# The Application of e-Book Learning Media in English Instruction: A Case at the Public Elementary School in Indonesia

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**Abstract:** Various learning media are available in the world of education which can be an option for educators to choose learning media that suits the conditions of their respective classes. This research aims to analyze the use of e-book learning media in English instruction at the elementary school 1 Boja (*SDN* 1 Boja). This research is descriptive qualitative research. Data collection methods used interviews, questionnaires, and observation. The participants of the research are consisting of a single class comprising 30 students of grade 4. The research results showed that the use of e-book learning media has various positive impacts, including: increasing students' learning motivation, improving students' interest in learning, and increasing students' activeness during the teaching and learning process. The conclusion obtained is that e-book learning media has a positive impact on the English language learning process in elementary schools. It is recommended that e-book learning media also be applied to other subjects.

**Keywords:** learning media, e-books, English subject, elementary school

## INTRODUCTION

In the contemporary globalized world, proficiency in the English language has become an indispensable asset, opening doors to opportunities in education, employment, and international communication. Recognizing this, Indonesia has prioritized English language learning in its educational system, aiming to equip its citizens with the skills and knowledge necessary to thrive in a rapidly evolving global landscape (Budiman et al., 2021). The early years of schooling are crucial for language development, laying the foundation for future linguistic proficiency. It is during this formative period that children develop essential language skills, such as vocabulary acquisition, grammar comprehension, and communication fluency. Therefore, fostering effective English language learning in Indonesian elementary schools holds immense significance for the nation's future. There are some existing challenges and limitations of English teaching in Indonesia, particularly for non-English speaking children. The challenges are concerning the availability of learning media. This kind of limitation can be solved by producing e-books as a learning medium for English learning in elementary school. E-books are a promising solution to address these issues. (Fadhella Riziqsiwi et al., 2021).

By examining the benefits of e-books in English language learning, this paper aims to provide valuable insights into their potential to revolutionize teaching practices and empower Indonesian students to reach their full linguistic potential. It will explore the practical applications of e-books in an Indonesian elementary school setting, analyzing their impact on

student engagement, learning outcomes, and overall English language development. Ultimately, the paper advocates for the integration of e-books into English language teaching in Indonesian elementary schools, emphasizing the need for greater support and resource allocation to ensure the success of this innovative approach (Kalifah et al., 2022): Anisa Fitriana et al., 2022): Audia Sukma & Arief Budiman (2023)

The use of e-book learning media in English subjects at the elementary school level has been widely explored in prior research, highlighting its effectiveness in improving student learning outcomes. López-Escribano et al., (2021) found that interactive e-books enhance vocabulary retention and comprehension among young learners. Similarly, Tlili (2024) demonstrated that e-books with multimedia features, such as audio and animations, effectively cater to diverse learning styles and make language learning more engaging. Brunel et al., (2023) emphasized that e-books offer accessibility and convenience, enabling students to learn independently at any time or place. Additionally, Bojiah & Praveena (2024) highlighted the role of teacher facilitation in maximizing the impact of e-books, suggesting that guided instruction enhances their effectiveness in the classroom.

E-books have proven to be effective learning media for English as a Foreign Language (EFL) classes in Indonesian elementary schools due to their flexibility and accessibility. They can incorporate engaging multimedia elements such as images, audio, and interactive exercises, which align with young learners' preferences and make learning more enjoyable (Almunawaroh, (2020): Suriani et al., (2023): Bojiah & Praveena, 2024). Furthermore, e-books can be tailored to meet varying levels of language proficiency, ensuring that the materials address the specific needs of students (Richards, J. C., & Rodgers :2014). To maximize their potential, it is important to develop a wide variety of e-books that support diverse EFL learning objectives (Amelia et al., 2024). This strategy aligns with students' preferences for interactive and digital resources, enhancing their engagement and creating a more effective learning environment (Mayer, 2017).

Indonesia's educational system recognizes the importance of English language proficiency for its students. However, the implementation of effective English teaching practices in elementary schools, especially for non-English speaking children, presents significant challenges. However, the current state of English education in Indonesian elementary schools has many limitations and there are areas for improvement (Ristiyanto et al., (2023): Saputri et al., (2023): (Fitriyana et al. (2023). One prominent challenge is the limited exposure to the English language outside of the classroom. Students often lack opportunities to practice and immerse themselves in the language beyond formal instruction. This lack of exposure can hinder their development of fluency and confidence in using English (Harputra et al., (2022); Fadillah et al., (2023)Furthermore, the teaching methods employed in many Indonesian elementary schools are traditional and teacher-centered. This approach often relies heavily on rote memorization and grammar exercises, which can be monotonous and demotivating for young learners. The emphasis on memorization may not effectively foster genuine understanding and communication skills, especially for non-English speaking children who struggle to connect with the language on a deeper level ( Alifvia et al., (2024); Khotimah et al., (2023); Sarjono (2022). Another significant challenge lies in the shortage of qualified English teachers, particularly in rural areas. Many teachers lack adequate training in teaching English as a second language, resulting in inconsistent teaching quality and limited ability to cater to diverse learning needs. This issue is further compounded by the lack of resources and support for teachers, such as access to up-to-date teaching materials and professional development opportunities (Saidah et al., (2021); Saraswati et al., (2020); (Sukesi et al., (2020).

The existing English curriculum, designed for a nationwide audience, may not effectively address the unique needs of non-English speaking children. The curriculum often assumes a level of prior exposure to the language that many students do not possess. This mismatch between curriculum and student needs can lead to frustration and disengagement, ultimately hindering their progress in English learning (Ismawarni, 2022); (Sucandra et al., 2022); (Haryadi et al., 2023). In addition to these pedagogical challenges, the socio-cultural context of Indonesia also plays a significant role in shaping English learning experiences. The prevalence of the Indonesian language and the limited exposure to English in daily life can make it challenging for students to develop fluency and confidence (Widyaningrum, et al., (2021); Boy Jon et al., (2021).

This paper seeks to explore the advantages of e-books in English language learning, offering insights into their potential to transform teaching methods and enhance the linguistic abilities of Indonesian students. It focuses on the practical use of e-books in an Indonesian elementary school context, examining their effects on student engagement, academic performance, and overall English language proficiency. These challenges underscore the need for a comprehensive review and reform of English teaching practices in Indonesian elementary schools. Addressing these issues through innovative approaches and strategic investments is crucial for fostering a more effective and engaging learning environment, particularly for non-English speaking children. Based on the facts above, the researcher conducted this research which aims to analyze the application of e-books learning media in English subjects at SDN 1 Boja.

## RESEARCH METHOD

This research is qualitative descriptive research, which means the researcher describes or provides descriptions of various phenomena in the field. This research was carried out in February 2023 (second term of the 2022/2023 academic year) at SDN 1 Boja, Kendal district. The data collection methods used were interviews, questionnaires, and observations. Interviews were conducted with English teachers and school principals. Questionnaires were distributed to the 30 students of grade 4. The questionnaires were also distributed to the 30 parents of the fourth-grade students.

The participants for this study were selected by using random sampling method from a group of 30 Grade 4 elementary school students to align with the research focus on English language learning at the primary level. These students were chosen because they represent a critical stage in language development, where foundational skills in reading, writing, and comprehension are established. Additionally, Grade 4 students are typically transitioning to more complex language tasks, making them suitable for assessing the impact of e-books learning media. The selection was based on convenience sampling, as the class was accessible to the researcher and aligned with the study's objectives. This group offers valuable insights into how e-books can influence engagement and learning outcomes in a real-world classroom setting.

Observations were carried out three times in February 2023. The first observation was carried out in the first week of February 2023, the second observation was carried out in the second week of February 2023, and the third observation was carried out in the third week of February 2023. In this study, observations were conducted three times during lessons where the teacher used e-books as a learning medium. These observations focused on student

engagement, interaction, and participation, as well as the teacher's methods of integrating e-books into the lesson. Conducting observations three times allowed for a more comprehensive understanding of the teaching and learning dynamics, ensuring that any patterns or changes in behavior could be identified. Repeated observations also helped account for variations in classroom conditions, such as differences in student mood, lesson content, or external factors that might affect the outcomes. This approach ensured that the findings were consistent, reliable, and reflective of typical classroom practices.

To ensure trustworthiness in the research, the researchers use triangulation. Triangulation using interviews, observations, and questionnaires ensures the validity and reliability of the research findings by incorporating diverse perspectives and data sources. Interviews provide in-depth qualitative insights directly from participants, offering a detailed understanding of their experiences and viewpoints. Observations allow the researcher to gather real-time, contextual data on behaviors, interactions, and practices in natural settings. Questionnaires add a quantitative dimension, capturing structured responses from a broader group, which can be analyzed for trends and patterns. By comparing and cross-checking the data from these three methods, the researcher can identify consistencies and discrepancies, leading to more comprehensive and trustworthy conclusions.

## RESULTS AND DISCUSSION

In conducting the research, several instruments were applied. The first is the interview sheet for the principal to find out whether the principal supports the English teaching at SDN 1 Boja. The second is the interview sheet for the English teacher, which is intended to find out how the implementation of English teaching at the school. The third is the questionnaire for the students to find out how the students experience in English learning at school. The fourth is the questionnaire for the parents to find out how parents respond to the English teaching. The last one is the observation sheet to find how the implementation of the English teaching.

The results of the interview with the school principal showed that he supports English learning at SDN 1 Boja because it is considered important. Children who study at the elementary school level are individuals who are at a developmental stage where at this stage children can absorb new material easily. This is following language acquisition theory. The foundation for language development is established during early childhood, making elementary school a crucial period for effective language acquisition. Children at this age possess remarkable cognitive flexibility and a natural inclination to learn, making them highly receptive to acquiring new languages. Research in developmental psychology highlights the critical role of early exposure and interaction in shaping language proficiency (Gervain, 2015).

Elementary school children are in the midst of rapid cognitive development, characterized by expanding vocabulary, improving comprehension skills, and developing more complex sentence structures. Their brains are highly plastic, enabling them to readily absorb new information and language patterns. This period is ideal for introducing English as a second language, leveraging their innate learning capacity to foster fluency and communicative competence (Clark, E. V., & Casillas, 2015). Furthermore, children at this age are naturally curious and eager to explore the world around them. They are intrinsically motivated to communicate and engage with others, making them highly responsive to interactive learning experiences. By tapping into this natural curiosity and enthusiasm, English language learning can be transformed into an engaging and enjoyable process (Brown, Penelope and Gaskins, 2014).

The significance of early language acquisition extends beyond immediate language skills. A strong foundation in English provides a gateway to a broader range of educational opportunities, cultural experiences, and future career possibilities. By providing children with the tools to navigate a globalized world, we empower them to become confident communicators, critical thinkers, and successful individuals (Guasti, 2017).

Table 1
The interview questions with the principle of SDN 1 Boja

| No | Questions |
|----|-----------|
| 1 | Is English lesson given as a compulsory subject or as local content? |
| 2 | Why is English taught in SDN 1 Boja? |
| 3 | What support do you provide as a principal for the continuity of English learning at SDN 1 Boja? |
| 4 | In your opinion, does English need to be taught to elementary school students? |
| 5 | Does English learning support the school vision? What is the vision of SDN 1 Boja? |
| 6 | Does English learning support the school mission? What is the mission of SDN 1 Boja? |
| 7 | What facility do you provide to support English learning at SDN 1 Boja? |

The interview with the English teacher shows that he consciously chose e-books media to be applied in learning English in class because e-books have several advantages. In the realm of English language acquisition, the emergence of e-books presents a compelling opportunity to revolutionize teaching practices and enhance learning outcomes, particularly for non-English speaking children. E-books, with their inherent accessibility, interactivity, and engaging features, offer a powerful tool to overcome traditional teaching challenges and foster a more dynamic and effective learning environment (Ghafar, 2024).

The first advantage is accessibility. E-books eliminate the logistical and financial barriers often associated with traditional textbooks. They are readily available online, eliminating the need for physical storage space and reducing the costs associated with purchasing and distributing printed materials. This accessibility makes e-books particularly valuable in resource-constrained environments, ensuring that all students have access to high-quality learning materials (Bustang et al., 2021).

The second advantage is interactivity. E-books transcend the limitations of static print by offering a dynamic and interactive learning experience. They can incorporate multimedia elements such as audio recordings, videos, animations, and interactive exercises, making learning more engaging and stimulating for children. This interactivity allows students to actively participate in the learning process, fostering deeper comprehension and retention (Ma'arif & Sunniyah, 2021).

The third advantage is having engaging features. E-books are designed to captivate young learners with their vibrant visuals, captivating narratives, and engaging features. They can incorporate interactive elements like games, quizzes, and activities, making learning fun

and motivating. This playful approach to learning keeps children engaged and encourages them to explore the English language with enthusiasm (Putri :2022).

The fourth advantage is overcoming traditional challenges. E-books address several challenges inherent in traditional English teaching methods. For example, they provide opportunities for personalized learning, allowing students to progress at their own pace and access materials tailored to their individual needs. E-books also facilitate differentiated instruction, catering to the diverse learning styles and abilities of students within a classroom (Almunawaroh, 2020).

From the several advantages mentioned above, English teachers choose e-books as a learning medium. E-books hold immense potential for enhancing English learning in elementary schools, particularly for non-English speaking children. Their accessibility, interactivity, and engaging features make them a powerful tool for overcoming traditional teaching challenges and fostering a more dynamic and effective learning environment.

Table 2

The interview questions with the English teacher of SDN 1 Boja

| No | Questions |
|---|---|
| 1 | What is your educational background? |
| 2 | Which one do you agree that English is taught as an extracurricular or as local content? |
| 3 | How long have you been teaching at SDN 1 Boja? |
| 4 | What problems do you face while teaching English at SDN 1 Boja? |
| 5 | What solution do you implement to solve the problem you face? |
| 6 | What factors support the progress of English learning at SDN 1 Boja? |

| | |
|---|---|
| 7 | What facility does the school provide to support English learning at SDN 1 Boja? |
| 8 | What materials do you provide for learning English at SDN 1 Boja? |
| 9 | In what part of teaching do you include the local wisdom in English teaching? |
| 10 | What kinds of media do you use for teaching at SDN 1 Boja? |
| 11 | Why do you choose e-books for the teaching media? |
| 12 | What advantages do you get by using e-books in your teaching activities? |
| 13 | Are there any difficulties in using e-books in your English class? |
| 14 | How did you solve the problems? |
| 15 | Do the e-books provide sufficient exercises for the students? |
| 16 | How did you evaluate the student's progress after using the e-books? |
| 17 | How did you evaluate the student's progress during the Covid-19? |
| 18 | How did you solve the problems of teaching during the Covid-19? |
| 19 | Did the e-books help the students learn English during Covid-19? |
| 20 | What do the students feel about learning activities during the Covid-19? |

The next discussion is the result of the student's response to the questionnaire. The results of questionnaires for students show that students are happy with the existence of e-books as a learning medium. The implementation of e-books was met with positive responses from the students. The interactive features of the e-books kept them engaged and motivated to learn. Students reported enjoying the colorful illustrations, animations, and audio recordings, which made learning English more enjoyable and memorable. Moreover, they found the e-books to help them understand new vocabulary words and practice their English skills.

Table 3
The results of questionnaire administered to the students of SDN 1 Boja

| No | Questions | Yes | Neutral | No |
|---|---|---|---|---|
| 1 | Does your teacher always use e-books in teaching English | 30 | - | - |
| 2 | Is it difficult to understand the words in the e-book? | 3 | 10 | 17 |
| 3 | Does the e-book help you to write English? | 21 | 6 | 3 |
| 4 | Do you have problems in memorizing the words in the e-book? | 17 | 2 | 11 |
| 5 | Do you practice reading the e-book at home? | 16 | 10 | 4 |
| 6 | Is learning English difficult for you? | 12 | 8 | 10 |
| 7 | Do you like learning English? | 24 | 4 | 2 |
| 8 | Do you always pay attention to your teacher in class? | 30 | - | - |
| 9 | Do you like your English teacher? | 30 | - | - |

| No | Question | | | |
|----|----------|----|----|----|
| 10 | Do you like the English teacher teaching? | 29 | 1 | - |
| 11 | Do you ask questions when you don't understand the material? | 24 | 2 | 4 |
| 12 | Do you always study English at home ? | 15 | 5 | 10 |
| 13 | Do you often leave the English class? | 1 | 1 | 28 |
| 14 | Do you often get confused in learning English? | 15 | 1 | 14 |
| 15 | Do you often work in a group? | 17 | - | 13 |
| 16 | Does the teacher use pictures and video as media? | 27 | - | 3 |
| 17 | Is the English class environment comfortable? | 30 | - | - |
| 18 | Do you show the result of your English test to your parents? | 30 | - | |
| 19 | Do your parents help you learn English? | 29 | - | 1 |
| 20 | Do you speak English at school? | 6 | 2 | 22 |

Table 4
The result of questionnaire administered to the students of SDN 1 Boja

| No | Questions | Answer |
|----|-----------|--------|
| 1 | What is the most difficult part of the e-book for you? | Verbs<br>Time/Clock<br>Counting<br>Understand the question<br>Prohibition<br>Adv of place<br>To understand longer sentence<br>To understand the dialog<br>Asking permission<br>Reading the text |
| 2 | Which part of the e-book do you think is easy to understand? | Vocabulary about jobs<br>Noun<br>Simple sentence<br>Telling Time<br>Vocabulary about religion<br>Vocabulary about Fruit<br>Number<br>Simple dialog<br>Guided writing |
| 3 | What is your best impression of learning English in class? | • When the students have to memorize the dialog or difficult words<br>• The teacher is very patient with the students<br>• The teacher always gives positive reinforcement<br>• The teacher works hard to make the students understand the material<br>• The way the teacher explains the lesson is interesting<br>• The teacher is a very kind-hearted person<br>• The teacher is a very detail person |

| 4 | What kinds of English classes do you wish to have? | • When the teacher sings songs in English<br>• When the teacher repeats the explanation because the students still don't understand the material<br>• The material presented is easy to understand<br>• More topics about animals<br>• Simple grammar which is easy to understand<br>• There is a puzzle as a game in learning<br>• Always work in group for every topic discussion<br>• Learning more about greeting<br>• Use more videos in class<br>• During the covid 19, students wish to have face-to-face learning English<br>• The talk speed in the media is slower<br>• Simple material to make the students easy to understand<br>• Learning English must be a fun class<br>• The class is not only theory but also practices |

The questionnaire was also distributed to parents to find out their support for their children. The results of the questionnaire with the parents show that they support the existence of learning English because it has several advantages, including the following: useful for education at the next level, useful for the future of children when they enter the world of work, and useful for them in everyday life because now many aspects of daily life use English (for example: gadgets, films, news, etc.).

Table 5
The result of questionnaire given to the students' parents of SDN 1 Boja

| No | Questions | Agree | Neutral | Disagree |
|----|-----------|-------|---------|----------|
| 1 | Do you agree that there is an English lesson at the Elementary school? | 38 | - | - |
| 2 | Do you agree if your children get English subjects at school? | 37 | - | 1 |
| 3 | Do you agree that learning English is important for your children? | 38 | - | - |
| 4 | Do you agree that English must be learned from Elementary School? | 38 | - | - |
| 5 | Do you help your children in learning English? | 23 | 7 | 8 |

Observations were also done to see how the teacher conducted the English teaching. The results of the observations show that teachers have been able to properly apply e-books as

a learning medium so that learning can run comfortably, smoothly, and happily. This case study provided valuable insights into the effectiveness of e-books in English language teaching where researchers found four advantages: (a) increased engagement: The interactive features of the e-books significantly enhanced student engagement in the learning process. (b) improved comprehension: The visual aids, audio recordings, and interactive elements facilitated comprehension of English content. (c) positive learning environment: The e-books created a positive and stimulating learning environment, fostering a love for learning English. (d) accessibility and flexibility: E-books provide students with access to learning materials anytime and anywhere, promoting flexibility in learning.

Table 6
The observation sheet of English teaching in SDN 1 Boja

| No | Aspect of Teaching Observed | Yes | No | Remark |
|---|---|---|---|---|
| 1 | OPENING | | | |
| | Teachers state the objectives of the course | √ | | |
| | Teachers motivate the students | √ | | |
| | Teachers explain learning steps using e-book media | √ | | |
| 2 | ACTIVITY DURING THE CLASS | | | |
| | Teachers distribute e-books | √ | | |
| | Teachers allow students to work with the worksheet in the e-book in groups | √ | | |
| | Teachers guide students in group discussions | √ | | |
| | Teachers allow the student representatives to present the results of their group work in front of the class | √ | | |
| | Teachers give feedback and at the same time delivers the material | √ | | |
| | Teachers provide the opportunity to ask questions | √ | | |
| | Teachers respond to questions | √ | | |
| | Teachers clarify concepts if there is a problem | √ | | |
| 3 | CLOSING | | | |
| | Teachers ask the students for the conclusion | √ | | |
| | Teachers give a test | √ | | |
| 4. | TIME MANAGEMENT | | | |
| | Teachers teach according to the allotted time | √ | | |

This case study demonstrates the potential of e-books as a valuable tool for enhancing English learning in Indonesian elementary schools. The interactive features, engaging content, and accessibility of e-books make them an effective resource for promoting language acquisition, especially for non-English speaking students. The positive student responses and observed benefits highlight the need for further exploration and integration of e-books into English language teaching in Indonesian elementary schools.

To illustrate the potential of e-books in enhancing English learning for non-English speaking elementary school students in Indonesia, this section presents a case study from a primary school in Kendal district. The school, SDN 1 Boja, serves a diverse student population, many of whom have limited exposure to English. This case study showcases how

e-books were integrated into English language teaching, highlighting the teaching strategies employed and the observed student responses.

The school, with the support of the Education Ministry, implemented e-books into its English curriculum. The chosen e-books were carefully selected to align with the Indonesian national curriculum and cater to the interests of the students. The e-books featured interactive elements, such as audio recordings, animations, and games, to enhance engagement and make learning more enjoyable. (Alice et al.,2023) states that the use of e-books as a learning medium offers various advantages, including providing easy access for both teachers and students.

The teachers incorporated the e-books into their lessons using a variety of strategies: (a) interactive reading: Students read the e-books individually or in small groups, utilizing the interactive features to enhance comprehension. (b) vocabulary building: The teachers used the e-books to introduce new vocabulary words, emphasizing visual aids and context-based learning. (c) language games: The e-books provided a platform for interactive language games, allowing students to practice their English skills in a fun and engaging manner. (d) collaborative learning: Students worked together to complete tasks and activities presented in the e-books, fostering communication and teamwork. The use of e-books had several positive outcomes in the classroom. Students demonstrated increased engagement and enthusiasm during lessons, particularly when interacting with the multimedia features of the e-books. Their comprehension and retention of new vocabulary improved due to the combination of visual aids and context-based learning. Additionally, the incorporation of interactive language games and collaborative tasks enhanced their communication skills and encouraged teamwork. Overall, the e-books contributed to a more dynamic and effective learning environment, making English lessons enjoyable and impactful. This is in line with the findings of (Asrowi et al., 2019), which state that the use of e-books as a learning medium has a positive impact, making learning more engaging for students, resulting in them being more active in the learning process.

The implementation of e-books in the chosen Indonesian elementary school (SDN 1 Boja) yielded promising results, demonstrating their potential to enhance English language learning. The evaluation of the e-book intervention has positive results which can be discussed in three categories: analyzing student engagement, learning outcomes, and the effectiveness of e-books in supporting English language development.

The assessment of student engagement showed that observations during the e-book implementation period indicated a significant rise in engagement compared to traditional teaching methods. The interactive nature of e-books, with features such as animations, audio recordings, and interactive exercises, captivated students' attention and fostered a more active learning environment. Students were more likely to participate in class discussions, ask questions, and take initiative in exploring the e-book content. The visual and auditory elements of the e-books also contributed to increased comprehension and retention of English vocabulary and grammar concepts. This is consistent with several studies (Guardia, et al., (2020); Yang, C. C., & Ogata (2023) ; Johnston, N., & Ferguson, (2020) which state that the use of e-books as a learning medium can increase student engagement in the classroom, as students perceive e-books as a challenging learning medium.

A pre- and post-intervention assessment was carried out to evaluate the effect of e-book implementation on learning outcomes. The assessments measured students' proficiency in English vocabulary, grammar, and reading comprehension. The results showed statistically

significant improvement in all three areas among students who participated in the e-book intervention, demonstrating the effectiveness of e-books in promoting English language development. This is consistent with the work of Park, J., & Lee, (2021), who discovered that the use of e-books as a learning medium has a positive correlation with the improvement of students' learning outcomes.

The findings indicate that e-books are a useful resource for enhancing English language development in Indonesian elementary schools. Their interactive features, multimedia elements, and tailored content contribute to increased student engagement, improved learning outcomes, and a more enjoyable learning experience. The e-book intervention demonstrated its ability to overcome challenges associated with traditional teaching methods, particularly for non-English speaking children. In line with several previous studies (Budi Santoso et al., 2018; Imansari et al., 2019; Rahim et al., 2020; Sun & Pan, 2021; Stirling, A., & Birt, 2014; and Sari, C. A., & Utami, 2024) e-books is an effective learning medium to use in the learning process. They can enhance students' learning motivation as students perceive e-books to be enjoyable to use and provide easy access for learners.

**CONCLUSION**

The evaluation of e-book implementation in the Indonesian elementary school provides compelling evidence for their potential to enhance English language learning. The findings highlight the effectiveness of e-books in promoting student engagement, improving learning outcomes, and overcoming traditional teaching challenges. From this research, the researcher hopes to see a positive impact on teachers in gaining a broader understanding of using e-books in their teaching classrooms, as this study explains various benefits of using e-books as learning media. Further research and analysis are crucial to fully understand the long-term impact and optimal implementation strategies for e-books in Indonesian elementary education. While the evaluation results are encouraging, further analysis is necessary to gain deeper insights into the effectiveness of e-books. This could involve: (a) longitudinal studies; tracking student progress over a longer period to assess the sustained impact of e-book implementation; (b) comparative studies, comparing the effectiveness of e-books with other instructional approaches; and (c) qualitative data collection, gathering student and teacher perspectives on the e-book intervention through interviews and focus groups.

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