

Urgency of E-Books Based Multimodal Approach Towards Reading Motivation for Elementary School Students

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ABSTRAK

Motivasi membaca sangat penting untuk melibatkan siswa dalam kegiatan membaca, yang dapat mempengaruhi kebiasaan membaca siswa dan meningkatkan hasil belajar mereka. Penelitian ini bertujuan untuk menganalisis urgensi dan potensi pengembangan produk bahan ajar berupa E-Book berbasis pendekatan multimodal terhadap motivasi membaca siswa sekolah dasar. Penelitian ini termasuk dalam pendekatan mixed method dengan menggunakan desain sequential explanatory. Subjek penelitian terdiri dari guru dan 79 siswa kelas V SD. Data yang dikumpulkan berupa data kualitatif dan kuantitatif. Data kualitatif dikumpulkan dengan menggunakan lembar observasi dan pedoman wawancara. Data kuantitatif dikumpulkan dengan menggunakan teknik non-tes dan diikuti dengan kuesioner sebagai instrumen. Selanjutnya data penelitian akan dianalisis secara deskriptif dengan analisis interaktif melalui pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa selama pelaksanaan pembelajaran, guru hanya menggunakan buku cetak sebagai bahan ajar yang menyebabkan tidak termotivasi dan respon siswa menyatakan bahwa diperlukan bahan ajar berbasis ICT yang menarik untuk mengatasinya yang dalam hal ini sebanyak 94% siswa setuju jika ada pengembangan bahan ajar interaktif dalam format e-book untuk pembelajaran bahasa. Implikasi dari penelitian ini dapat menjadi referensi bagi para pengajar untuk mengembangkan media elektronik serupa.

ABSTRACT

Reading motivation is very important to engage students in reading activities, which can influence students reading habit and increase their academic performance. This research aims to analyze the urgency and potential of developing a teaching material product in the form of E-Book based multimodal approach on reading motivation for elementary school students. This study included in the mixed method approach using explanatory sequential design. Research subjects consisted of teachers and 79 fifth grade students. The data collected are qualitative and quantitative data. Qualitative data was collected using observation sheets and interview guidelines. Quantitative data was collected using non-test techniques, followed by questionnaires as instruments. Furthermore, the research data will be analyzed descriptively with interactive analysis through data collection, data reduction, data presentation, and conclusion drawing. The results showed that during the implementation of learning, teachers only used printed books as teaching material that causes being unmotivated and students responses stated that needed interesting ICT-based teaching materials to resolved it which in this case as many as 94% of students agreed if there was development in interactive teaching materials in e-book format for language learning. Implication of this study can be a reference for teachers to develop similar electronic media.

1. INTRODUCTION

Reading in students is an essential aspect of their learning and should be encouraged, and any effort or innovation that improves students' reading motivation deserves support (Akpokodje & Ukwuoma, 2016; Hung & Ngan, 2015). There is a factor behind changes in students' reading habits in school, namely that most students read less today than they did ten years ago, including school-initiated reading activities initiated from books. Besides, motivational processes are the basis for the coordination

of cognitive goals and strategies in reading (Albeckay, 2014; Gerbig, 2009). Therefore, teachers must first build motivation for reading before engaging students in reading activities that can support their academic success. Engaging in reading instruction allows them to participate in the teaching and learning process (Chinappi, 2015; Thompson & McInay, 2019). Reading motivation is a crucial contributor to students' studying fulfillment and the achievement of a school in phrases of their learning outcomes. This lack of motivation to read increases as students' progress through school and affects their self-esteem and behavior (Long & Szabo, 2016; McGeown et al., 2020). Reading motivation are multidimensional and reflect the urge to read that result from beliefs, attitudes and goals toward in reading (Komiya & McMorris Alessandra, 2017; McGeown et al., 2020). Motivation affects both student learning and behavior motivated to learn more. While motivation is one of the important factors affecting the results of the teaching and learning process (Long & Szabo, 2016; Marbun & Sipahuta, 2016).

The data from National Library research, the average Indonesian reads books only 3-4 times a week, with an average reading time of 30-59 minutes per day. On the other hand, the average number of certificates completed annually is only 5-9 (Fitria, 2019; Huzaeafah & Lubis, 2021). Data released by the National Library of Indonesia shows that the reading interest of the Indonesian people is relatively low category, which is only 36.48 (Ghofur & Rachma, 2019; Widodo et al., 2020). Studies by Childwise in 2015 show that the average 7-16 year old child spends about 6.5 hours a day on various media, while older children and adolescents spend around 6.35 hours a day on screen (Muhyidin, 2018; Walsh et al., 2020). Based on observation and interviews with teachers and students in State Elementary School in sub-district Jebres and Banjarsari of Surakarta City, only 25% of students are aware and happy even motivated to read and 75% of students only read when there are demands from the teacher that they must complete. The learning material that uses by the teacher is only printed book that is cause the students. Moreover, the frequency of accessing mobile phones for each student when at home is an average of more than three hours a day.

Considering the issues above, information technology should be used to develop innovative teaching materials that students can read anytime and anywhere. The researcher wants to develop e-book teaching materials based on a multimodal approach to the Indonesian language learning process in order to increase student involvement in reading and student reading motivation so that it will have an impact on improving their learning outcomes. E-books based on a multimodal approach that will be stored in electronic devices such as smartphone, laptops, or iPads, in other words, this e-book based multimodal is easier to use when compared to printed books and is made more attractive in the learning process. E-Books that are made with attractive packaging because they contain various media also provide solutions for student learning time to be able to repeat material that has not been understood by students, and as a solution for educators because e-books can also increase student self-regulated learning.

The role of technology in teaching and learning in the 21st century has not been reinforced in classrooms of primary school. The previous study was found that using technology in the classroom can improve reading, math, and other academic skills (O'Neal et al., 2017; Triwahyuningtyas et al., 2020). In other hand, the use of technology-primarily based totally teaching substances can facilitate the shipping of the studying manner and also can make the learning process become more interesting for students (Triwahyuningtyas et al., 2020; Zhuang et al., 2021). The proliferation of technology devices and digital media indicates a shift in people's reading habits and preferences today. In addition, motivation is an accurate indicator of a child's desire to read. The popularity of e-books can be one of the techniques to achieve engagement while expanding reading activities (Akpokodje & Ukwuoma, 2016; Savva et al., 2022). Digital books are an innovation that is considered effective enough to solve students' reading problems. If students are ultimately motivated by digital texts, what can be done is that allowing students to use e-books during independent reading time will increase the amount of time students spend reading independently, which in turn will improve students' reading achievement (Tegmark et al., 2022; Zhuang et al., 2021). Digital textbooks put printed words into a format that can be more interactive and attract students' attention (Eladl & Musawi, 2020; Evans et al., 2017).

The development of digital technology has transformed text design and reading practices in printed texts into visual texts by including multiple communicative modes such as images, video, audio and three-dimensional objects to create meaning. The combination of these elements is known as multimodal or multimodality. Multimodality has gained particular attention as it affects the functioning of 21st century reading in digital technology (Lim & Tan, 2018; Nash, 2018). For instance, multimodal approach would be very useful for engagement learning so that students have more time to understand and appreciate the different media strategies used (Lim & Tan, 2018; Thompson & McInay, 2019). It is supported by similar research, such as research that using visual text has been shown to have positive effects, including to increase student engagement, improve reading comprehension, inspire student motivation and build confidence (Jamil & Abdul Aziz, 2021; Thompson & McInay, 2019). Another

research also claim that the use of multimodal text has been shown to have positive feedback, including: increase the number of students involved, improve students' reading habits, motivate students, help students understand their culture better, build students' confidence, and more (Jamil & Abdul Aziz, 2021).

Based on various description above, the researcher considered important to be able to integrate technology into the learning process in order to attract students' interest and motivation in reading. Technology should always be used with a clear understanding of the intended learning and motivational outcomes and the opportunities that a particular use of technology can provide. Adopting certain technologies can inspire and fostering students motivation (Antara & Dewantara, 2022; Boeglin-Quintana & Donovan, 2022). Additionally, previous research found that electronic reading of electronic materials can promote children's reading development and reading motivation (Antara et al., 2022; Li & Doyle, 2020). Novelty of this research is to analyze teaching materials based on a technology-assisted multimodal approach in e-book format with opinions and referring to the current curriculum are seen as having a great opportunity to be implemented and developed in thematic learning, especially language lessons, this is because according to the results of the synthesis of relevant research it is considered to have a positive impact on increasing student learning motivation, especially in language learning. Therefore, this study aims to identify students' needs for the development of e-books that are in accordance with student characteristics, and materials that are in accordance with school needs. The implications of this research can be used as a needs assessment to develop learning media that can increase students' reading motivation significantly and more efficiently.

2. METHOD

This study implied mixed approach to link or integrate data at the appropriate stages in the research process (Shorten & Smith, 2017). Hence, mixed methods enrich this research because it can add numbers (quantitative data) words, images and narrative (qualitative data) (Pardede, 2019). More specifically, this research used explanatory sequential design. Quantitative data research subject are 79 of fifth grade primary school students, with the data collection technique by the need analysis questionnaire from participants responses, which is learned from the research and adapted to the needs of this study (LeCompte & Schensul, 2010). Meanwhile, a number of studies have been conducted to collect qualitative data on 2022 with a research sample, namely fifth grade teachers, the sampling technique used the purposive sampling technique (Creswell & Creswell, 2018). Technique collecting for this qualitative data uses the interview and observation method with the instruments interview guides and observation sheets. The data collection for this qualitative data used interview and observation by the instrument. The instrument used in this study is shown in Table 1 and Table 2.

Table 1. Questionnaire Instrument for Teacher

No	Indicator	Item
1.	Media Used in Learning Process	2
2.	Facilities Available at School	2
3.	Students Reading Achievement	2

(Budiarto & Akhyar, 2022)

Table 2. Instrument Grid of Reading Motivation for Students

No	Indicator	Item
1.	Intrinsic Motivation	8
2.	Identified Regulation	4
3.	Controlled Motivation	5
4.	Amotivation	1
5.	ICT Support	2

(Komiya & McMorris Alessandra, 2017)

After the elements of the instrument have been developed, the validity of the instrument is first subjected to a process of expert assessment and consultation, commonly referred to as expert judgement. Experts in reading and assessment were consulted on the sub-competence assessed by each item and the level of difficulty of the item. However, using expert judgment must take into account the optimal number of judges required to rank the items on the instrument. Although the "more is better" rule is often recommended, there are a number of limitations that prevent the use of large numbers of experts or judges (Binti Jusoh et al., 2018). In this design, firstly a quantitative component is designed and implemented, and then it is decided that the specific quantitative results should be interpreted. Second, a

qualitative component is designed and developed to interpret the quantitative results. In the end, the quantitative results are summarized and interpreted (Dawadi et al., 2021). Data analysis in this study has 4 stages, such as: 1) data collection period, 2) data reduction, 3) data displays, 4) conclusion drawing/verification, then correlated with student response results and analyzed using the percentage method. The research procedure sequential mixed methods can be represented adapted from Cresswell & Plano (Almalki, 2016) as in Figure 1.



Figure 1. Flowchart of Research Procedure.

3. RESULTS AND DISCUSSION

Results

This planning activity is basically a series of needs analysis which is then followed up in the initial design process related to digital teaching material products that will be developed in e-book format with the hope of increasing students' interest in reading books and increasing students' reading motivation. Some of the data collection techniques used at this stage consisted of observation or observation of the learning process (participation), interviews with fifth grade homeroom teachers related to teaching materials and student learning achievements. questionnaires were used to analyze the needs for the development of digital teaching materials in e-book format. Each of the results of this planning stage is described as follows.

One of the data collection methods used in this needs analysis stage is the interview method. The interview was conducted verbally with the fifth-grade homeroom teacher, the data from this interview will be used as a benchmark for the needs of students and teachers for innovative ICT-based teaching materials in e-book format, as well as several other factors that can be integrated with e-books. The following is a summary of the results of interviews with fifth grade homeroom teachers:

Teachers consider that in recent years students tend to be more passive when participating in the learning process, especially students who have participated in the distance learning system due to the last pandemic. During learning activities, teachers tend to use the one-way lecture learning method delivered by the teacher, this is what causes students to tend to be passive in class. So far, it can be said that students' cognitive performance in answering exercise questions and assignments is included in the sufficient category, because it is balanced between some students who can indeed answer exercise questions, and some others still cannot answer correctly. From the interview results, it was identified that the teacher only used printed textbooks issued by the Indonesian Ministry of Education and Culture.

In some additional questions given by the interviewer, the teachers basically agreed that the ability to read is the initial capital for students to be able to understand all the material. Fifth grade teachers who became informants in this study strongly agreed that there is an innovation in digital teaching materials to increase students' interest in reading so that it makes it easier for students to understand the subject matter and digital books based on a multimodal approach are expected to increase students' motivation in reading so that it has an impact on improving their learning outcomes.

This section presents the results of identifying student needs for the development of e-books or ICT-based materials in e-book format that support subject learning. In this case, the researchers chose the Indonesian language. The questionnaire was distributed to her fifth graders and had a total of 79 respondents. This survey contains several questions to help you plan your learning resources to meet your students' needs. This questionnaire has 20 optional questions and 1 question of their comment. Distribution of this survey is important. This is because the development of learning products, including ICT-based materials, must take into account the developmental level of students, both from a cognitive, emotional and psychomotor perspective. This questionnaire is important because the development of learning products, including ICT-based materials, must take into account the developmental level of students, both from a cognitive, emotional, and psychomotor perspective. Through development that considers student characteristics and professional needs, the delivery of learning stimuli should be optimized to increase student interest and participation in the book. Table 3 shows the results of the questionnaire distributed to the students. Visually, the intensity of the use of mobile devices by the respondents can be seen in Figure 2.

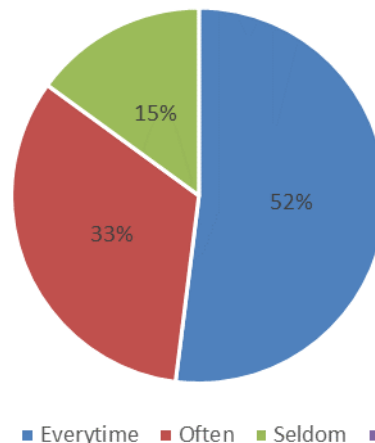


Figure 2. Use of Mobile Device

Figure 2 shows that amount 52% students almost every time use mobile devices such as cell phones, this shows that it is more possible for them to learn via smartphone than through printed books and this is also adjusted to the increasingly rapid technological developments so that teachers must keep up with the flow of modernization for their students.

Table 3. Results of the Needs Analysis Questionnaire

Indicator	Question	Students Responses	
		Yes	No
Intrinsic Motivation	Is the reading looks fun?	32%	78%
	I feel interest with the topic, content or story in the book.	20%	80%
Identified regulation	I like to escape reality and engage in reading.	28%	72%
	I feel curious about people's imaginations, experience, and/or knowledge in writing story in the book.	57%	43%
	I can relate myself to my hobbies, interests and future plans when reading	41%	69%
	I want to increase my vocab in Bahasa.	63%	37%
	Reading can help me learn how to write better.	69%	31%
Controlled motivation	Reading can help to improve my reading achievement.	78%	22%
	I want to learn, practice, and improve my knowledge in Bahasa Indonesia language.	85%	15%
	Reading can help me achieve my future academic.	65%	35%
	I have to pass the class.	89%	11%
	I have to do this for my class.	76%	34%
Amotivation ICT Support	Others force me to read.	68%	32%
	I want to pass tests (like quizzes, tests or other)	80%	20%
	Compete with others. If my friend reads more than I do, I will be motivated to read.	92%	8%
	I do not like reading. There isn't motivates me to read.	64%	36%
ICT Support	I need new innovation on learning process in the class	88%	22%
	Do you agree with the development and implementation of e-book as new innovation in learning process?	94%	6%

Referring to the student responses in Table 3, it is known that during this period students consider reading an unpleasant thing, this can see that up to 78% of students disagree if they read something that seems enjoyable draw. In addition, only 20% of students are interested in the content of the book read. Teachers can provide additional learning tools or learning resources to students, one of which is through the use of ICT-based learning materials. While students responded to ICT-based learning materials in the form of e-books, 88% of students responded if they needed a classroom innovation, specifically ICT-based learning materials. Regarding the results of students' responses, they basically need

and want ICT-based teaching materials as one of the alternatives to integrating ICT in the learning process, suitable with technological innovations of the 21st century. This is supported by student feedback to ICT-based teaching materials in e-book format that almost all students or 94% of students agree with, students are very supportive and enthusiastic. situation of applying ICT-based teaching materials as learning resources in classroom learning. The teachers also hope that in the future digital books will be developed and can be easily accessed by students so that they can influence the improvement of student learning outcomes in class.

From these observations, researchers were able to identify several facts that have arisen in this field. Below is a descriptive presentation of the results of observing the learning process. In each class, the preparatory activities worked well, based on field research showing that just providing information by each teacher during the learning process is not enough to hold students' attention. Furthermore, observations show that teachers still minimally use learning media during the delivery process and during the learning process. This is, of course, very disappointing, given that the role of the media is so important in helping teachers learn materials to mediate.

The use of learning resources falls into the "good" category, as does the management of teachers during learning activities. In addition to tending to lack diversity in learning media, the results also show that teachers only use printed materials such as textbooks provided by schools. There are no ICT-based materials available that students can use or access to study the materials. Referring to the results of student responses, the student basically needed ICT-based teaching materials instead of integrating ICT into her learning process, in line with 21st century technological advances and innovative learning models. This is borne out by the reaction of students to classroom materials. Based on ICT in e-book format, nearly all students or 94% of students agree, students are very supportive and enthusiastic about implementing ICT-based materials as learning resources when learning in classroom. Based on observational data, there are several things that have attracted the attention of researchers. It is the use of the learning mediums and materials used. Unfortunately, digital technologies such as smartphones, laptops and computers cannot be optimized to support the learning process to date, which we hope will become an alternative that can be used during the learning process and help students acquire the skills they need for the 21st century.

Based on a brief analysis and identification of preliminary studies, it is known to be an innovation E-books or ICT-based teaching materials in e-book format are required. This is expected to deliver is a stimulus to improve students' motivation to read or their engagement in reading, bearing in mind that in the 21st century in addition to achieving learning outcomes, other competencies are also needed such as critical reasoning abilities which will become one of the learning outcomes. E-books as one of the ICT-based teaching materials are considered capable of attracting students' attention, helping to increase student learning independence and indirectly contributing to improving students' motivation in reading. Bearing in mind that in the 21st century, in addition to the achievement of learning outcomes, other competencies such as learning outcomes are required, this should provide incentives to improve student motivation and engagement in reading. is expected. E-books, one of her teaching materials using ICT, are considered suitable for attracting students' attention, enhancing their learning autonomy, and indirectly increasing students' motivation to read. Considering the results of student responses, students basically need and want ICT-based teaching materials as one of the alternatives for integrating ICT into their learning process.

Discussion

Consider to the results of the observations made in several meetings and interviews with several teachers of the same subject, e.g., a fifth-grade teacher. In general, the results of the interviews show that the teacher always dominates the teaching of the material in the teaching activities. The delivery of course materials is generally one-way, although in some sessions it is also interspersed with different tasks. The interview results were also strengthened by the observations in several lessons, although the learning process was going well, where in each session at the beginning of the learning process the teacher always motivated the students to keep their enthusiasm. Students are now accustomed to the presence of technology and need new innovation in the form of technology-based teaching materials in the classroom, according to the results of a survey distributed to students, as evidenced by 88% of responses. is. students who said. In addition, 94% of her students also agreed with the existence of technology-based materials packaged with innovative multimodal approaches to support the language learning process.

Meanwhile, the observations show that teachers are still unable to optimize the use of ICT-enabled teaching tools, such as digital teaching materials and digital teaching materials, teachers only use printed teaching materials, such textbooks with materials provided by the school without the help of instructional materials created by each teacher. Reviewing at the two data sources that have been

collected, it seems that the IT-based teaching material in the e-book format has not been developed and uses a one-way learning method, such as using the reading method. The development of digital-based media is currently accelerating. Of course, many people need technology in the form of the Internet to process, share and discuss information simultaneously (Antara & Dewantara, 2022; Tanjung et al., 2017). The knowledge could be more acceptable to students if it is taught through resources that are directly relevant to their daily lives (Adijaya et al., 2023; Sun & Pan, 2021). Maynard in Jiawook argues that the combination of multimedia and technology in the classroom can particularly engage visual learners and even motivate students to read more (Nanda & Simamora, 2022; Thoermer & Williams, 2012).

Optimization of innovations in the learning process, such as the integration of technology into teaching materials, should be followed up when relevant to the results of the needs analysis. In general, there is a survey result that there are no technical teaching materials that have been converted into e-books, and it is progressing smoothly. Used by teachers to support learning activities, especially language learning. Therefore, this ICT-based teaching material in e-book format offers great chances to be applied and used during learning activities. Furthermore, by facilitating the learning process to optimize ICT, one of the competencies to be mastered when implementing multimodal approaches in the classroom is achieved and reached: the ability to increase student motivation and engagement. Some related studies indicate the need to innovate and develop her ICT-based teaching materials in the form of e-books. The advent of digital publications such as newspapers, magazines, books and magazines has changed their reading habits and increased their interest in reading online. This is also consistent with research who found that people using digital reading applications as a reading medium were more motivated to read (Long & Szabo, 2016). The digital age has also created a generation of digital natives. Interest in reading is no longer just how many books have been read, but how many sources and online readings have been clicked on, read, shared, discussed, saved and downloaded. In the midst of many demands to increase students' motivation and reading skills, policy makers and educators often choose technology applications to overcome existing problems (Taylor et al., 2020).

Based on the results of the graph analysis and the aforementioned frequency distribution graph showing the percentages of each group, it can be explained that the emergence of new learning innovations in the form of e-books can increase the reading motivation of elementary school students. Easy access to digital media is now a major challenge for people's reading habits. On the other hand, compared to traditional homework assignments, the variety of extension activities is more appealing to students, improving the integration of theoretical concepts (therefore, teachers could extend the unit and time with the incorporation of e-books to specify the parts which are difficult to present with textbooks) (Ramirez & Mercado, 2019; Sun & Pan, 2021). Another research found students have a significant number of diagnosed problems affecting reading comprehension among undiagnosed students, a significant percentage report some reading and learning difficulties (Rovira et al., 2015; Sari et al., 2020). Results from students' responses indicated that most participants enjoyed answering questions about e-book comprehension and preferred e-books than printed books. These digital texts show promise in supporting reading difficulties, and all appear to adequately support students literacy development and engagement in reading (Ciampa, 2015; Irvin, 2015).

Correspondingly, the results showed that the degree of digital book usage had a positive impact on the effectiveness and efficiency of teachers' work in the educational process. Other study was discovered that all of these modifications (personalization and gamification) make a significant contribution to children's early text comprehension, which is a requirement for more advanced reading abilities (Bee Choo & Zainuddin, 2018; Kaban, 2021). This instructional material is typically filled with multimodal components such as text, images, and instructional videos. Therefore, multimodal approach in learning is more popular in language majors because it can help activate the atmosphere in the classroom, increase students' motivation to read after class, and build their confidence in studying (Bao, 2017; Jamil & Abdul Aziz, 2021). Moreover, multimodal also can engaging students in instruction around the background of text and increase their understanding around the text (Brugar et al., 2018; Lim & Tan, 2018). Additionally, according to a study as seen before, the research shows that students want to be good readers, so schools need to make sure they feel like they are (Allred & Cena, 2020). Positive experiences influence the level of motivation of future students, which in turn influences their attitudes, beliefs and perceptions (Tegmark et al., 2022). The current study also contributes to an understanding of the genre's students read and how their consumption of them relates to students' reading motivation based on the amount/frequency of reading in general. Besides, for the increasingly popular electronic texts, this format seems to have a positive impact on children's reading motivation due to its positive orientation, support for comprehension, ability to meet a variety of needs, and characterization. happy; however, this positive effect can be offset by the novelty effect. In addition, some features of electronic documents may divert children's attention and impair their reading ability (Li & Doyle, 2020; Parmiti et al., 2022).

The implications of this research provide an overview of the urgency and application of digital-based books or e-books to students' reading motivation. The limitation of this study is that the questionnaire is still in printed form so it takes more time to manage it and distributed during the event after the exam, causing a poor response from the students. The results of this study will be useful for educators, especially elementary school teachers, in choosing the right learning media to improve children's language knowledge. It is hoped that future research can deepen the scope of research related to digital books based on a multimodal approach in increasing students' engagement with books and their motivation to read so that it will have an impact on improving students' language skills.

4. CONCLUSION

The research conduct indicate that teachers only use printed books in the learning process, causing students' enthusiasm and motivation to read are still low and the learning process is ineffective. This study reveal that considering the students are also accustomed to using technology assistance, teachers simply improve their skills and competencies regarding the development of technology based teaching materials. The results of this study are expected to be the basis for continuing the process and product development of technology-based teaching materials to be implemented in class. The concept paper provides an overview of the literature on reading habits, the importance of reading, multimodal texts as teaching materials, and the benefits of using multimodal texts to improve reading habits. Therefore, teachers, educators and school leaders should consider using multimodal texts in language teaching. In addition, the wise use of e-books requires proper preparation, including instructions and guidance from the teacher and the implementation of various assessments to achieve the desired learning outcomes.

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