



Development of Book Creator-assisted interactive e-book to foster EFL students' writing skills

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ABSTRACT

This study aims to create an engaging, interactive, and interesting tool to strengthen the EFL students' writing skill. The research follows a Research and Development (R&D) methodology by using survey and questionnaires, focus group discussions, curriculum analysis, observation, student work samples and feedback forms in collecting the data. The collected data were analyzed through qualitative data analysis involving designing and creating teaching materials with Book Creator, using assistance from Bing Image Creator and Canva, testing these materials with a sample group of students, and subsequently evaluating and revising them based on feedback. The Book Creator application integrates multimedia elements like audio, video, and images to support students in grammar, vocabulary, and sentence structure. Bing Image Creator AI and Canva enhance the Book Creator application, potentially increasing students' motivation and writing proficiency. The final product consists of teaching material designed to provide students with a dynamic, creative, and enjoyable writing experience while also serving as a valuable resource for teachers. This study concludes with pedagogical implications for how interactive e-book using Book Creator can be applied as an innovative teaching media for teaching writing.

ARTICLE INFO

Article history:

Received: March 11, 2025

Revised: May 18, 2025

Accepted: May 22, 2025

Keywords:

Interactive e-book; Book Creator application; Writing skills

To cite this article: Widyastuti, W., & Anwar, F. Z. (2025). Development of Book Creator-assisted interactive e-book to foster EFL students' writing skills. *Erudita: Journal of English Language Teaching*, 5(1), 94–107. <https://doi.org/10.28918/erudita.v5i1.10780>

To link to this article: <https://e-journal.uingusdur.ac.id/erudita/article/view/erudita517>



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Introduction

Media and technological advances have significantly influenced the development of language teaching methods. Initially, these methods were traditional approaches, but they quickly got involved with the advent of more complex and advanced digital innovations. This evolution demonstrates how breakthroughs in information and communication technology (ICT) have transformed education as a whole (Leu et al., 2004), particularly language education (Chapelle, 2003; Alkamel & Chouthawale, 2018; Novawan et al., 2024). One of the

most widely studied and utilized tools by teachers in recent years is Artificial Intelligence (AI). Artificial intelligence refers to the simulation of human intelligence by machines (Shah, 2023). Teachers now have a variety of AI applications to choose from for enhancing and learning.

Teachers can choose various artificial intelligence applications to enhance teaching and learning (Shah, 2023). With the advancement in technology, numerous tools have been developed to assist teachers in improving writing skills (Marzuki, et. al., 2023). High school students often struggle with sentence structure and lack motivation when writing tasks. One innovative and interactive tool that has emerged is Book Creator, which integrates text with multimedia elements like audio, video, and image. This tool has proven effective in boosting student engagement and improving learning outcomes (Leu et al., 2004). Utilizing Book Creator alongside tools such as Bing Image Creator AI and Canva can revolutionize how writing is taught in the classroom. The purpose of these applications is not only to improve the quality of the learning process outcomes but also to make the writing process more engaging for students. By incorporating these tools, students are less likely to feel bored and are more enthusiastic about exploring new ideas. Ultimately, these applications provide students with dynamic, creative, enjoyable writing experiences.

The *Merdeka Belajar* Curriculum introduces various teaching approaches that are more practical and easier to implement. Designed to be more flexible than its predecessors, this curriculum focuses on the essential content students need to master while granting educators significant freedom to tailor learning experiences according to students' specific needs and characteristics (Wibawa et al., 2022). This flexibility is crucial given the high variation in student needs across different regions of Indonesia, enabling teachers to deliver content that aligns with these diverse requirements. Consequently, the learning material is expected to be more effective and relevant in the learning process.

One important aspect of the English subject within this curriculum is its role in developing students' technological literacy, which enhances their ability to navigate and utilize digital information effectively (Agency for Education Standards, Curriculum, and Assessment, Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, 2018). Teachers and students utilize digital tools such as Book Creator, assisted by Bing Image Creator AI and Canva, to support interactive teaching, foster students' creativity, and build their technological skills (Shah, 2023). These tools align well with *Merdeka Belajar* Curriculum's emphasis on flexibility and practical learning, helping students become proficient in language and technology.

According to the current national curriculum, learning English through a text-based (genre-based) approach focuses on various text modes, including oral, written, visual, audio, or multimodal format. Halliday and Mathiesen (2014) state that when people speak or write, they produce text, which listeners hear and readers engage with and interpret. In learning English, there are four stages in writing-presenting elements they are (1) Building Knowledge of the Field (BKOF): Teachers help build EFL students' background knowledge of the topic to be written or discussed. At this stage, the teacher also establishes the cultural context of the text being taught. (2) Modelling of the Text (MOT): The teacher provides a model or example of the text reference for students to produce their work, both orally and in writing. (3) Joint Construction of the Text (JCOT): The teacher guides students in collaboratively producing a text. (4) Independent Construction of the Text (ICOT): students independently create text,

both orally and in writing (Emilia, 2011). After interviewing the teacher and several students about the challenges they faced during the writing instruction process, the researcher discovered that students also struggled with writing effectively besides having a limited vocabulary. Many students quickly lost interest in writing and saw it as difficult. For this reason, they felt unmotivated and did not enjoy the writing classes. The teaching materials used were still traditional, mainly books and Power Point presentations.

It is hoped that using the Book Creator application, Bing Image Creator AI and Canva can address the challenges associated with writing lessons. Book Creator is a digital tool designed to create interactive e-books. It allows users to combine text, images, audio, video, and hyperlinks into a cohesive, multimedia-rich document (Adibah, 2024). This tool encourages students' creativity by enabling them to design and structure content in a highly flexible format. Students can create their digital portfolio and multimedia report, which can be shared as interactive files, making them accessible on various devices (Handayani, et al., 2023). Book Creator is also effective for project-based learning, allowing students to demonstrate and present their understanding of the topic through an interactive book. Bing Image Creator AI is an AI-powered tool by Microsoft that generates images based on user-provided text prompts. It utilizes artificial intelligence to transform description into visual content. It allows for creativity in visual design, as students can specify the style, color, and subject matter to create images that meet their needs. These custom visuals can be added to Book Creator, enhancing presentation quality and supporting written content.

Canva, on the other hand, is a graphic design platform that is used to create various visual content. It offers multiple templates, fonts, and images that users can customize according to their needs. Canva is user-friendly and familiar to students. Similar to Book Creator, it supports collaborative work by enabling the integration of images, videos, text, and other design elements. It encourages students to showcase their understanding of a topic creatively (Leu et al., 2004). Together, these three tools are highly complementary in creating dynamic, multimedia educational materials. Book Creator can serve as the main platform for compiling multimedia content, Bing Image Creator AI can generate custom images to enrich the content, and Canva can be used to design supporting visuals or presentations (Shah, 2023).

Teaching material using Book Creator, assisted by Bing Image Creator AI and Canva, is interesting and can motivate students to study. Rosiana (2017) explains that motivation can be classified into intrinsic and extrinsic. Intrinsic motivation comes from within the individual; a person may be driven by the enjoyment of the learning process or the desire for self-improvement. In contrast, extrinsic motivation is influenced by various external factors, such as the expectation of receiving rewards, the need to pass exams, etc. In the learning context, both types of motivation are essential. Students need personal motivation to strive for good writing, but they also require extrinsic motivation to maintain their enthusiasm, as learning motivation is an ongoing process (Alhadi & Saputra, 2017).

This study aims to enhance senior high school students' writing skills in English through the Book Creator application, assisted by Bing Image Creator and Canva. The following is the formulation of the problem in this research: (1) How can teaching material be developed using the Book Creator application, assisted by Bing Image Creator AI and Canva, to improve students' writing skills in English? (2) How does using the Book Creator application, assisted

by Bing Image Creator AI and Canva, impact students' overall writing proficiency and engagement in writing activities?

Research on the development of interactive e-books using Book Creator has been carried out before, including a study entitled "The Influence of Using Book Creator Application toward Students' Performance in Writing Procedural Text" by Handayani et al. (2023). The result of this study is that the use of Book Creator applications significantly influenced students' writing ability in procedure text. This study used a quasi-experimental design with the theme of the influence of using Book Creator on students' performance. Still, the development of Book Creator will be carried out through teaching material using Book Creator assisted by Bing Image Creator AI and Canva. Then Yik (2021), in a study entitled "Improving Year 6 Pupils' Interest and Ability in English Essay Writing through Book Creator." The outcome of this product shows that the Book Creator application was beneficial and effective in fostering positive learning attitudes towards writing and enhancing students' essay writing skills. The similarity of this research is that both researches only use Book Creator; on the other hand, the product produced in the study is to be carried out using Book Creator and assisted by Bing Image Creator AI and Canva.

Another research is entitled "The Use of Book Creator to Boost Students' Motivation in Writing: A Case Study" by Adibah (2024). The result of the study is that by using Book Creator, students enjoy the class and are more motivated to write. This research only focuses on how to boost students' motivation. It only uses the Book Creator application, but the research will be carried out to boost students' motivation and enhance their writing skills. Although there are previous studies focusing on Book Creator, the discussions of developing teaching material using Book Creator assisted by Bing Image Creator AI and Canva has not been widely carried out. Therefore, this study is necessary to conduct as a new alternative to facilitate high school students' writing skills in English.

Method

Research design

This research uses qualitative approach. Because this study aims to develop something new, it uses the Research and Development (R&D) methodology as the research design. Specifically, the ADDIE model consisting of five phases: Analysis, Design, Development, Implementation, and Evaluation was followed to complete this study.

Setting and participants

The primary aim of this study is to develop teaching material, such as an interactive e-book using Book Creator, assisted by Bing Image Creator AI and Canva. The development focuses on creating teaching material for tenth-grade senior high school students in an English as a foreign language (EFL) classroom. The final product of this research is an interactive teaching material that is both valid and practical for use by tenth-grade students in the classroom. The study was conducted at one of senior high school in Salatiga in, involving tenth-grade students as the subjects. The study focuses on developing English teaching materials, specifically for the writing and presenting elements related to descriptive text.

Research procedure

There are some steps used by the researchers in this study. In analyzing the needs of students and teachers, the researchers identified the needs through interviews with English teachers at one of senior high school in Salatiga through surveys, FGDs, interviews, and curriculum analysis. Then, the researchers designed the major themes and sub-themes that would be developed in teaching materials using Book Creator assisted by Bing Image Creator AI and Canva.

The researchers determined the writing description: the ability to convey, communicate ideas, express creativity, and create in various genres of written text in an effective way that can be understood and of interest to readers with the right organizational structure and linguistic elements and presenting description: Ability to express ideas eloquently, accurately, responsibly in a communicative manner through various media (visual, digital and audiovisual), and can be understood by listeners. Delivery in speaking and presenting needs to be structured and developed according to the needs or characteristics of the listeners. The steps used in teaching material using Book Creator assisted by Bing Image Creator and Canva followed the Building Knowledge of Field, Modelling of Field, Joint Construction of Field and Independent of Field.

Meanwhile, there are some steps in developing teaching materials using Book Creator assisted by Bing Image Creator and Canva by the stages, namely: (1) the pre-writing stage (brainstorming), (2) planning teaching material; (3) compiling teaching materials in Book Creator assisted by Bing Image Creator AI and Canva draft; (4) editing the teaching materials in Book Creator; (5) doing the compilation and improvement of teaching material, (6) publishing the teaching materials.

In implementing teaching material, the researchers discussed with an English teacher in one of senior high school in Salatiga how to implement English Teaching materials using Book Creator, assisted by Bing Image Creator and Canva in classroom teaching and implementing English teaching material using Book Creator, assisted by Bing Image Creator AI and Canva at the tenth-grade students at one of senior high school in Salatiga. There were also the process of recording and documentation. In the last step, evaluating teaching material, the researchers evaluated the results of implementing teaching materials using Book Creator, assisted by Bing Image Creator and Canva, to strengthen high school students' writing skills.

Data collection

This study employs data collection methods to gather comprehensive information. First, questionnaire was used to collect data on the needs, challenges and preferences of teachers and students in one of senior high school in Salatiga. Next, forum group discussions (FGDs) and interviews were conducted with teachers and students to gain in-depth insights into their experiences, difficulties and expectations regarding writing skills and use of digital instructional materials. Third, observation was used to monitor students' interactions with the developed interactive e-book and assess its engagement and usability in classrooms. Then, student work sample was used to assess the improvement in writing skills. Lastly, feedback form was used to assess practicality, effectiveness and potential for improvement.

Data analysis

Qualitative data analysis is used as a data analysis technique. Data from interviews, Forum Group Discussion (FGD), and open-ended questionnaires were analyzed using content analysis. Data were coded to identify recurring themes, patterns and insights related to student needs, challenges and effectiveness of the instructional material.

Findings and discussion

Analysis stage

Based on the results of research, it is used as a tool guideline, and considerations through the stages carried out are carrying out analysis of the needs of the teachers, analysis of student characteristics, analysis of learning tools, analysis of materials and curriculum, and analysis of the flow of learning objectives in the development of interactive E-Book using Book Creator, assisted by Bing Image Creator AI and Canva. Analysis of teachers needs to be carried out by the researcher through interviews on September 7 2024, which is the first step taken by the researcher in developing a product in the form of an interactive teaching material using Book Creator.

The results of interviews conducted by the researcher concluded that at the school, the implementation of learning is quite good; however, in the independent curriculum, the teacher should pay more attention to the use of TPACK (Technological Pedagogical Content Knowledge Framework). Students consider learning to write less interesting and too monotonous. Teachers have not developed interactive teaching materials but use teaching materials in the form of books provided by the government (*Pathway to English and Bahasa Inggris work in Progress*). Analysis of students aims to observe whether learning activities are following the characteristics of students in terms of the development of students' cognitive, affective, and psychomotor skills.

The researchers can assert that students like new things and enjoy working together. Students quickly get bored when class conditions are not conducive, so the learning process is less active and effective. The curriculum used at the school is a Merdeka curriculum with descriptive text material, elements of writing-presenting adapted to learning outcomes (CP), and learning objectives (TP). Then, it is presented as teaching materials using Book Creator, assisted by Bing Image Creator AI and Canva.

Design stage

The researchers carried out the design stage in September 2024. The researcher prepared teaching materials using Book Creators and was assisted by using the Bing Image Creator AI and Canva applications to design teaching materials, which can be accessed directly on the Book Creator website. In this step the researcher had a consultation with the English teacher of tenth graders. Then the researchers formulated the content based on the material in semester one, which includes CP (Learning Outcomes), TP (Learning Objectives) and Element.

In teaching the writing-presenting element, the researchers used the teaching-learning Cycle adapted from Callaghan and Rothery to support learners moving from spoken to

written texts. These stages are building knowledge of the field, modelling text, joint text construction, and independent text construction (Callaghan & Rothery, 1988; Feez, 2002; Gibbons, 2002). The approach that is used in material teaching is the based Approach (GBA), aimed at creating a sufficient understanding of grammar as a dynamic resource for making meaning, to enable teachers to understand their students' texts as well as the texts which they would wish students to be able to produce (Kress, 1993; Rahmadhani 2022).

Here are the examples of Book Creator designed by using the Bing Image Creator AI and Canva applications.

Figure 1

An Example of Book Creator Design P.1-2

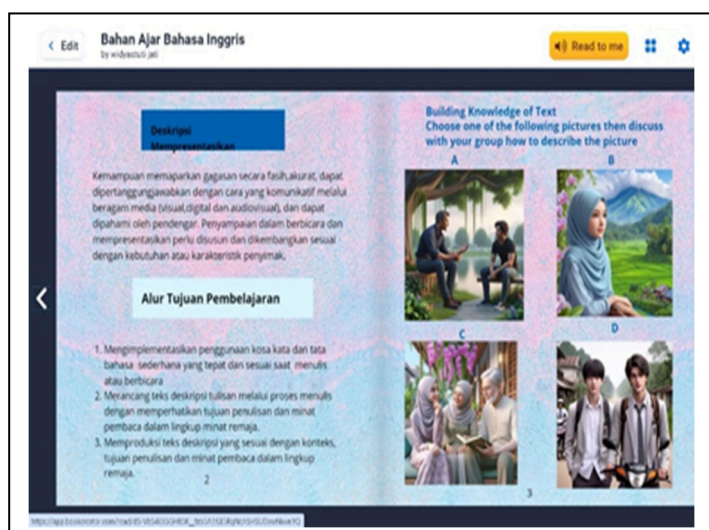


Figure 2

An Example of Book Creator Design P.3-4

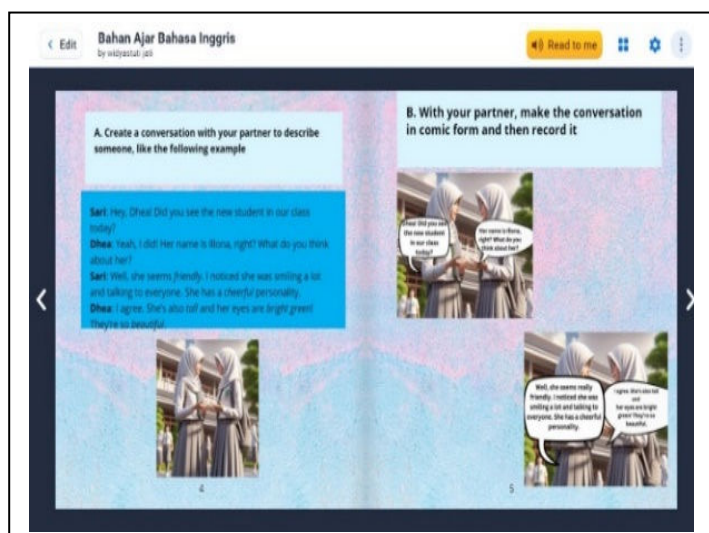


Figure 3

An Example of Book Creator Design P.5-6

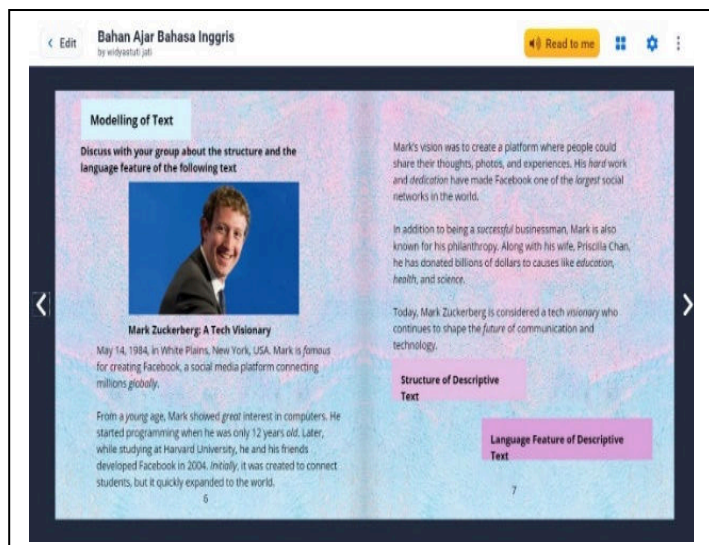


Figure 4

An Example of Book Creator Design P. 7-8



Figure 1, 2, 3, and 4 shows the result of the teaching materials designed using the Bing Image Creator AI and Canva applications. It also reveals that it consists of the building knowledge of the field, modelling text, joint text construction, and independent text construction. By using interesting design and following those steps, hopefully the students can have better ability in writing.

Development stage

This development stage will be carried out in September 2024 by reviewing the material, collecting several references and sources, and creating related images with descriptive text material from Bing Image Creator AI. Next, the researchers designed teaching materials to

make them more interesting and build students' activeness and creativity. Furthermore, this teaching material was also validated by two validator experts, namely experts in English and learning design experts.

Material expert validation

Validation results carried out by an expert in teaching and material development. In the initial stage, it was obtained a total score of 69, with a percentage of eligibility results of 69%. It belongs to "Worthy" (with revision). In stage II, the researchers revised the Book Creator teaching materials with the help of Bing Image Creator AI and Canva by material experts, which expressed scores of 93 and a feasibility result percentage of 93%.

The feedback from those an expert after revising are as follows:

The writing material you developed in Book Creator is truly impressive! It's not just engaging and interactive, but it also encourages students to express their creativity and build critical thinking skills. Combining individual and group tasks makes the learning process even more enjoyable (Expert 1, Semi-structured interview, Researcher translation).

She also adds other comments as follows:

Group projects, in particular, can boost their motivation as they collaborate, exchange ideas, and support each other. This well-rounded approach engages students and helps them apply what they've learned more effectively. Great work, and keep it up! (Expert 1, Semi-structured interview, Researcher translation).

The interview data illustrate that the expert provides highly positive feedback regarding the writing material developed using Book Creator. The key points emphasize that the material is not only engaging and interactive but also encourages students to express creativity and develop critical thinking skills. Furthermore, the combination of individual and group tasks is seen to make the learning process more enjoyable and effective. The expert also highlights that group projects, in particular, can boost student motivation by fostering collaboration, idea exchange, and mutual support. This comprehensive approach is viewed as enhancing student engagement and helping them apply their learning more effectively, reflecting a strong endorsement of both the content and the teaching method.

The suggestion

If students are tasked with creating voice-over dubs, reviewing their pronunciation before the content gets uploaded would be helpful. Providing corrections beforehand will improve the overall quality and boost their confidence in using English. This way, their final product will be creative and accurate, ensuring a better learning outcome.

Design expert validation

Teaching materials using Book Creator assisted by Bing Image Creator and Canva have been designed and then validated by one of the lecturers from the Faculty of Education and Teacher Training in of universities at Universitas Islam Negeri Salatiga, as an expert, Expert 2, in learning design for providing suggestions/criticism in improving teaching materials so that their quality improvement. The expert then carried out the validation results. In stage I, it was obtained a score of 45 with a percentage of results eligibility of 60%. Interactive

teaching materials using Book Creator, assisted by Bing Image Creator AI and Canva, were developed, including "Quite feasible" (with revisions).

After the design of the teaching materials was improved and re-validated by design experts, a score of 58 was obtained, with a feasibility result percentage of 77.3%. It is declared "Feasible", so interactive teaching materials using Book Creator assisted by Bing Image Creator AI and Canva are suitable for field testing. Stages I and II showed an increase in teaching materials developed by researchers.

Improvement validation of material expert and design expert

After being evaluated by the experts, the researchers had some revisions based on the feedback delivered. Here is the result of the revision.

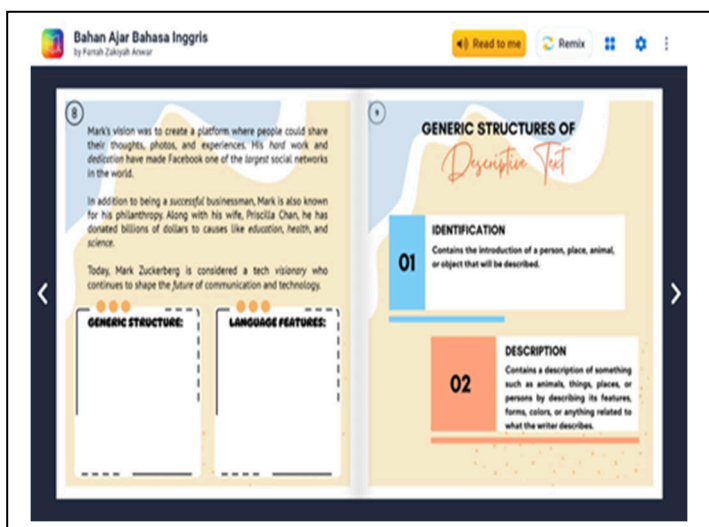
Figure 5

Material Expert



Figure 6

Design Expert



Figures 5 and 6 depict that there are some points revised by the researchers based on the feedback from the experts. The improvement can be seen in the case of the design that looks much brighter than before, as well as its content, which is more varied and structured than before.

Implementation of teaching material using Book Creator assisted by Bing Image Creator AI and Canva

The last stage in this research is the product development implementation stage. It was carried out in the school. The instruments used in this stage are observation and interviews. Observations were made to determine students' conditions, responses, and interactions when the teacher used this Book Creator as teaching material in the classroom. The students also have LKPD (student's worksheet) in the form of Book Creator, one Book Creator for five students. The results of the observations showed positive responses and students' enthusiasm for doing the instruction from teaching material.

The students discussed the Building Knowledge of Text instruction and then wrote it collaboratively in their Book Creator. They also create pictures from Bing Image Creator AI assisted by Canva in the form of comics to describe their writing. In the Joint Construction of Text and Independent Construction of Text, they also wrote about descriptive text and created pictures with AI according to their imagination and creativity. The students were very interested in learning writing; students were not easily bored and had the enthusiasm to try new things. Book Creator, assisted by Bing Image Creator AI, also provided students with dynamic, creative, enjoyable writing experiences. Students were busy writing descriptive text and designing pictures on their worksheets as best as possible. Usually, the teacher designs worksheets with interesting images. This time, students were allowed to create images according to their imagination with the help of AI.

To strengthen the observations, interview instruments were also used to investigate the responses of the English teacher, who used interactive teaching material, Book Creator, assisted by Bing Image Creator AI and Canva. The results of the interviews also showed positive responses from English teachers.

The teaching material from Book Creator is very interesting because it consists of images and nice design. The students did the task collaboratively and enjoyed it because they could design and write their product in Book Creator as a worksheet. I also can monitor and check their writing directly so I can give them feedback soon and they revise their work. It means that the teaching material from Book Creator can improve their writing. Their product is very good, especially in designing their task. They are very enthusiastic and don't feel bored when learning to write and don't feel bored when learning to write and present (English teacher 1, Semi-structured interview, Researcher translation).

However, the interview also noted several inputs on this product,

The design of teaching material used Book Creator assisted by Bing Image Creator AI and Canva are amazing but must connect with strong internet. Book Creator also must connect to a computer (laptop), and not all the students have a laptop. To solve this problem, I divided the students into groups of five. Every group only has one Book Creator as their worksheet (English teacher 2, Semi-structured interview, Researcher translation).

Based on the interview excerpts, the teaching materials developed using Book Creator, with assistance from Bing Image Creator AI and Canva, align with the independent curriculum. Teachers need to pay close attention to the use of TPACK (Technological

Pedagogical Content Knowledge Framework). Besides that, the teaching-learning, as expected, refers to describing the elements of writing and presenting in the independent curriculum. In terms of writing, students should develop the ability to convey and communicate ideas, express creativity, and create descriptive texts in an effective way that can be understood and of interest to readers with the right organizational structure and linguistic elements in presenting description: the ability to express ideas eloquently, accurately, responsibly in a communicative manner through various media (visual, digital and audiovisual), and can be understood by listeners. Therefore, informed by the interview data, teaching material developed using the Book Creator application, assisted by Bing Image Creator AI and Canva, can improve students' writing skills. Studies have shown that when educators apply TPACK principles, technology integration – such as interactive multimedia tools like Book Creator and AI-assisted image creation can significantly enhance students' motivation, creativity and proficiency in writing tasks (Townsend, 2024).

The impact of using the Book Creator application, assisted by Bing Image Creator AI and Canva, on students' overall writing proficiency and engagement in writing activities is very good. The students practiced in groups and individually writing with different interesting tasks (describing pictures, writing dialogue as a comic, and making images using Bing Image Creator, then explaining and presenting), which improved their writing proficiency. Students are very active and enthusiastic in writing, both in groups and individually. Students actively write and design their work using student worksheets in Book Creator. As a result, this aligns with the findings of previous studies by Marzuki, Widiati, et. al. (2023) that integrating AI-generated images and design positively improved students' writing quality.

The findings of this development research strengthen the theory of Rosiana (2017) which categorizes motivation into intrinsic and extrinsic. Intrinsic motivation comes from within the individual; a person may be driven by the enjoyment of the learning process or the desire for self-improvement. In contrast, extrinsic motivation is influenced by various external factors, such as the expectation of receiving rewards, the need to pass exams, etc. In the learning context, both types of motivation are essential. The following research also supports this development research, students need personal motivation to strive for good writing, but they also require extrinsic motivation to maintain their enthusiasm, as learning motivation is an ongoing process (Alhadi & Saputra, 2017).

Conclusion

The study demonstrates that the development of an interactive e-book using Book Creator, supported by Bing Image Creator AI and Canva, effectively enhances senior high school EFL students' writing skills. Validation by subject matter experts and design specialists confirmed the feasibility and high quality of the developed material, indicating that the media is suitable for implementation with minor revisions. The use of this interactive e-book not only motivates students to be more active and enthusiastic in writing activities but also supports the application of creativity and critical thinking through integrated multimedia features.

This study has several limitations, including its scope being confined to specific types of schools and grade levels, as well as reliance on the availability of adequate technology. Additionally, the implementation evaluation is ongoing and requires further trials to obtain comprehensive effectiveness data across diverse learning contexts. Therefore, future

research is recommended to explore broader applications of this e-book with a more varied student population and learning environments, as well as to incorporate user feedback for the development of more adaptive and interactive features.

Acknowledgements

We want to acknowledge several individuals for their support and contribution to this research. First, we extend thanks to the school principal, for allowing us to conduct this research at the school. Special thanks are extended to the content validation expert, for her thorough review and constructive feedback on the English material used in this research. Additionally, we sincerely thank an expert in learning design, for his valuable input on the design of the learning materials. Finally, we would like to thank our colleagues, family, and friends for their support and encouragement.

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