Risk and Solution of English Language E-Textbook for Non-English Study Program Students

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Abstract: E-textbooks are also referred to as electronic books, printed downloads, or internet sources. A textbook is an ideal example of technology in active learning for university students. E-textbooks are becoming more great choice than paper textbooks. In several academic institutes at a campus like the University of Muhammadiyah Palembang, where every lecturer is allowed to have a personal laptop. Thus, it's critical to look into how e-textbooks are adopted and how they might alter students' learning processes. The purpose of this study is to see what the risks of learning are and how to optimize the solution for learning and using English e-textbook for non-English study program students. This research' novelty provides solutions and even optimizations related to the existing advantages and disadvantages specifically faced by non-English department students in learning English through e-textbooks. The solutions and optimizations are discussed descriptively into the modern approach and innovative technology. Furthermore, this research is beneficial for students to learn English for specific purposes.

INTRODUCTION

Learners are almost always forced to choose between reading printed or electronic textbooks. While printed textbooks are still the most common mode of information distribution for many students, e-textbooks are becoming more increasingly of interest. Most schools and other institutions prefer to give their learners electronic books as the support material during the learning process. Some instructors consider some benefits and risks to doing so. Related to that idea, most learners should be accustomed to using the electronic book as the media of learning. According to Jesse (2014) mentioned that the type of textbook that is designed to be given digitally and may be "absorbed" is an e-textbook. Therefore, E-textbooks are reading resources for educational purposes that are frequently updated. Both instructors and learners should be aware of the frequent update of the sources of reading material.

Electronic textbooks have several good and bad impacts on the field of education, especially for a student. This research is very important and will be useful for many circles such as students, teachers and institutions. Those circles must understand the use of the internet, computers and technology to support the learning process and produce skilled and insightful to the students. Currently, the

education sector has implemented technology-based learning policies. Therefore, this research can open the horizons of both students and teachers to be able to improve and optimize the quality of learning by utilizing technology to obtain extensive information. With technology, teachers and students can access additional knowledge, namely in the form of the latest electronic textbooks anytime and anywhere widely. In addition, this research also provides information that the internet, computers and technology also have risks or adverse effects in the learning process. Thus, this research can provide solutions to difficulties in using electronic textbooks in learning.

Textbooks have been and continue to be the primary reference tool and method of conveying course content in K-12 education since the wide availability of the written word (Väljataga & Fiedler, 2014). Textbooks are frequently regarded as the main basis in educational environments, giving involvement to the classroom teachings in the textual format, exercises, and discussions, among other things (Torres & Hutchinson, 1994). Textbooks are a useful teaching tool for teachers. It minimizes time, directs courses, steers the discussion, and simplifies coursework, resulting in a more structured, convenient, and easier-to-manage teaching practice. In the classical sense, textbooks are intended to serve as a basis or guidance for students, assisting them in organizing and assisting them in their learning instructional practices at home. The primary goal of the textbook is to have structure, certainty, and confidence for students. Textbooks are designed to serve as a framework or guide for students in the traditional sense.

Additionally, Lor (2021) claimed that E-textbooks go through constant modification cycles with new editions to ensure that the most up-to-date academic knowledge is available; as a result, to ensure that updated content is available, e-textbooks often include an Internet connection. As the context of this research, it is considered that e-textbooks contain the same information as print books, but that learners access them via a video digital display. E-textbooks are simple to put into practice and deliver to students since each student owns a laptop. All E-consumers must be mindful about whether e-textbooks improve or degrade students' educational learning.

Textbooks usually serve as the foundation for a course's, grades, or content area's whole pedagogy. Most textbooks are updated with topic matter from industry professionals and teachers, as well as publishing talent, over several years via editions. Textbooks are integrated into curriculum design or standards, and educators and students use them in a blended learning environment. Therefore, Abram (2010) as cited in Jesse (2014) concluded that one of the most intriguing areas for e-books is textbooks; yet, many individuals believe they can simply convert a standard textbook into an e-book and publish it on the web or a TPC. Textbooks, on the other hand, must be viewed as more than merely a delivery system for information (Mcgowan, Stephens, and West, 2009). Today's electronic textbooks haven't changed much from their original shape, and they mostly look like paper textbooks. E-texts can be updated more simply, and changes to the text can be implemented more swiftly. As a result, students are more likely to receive a textbook that contains the most up-to-date theoretical concepts. Furthermore, case examples and difficulties will better reflect the contemporary environment in which students live as well as the teaching methods used by teachers.

METHOD

Several existing studies discuss the good and bad effects of using electronic textbooks. This research has a novelty, namely providing solutions from the problems or adverse effects to the use of electronic textbooks in learning process. Besides, it is different from previous research, as one example from Lor, 2021 with the title "Benefits and Limitations of E-textbook Use". This study just concludes some of the advantages and disadvantages of using electronic textbooks in learning.

This study is a qualitative approach that delves at some risks and useful impact from the implementation of an e-textbook for college students in the English learning process. This study presents some expert reviews related to the topic such as; the most important of e-textbooks in the classroom, e-textbook categories, interaction between e-textbooks and learners, the benefits, and problems of e-textbook. Finally, the research turned to some solution and conclusions about the risk and benefits of using e-textbook in learning process.

RESULT AND DISCUSSION
E-book in the Classroom

Manley and Holley (2012) defined the term "e-book" as a broad phrase that incorporates a variety of ideas. A survey of the literature reveals that the word has numerous meanings that change depending on the context. Balta (2018) claimed the electronic book is downloaded, web-accessible information that provides articles that are written and have been used by people for ages. Safak and Bora (2017) claimed that the definition of the e-book encompasses any book made available in electronic form via one of four methods: a downloadable, dedicated e-book; a dedicated e-book, e-book reader, content e-book, or published book.

In simple terms, an e-book is a book that gives readers electronic access to the contents of any book (Hawkinds, 2000). They're high-tech reading tablets that can store thousands of pages of text. Text is downloaded into them and seen on built-in devices E-books are modern digital book formats designed to be read on computers or accessible e-book readers. They have all of the characteristics of paper books without paper. E-books are made up of both hardware and software. In this regard, e-books are connected to a specially built moveable hardware combination (Morgan, 2010).

It is a media format that incorporates audio, image, film, and multimedia instructional connections that can be read in computers and specifically built power tools (De Jong and Bus, 2003). Electronic books demonstrate the potential for new experiences and interactions with information. Reading, problem-solving, and other helpful learning activities are all included in electronic books. Thus, the online media alternative to a traditional printed book is an e-book. It's a type of electronic book that may be read on a computer, a personal digital assistant (PDA), or other electronic device intended exclusively for reading e-books (e-book reader).

Safak and Bora (2017) described that the fact that e-books are an interactive medium is their most distinguishing feature. In the printed book, one-way communication becomes increasingly interactive in the e-book, providing readers with a unique reading experience. Simple e-books (non-interactive e-books) were eventually phased out in favor of compound e-books (reactive e-books) that included certain visual and auditory aids (image, video, audio). The connection between readers and e-books has changed dramatically as a result of these stylistic shifts. With e- E-books developed as a model for creativity.

The capabilities consist of mixing voice, video, and text communication, and eventually, 3D graphics and animations, virtual reality, speech recognition, and social network connection EPUB3 based improved e-books.

Book categories

According to De Jong and Bus (2003) mentioned that the books were classified into the following groups:

Table 1. Books Classification

Category	Description
Processing of books	- An opening screen that explains the many choices.
	- A forward and backward key to navigate to other prior screens, respectively.
	- A screen that shows all of the displays in a tiny format.
Digital in image	- Dramatic images that bring the story to life.
	- Is it information, parts, or entire tale scenes that are dramatized?
	- Filmic effects and additional music.
Multimedia integrated to printable and spoken text	- Oral reading is available
	- Printed that alters while being narrated through underlining, coloring, and other means.
The story's involvement	- Game and song availability; (i) as a distinct record; (ii) as part of the story
	- Hotspots; (i) accessibility; (ii) story integration
	- Interconnectivity of examples supporting the story; (i) no interconnectivity; (ii) realized by the availability of games and/or songs and hotspots; (iii) realized by the availability of games and/or songs; (iv) realized by the accessibility of games and/or songs; (v) actualized by the accessibility of hotspots. Legibility of interactive
	- Choices for starting, continuing, and pausing the oral reading.
	- Print options.
	- Text hotspots to initiate the speech of sentences or individual words.
	- A reference to help you understand the words in the story.

Learners and e-books

Reading an e-book rather than a standard paper text can be intimidating for many pupils. Mcgowan et al (2009) said that there is a learning process with today's youth, but it is similar to the experience students had shifted their writing from paper to computer in terms of learning to successfully read e-texts. Lau (2008) many of the e-text elements aimed to make pupils more active readers were not used by pupils. "Learners have acquired reading habits, and breaking those habits takes more time and attention than can be supplied in a single semester course," the author argues, adding that instructors cannot utilize class time to discuss "reading methods or ways to use the software."

Abuloum, Farah, Kaskaloglu, and Yaakub (2019) investigated how electronic textbooks alter how learners learn both within and outside of the classroom. The e-text reader, an

electronic textbook application, was created and deployed for the course introduction to Computer Science. Lau (2008) obtained those electronic textbooks can bring learners and instructors closer together, allowing for improved communication and learning possibilities. In this sense, an electronic textbook is not just a content delivery device, but also a mediator between instructors and learners or between learners.

Woody, Daniel, and Baker (2010) found that learners, male or female, have computer self-efficacy, or computer comfort, do not choose computer textbooks over printed textbooks. Dealing with e-textbooks is sometimes regarded to be more time-consuming than learning with paper-based resources. Learners' e-reading habits were investigated, and it was found that learners who volunteered to use e-textbooks were pleased with the experience, mostly because e-textbooks allowed for the use of additional capabilities such as glossary look-up and bookmarking capabilities.

According to Doering, Pereira, and Kuechler (2012), e-textbooks make the way of learning in higher education, their benefits of increased content are being promoted. They do not just give ease and efficiency, but they also customize the learning opportunity and presentations to the individual. Furthermore, learners can access e-textbooks from anywhere. Delve more, broadening their knowledge of topics and thinking styles.

The Benefits of e-Textbooks in the Classroom

Some benefits of using e-book in the learning process; in terms of availability on the instant, e-books can be accessed immediately and do wouldn't go out of print. Terms of translation of languages, e-books can readily be translated into a variety of languages. Terms of modifiable

monitors, the print on an e-book can be customized to meet individual demands; each learner has the preferences. Jamali, Nicholas, and Rowlands (2009) expressed that in terms of reading support, engaging with an e-interactive book's environment encourages learning styles; impairments are overcome by modifying page and letter designs or mixing text reading with aural stimuli, and disabilities are solved by integrating text reading with aural stimuli. Terms of assistance with education, scientists, instructors, and tutors can monitor how much information has been accessed, and e-books can contain exam questions, quizzes, journals, assessments, web conferencing, and other features.

In addition, Waller (2013) also added that with e-textbooks, learners may effortlessly search for words or phrases using a screen touch, and some readers can highlight and take notes. E-textbooks also have the advantage of being easier to update than traditional paper textbooks, which need reprinting, making them more environmentally friendly. Then, learners may easily search for words or phrases with an E-textbook by tapping the screen, and some readers can underline and take notes. E-textbooks are also less environmentally destructive than actual paper textbooks since they are easier to modify and do not need copies.

The research findings from Embong, Noor, Hashim, and Ali (2012) concluded that the adoption of e-Books has a wide range of implications. Physically, academically, and mentally, they profit from e-books. The contents of a traditional textbook can be compressed using an e-textbook reader. Additionally, Jamali, Nicholas, and Rowlands (2009) claimed the main benefits of utilizing e-textbooks are divided into four categories: online availability, searchability, cost, and mobility. The fundamental benefit of

textbooks is that they are easier to obtain than print books

The Problems of e-Textbooks in the Classroom

Waller (2013) had a survey that learners can be used e-textbooks if they have a device to use them on. The reader gadget's battery life is minimal and must be recharged. Technical difficulties with the reader equipment may prevent an individual from viewing the E-textbook. Some people get eye strain after reading for an extended time during extended lengths of time. Doering et al., (2012) also said that when it came to pagination, e-textbooks in HTML format were problematic. Other learners claimed that having a continual internet connection caused them to be distracted by e-mails and web surfing. Reading time was extended as a result of these diversions, and paragraphs had to be re-read in several situations. Furthermore, it can be inconvenient if the Internet connection is slow; it makes learners unduly dependent on computers; it made students hesitant to utilize the libraries for active study, and it reduces plagiarized management and enhances concern regarding copyright.

Smith, Kukulska-hulme, and Page (2014) claimed that e-textbooks can help learners do the very same things in various ways, but it can also let learners accomplish new things that they couldn't do as easily or at all before they arrived. While Smith et al (2012) do not underestimate the importance of cost concerns or the development of new opportunities for interaction that e-textbooks present. This innovation, which has the potential to drastically alter traditional reading habits, should be promoted and enhanced. According to Khalid (2014) teachers' degree of expertise and approach to e-book devices may have an impact on how they teach their pupils about e-books.

Furthermore, most instructors who have difficulty adjusting to technology devices learn about them at the schools where they work rather than during their university years. As a result, determining the extent to which this technology is adopted and used by preserves teachers is critical.

Optimization of English e-textbook
Modern Approach

A new or modern approach is the need for the latest innovative material in the educational process. The goal of English language learning is to increase students' talents as well as to educate them and build certain skills. The name interactive teaching media like e-textbook implies promoting students' internal activity. Rather than a description of the technological approach is principally reflected in a real instructional structure that permits the achievement of the expected outcomes.

Education's goals and objectives should be formulated in such a way that the particular learning goals and priorities of each stage are connected. The use of electronic information like e-textbook in learning programs of foreign language classes, a massive study on the use of pedagogical and digital technology in the learning system is being carried out. The theoretical and technological foundations of this topic have been explored, as have the particular of each educational technique, and adequate information has been gained.

Qualitative changes imply the existence of the latest technological, information, audiovisual, and auditory instruments covered in the e-textbook need the development of new approaches and the introduction of a specific feature that is becoming an intrinsic part of the learning process. In addition, the Brainstorming method used in discussion sessions can engage students' interest in the lesson's topic. When lessons are

organized using the "brainstorming" method, students try their hardest to get out of the given problem settings, thinking of alternative methods to get in the problem, which contributes to their enthusiasm in the class activity.

Another modern approach in utilizing e-textbook is that lecturers must have many supporting sources of knowledge in teaching English language skill activities. In the field of teaching, lecturers can appropriately get the information from the findings or research journals of several previous researchers. Therefore, the appropriate e-textbook is also connected to students' learning styles and strategies. It is not enough for a lecturer only choose an e-textbook without any basis to teach English, and they must also correlate it based on the findings of scientific papers regarding teaching methods and teaching materials that are appropriate to the abilities of the students that they teach. Therefore, the modern approach is a teaching method that accordance with the current digital era.

As a lecturer, whether teaching English to students majoring in the English department or not, they must determine the material and sub-materials that are by the learning objectives of each student's department. This is very important because the incorrect choice of e-textbook can thwart the achievement of learning English. In addition, the content of material must also follow the changes or must always have the latest by the times. Thus, learning activities will not only produce students who can understand English language skills but also understand others according to the existing context.

Innovative Technology

Innovative technology is a collection of writings that supplement the textbook curriculum. The systematic instructions clarify the characteristics of the texts and include vital information for the readers. These recommendations serve as a bridge between the content and the research information, as well as assisting students in planning for the workshop. The following issue is determining the usefulness of the resources discovered for educational reasons. There could be an issue with the textbook in a course that received via the Internet doesn't integrate into the school's curriculum educational. Therefore, both teachers and institutions should choose the appropriate learning resources during each semester of English language learning. Appropriate resources should also be relevant to the institution's purpose of learning. Therefore, students learn based on their proportion.

In terms of English textbooks as the resources of learning, they must relevant to the English language target of learning. As the examples, English for specific purposes learning is different from English as the actual major of the department students. Teaching English to non-English majors is more complicated than the students majoring in English. Therefore, the level of English objective is also different. English e-textbook lesson for non-English majors is much closer to the ability of English in general or in other words it is specific to the education major.

English e-textbook for a non-English major student must provide an interesting and attractive look. It needs an interesting form of writing text where the composition of the reading text is not too full of words. Most of the students who come from non-English majors have English language comprehension skills that are not as high as students who come from English education majors. Thus, the selected English e-textbook must contain the appropriate level of material difficulty for students who are not from English education. In addition, modification of the

visual appearance also has an important role in attracting the attention of students. The form of writing and pictures that are not monotonous also affect the motivation and enthusiasm of students in starting concentration in learning. Therefore, even though the level is a student of the university, lecturers must also consider the enthusiasm and motivation of those who do not from the English department.

CONCLUSION

As printing press to digital design, and from digital production to digital media, the development of e-textbook has been primarily based on economic concerns, removing many issues of effective teaching unchallenged in the context of the overall socio-technical scenery dominated by computerization and network management. Despite some favorable findings in terms of student performance, the literature study has found that existing related to e-textbooks are beneficial and easier similar to their print versions. Besides, regardless of the economic situation, does not appear to be an appealing prospect for learners. Therefore, benefits, flexibility, accessibility, and alleged desirability are all factors to be considered in the use of e-textbook in the classroom. Unfortunately, there are also some problems or disadvantages that are faced by the learners and learners in implementing the e-textbook in the learning process. Furthermore, teachers must be more critical and smart in adopting the technology. Besides, the advantages and disadvantages of e-textbooks, both teachers and students may have to change their minds that learning English by using e-textbook is easier and helpful to daily practice.

The goal of both published and e-textbook collaborative foreign language courses is to have a platform for learning facilitation and learning activity. In summary, using an e-textbook to study a foreign language could be more productive and enjoyable. The English learning approach will become more student-centered but much less time-consuming. As a result, it intends to improve the quality of teaching and successfully grow students' applied Language skills, implying that students' language proficiency will be further improved.

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