trees cut down to produce printed books.

The teachers are often dependent on textbooks or paper books. When electronic books supersede the existence of those paper books, students can get the newest information they need on the internet. Furthermore, publishing houses can sell their published books in electronic versions which are easier, cheaper, eco-friendly, and more convenient to buy. Thus, educational organizations need to consider the use of e-textbooks educational technology in instructional and learning process of EFL classroom. They need to think about the principle of pedagogical applicability relating to the use of information-communication techniques in education. As stated by Reeves (1994), most teachers have the final judgment that "reasonability of computerization is determined by the level of the achievement of pedagogical, methodical and economic efficiency compared with the traditional forms of education." Based on that statement, in applying the modern technology of information and communication for educational activity, every teacher should consider several things, as follows:

- a) The teacher should understand their technique of application.
- b) The teacher should have satisfactory and clear methodical grounds of such integration.
- c) The teacher should be able to vary and adapt the existing techniques of information technology taking account of his/her specific training course.

E-textbooks technology in teaching EFL classroom has different techniques of foreign

language teaching. The techniques include structural techniques which are the audio-lingual method and interactive techniques which could be communicative language teaching, community language learning, language immersion, etc. The objectives of these teaching techniques are to offer the best quality of English knowledge and to increase the students' motivation by getting rid of drags because of dependency on the place, time, and paper textbooks in learning English. The technology of paperless will create the transition from the dependence character to the autonomous character of students in the self-study environment.

The paradigm of e-textbooks classroom use information education technology by intensifying the individualization of teaching and changing the interaction between the students and the teachers into information search partners and up-to-date information transformation. Using this paradigm "...the traditional paradigm as the paradigm of knowledge transfer should be turned to the paradigm of knowledge processing and construction" (Carley, 2014).

The e-textbooks in the reading classroom offer several ways to create digital foreign language reading. The success of e-textbook reading is determined by some criteria. Firstly, digital devices with internet access should be available for the participants of the educational process. Secondly, it is important to make the platform for publication, storage, and exchange information of teaching and reading materials. The use of blogs and Moodle (Modular Object Oriented Developmental Learning Environment) can be the samples of platforms. Not only free of charge, but the blog is also easy to create and allows both students and teachers to perform educational activities. It contains various teaching, applied sources, and instrumental media, and communication which allows teaching interaction of educational participants separated by space and time. Then, Moodle offers a preference of the quality change of electronic textbook content. The various resources of Blog and Moodle provide possibilities to serve reading material for foreign language teaching and learning in comprehensible, interesting, and computerized environment in order to achieve the communicative approach.

Electronic textbooks developed on the basis of hypertext are suggested to use as the main reading material of paperless education. E-books through e-learning resources are created and developed to improve the quality of foreign language teaching in the reading classroom. Electronic textbooks established by the technology of hypertext provide some advantages. They are possible to structure and arrange the learning information in a hierarchical manner of text unloading. They contribute to the implementation of the visualization principle in non-linear learning information presentation. The information visualization allows learners to study different concept, notions, and subjects by using video materials and graphic images. This technology is clearly able to increase learner's interest and encourage them in learning new material. Furthermore, the learners get the opportunity to increase their own individual track of material acquisition.

Electronic textbooks as one of paperless technology are not the panacea of education but only a tool contributing to the modernization and enhancement of technology which is efficient for the educational process. The e-textbooks will not replace the existence of paper textbooks in the near future, because they complement each other perfectly. With the help of computer and internet access, paperless technology brings the changes in instructional strategies in EFL reading classroom and ultimately improves the efficiency of teaching and learning. The technology will be beneficial to liberate the heavy labor of teachers' in facilitating reading material and enables the students to easily master English reading skill. As stated by Heick (2012), "There is more information available to any student with a smartphone than an entire empire would have had access to three thousand years ago." Consequently, the primary purpose of the teacher in this modern era is to teach students to apply as much as possible information technology for the efficient solution of the learning problems.

C. Methodology

1. Research Design

This research used mixed method design in which both methods of quantitative and qualitative involved in the research. According to Creswell (2008), a mixed method is both a method and methodology for conducting research that involves collecting, analyzing, and

integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry. Then, Ary, Jacobs, Sorensen, & Razavieh (2010) defines mixed method is combination between approach of qualitative and quantitative in a single or multiphase study in which the mixing process may occur in any or all phases of the research, including the methodology, the logistics of the design, the specified to be conducted, the procedures or data collection, and the analysis. Since both data of quantitative and qualitative were provided in the research and the researchers were demanded to give a distinctive methodology in order to offer a better understanding of the research problem, the mixed method was conducted in this research.

The research was conducted in Bandarlampung, Lampung province, Indonesia involving an English teacher and twenty-five students of Islamic junior high school, exactly at the eighth-grade. This research focused on understanding the views of respondents who utilized e-textbooks in reading classroom. Interviews, questionnaires, documentation, and field notes were the data of the research.

2. Respondents

The research respondents for the study included an English teacher and twenty-five students of the eighth-grade of Islamic Junior High School in Bandarlampung city, Lampung province, Indonesia. At the beginning of the school new year, school administration already divided the students into four classes randomly, without considering students' academic background. There was the only one class, grade 8A, consisted of all female students as the initial model of the Islamic school, in which male and female students were in separated classes. Based on this consideration, the principle of the school recommended the students of this class as the respondents of the research.

Since the school is IT-based school, it is compulsory for every student to bring a laptop to school every day. So the participants were the representation of students who utilized technology in learning, including e-textbooks. The English teacher was male who had almost 10 years of teaching experience. He was chosen because he taught the class of the students participated in the research.

3. Technique of Data Collection

There were four methods of collecting data, namely interviews, questionnaires, observations, and documentary studies (Sukmadinata, 2011). The mixed questionnaire accessed by the respondents and the structured interview conducted by the researchers consisted of 39 questions and had been designed specifically and objectively for the research. It was conducted in order to find out the teacher and the students' perceptions of the use of e-textbooks for the reading classroom. It referred to views, usage, problems, curriculum, needs, illustration, interest, and activities concerning the use of e-textbooks in reading classroom. The response's rate given by participants was 100%. Furthermore, the classroom observation was performed in order to get the real picture of the teaching and learning process happening in the classroom and to collect information about the use of e-textbooks complementing physical paper textbook. Analysis of some documents, namely lesson plan and available published textbooks, were also done to support other data. These four techniques of data collection were also applied to process triangulation of research data in order to corroborate data purposing to get data validity.

4. Technique of Data Analysis

To analyze the qualitative data, the interactive model was applied in the research. According to Miles, Huberman, & Saldana (2014), there were three steps in the interactive model, namely data condensation, data display, and data conclusion drawing/verification. This research used several instruments such as questionnaire sheets, interview guides, observation sheets, and documents. Questionnaire sheet was a collection of questions used to gather specific data on the teacher and the students' views on the use of e-textbooks. Interview guides were applied to help the researchers direct the questions toward the topic to be studied. Observation sheet was a structured form used to record the observational data obtained during the research process at the research site. Documents were the sources of written data which were relevant to the study obtained through document analysis process. Then, the data obtained were selected, focused,

abstracted, and transformed systematically and objectively to get relevant information that was more specific so that it could bring up a picture of the theme pursued by the researchers. Then, the information was organized and compressed to get the conclusion of drawing and action from the mass of data in order to examine their views on the use of e-textbooks in reading classroom. Furthermore, in analyzing the quantitative data, the researchers applied the formula of $P = \frac{X}{X_i} \times 100\%$ in which P is the percentage, X is score obtained, X_i is the maximum score, and 100% is Constanta. This formula used to analyze the data from the questionnaire in order to show the percentages.

D. Findings and Discussion

Observing the teaching and learning process was conducted at the beginning of the research. To dig up more information and description of the students and teacher's view towards the use of e-textbooks in the reading classroom, the researchers conducted interviews, distributed questionnaires, and analyzed documentation in the form of the lesson plan and available course books.

Based on the analysis of the data, the results of the research are presented under five broad conceptual themes as follows:

1. *The significant of using e-textbooks for reading classroom*

Based on the result of observation, it is found that the teacher used more e-textbooks other than the paper textbook in teaching reading. Since the classroom was equipped with a laptop, LCD, and audio system, both teacher and students were more tethered to the computer to access countless electronic resources. The teacher shared the paperless reading materials in form of e-books through school's e-learning system and the students could directly log in themselves and access the files. As a consequence of the use of technology in the classroom, the students were more active and very cooperative with the teacher's instruction during the learning process. This is supported by the teacher and students' explanation during the interview that they admitted the use of e-textbooks was significant for the reading classroom. As stated by the teacher,

"I always use e-textbooks in teaching reading because they complement the existence of traditional paper textbooks. Not all students were from elementary school which applied technology in teaching and learning, even some of them were from regencies which were far from the access of technology and information. So, when they entered into the school, they were very excited about having learning by applied technology in the classroom. I can share the file of e-textbook through e-learning system and then they open it on their screen. I can also invite them to find and read online e-books on the internet. I can see that they are very active doing the instruction and completing the tasks of reading. E-textbooks, of course, are very significant for me in teaching reading in the classroom." (The teacher on the interview on October 11, 2018)

His response to the interview was confirmed after the researchers did the classroom observation. During his teaching, the participating teacher could easily handle the classroom with the students who were able to work independently using online reading technology. Most students are digital natives. They apply tool of technology constantly not only at school but also at home. The school does not allow them to bring their smartphone, but laptop becomes an alternative tool allowing them to have different learning experience. They can access and read e-textbooks on their portable computer anytime and anywhere they need. Regarding this issue, a participating student said,

"E-textbooks itu penting banget buat saya karena sangat membantu dalam belajar. Jadi saya gak perlu beli buku mahal-mahal, trus gak perlu susah-susah bawanya ke sekolah. Maksudnya itu, kalau bawa buku banyak kan berat, kalau pakai e-textbooks cukup buka laptop, masuk ke internet, trus download materi apa aja yang kita mau. Saya gak suka kalau guru ngajar pakai buku karena ngebosenin banget dan bikin ngantuk, bayangkan kami harus baca buku sambil dengerin guru cerita di depan kelas." (A participating student on the interview in the native

language on October 11, 2018)

[E-textbooks are very important since they support me in learning. I don't have to buy and bring many kinds of books to school, I just need to access the internet and then get the resource I need rapidly. I cannot imagine to have a teacher in front of the class reading his book and we have to listen to his story. It will be very boring and we will fall asleep.]

In addition, the questionnaires distributed give a similar result. The statement given to participant related to the theme was 'E-textbooks are significant for the reading classroom?' The teacher concurred that the use of e-textbooks are significant for teaching reading even though he has other printed sources used in the classroom. Looking at Fig. 1 Category 1, the majority of the students agreed that e-textbooks are significant for learning English reading. This is represented by 88 % of students who agreed that e-textbooks are significant for the reading classroom. The rest of the students were doubted about this theme since they felt that reading on screen for a long caused problem of eye strain.

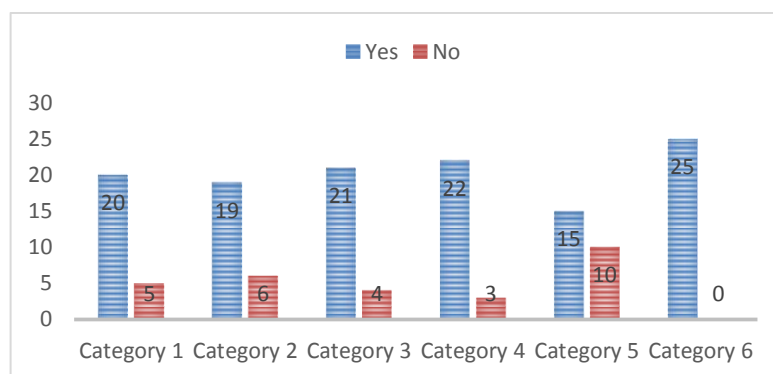


Figure 1. The Use of E-textbooks in Reading Classroom

Furthermore, the teacher explicitly stated that he utilized not only school course book published by the government but also e-textbooks as learning sources in his lesson plan. Besides, the teacher stated supported media of learning he applied for teaching, such as a laptop, LCD projector, screen, and material display in the lesson plan. Finally, it can be concluded that the use of e-textbooks in the reading classroom is significant for both the teacher and the students.

2. Teacher and students' perceptions towards the use of e-textbooks for reading classroom

Teacher's views really depend on whether he teaches or works at the school, which demands him to apply technology in instructional activities. Since the school was IT based school where information, communication, and technology became integral to teaching and learning interaction and also school administration, the teacher was strongly asked to use set of ICT tools in the instructional process. Meanwhile, students' view totally depends on their interest, need, and habit. In this era of digital culture and digital literacy, the way students learn has changed. The students would more consider electronic devices that could hold hundreds of books in digital form utilized in reading activity.

In order to find out teacher's perception regarding the use of textbooks in reading classroom, the question delivered was 'E-textbooks assist you in teaching and learning reading classroom?' The finding of observation and the interview were in line with the result of the questionnaire. The teacher agreed that e-textbooks really helped him teaching reading. Similar to the teacher, Fig. 1 Category 2 shows that 76 % of students accepted that e-textbooks assist them in learning reading. Based on the teacher's explanation in the interview, he admitted that e-textbooks offer many benefits in the reading classroom. The teacher could provide the most up-to-date best teaching practices. By applying e-textbooks, the students were allowed to practice different strategies in learning. Taking notes and highlighting right in the text were two of many benefits of e-textbook that student could take. So the students did not have to put many sticky notes on

their textbook pages until the notes fell off somewhere and never to be found again. Another benefit was the students could use the search function tool to find relevant information they need. It would need less time skimming the reading text and finding the result they were looking for than they used their fingers and bookmarks to search for information they want in the physical print textbook. This condition resulted the students' involvement in classroom instruction, in which the students were more active, collaborative, and cooperative. Thus, both the teacher and the students believed that e-textbooks really assist them in teaching and learning reading.

3. Teacher and students' interpretations regarding the practicality of available published English paper-textbook particularly for reading material.

The school provided students the core textbook from Ministry of National Education and other local published textbooks related to the curriculum. Unfortunately, the textbooks do not provide adequate materials, particularly for reading material. It was reflected in class observation and document analysis conducted by the researchers. The teacher was rarely to use the available published textbooks for teaching reading. From the result of the interview, both the teacher and students stated that the textbooks had limited reading material and activity, the textbooks more focused on other skill. Other students' reason to have different resource preferences was about the practicality of available published paper-textbook compared to e-textbooks. The traditional textbooks merely provided paper-based media, in which the textbook has an inconvenient shape and weight to bring everywhere. Since the school is full-day school, the students have many subject to discuss every day, which means that they have to bring many books from home to school. The more subject they have a day, the more material in it they have to learn, the more weight their bag possess. Therefore, they need electronic reading resources which are easy to carry around and store all necessary reading materials.

According to the information from the teacher, the textbook was provided by the school but could not be possessed by the students because the government textbook was limited production and not even sold in any store. As the consequence, the students have to keep clean and save the textbook until they have to return it to school at the end of the year. The students did not have an opportunity to correct or change the content of the textbook, and do the exercises in it. In other words, the available textbooks did not support sustainable material of learning and apply technological touch in it. From the student' questionnaire, it gave similar results to other data. The statements below were delivered to the participants about their interpretations of the theme. They are also completed by the percentage of the respondents who agreed with the statements. Refer to Fig. 1 Category 3-6.

- a) The reading text does not use the latest technological support (84%).
- b) The contents of reading texts are not possible to be corrected or changed (88%).
- c) If the textbook is broken or lost, it is complicated to duplicate (60 %).
- d) If the textbook is broken or lost, it needs money to supply it (100%).

From the investigation above, it seems that the respondents were not satisfied with the available paper course books because of practicality reason. Since every student was facilitated by laptop and the school provided high-speed internet access and convenient e-learning environment, the teacher and students preferred e-textbooks to conventional paper textbooks to be utilized in the reading classroom. In other words, both the teacher and the students will practice e-textbooks technology since it offers a comfortable way in presenting the material.

4. Teacher and students' interpretations of the Indonesian secondary English curriculum for reading skill.

The curriculum is a set of plans and arrangements regarding the objectives, content, and teaching materials and methods used to guide the implementation of learning activities to achieve specific educational objectives (Act No. 20 of 2003; Regulation number 19 of 2005). Curriculum 2013, applied by the school, is the competency-based curriculum that is designed in the form of documents, processes, and the assessment based on the achievement of objectives, content, and organization of learning and teaching materials. From the definition, it can be stated that teaching material becomes one of the significant parts in the curriculum. Therefore, teachers have to know how to choose the best material for instruction, how to make

supplementary materials for the class, and how to adapt materials, especially reading materials.

Technology nowadays plays a conspicuous role in the development of instructional materials, both a tool in support of their creation and as a means of delivering content. According to Zain (2007), all the institutions have to think about the development of the teaching module for the vocational education which involves skill development. Since the rapid use of computer technology has offered great flexibility in the type of resources to learners, it has become an increasingly common tool used for enhancing and enriching the teaching and learning process. Therefore, it is important that educational institutions implement technology-based learning successfully to meet students' needs. Electronic textbooks or e-textbooks in this research is included in non-printed material created by technology.

According to the results of the interview and questionnaire, the participants were also asked several questions about their views of the Indonesian secondary English curriculum for reading. In this case, the questions were related to the existing reading materials based on Curriculum 2013 in the course book entitled "When English Rings a Bell" used in their school. The summaries of the interview and questionnaire responses are provided below. Besides, there are also the percentages of respondents whose perceptions matched with the themes of the summary.

- a) The reading text is relevant to curriculum 2013 (100%).
- b) The reading text has the authenticity of the students' life (92%).
- c) The vocabularies of the reading text are inappropriate for students' level so the students are difficult to understand them (24%).
- d) The sentences organization of the reading text is too complex for students so they are bored to read the text (40%).
- e) The types of exercises are inappropriate for students' level (extremely hard). As the result, the students have great difficulty doing the exercises (0%).
- f) The types of exercises are inappropriate for students' level (extremely easy). As the result, the students have great boredom doing the exercises (40%).
- g) The types of text accord with the objective of the lesson (96%).
- h) The reading activities are arranged in good order from simple to complex or easy to hard one (56%).
- i) The reading activity is organized appropriately based on the syllabus (96%).
- j) The content of the reading text is appropriate for students' interest so the students are motivated to participate actively in the classroom (84%).
- k) The reading activity is completed by interesting pictures, diagrams, and illustrations (76%).
- l) The reading activity facilitates the students to participate individually in the teaching and learning process (85%).
- m) The reading activity facilitates the students to have group participation in the teaching and learning process (44%).
- n) The reading text is provided with clear instruction (100%).
- o) The reading task is provided with clear instruction (96%).
- p) The reading text is provided with adequate reading tasks (40%).
- q) The reading task is provided with examples of similar questions for guidance (68%).
- r) The material of remedial is provided at the end of the material (0%).

In addition to data of questionnaire and interview, the researchers also find out similar results from classroom observation and documentation, in which reading materials in the existing textbook have several weaknesses, among them vocabulary, sentence organization, exercises, tasks, and remedial material. It is reflected from the very low number of respondents who agreed with the themes shared above. The weaknesses of the available textbook above need deep attention as they are very crucial for an instructional reading material.

After having an investigation about the teacher and students' view about English curriculum of lower secondary education especially for reading skill, it can be concluded that the curriculum does not really meet what students need and interest. The data above show that the curriculum does not really provide what the students require. There are some aspects of reading in the curriculum which should be improved, those are the level of reading types and

tasks, the organization of the text, activities, and tasks of reading texts. Because of this condition, the teacher should be more creative in providing many other electronic resources to meet students' need and interest in the reading classroom. Moreover, with respect to the weaknesses elaborated above, there is apparently a big urgency of developing reading material in form of an electronic textbook for the sake of the students' need and characteristics in order that they are able to learn reading ideally and feasible.

5. The availability of indicators of reading skill in the reading activity

As one of the language skills, reading holds an important role in people's communication. Reading can be considered probably the most important skill for language learners to major in academic contexts. In order to master this proficiency, students have to master the indicators of reading. According to some experts of reading, there are five indicators of reading skills, those are the main idea, explicit information, implicit information, contextual meaning of words, and pronoun reference. Apart from the use of e-textbooks in the reading classroom, the available published course books used by the school do not focus on those five indicators of reading. It was reflected in the documentation result. The researchers did not find any reading activities in the textbook that provide activities to find out reading indicators. Based on the result of observation, the teacher did not use available textbooks to provide the students reading activity containing reading indicators. In the interview, the teacher explained that he has to find many other resources in form of e-books to facilitate the students understanding the five indicators of reading. The participating teacher said,

"Reading is considered to be difficult by the students. They are not accustomed to do the questions about the five reading indicators. It can be seen from the result of their reading tasks which is quite low. This happened before I provide them additional online reading materials which are completed with reading indicators." (The teacher on the interview on October 11, 2018)

To have more information, the researchers also distributed a questionnaire with the statements below. Refer to Fig. 2.

- The activities of reading facilitate the students to find out mind idea of the text (8%).
- The activities of reading facilitate the students to find out explicit information of the text (92%).
- The activities of reading facilitate the students to find out implicit information of the text (8%).
- The activities of reading facilitate the students to find out contextual meaning of the text (0%).
- The activities of reading facilitate the students to find out pronoun reference of the text (4%).

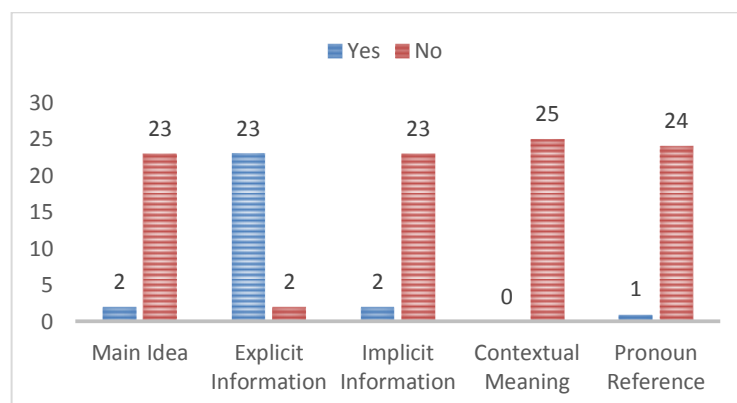


Figure 2. The Availability of Reading Indicators

Based on the results of the questionnaire related to reading indicators, the students agreed that the available course textbooks do not provide reading activities facilitating them to comprehend the indicators of reading, especially for indicators of main idea, implicit meaning, contextual meaning, and pronoun reference. There was only one reading indicator, explicit information, which fulfills the standard of evaluation. Students' low competence in reading skill will be the consequence of this condition. Finally, the teacher browsed and downloaded various electronic textbooks on the internet and shared the appropriate one to the students with the intention that they can practice understanding the five indicators of reading from the text.

6. The language appropriateness and format of the textbook to facilitate the reading activity

This is an additional theme used by the researchers to dig out more information about the quality of available reading material and the urgency of e-textbook need. The questions below were delivered during the teacher and the students' interview and questionnaire about language employed by the reading text in course book at school. Refer to Fig. 3.

- The reading text consists of a main clause and dependent clauses related to the topic (52%).
- The reading text uses simple and understandable sentences (96%).
- Formal terms related to the topic are provided in the text (96%).
- Grammatical sentences are provided in the text (100%).
- The rules of English orthography are provided in the text (96%).

One other aspect which is also a significant factor in the textbook is the format. The statements related to textbook format together with the percentage are provided below.

- The text is readable in term of font, size, and organization of the letters (84%).
- The course book provides glossary (16%).
- The course book provides a table of content (96%).

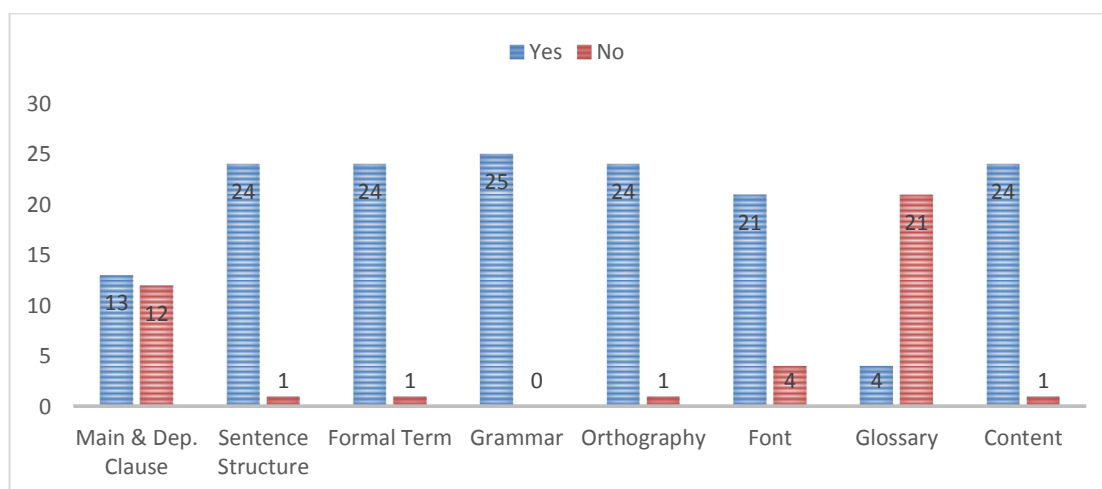


Figure 3. The Language Appropriateness and Format of the Textbook

According to the result of the research above, aspect of language appropriateness of the reading text in the available course book already succeed in providing the indicators needed. The majority of participants gave a positive response to all indicators except sentence structure. There is only 52% of participants who agreed that the reading text consists of a main clause and dependent clauses related to the topic. The rest reasoned that most reading texts are merely transactional, interpersonal, and short functional text. So, they did not find many structures of sentences consisted of main clauses and dependent clauses. As the result, they were not really accustomed to read and do the tasks about the complex sentence.

The format of the textbook also determines teacher and students' preference of reading sources. The data shows that two aspects of the textbook format, fond and table of content, already fulfill good indicators of the textbook. Even though the percentage of contents availability of the textbook is 96%, there are some other things needed to be improved of them. The interview and documentation of textbook revealed that the available textbooks provide the

table of content at the beginning of the book. But, it merely presents the title of each chapter without giving a clear and specific description about the content. So, the students have to open every page of the book to check the content and discover what they need. Meanwhile, the result of glossary availability is very low, that is 16%. The standard of this evaluation is very bad since the percentage is under 50. An approximate result showed from the interview where the respondents stated that they did not find the glossary in the textbook. The data are also supported by document analysis conducted by the researchers, in which glossary did not exist in the textbook. Whereas, in order to understand what the text is about, the reader has to discover the meaning of the text by finding the meaning of the words. Glossary really helps the reader to discover the meaning of difficult words. Thus, it is necessary to provide a glossary in the textbook.

From the investigation the existing textbook provided by the government above, the researchers can conclude that there are some reasons for the teacher to discover and use other reading sources in the classroom in order to fulfill the indicators of good reading material. This is also a necessity for the teacher to develop material to teach reading by using technology in order that the students could reach the objective of the study.

The result of e-textbook technology in reading classroom reveals that this kind of technology provides a number of advantages. First of all, by means of this technology, the students are more active in the educational process, since it provides easiness to find educational information and novelty in education. Then, it creates interactive communication and variety of forms and modes of behavior with the e-learning environment. It also offers flexible technique in training with a computer. And then, it is possible to adjust and control the learning rate and intensity, achieve the load, optimization, information intensity, and update information. Since the technology of e-textbook reading provides teachers' creativity in searching for new techniques of training and technologies freely, it can enhance the potential of the teachers. Moreover, this technology can improve students' motivation in learning a foreign language, especially for reading skill and realize the combination of classroom and extracurricular activity on an interactive basis. Finally, the quality of all educational participants can be improved as the result technology application.

E. Conclusion

The questionnaire conducted in the research revealed that most of the participants showed a positive perception on the use of e-textbooks for the reading classroom. They responded that they liked to use the e-textbooks and preferred utilizing it to the conventional paper textbook. Even though the technology of e-textbooks are the latest technology development needed to be promoted in education, the existence of teacher and conventional paper textbook will never be replaced by this technology. E-textbooks are a perfect complement to the paper textbook, even teacher.

In term of curriculum, content, presentation, the language of appropriateness, and format of the textbook, both teacher and students seemed to find insufficient indicators of reading material from the available published course books. For that reason, they needed many other electronic textbooks providing qualified supports for teaching and learning process, especially for the reading classroom. E-textbooks will provide the teacher with a tool for teaching that can assist them to conduct teaching and learning reading effectively in the classroom.

E-textbooks have been used in the instructional and learning process at schools for many countries, especially in Indonesia for the reason of advancement of technology. Since the e-textbooks contribute significantly to the success of teaching and learning reading classroom, both instructor and learner prefer to use that product of technology in this modern learning environment than traditional paper textbooks. This application of technology is absolutely suited to be applied in educational institutions as the part of participation of the dynamic technological oriented society. Therefore, e-textbooks as the unquestioned application for reading classroom should be improved in their understanding and functions.

Nonetheless, the implementation of e-textbooks in teaching and learning of reading classroom demand lots of reconsideration before it can be completely performed. Cost, proficiency, readiness, infrastructure, and clear-cut instructions and guidelines are some consideration drafted properly. Because teachers and students' needs immerse themselves in educational application technology continuously, e-textbooks are expected to become an invention in creating a student-centered and comfortable classroom environment, and also facilitating the process of long-life learning.

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