DEVELOPMENT OF GRAMMAR IN WRITTEN DISCOURSE E-BOOK WITH MULTIMODAL APPROACH USING BOOK-CREATOR APPLICATION

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ABSTRACT

The purpose of this research was to design and develop teaching material in the form of an electronic book using the Book Creator application for the Grammar in Written Discourse course. Design-based research was the method chosen which had 4 stages, namely problem identification and need analysis, program prototype development, testing and implementation, and reflection to obtain the expected design principles and overcome various problems that arise. This research was taken at a private university in Indonesia. There were 50 students voluntarily participating in this study. The data was collected from questionnaires, individual interviews, focused-group discussions, and document analyses. The research data were analyzed qualitatively and quantitatively. The findings revealed that students felt so enthusiastic with the presence of this grammar in written discourse E-book as their handbook which uses multimodal approach moreover the use of the multimodal approach in this E-book not only can assist students' comprehension but also dig and train students' autonomous learning. The findings and the design-based research approach adopted are applicable to tertiary students in other educational contexts as well as other areas of research interest.

INTRODUCTION

During COVID-19 outbreak last time ago, it had a significant impact on various fields, especially in the field of education. The pandemic period has changed the position of offline learning to online which is then used as one of the most popular learning alternatives at that time. As it is known that online learning is a learning process that is carried out online using the help of internet access, another learning model that is increasingly popular is formed, namely the e-learning model. Due to the advance in technology, educational institutions, teaching staff, and students require to have such technology proficiency. However, the saturation of online learning peaks along with the lack of variety of learning methods and teaching materials themselves (Landrum, Bannister, Garza, & Rhame, 2020; Li, Zheng, & Chiang, 2021; Lim, Rosenthal, Sim, Lim & Oh, 2021). Although there are already several schools or universities that have implemented hybrid learning, it has not been maximized so that it affects the

learning process and student understanding for certain subjects, especially for the Grammar in Written Discourse course.

Grammar in Written Discourse is one of the grammar sub-courses that focuses on written texts. Based on the context of the study, many students do not know what the grammar in written discourse is, not only that, there is no reference book or specifically provided to be a student handbook so they still rely on explanations from lecturers, presentation sheets, as well as the Grammar in written discourse book held by the lecturers which has not been made simple to make it easier for students to understand the material. Therefore, the development and the renewal of Grammar in written discourse textbooks is needed because it is one of the main components that can be primary sources when teacher explanations cannot be accessed. One way to support and facilitate students during online learning is to develop electronic book (E-books). E-book helps increase students' independence and motivation (Zimmerman & Kulikowich, 2016). There are various approaches used in developing e-books, one of the suggested approaches is to make e-books using a multimodal approach.

The multimodal approach is a theory of communication and social semiotics (Van Leeuwen, 2005). This approach emphasizes the integration of images, colors, words, and audio as communication media (Kress & van Leeuwen, 2001; Walsh, 2010). Furthermore, it is also mentioned that in a multimodal approach, text can be in the form of a combination of spoken & written text or images, animations & films (Walsh, 2010). Meanwhile Kress and Leeuwen (2001) argued that the modality possibility that one person could manipulate and combine different semiotic resources using the same digital interface calls for a new turn in theorizing multimodality. Complementing work on individual semiotic resources, such as visual design (Kress and Leeuwen, 1996; 2006) and sound (Leeuwen, 1999), they emphasized the value of identifying multimodal meaning-making principles that operate within and across different modes, media and communication practices (Kress and Leeuwen, 2001). Therefore, making electronic books using a multimodal approach is expected to help in the development of multi-function grammar in written discourse teaching materials. In this increasingly sophisticated era, students must be introduced to new technologies that can facilitate the teaching and learning process if technology is used properly. One of them is by facilitating written discourse materials that can be adopted or adapted from internet sources or social media and then combined in an electronic book. One application that can combine several semiotic resources is a book creator.

Book Creator is an e-book application that allows users to create, read and share digital books. Book Creator was developed in 2011 by parents who want to support reading development. The main purpose of Book Creator is for educators and students who want to create and share their own digital books. This goal seems to be well realized in Book Creator through the various features offered. There are several interesting things about this book creator application. First of all, Book Creator is very user friendly as users can easily navigate the app. With the Google Chrome browser and the Book Creator app on the iPad, this app runs without installing any additional programs. The two 'real-time collaboration' features in Book Creator encourage collaborative learning, which enhances learner interaction and language acquisition (Mackey & Gass, 2006). This feature

enables computer-mediated interaction between peers. While interacting with peers on the web through this tool, students engage in various interactions such as negotiating meaning or form by exchanging feedback. The interactions that students experience online with their peers can contribute to students' language acquisition (Lai & Li, 2011). Lastly, Book Creator can be useful for developing receptive and productive skills. In terms of receptive skills, both spoken and written input can be embedded in the book, which provides various ways of input for the reader. Book Creator also provides improved feedback; for example, hypertext features may include additional resources, such as providing cues or a grammatical description of the target.

Therefore, this study aims to design and create an electronic book on grammar in written discourse with a multimodal approach with the Book creator application. As it is known that Book Creator is an electronic book application that allows users to create, read, and share digital books in addition to supporting the development of productive skills and various activities which can be carried out. For example, students can view pictures, play videos, hear audio recorders, in one book source. With the various features available, it is hoped that a multimodal approach to making E-Book grammar in written discourse can help them understand the material because audio, video, PPT and exercises available in one reference and it will make easier for students to focus on one book which has multiple resources inside.

LITERATURE REVIEW

Previous studies have focused on Design-based Research (DBR) on different issues. Moore, Schleppegrell, & Palincsar (2018) investigated how a design-based research (DBR) process yielded findings, materials, and instructional theory over a 3-year project to develop SFL based approaches to engaging English learners (ELs) in talk about language. In this study, conducted in an urban school district in the midwestern United States, the authors worked collaboratively with teachers and literacy coaches at six schools with high proportions of ELs, supporting them in using SFL metalanguage to talk about language and meaning as they engaged in grade-appropriate literacy activities: reading and responding to texts and writing subject-specific arguments. Meanwhile, Zydney, Warner, & Angelone (2019) examined DBR to redesign protocols for blended synchronous learning environments in a graduate education course. Across three iterations, a combination of qualitative data collection and analysis procedures were used to examine the influence of protocols on the experiences of the instructor and students in a blended synchronous environment. The findings revealed that students became hyperaware of the time when the technology caused timing issues with the protocols. Trust of the protocol was hindered by the unpredictability of the blended synchronous learning environment. And, deep connections to texts were unachievable due to the multitasking required in blended synchronous settings. Another study explored the integrated technology-enhanced learning mode could help college teachers design more interactive classes, and to assist undergraduate students in achieving active learning by adapting DBR (Wang, 2020). The findings reported that after 3 iterative DBR phases, it is concluded that the individual use of IRS tools plays a role in assisting students in improving their learning retention, whereas students with the

cooperative IRS activities were able to produce and reach meaningful learning conclusions through course interaction.

Pravitasari & Rahayu (2021) developed ESP materials using DBR for midwifery students at a private Indonesian university. The findings show that the prototype designed is seen as both more challenging and more fun to do. The most iterative cycle is in the development and trying-out phase, through which the materials undergo a careful assessment from language expert and midwifery practitioner. The reflections and feedback from the students also revealed positive responses. Xie (2021) likewise developed preservice English teachers' assessment literacy through DBR. The assessment tasks they produced were annotated with detailed task features, categorized according to target skills, students and schools and stored in an online database open to incoming students and the world. 48 participants and users of the database evaluated their experience and the database via a questionnaire, which found a generally positive attitude towards the innovation but also several remaining issues to be addressed in the next iteration of the project. Furthermore, Rahayu & Pravitasari (2021) flourished the iterative cycle of DBR to co-create the instructional design that utilizes some systemic functional linguistic (SFL) concepts to task-based language teaching (TBLT) in supporting students' critical meaning-making. This study was conducted in first semester English for Specific Purposes (ESP) course in Management Study Program at a private Indonesian university. The result reported that the students find TBLT suitable for their pace of learning as it organizes the pedagogic tasks in a sequential manner. Even though SFL concepts to approach texts were initially seen challenging, but with explicit instruction and scaffolding, they can carry on with the demands of the tasks.

This current study explores the development of Grammar in Written Discourse electronic book using Book Creator application through Genre-based approach for student teachers majoring in English education program using DBR. Moreover, the research will describe multimodal grammar-writing activities using inter-semiotic practice in producing and interacting with multimedia and digital texts.

RESEARCH METHOD
Context of the Study

This study was conducted in second semester of Teacher Training and English Education Study Program at a private Indonesian university. The population in this study were 50 students which consist of eight male and forty-two female students. Meanwhile, the sample was taken based on intact class (Paltridge & Phakiti, 2013) which was selected by sampling with the assumption that all samples had the same homogeneity and heterogeneity. The participants' age ranged from 19 to 21 years old, and their English language level was intermediate. For the ethical purpose, pseudonyms were employed in this article. Respondents are free to not disclose information they did not wish to share. They also get the opportunity to refuse any question which they feel uncomfortable answering. They also deserved the right to withdraw from the study without any penalty.

Research Design

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This study used Design Based Research (DBR) by Reeves (2006). It was chosen due to its compatibility with the objectives of this research that is designing and producing a book. As it is argued by McKenney & Reeves (2013) that "educational design research is a genre of research in which the iterative development of solutions (e.g., educational products, processes, programs or policies)." Moreover, it uses quantitative, qualitative and probably most often mixed methods to answer research questions. It is also collaborative because it requires the expertise of multidisciplinary partnerships, including researchers and practitioners, but also often others (e.g., subject matter specialists, software programmers or facilitators). The following is a flow chart of Design Based Research (DBR):
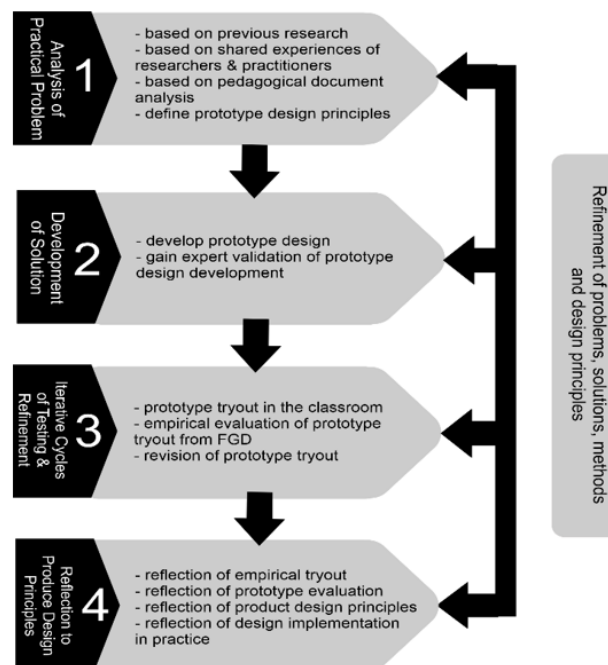

Figure 1. Design-based research, based on Reeves (2006)

1. Initial Analysis Stage

The initial analysis stage aims to develop a theoretical basis. There are 2 things that are analyzed and evaluated at the initial stage including analyzing and evaluating documents such as syllabus, existing grammar in written discourse book and analyzing the needs of model design for students through questionnaires and interviews. In the document analysis stage, the researcher uses post-use evaluation theory by Cunningsworth (1995, p.14). This type of evaluation is used because it can measure the actual effects of the materials on the users and provide reliable information (Tomlinson, 2011). The users of the materials can then give clear and useful opinions and suggestions about the evaluated materials with valid and reliable information that help them to develop the target materials and it can clearly identify the points of strengths and weaknesses that emerge over a period of using the coursebook. This kind of research tries to evaluate and help students whether the current coursebook and the materials have already matched with their needs or not and try to develop the materials based on students need.

2. Design/Development Stage

The purpose of the development stage is to obtain the feasibility of the draft model developed in the previous stage. A draft model is a prototype that must be tried and tested in the field to get a constant model. After being tested in class, the product prototype is evaluated and revised by the researcher to produce a quality final product. At the beginning of the development stage, the researcher synchronizes the learning syllabus and prepares a grammar lesson plan in written discourse. The next step is prototype development. In this phase, the researchers develop the grammar in written discourse materials using Genre-based Approach in the book creator application. Grammar in written discourse was built on the principles of the Genre-based pedagogical approach which aim to "incorporate an increasing understanding of how language is structured and how language is used in social context" (Feez & Joyce, 1998, p.3).
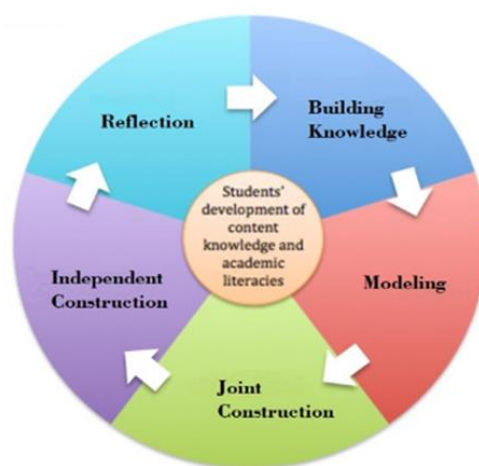
Figure 2. The Teaching-Learning Cycle of Genre-based literacy pedagogy adopted from Rothery, 1994, p.8)

The cycle of teaching and learning activities in the genre pedagogy consists of a number of phases which both the teacher and students experience in order to create gradually students to gain independent control of a particular text-type (genre). Each of the five phases of the teaching-learning cycle is designed to achieve a different objective within the cycle of teaching and learning. Each phase, hence, is related with different types of activities. In this research, the students' activities in the development module went through five stages i.e., building knowledge, modelling text (scaffolding), joint construction, independent construction and reflection (see figure 2).

3. Iterative Cycles of Testing & Refinement

The purpose of the trial is to find out the product practically and effectively. At the trial stage, evaluation is done to measure students' responses. After the trial, the closed questionnaire was distributed to students to find out the testimony when using the product. The cycle consists of research findings related to the product to be developed based on the findings, field testing, and revising the product to correct deficiencies found in the field testing.

4. Reflection to Produce Design Principles

In this stage the researchers did the reflection on the use of the product development after being tried out. The data analyzed quantitatively and qualitatively. Quantitative data analysis was used for analyzing the questionnaire. While qualitative data was used to analyze the interview and the focus group

discussion (FGD). Triangulation technique was used for cross-validation of data. Triangulation is a qualitative cross-validation (Wiersma in Sugiyono, 2010, p.372). The instruments used are interviews, questionnaires, observation and document analysis. Data were analyzed by interpretive narrative. The qualitative analysis used is an interactive analysis model developed by Miles and Huberman in Sugiyono (2010, p.337) with the steps: (1) data reduction, (2) data display, and (3) drawing conclusions and verification. The output of this stage is the result of textbook analysis and needs analysis of the product developed by the researcher.

FINDING AND DISCUSSION
1. Analysis of Practical Problem
Document Analysis

As aforementioned that this study has two data, the first data were gotten from evaluating documents (syllabus and course book) and the second were gotten from analyzing the students' need through questionnaire and interview for the existing materials evaluation. Before describing what second grade student need, the researchers need to know how the syllabus and what types of books used by the lecturer. The following table is the list of teaching material used by the lecturer.

Table 1. Teaching materials used by the lecturer

English Grammar materials	Total	References
Textbook	2	- Knapp, Peter & Megan Watkins. (2005). *Genre, text, grammar: technologies for teaching and assessing writing*. University of New South Wales Press Ltd. - Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning*. PETAA.
Article	7	The Jakarta Post, CNN, BBC, British Council
Presentation Slide	15	Made by the lecturer

Based on the classification of teaching materials above, the researchers identified that the lecturer used various types of teaching resources. However, most of the teaching materials are just for supporting lecturer's teaching learning process while students seemed just received what the lecturer gave without giving special teaching resource for instance a handbook that can be used by students anytime and anywhere. This statement is in line with what the lecturer assumed.

"... *Those books are appropriate for the students to learn the grammar with the function and meaning inside the texts. Unfortunately, for some examples of the texts inside the books as students' exercises are not suit to the students' real-life situation.*"

To get the deeper analysis, the researchers took two samples of books that were most widely used as references in learning activities with the initials of the names of textbooks A and B used and analyzed them based on Cunningsworth (1995) quick reference checklist. Moreover, the researcher also asked the students' perception in regard with their current textbook which is described by the percentage. The following table is the textbook evaluation.

Table 2. Quick Reference Checklist and student perception

Aspect	Textbook	Existence	Percentage
Aims and Approach	Textbook A	√	15,9 %
	Textbook B	√	20,5 %
Design and Organization	Textbook A	√	12,7 %
	Textbook B	√	6,4 %
Language Content	Textbook A	√	19,2 %
	Textbook B	√	31,8%
Skills	Textbook A	√	33,8%
	Textbook B	√	20,6 %
Topic	Textbook A	√	3,8 %
	Textbook B	√	5,9 %
Methodology	Textbook A	√	14,6 %
	Textbook B	√	15,4 %

As it is shown from figure 2, there were 6 category that evaluated: (1) aims and approaches; (2) design and organization; (3) language content; (4) skills; (5) topics; (6) methodology. The table above indicates that the existence of all categories from two books used by the lecturer is fulfilled. However, what makes different is the student's perception of those categories. As we can see from table above that topic as one of the categories which got the lowest percentage (Book A: 3,8 % & book B: 5,9 %). As it is known why topic is one of the important things to be considered in a book because topic is like the magnet that can attract someone to keep reading or leave it. The topic must be adapted to the student's background, level of proficiency and authenticity. If the topic is too high, unfamiliar and inauthentic it will cause boredom. This statement is in line with what the lecturer asserted that:

> "…*the books provide example text to be analysed with the topic "Egypt", there are some technical languages used in the text that unfamiliar for the students. They also are unfamiliar with the topic "Egypt".*

The second category which shows the low percentage is design and organization (Book A: 12,7 % & book B: 6,4 %). As researchers illustrate that the design and organization of book A is quite good there were some tables, charts that shows the important thing of the materials. This makes it easier for students to find important information, read and understand the material. While in the book B even there are also some table, chart, and different color of the important information in a book make students easier to comprehend the material, the organization of the writing are too wordy. In conclusion, the current textbook has already fulfilled all the criteria or the category. However, there are some aspects that should be consider in regard with topic that should be more authentic and based on students' background and English level. In addition, the design and organization of the book can be attractive and accompany with some media (picture, audio, video) that can be one of the alternative media to support the written text.

The result of questionnaire and interview

Before describing what the second grade of students' needs, the writers need to know what students' constraints in learning grammar in written discourse.

Knowing students' constraints mean to focus on fulfilling students' weaknesses in learning grammar in written discourse. The constraints that each student face is lack of media (video, picture, audio etc.) that support the understanding of material there were 36,6 % students that need the additional media to support their understanding except written text and teacher explanation. One of the reasons why the students need other media to support their understanding is mentioned by (Student-1) who stated that:

> "… *The use of illustrations such as pictures/videos is very helpful for understanding more easily accepted. In addition, the use of visuals is more interesting because the reader will not be bored while reading it, when there is a visual, the reader will be easier and more interested in learning more about the contents of the e-book*."

The second constraints that students face is lack of reading resources (book, article, link website etc.) of grammar in written discourse. There were 34,1% students estimated that they were need a reading resource. Based on the students' interview they do not have a handbook of grammar in written discourse which have already simplified for their own learning resources, they just get the lecturer's book, article and some of lecturer's material summary (PPT) as their learning resources. As we know that the availability of the students' handbook is important because students can be an autonomous learner if they are facilitated by a handbook they can read, review, do the exercises or many things that can be explored by their own selves without lying on teacher's explanation in the class (Timm, 2000; Gregory, 2002).

After knowing students' constraints, discussing the students' need is one of the primary things to do. The first thing that students need is the availability of student's handbook in the form of E-book (digital book) there were 58,9 % students need it. The availability of students' handbook is crucial due to many students said that they don't get any handbook and they need it to be their reading resources at home. As what (student-2) testified that:

> "I *prefer e-books and articles. The reason is because it is easier to obtain and can be opened at any time, and is not complicated. In addition, e-books and articles are also widely available and easily accessible, so they can increase knowledge from various sources.*"

Due to many benefits that it has from its simplicity, its practicality, its uses, students are enthusiastic about this e-book this also in line with study of (Prasetya, Wibawa, and Tsukasa, 2018) who revealed that students were enthusiastic and highly interested in using the EPUB digital book and its interactive features. Students also need combination of media called multimodal. There were 53,7 % students need it. While for types of genre texts, there were 46,3% students need genre of explaining and the grammar that students need to learn more is grammar structures that forms a good sentences, paragraph and discourse in other words grammar structure that exist on various types text there were 53,7 % students need it. Reading topic is one of the things that can drag students' interest. Among types of reading topics, the topic about education and technology got the highest

percentage. There were 63,4 % for educational topic and 12,2 % for technology. As (student-3) pointed out that:

> "*The type of topic I need is about things that are close to me such as education and social. The reason is because I will become a teacher in the future so I need to know how to be a good teacher in terms of teaching and also interacting socially.*"

Moreover, the lecturer also gave her view in regard with topic that students need she conveyed that:

> "*Students getting along with some topics during their genre texts analysis activity such as animals, family, and famous places in the world in genre of description. Moreover, they are quite excited in folklore and recount texts when analyzing genre of narration.*"

Other thing that students need is writing activity and exercise. It is about 43,9 % students need the exercise about describing video or picture, this kind of exercise is like students were asked to watch the video or see the picture then they are asked to make such a short paragraph or essay it can be said as paragraph construction task in this exercise students not only learn how to write and construct a paragraph but they are also asked to provide that paragraph with a good grammatical structure.

2. Design Development

The data gotten from the initial analysis stage have already given various information for making the design of grammar in written discourse E-book using Book Creator application. Those data were used for obtaining the feasibility of the draft model. The book title is "Writing and Grammar in Written Discourse". Each chapter of the e-book was developed based on each standard competence of tertiary level students. The draft material consists of 5 chapters and each chapter has a number of units and activities. Each unit contains some theories and activities that guide the students in learning grammar in written discourse. The projects were designed based on the level of difficulties. Hence, there is project grading from easy to difficult level. In the beginning of the chapters, it presents some objectives that need to be achieved in learning each chapter. The following is the topic of each unit; developed from each standard of competence. Chapter 1 is "*The Writing Process*", chapter 2 is "*Part of Paragraph*", chapter 3 is "*Elements of Paragraph*", chapter 4 is "*Types of Genre*", and chapter 5 is "*Genre Based Grammar*". In this stage, the researchers develop the grammar in written discourse E-book using Genre-based Approach by Rothery (1994, p.8). This approach has 5 stages, building knowledge, modelling text (scaffolding), joint construction, independent construction and reflection.

Building knowledge as the first stage is the foundation for determining what will be included & developed in a grammar book in written discourse. In implementing building knowledge to organize into a book, the first thing that the researchers did was giving information by introducing the topics and materials to assist students in shaping their knowledge. The following is the example of the building knowledge of the topic.

Figure.3 Example of Building knowledge (Linguistics mode)	Figure.4 Example of Building Knowledge (Combination mode "multimodal")

The second stage is modelling. There are four steps which researchers did in this stage. The first, the researchers provided some examples of the genre of writing and grammar. The second, researchers provided the chart of generic structure of its genre of writing in order to make it easier for students to distinguish and follow each step in making text. The third, the researchers provided the example of the use of grammar in various types of genre writing (descriptive, report, argumentative, and narrative text). The fourth, the researchers provided the example of vocabularies and some terms that related to the genre of writing being explained. The following is the example of modelling.
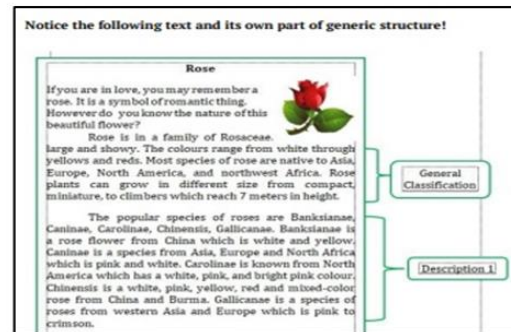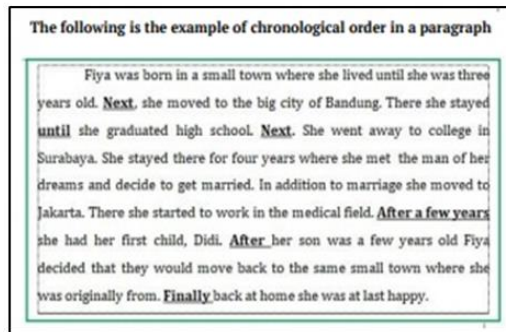

Figure.5 Example of Modeling

The third stage is joint construction. In this stage, students get more practical related to the text. In this stage, the students get practical support and scaffolding from her or his group, friends and the teacher. Some activities that can be done in a group or in a couple like completing the sentence in a paragraph, completing the loose paragraph, revising the grammatical error of the text, collaborative writing from making a rough draft till, deciding the topic and supportive sentences etc. Figure 6 is the example of joint construction. The fourth stage is independent construction of a text. In this stage the researchers organized the activities and exercises that should be done by students independently. By having previous understanding and trial of stage one, two and three, the students are asked to do some exercises and activities or write a certain type of genre as what they have learned before autonomously. Figure 7 is one of the examples of independent construction.

Figure.6 Example of joint construction activities

Figure.7 Example of independent construction activities

The fifth stage is reflection. In this stage the researchers organized the activities that should be done by students as their writing evaluation. In this stage students are asked to assess one another's drafts and make suggestions for revising, in this stage also students are asked to use their critical analysis of the target genre that they write and they analyze. The purpose of this stage is to enhance and recheck students' whole understanding through self and other's reflection.

The last steps in the developing stage are Expert Validation. It was done by the researcher for several times. Expert validation was conducted to get some advice and suggestion for the draft improvement. The validation form which was delivered to the experts contains some aspects in a table and a column for critique and suggestion. The aspects that should be evaluated by the experts of English Language Teaching (ELT) are objective and approach, design, organization, language and content, skill, topic, methodology, and components in Genre-based Approach (GBA) based on Cunningsworth (1995). Table 3 displayed the mean score gained from two ELT experts is 180. The percentage is 70.59% and it is categorized into good. The total score gained from the first expert is 186 from the highest score 255. The percentage of the score is 72.94% and it is categorized into good. The total score gained from the second expert is 173 from the highest score

255. The percentage of the score is 67.84% and it is categorized into good.

Table 3. Result of Expert Validation from Expert of ELT

Aspect	Score of First Expert	Score of Second Expert	Highest Score
Design	21	20	30
Objective and Approach	20	18	25
Organization	25	22	35
Language Content	36	32	50
Language Skill	18	20	20
Topic	15	16	20
Methodology	27	23	35
Procedure of GBA	24	22	40
Total Score	**186**	**173**	**255**
Percentage	**72.94%**	**67.84%**	**100%**
Mean		**70.59%**	

Based on the result of expert validation, the researchers revise several components in the e-book that had lower scores such as design, methodology and procedure of GBA. The revision from the experts is one of the considerations in the visibility of the e-book developed for trying out in the classroom.

3. Tryout and Reflection

Try out was done three times by implementing the e-book draft of Grammar in Written Discourse in the virtual class of English Education study program. Try out was conducted to get the feasibility of the product. There are two techniques in collecting the data; FGD (Focus Group Discussion) and questionnaire. FGD with the lecturer and the students was conducted to reflect the implementation of each try out. FGD was aimed to evaluate the implementation of the e-book draft in the classroom (Krueger, 1994). The implementation was over when the product was considered as optimal and consistent as possible. In the end of the try out, the researcher distributed questionnaire to the students to know their responses and comments toward the product. Evaluation was done after trying out the draft in the class to get some evaluation for input to revise the product. Try out and revision were done in several time to get qualified product.

The result of FGD in try-out 1 revealed that the students enjoyed to learn all the materials and activities in chapter 1. There was no big problem when did the activities. They were actively involved when given an activity and project in group work. Meanwhile, the lecturer said that she could operate and use the e-book well in the virtual classroom. Table 4 is summary of the FGD in try-out 1.

Table 4. Result of FGD Try-out 1

No	Evaluation in FGD Try-out 1
1	The lecturer said that it had met the principles of Genre-based Approach and the Grammar in Written Discourse syllabus used in tertiary level. The material was good, but it still needed to be explored more.
2	The lecturer said that the materials of the product were appropriate with the syllabus used in the college. Especially, for the grammar sections and sample texts.
3	According to the lecturer, the quality of the materials was good and competent which made the students easy and enthusiastically learn it in the classroom.
4	The lecturer said that the project given in the product help the students to work in group actively and assist them during individual tasks.
5	The students said that the material was good and interesting based on their needs in learning Grammar in Written Discourse.

Meanwhile, the researchers also distributed the questionnaire to the students. The questionnaires were distributed to 20 students. There were eight aspects to be assessed in the questionnaire namely design, objective, organization, language and content, skill, topic, method, and procedure. Each item should be scored using five criteria namely totally agree, agree, quite agree, disagree, and totally disagree. Table 5 was the result of the questionnaire try out 1 from the students. From the table 5, the mean of the students' response toward the draft in try out 1 is 85.05%. It is categorized into excellent. The design, objective, language content, language skill, topic, method, and procedure are in excellent category while organization aspect is categorized into good.

Table 5. Students' Response to Try-out 1

Aspects	Students' Response	Mean
Design	80.58%	
Objective	87.67%	
Organization	74.80%	
Language Content	85.64%	**85.05%**
Language Skill	88.65%	
Topic	87.97%	
Method	90.56%	
Procedure	84.55%	

There was no significant evaluation for the draft in try out 2. The result of FGD in try-out 2 displayed that the students seemed more enjoy and fun doing the teaching and learning in the classroom. Regarding to draft content, there was no problem found in presenting the language function and grammar review. The lecturer could give clear explanation to the students about the materials. Table 6 is summary of the FGD in try-out 2.

Table 6. Result of FGD Try-out 2

No	Evaluation in FGD Try-out 2
1	According to the result of FGD 2, the lecturer said that the draft module was feasible to support the students in improving their Grammar in Written Discourse skill based on their needs in English Educational study program. Nevertheless, the teacher suggested adding some exercises about Part of Paragraph on Chapter 2 that relate to the Grammar in Written Discourse.
2	The students said that there is a "Table of Content" that help the students to catch up the materials. Unfortunately, there is no page numbers in each chapter of the book that make difficult to search the list of materials in table of content.
3	The students said that the exercises in chapter 4 was very interesting and fun. They said that the instructions to guide them analyze the genre texts were understandable.

The result of students' questionnaire in try-out 2 can be seen in table 7. The mean of the students' response toward the draft in try out 2 is 88.91%. It is categorized into excellent. It means that the draft in try out 2 was implemented well in the classroom.

Table 7. Students' Response to Try-out 2

Aspects	Students' Response	Mean
Design	88.76%	
Objective	90.48%	
Organization	82.05%	
Language Content	90.62%	**88.91%**
Language Skill	90.53%	
Topic	90.03%	
Method	91.07%	
Procedure	87.71%	

Related to the draft content, the students seemed already understood the explanation about language function and grammar in each chapter. The result of FGD in try-out 3 depicted that most of the students could finish all activities well without any problem. Table 8 is summary of the FGD in try-out 3.

Table 8. Result of FGD Try-out 3

Evaluation in FGD Try-out 3
Based on the result of observation, questionnaire, and FGD in the tryout 3, the researcher did not need to conduct big revision in each chapter. The materials were appropriate with the topic, syllabus, and curriculum. The lecturer said that the grammar materials were very good enough as a reference to learn Grammar in Written Discourse; just need additional tasks to cover the students' understanding about the materials. Most of the students said that the exercises in chapter 4 was better than the previous chapters. They worked in group actively to do the project. From the explanation, it can be concluded that the product was feasible draft materials.

Table 9 is the result of the students' questionnaire in the third try-out. the mean score is 91.12%. It means the students agreed that the implementation of the draft e-book is excellent. All aspects are categorized into excellent as well. There are no problems on the aspects.

Table 9. Students' Response to Try-out 3

Aspects	Students' Response	Mean
Design	90.05%	
Objective	92.15%	
Organization	87.39%	
Language Content	93.56%	**91.12%**
Language Skill	92.14%	
Topic	91.21%	
Method	94.28%	
Procedure	88.20%	

By doing three times try-out and FGD, the researchers gained some product revisions from the lecturer and the students in each try-out that become benchmark to make the product more feasible to be used in the classroom. In conclusion, the mean scores of students' questionnaires increased significantly from trials one to three (see table 5, 7, 9). The mean scores displayed that the product being tested is getting better until the last try-out and feasible to be used by the lecturer and the students of English Education study program in second semester.

CONCLUSION AND SUGGESTION

This research explored how Design Based Research (DBR) by Reeves (2006) as the instructional design to develop an electronic book for a certain subject using Book Creator application in university level. Genre-based approach (GBA) and multimodal discourse were used to flourish the activities inside the e-book and to enlighten students' understanding toward the materials. The findings imply that the development of teaching materials can be an additional reference and assist the lecturers to teach the subjects being taught. As the data were collected from the limited participants and research area, the generalization of the finding perhaps valid only for this context.

Related to the findings, some suggestions are given to (1) The English teacher; the teachers of English Education study program may use this e-book as supplementary material in teaching English grammar. (2) Students of English Education study program; the e-book was designed based on the students' needs of English grammar course. Therefore, the activities are designed using multimodal discourse by combining the language interaction including verbal (oral and written text) and visual (image, video etc.) to help the students understand deeper about the English grammar. (3) The other researchers; this research could be used as a source for the other researchers who wants to study in the same field. For the improvement of the teaching materials, it was suggested to other researchers to conduct similar research to find out the most appropriate material based on the students' needs. Methodologically, the research approach adopted by this study could be extended to other areas of interest and applied in other educational contexts.

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