



Promoting E-Book “Real-Life English: Daily Expressions” for English Learners

Eka Maghfiroh, Fika Megawati*

Program Studi Ilmu Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia

*Correspondence: Fika Megawati
Email: fikamegawati@umsida.ac.id

Received: 19-03-2026
Accepted: 25-04-2026
Published: 03-05-2026



Copyright: © 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

Abstract: Communication is essential in social interaction. Communication is necessary to share information, views, understanding, and maintain social relationships. This e-book of colloquial expressions was created to assist learners in communicating practical English relevant to everyday life. The e-book “Real Life English: Daily Expressions” is designed to introduce learners especially beginners to commonly used English phrases, facilitating the mastery of everyday expressions in real-world contexts. The resource aims to build learners’ confidence in communicating effectively through practical language materials and interactive components. Key features include everyday expressions for real-life communication, interactive practice exercises to improve comprehension and retention, and sample dialogs to illustrate contextualized language use. In addition, the integration of Islamic values in each chapter encourages character development and reinforces moral principles, which are supported by relevant hadith. The digital format ensures accessibility and flexibility, so learners can study anytime and anywhere. This e-book is a comprehensive and culturally enriching tool that supports language acquisition and moral development in a modern and tech-savvy learning environment.

Keywords: Learning Media, E-Book, Daily Expression, Communication

Introduction

Communication is very important in social interaction. Communication is necessary to share information, views or understanding and maintain social relationship (Wahidmurni, 2017). This e-book colloquial expressions is created to help learners in communicating practical English relevant to daily life. This e-book can be an interesting, flexible interactive, and motivating learning tool for learners to practice anytime and anywhere. By mastering daily expression, they can not only communicate well using English but also shape their characters on how to behave in daily activities. This e-book is designed to introduce learners especially beginners to commonly used English phrases, facilitating the mastery of everyday expressions in real-world contexts. The material in it has been adapted to the initial abilities of students with interactive components so as to provide a more interesting learning experience, helping learners learn and apply it in everyday life.

The main components in the E-Book:

1. Daily Expression: in this E-Book there are various English expressions that are often used in everyday life with an emphasis on communication in a real-world context. Whether it is greeting, saying hello, asking a question, asking for help or having a casual

conversation with someone. Research shows that students who acquire practical linguistic competence perform better in real-life dialogs (Mojabi, 2014).

2. **Interactive Practice:** Interactive learning with hands-on practice will greatly affect learners understanding. The result of several investigations of junior high school students show that English learning is considered less interesting because most students are only asked to read books and do exercise by answering questions (Megawati et al., 2020). In this E-Book, there are many interactive exercises specifically designed to strengthen learners understanding of the application of expressions in English. These practice include dialog-base questions, video analysis, role-play, and many more. A study proved that interactive teaching methods significantly improve learners English communication skills, especially peer learning or hands-on practice (Setyowati, 2020).
3. **Dialogue Example:** To facilitate learners understanding of everyday expressions, this book presents many examples of dialogs in real-life contexts. The dialogs illustrate the contextual application of the expressions, making it easier for students to apply the learning directly in everyday contexts. This study underlines that incorporating real-life dialog examples in EFL classroom learning can improve learners understanding, confidence and engagement, especially if the teaching is task-based and relevant to daily life (Maulana, 2021).
4. **Islamic Values:** A unique component of this E-Book that is rarely found in other E-Books is the interconnected Islamic values in each chapter. These values are supported by the accuracy of the hadith listed. With this Islamic element, it can help in developing the character of religiosity and strengthening learners morals. In a study mentioned that the incorporation of cultural elements or Islamic principles in English learning, can improve learners linguistic competence and build cultural awareness (Bahri et al., 2023).
5. **Digital Format:** In today's digital era, technology is developing very rapidly regardless of age or gender, almost everyone can access the internet. E-Book is a book presented in a digital format that is easily accessible and can be accessed on any device. This makes it easier for students to be actively involved in learning wherever and whenever so as to provide flexibility in student interaction with the material. Researchers want the importance of digital learning tools in the current era because it offers convenience and fulfills learners technological literacy. There is a study on intercultural digital interaction between Indonesian and Japanese students and the results underline the effectiveness of digital tools in improving communicative competence by providing flexible and technology-based language interaction opportunities (Yulianti, 2019).
6. **Animated video**
There are animated videos that are tailored to the material in each chapter. The videos are used as real-life examples that contain conversation. The combination of text, audio and visual also allows learners to more easily understand the new vocabulary learned. The use of animated videos is considered effective as an online media for teaching english (Pujiani et al., 2022).

Methodology

The “Real-Life English: Daily Expression” e-book is an engaging, practical resource designed to improve English communication skills through relevant real-life scenarios. The use of E-Books is proven to make it easier for learners to learn foreign languages, especially in acquiring new vocabulary (Duvnjak et al., 2022). Not only that, the use of E-Books is also proven to improve the grammar skills of intermediate level students (Hardiyanto, 2020). Dwipayana (Dwipayana, 2021) mentioned that the use of E-Books makes learners more interested in reading with its various features, in other words, it can increase learners motivation and interest in reading. The following step-by-step guide will explain how to use e-books effectively for both teaching and self-study:

a) Preparation

Proper preparation ensure an interactive and focused learning experience. Some things to do are:

- Prepare materials

Provide E-Book to all participants and ensure that students can access them. The use of E-Book can increase flexibility nad student access to educational resources.

- Prepare multimedia settings if you plan to use linked YouTube videos.

Briefly explain the purpose of this E-Book, emphasizing its aim to increse confidence in using english expressions for everyday life.

- Environment Readiness

Make sure learners are ready to receive the learning, start by discussing the importance of communication skills in everyday situations.

b) Chapter Engagement

Each chapter is uniquely designed with colorfull visuals, interactive elements, and structured exercise.

- Chapter format:

Introduce the chapter with its theme and objectives.

- Core material:

Start with trigger question, for example “Do you great you friends when you meet them on the street?” to relate the material to learners experiences. Questions need to be given to learners as a stimulus to arouse their curiosity and interest in the topic being dissused (Muhammad Nur Huda, 2022). This encourages learners to think critically and try to find answers to the questions that come to mind, euither through independent exploration or by asking people around them.

- Explore the examples dialog:

Have students read the dialog provided along with the visual aid of a YouTube video.

- Related to hadith:

Explain hadiths related to the material for moral insights.

- Interactive challenges:

Engage students with role-play, short answer or video-making tasks to practice the use of dialogues. Learning using interactive learning models has advantages in

pedagogical aspects such as collaboration learning, blended learning, interactive learning, experiential learning and problem-based learning (Dewi et al., 2022).

c) Post-Learning Activity

Ask learners to ask questions about material that they have not understood. By giving students the opportunity to ask questions, it can stimulate students thinking, increase creativity, and help learners understand the material in depth (Deliani et al., 2019). Summarize the key points of the chapter, reiterating the practical use of the learned expressions.

d) Reflection and Review

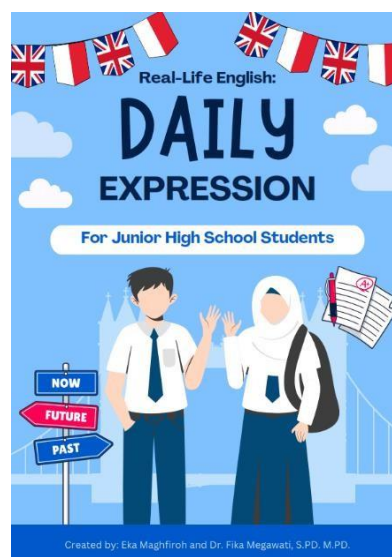
- End each chapter by collecting feedback using emoji reactions. Use emoji-based prompts to have learners reflect on what they have learned and how they felt about the lesson. Providing feedback using emojis is highly recommended as emojis can display various facial expressions with different levels of detail, and attract students attentions to use them (Chen & Hsu, 2022).
- Remind learners to reread the material at home so that they fully understand.

Results and Discussion

Product Content

1. Cover page

- Colorful and attractive design
- Title "Real-Life English: Daily Expression"



Picture 1: Page Cover Book

2. Table of content page

- Contains information about the contents of the E-Bokk and its pages.
- The design features Indonesian and British flags hanging at the top, giving the impression of an international atmosphere.



TABLE OF CONTENT	
Table of content	0
Daily expression	1
BAB 1	2
Greetings	2
BAB 2	7
Asking for help	7
BAB 3	12
Expressing gratitude	12
BAB 4	17
Apologizing	17
BAB 5	22
Giving direction	22
BAB 6	27
Talking about preferences	27
BAB 7	32
Expressing opinion	32
BAB 8	37
Agreeing and disagreeing	37
BAB 9	42
Offering help	42
BAB 10	48
Ending a conversation	48

Picture 2. Page Table of Content

3. Introduction page

- An introductory page about the definition of Daily Expression.
- There are trigger sentences and objectives that are adapted to daily life.



Picture 3. Page 1

4. Chapter 1: Greetings

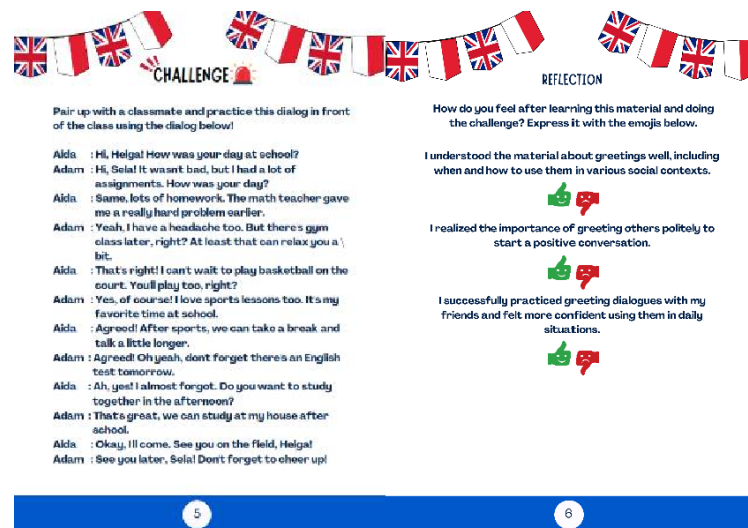
- Page 2 contains the chapter cover which is made attractive and colorful to illustrate the material to be discussed. In addition to the material title and illustrations, there are also learning objectives.
- Page 3 contains the material that begins with a sparking question “Do you greet your friends when you meet them on the street?” and an example dialog illustrated with pictures.
- Page 4 contains hadiths that support the material and also YouTube videos that contain more complex dialog examples.
- Page 5 contains a challenge for students in the form of paired dialog practice.
- Page 6 contains student reflections illustrated with emojis.



Picture 4. Page 2

Picture 5. Page 3

Picture 6. Page 4

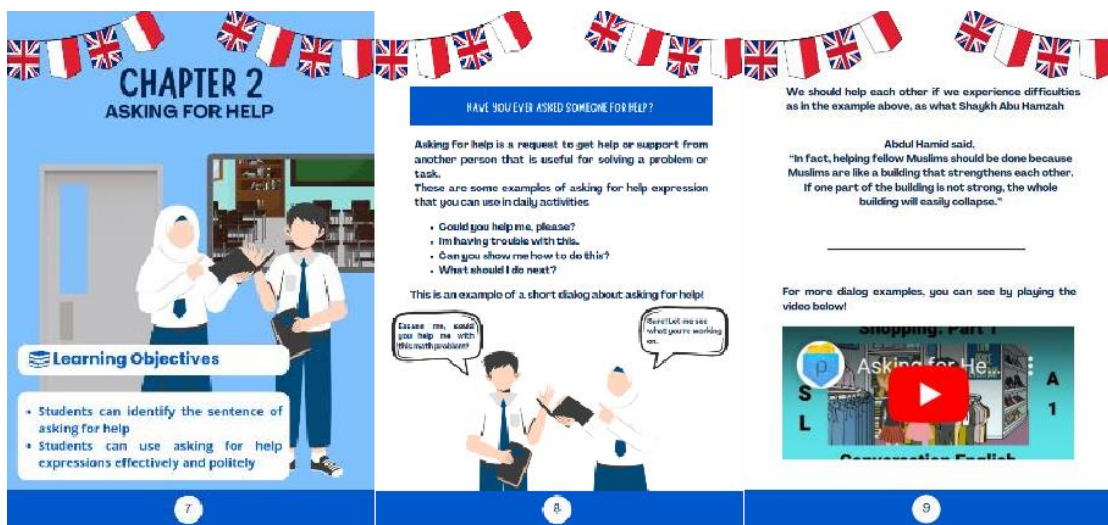


Picture 7. Page 5

Picture 8. Page 6

5. Chapter 2: Asking for help

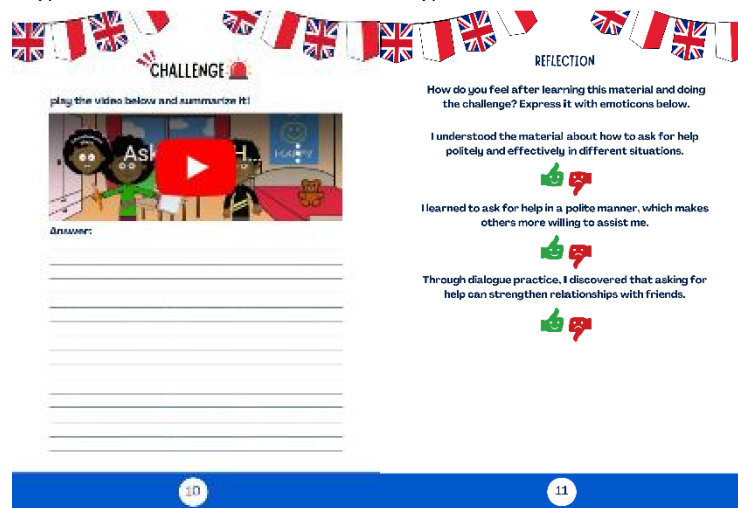
- Page 7 contains the chapter cover which is made attractive and colorful to illustrate the material to be discussed. In addition to the material title and illustrations, there are also learning objectives.
- Page 8 contains the material that begins with a sparking question “Have you ever asked someone for help?” and an example dialog illustrated with a picture.
- Page 9 contains hadiths that support the material and also YouTube videos that contain more complex dialog examples.
- Page 10 contains a challenge for students in the form of summarizing the video.
- Page 11 contains student reflections illustrated with emojis.



Picture 9. Page 7

Picture 10. Page 8

Picture 11. Page 9

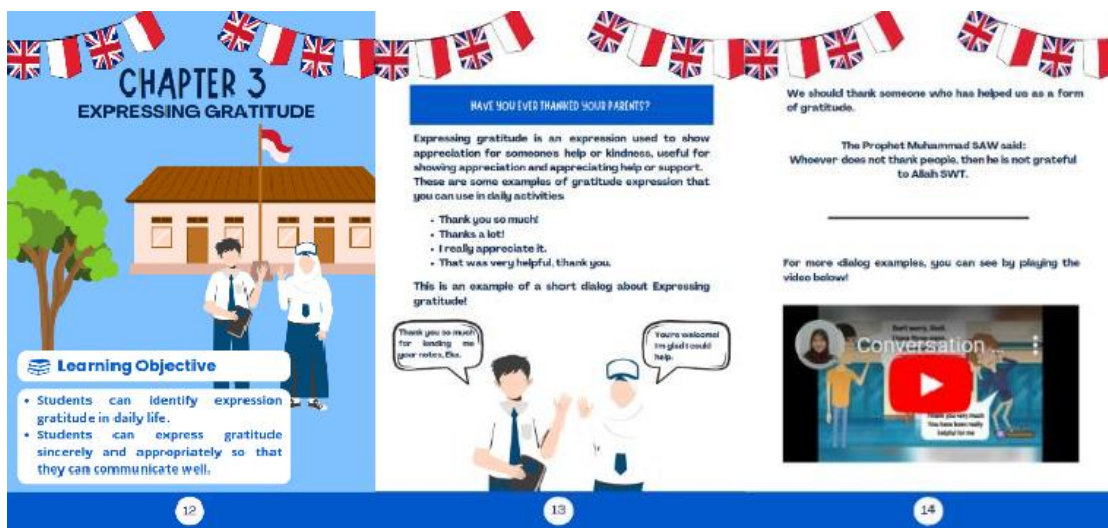


Picture 12. Page 10

Picture 13. Page 11

6. Chapter 3: Expressing gratitude

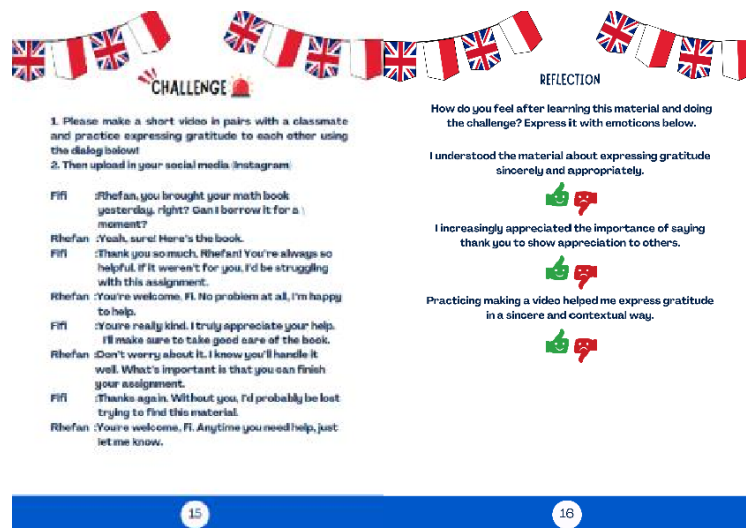
- Page 12 contains the chapter cover which is made attractive and colorful to illustrate the material to be discussed. In addition to the title of the material and illustrations, there are also learning objectives.
- Page 13 contains the material that begins with a triggering question “Have you ever thanked your parents?” and an example dialog illustrated with a picture.
- Page 14 contains hadiths that support the material and also YouTube videos that contain more complex dialog examples.
- Page 15 contains a challenge for students in the form of making a video of practicing dialog in pairs.
- Page 16 contains student reflections illustrated with emojis.



Picture 14. Page 12

Picture 15. Page 13

Picture 16. Page 14

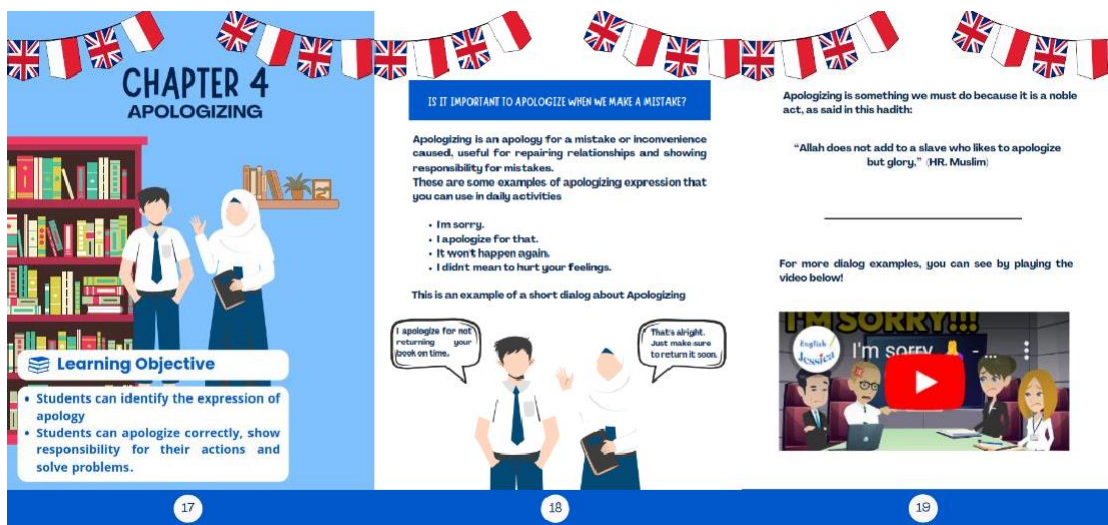


Picture 17. Page 15

Picture 18. Page 16

7. Chapter 4: Apologizing

- Page 17 contains the chapter cover which is made attractive and colorful to illustrate the material to be discussed. In addition to the material title and illustrations, there are also learning objectives.
- Page 18 contains the material that begins with a sparking question “Is it important to apologize when we make a mistake?” and an example dialogue illustrated with a picture.
- Page 19 contains hadiths that support the material and also YouTube videos that contain more complex dialog examples.
- Page 20 contains a challenge for students in the form of answering short questions.
- Page 21 contains student reflections illustrated with emojis.



Picture 19. Page 17

Picture 20. Page 18

Picture 21. Page 19



Picture 22. Page 20

Picture 23. Page 21

8. Chapter 5: Giving directions 22-26

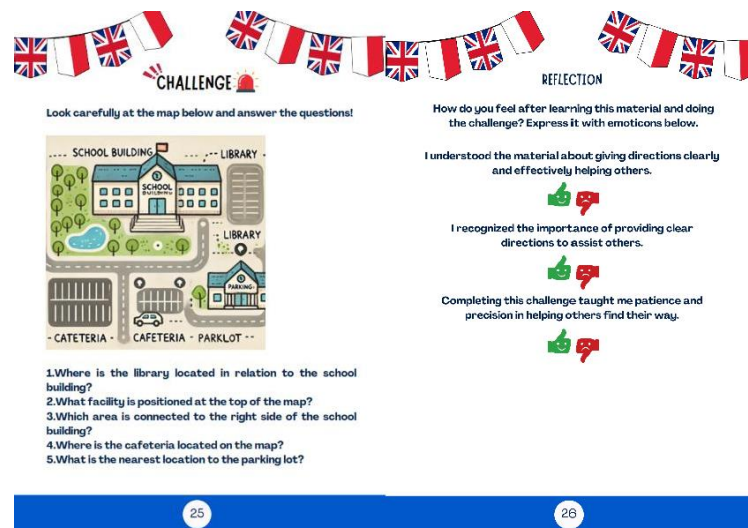
- Page 22 contains an attractive and colorful chapter cover to illustrate the material to be discussed. In addition to the material title and illustrations, there are also learning objectives.
- Page 23 contains the material that begins with the triggering question “Have you ever gotten lost while looking for a place? What did you do?” and an example dialog illustrated with pictures.
- Page 24 contains hadiths that support the material and also YouTube videos that contain more complex dialog examples.
- Page 25 contains a challenge for students in the form of answering questions based on the map provided.
- Page 26 contains student reflections illustrated with emojis.



Picture 24. Page 22

Picture 25. Page 23

Picture 26. Page 24

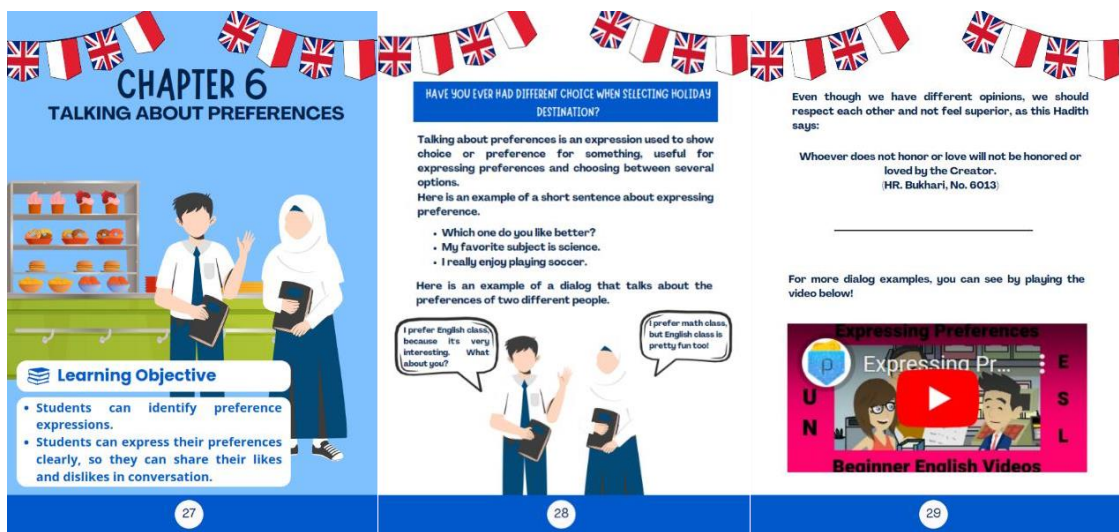


Picture 27. Page 25

Picture 28. Page 26

9. Chapter 6: Talking about preferences 27-31

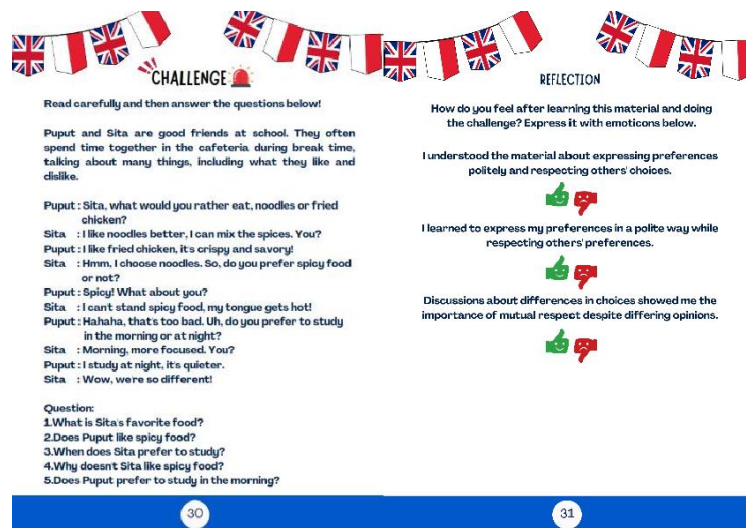
- Page 27 contains an attractive and colorful chapter cover to illustrate the material to be discussed. In addition to the material title and illustrations, there are also learning objectives.
- Page 28 contains the material that begins with a triggering question “Have you ever had different choices when selecting holiday destinations?” and an example dialog illustrated with pictures.
- Page 29 contains hadiths that support the material and also YouTube videos that contain more complex dialog examples.
- Page 30 contains a challenge for students in the form of answering short questions.
- Page 31 contains student reflections illustrated with emojis.



Picture 29. Page 27

Picture 30. Page 28

Picture 31. Page 29

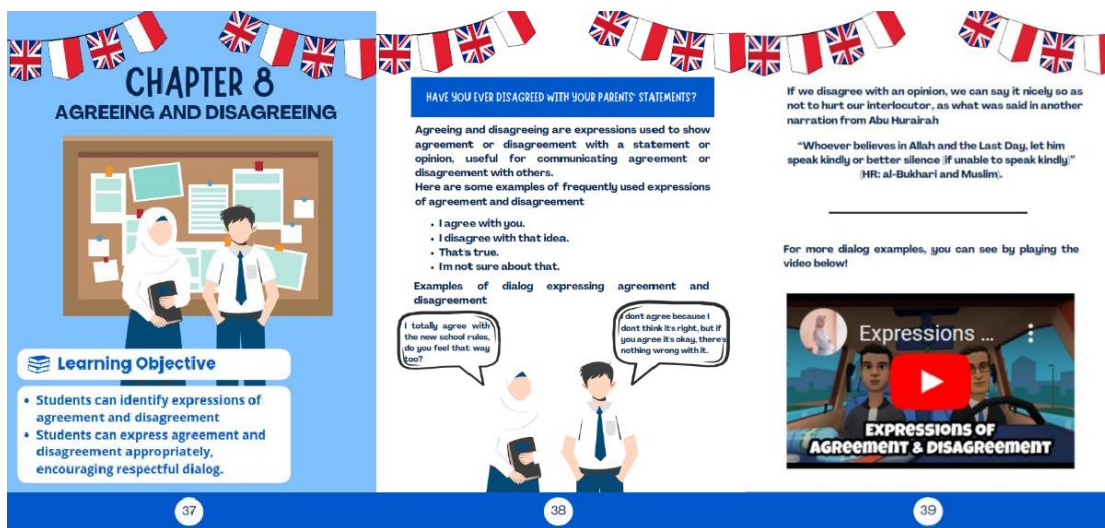


Picture 32. Page 30

Picture 33. Page 31

10. Chapter 7: Expressing opinion 32-36

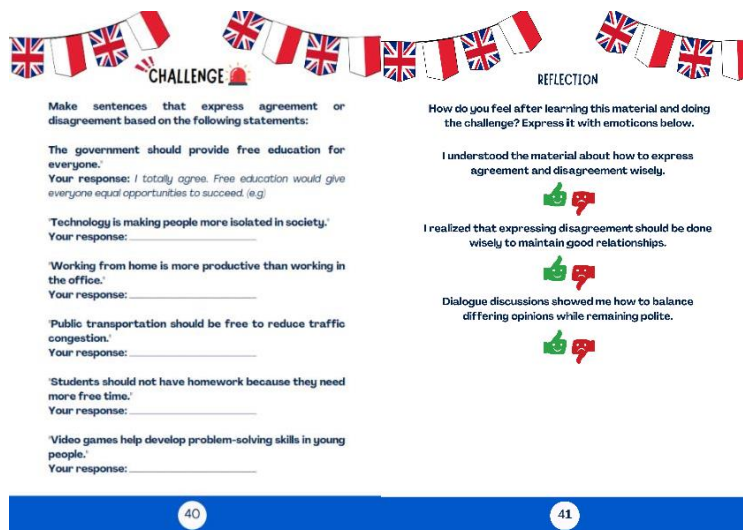
- Page 32 contains the chapter cover which is made attractive and colorful to illustrate the material to be discussed. In addition to the material title and illustrations, there are also learning objectives.
- Page 33 contains the material that begins with a triggering question “Have you had a disagreement with a friend?” and an example dialog illustrated with a picture.
- Page 34 contains hadiths that support the material and also YouTube videos that contain more complex dialog examples.
- Page 35 contains a challenge for students in the form of making a short essay.
- Page 36 contains student reflections illustrated with emojis.



Picture 39. Page 37

Picture 40. Page 38

Picture 41. Page 39

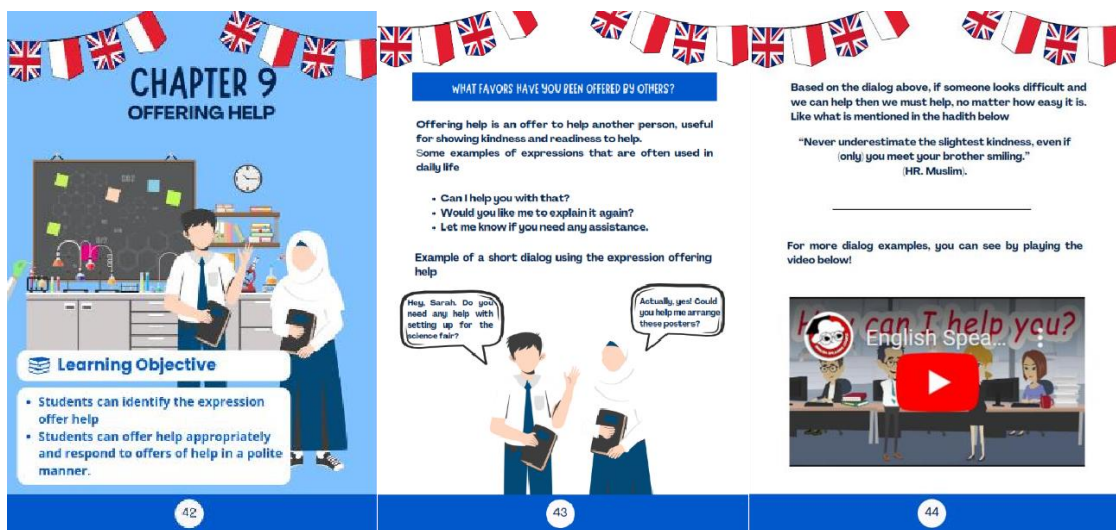


Picture 42. Page 40

Picture 43. Page 41

12. Chapter 9: Offering help 42-47

- Page 42 contains an attractive and colorful chapter cover to illustrate the material to be discussed. In addition to the material title and illustrations, there are also learning objectives.
- Page 43 contains the material that begins with a triggering question “What favors have you been offered by others?” and an example dialogue illustrated with a picture.
- Page 44 contains hadiths that support the material and also YouTube videos that contain more complex dialog examples.
- Pages 45 and 46 contain a challenge for students to make a role-play video with a friend.
- Page 47 contains student reflections illustrated with emojis.



Picture 44. Page 42

Picture 45. Page 43

Picture 46. Page 44



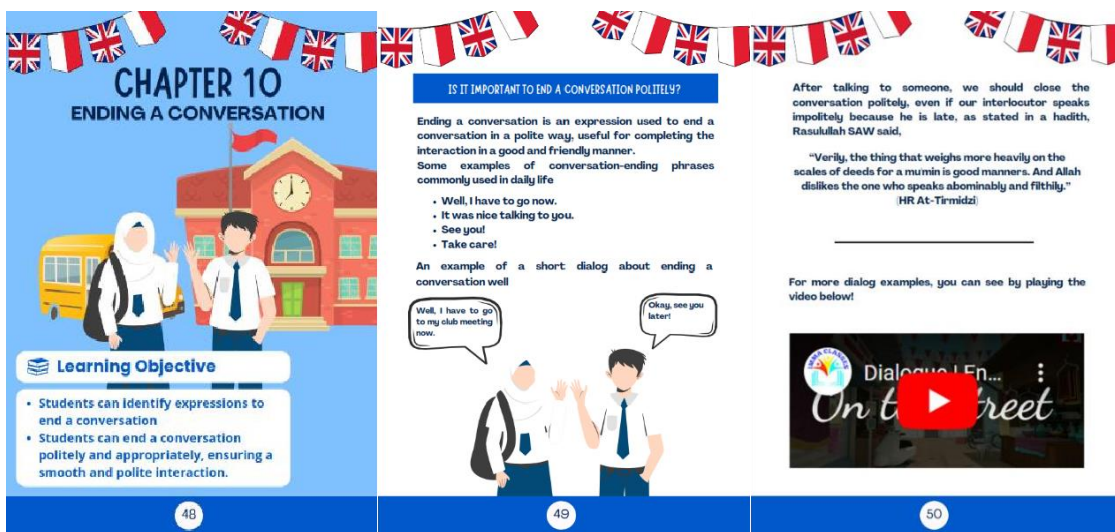
Picture 47. Page 45

Picture 48. Page 46

Picture 49. Page 47

13. Chapter 10: Ending a conversation 48-52

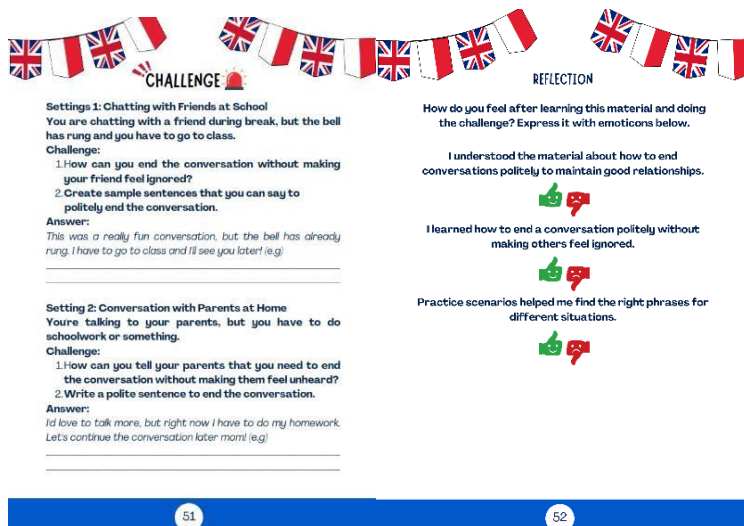
- Page 48 contains an attractive and colorful chapter cover to illustrate the material to be discussed. In addition to the title of the material and illustrations, there are also learning objectives.
- Page 49 contains the material that begins with a sparking question "Is it important to and a conversation politely?" and an example dialog illustrated with a picture.
- Page 50 contains hadiths that support the material and also YouTube videos that contain more complex dialog examples.
- Page 51 contains a challenge for students to make a short sentence.
- Page 52 contains student reflections illustrated with emojis.



Picture 50: Page 48

Picture 51: Page 49

Picture 52: Page 50



Picture 53: Page 51

Picture 54: Page 52

14. Book description page

- Briefly describes the overall content of the e-book including mentioning what can be found in this e-book.
- There is a motivational sentence: With “Real-Life English: Daily Expression,” you will be ready to speak English confidently in various daily situations!



Picture 55. Page Book Description

15. Reference page



Picture 56. Page Reference

Picture 57. Page Reference

16. Biographies of the authors page

- Detailed biographical descriptions of both authors.
- Photos of both authors



Picture 58. Page Authors' Biography

Conclusion

The “Real-Life English: Daily Expression” E-Book not only contains English phrases or expressions but also combines them with challenges and dialogs in real-world contexts. The addition of Islamic values ensures that learners not only learn the language but also cultivate their character, ethics and morals. In addition, its accessibility makes this E-Book an effective resource for learners especially beginners.

References

- Bahri, K., Agustina, N., & Unggul, U. E. (2023). CULTURAL CONTENT AND INTERCULTURAL COMMUNICATIVE COMPETENCE IN INDONESIAN EFL. 9(3), 746–759.
- Bilal, M. (2022). Context-Aware Deep Learning Model for Detection of Roman Urdu Hate Speech on Social Media Platform. *IEEE Access*, 10, 121133-121151, ISSN 2169-3536, <https://doi.org/10.1109/ACCESS.2022.3216375>
- Cao, L. (2022). Category-Aware Chronic Stress Detection on Microblogs. *IEEE Journal of Biomedical and Health Informatics*, 26(2), 852-864, ISSN 2168-2194, <https://doi.org/10.1109/JBHI.2021.3090467>
- Chen, Y. J., & Hsu, L. (2022). Enhancing EFL Learners’ Self-Efficacy Beliefs of Learning English with Emoji Feedbacks in CALL: Why and How. *Behavioral Sciences*, 12(7). <https://doi.org/10.3390/bs12070227>
- Chin, H. (2023). The Potential of Chatbots for Emotional Support and Promoting Mental Well-Being in Different Cultures: Mixed Methods Study. *Journal of Medical Internet Research*, 25, ISSN 1438-8871, <https://doi.org/10.2196/51712>
- Deliani, N., Prayitno, P., Yusuf, A. M., & Jamna, J. (2019). Skills of Students Asking in Learning Clasical Format. *Sumatra Journal of Disaster, Geography and Geography Education*, 3(1), 82–86. <https://doi.org/10.24036/sjdgge.v3i1.199>
- Dewi, Y. N., Zaim, M., & Rozimela, Y. (2022). Interactive Learning Using E-Learning Module in Learning English for Senior High School: A Review of Related Articles. *JELITA: Journal of Education, Language Innovation, and Applied Linguistics*, 1(2), 125–134. <https://doi.org/10.37058/jelita.v1i2.5306>
- Duvnjak, M., Travica, J., Rončević, M., & Pupavac, M. (2022). E-Books in Foreign Language Teaching. 309–315. <https://doi.org/10.15308/sinteza-2022-309-315>
- Dwipayana, M. A. (2021). An Analysis of Students’ Reading Skill Using Electronic Book to Improve Students’ English Reading Literacy in Elementary School. *Journal of Educational Study*, 1(2), 10–20. <https://doi.org/10.36663/joes.v1i2.145>

- H., & Hardiyanto, A. (2020). Premise : Journal of English Education and Applied Linguistics DEVELOPING E-BOOK FOR PRE-INTERMEDIATE GRAMMAR IN EFL CLASSROOM by. 9(2), 129–142.
- Jain, R. (2023). Real time sentiment analysis of natural language using multimedia input. *Multimedia Tools and Applications*, 82(26), 41021-41036, ISSN 1380-7501, <https://doi.org/10.1007/s11042-023-15213-3>
- Maulana, M. I. (2021). Task-Based Language Teaching; Potential Benefits and Possible Criticisms in Indonesian Contexts. *Journal of English Teaching and Learning Issues*, 4(2), 69. <https://doi.org/10.21043/jetli.v4i2.12183>
- Megawati, F., Astutik, Y., Sinta, N. A., Maulidiyah, & Sulikatin, S. (2020). A Fun Game for EFL Learners. *Talent Development & Excellence*, 12(3), 1077–1082.
- Mojabi, S. S. (2014). Correlation between grammatical competence and pragmatic competence among Iranian university EFL learners. 6(3), 612–620.
- Muhammad Nur Huda. (2022). Questioning Skills For Teachers And Students: The Importance And Implementation. 9(2), 356–363.
- Musleh, D.A. (2022). Twitter arabic sentiment analysis to detect depression using machine learning. *Computers Materials and Continua*, 71(2), 3463-3477, ISSN 1546-2218, <https://doi.org/10.32604/cmc.2022.022508>
- Pujiani, T., Harsiwi, W., & Almustaflikhah, N. (2022). The Use of Animation Video as Online Learning Media to Teach English for Young Learners. *Acitya: Journal of Teaching and Education*, 4(1), 244–251. <https://doi.org/10.30650/ajte.v4i1.3220>
- Serbaya, S.H. (2022). Analyzing the Role of Emotional Intelligence on the Performance of Small and Medium Enterprises (SMEs) Using AI-Based Convolutional Neural Networks (CNNs). *Security and Communication Networks*, 2022, ISSN 1939-0114, <https://doi.org/10.1155/2022/7951676>
- Setyowati, R. (2020). Improving English Communicative Competence at Tertiary Level of Education in Industrial Revolution 4.0 using Co-Trainers Program. | *Jurnal Makna*, 6(1).
- Wahidmurni. (2017). The Implementation of Students' Speaking Skill On Daily Expressions Through The Communicative Language Teaching Method At The Second Year. 2588–2593.
- Wang, Y. (2023). Water-Reaching Platform for Longitudinal Assessment of Cortical Activity and Fine Motor Coordination Defects in a Huntington Disease Mouse Model. *Eneuro*, 10(1), ISSN 2373-2822, <https://doi.org/10.1523/ENEURO.0452-22.2022>

-
- Yulianti, V. (2019). Developing Sociolinguistic Awareness of Indonesian Learners Through Online Intercultural Exchange in Japanese Language Learning. 178(ICoIE 2018), 420–423.
- Zhang, T. (2022). Long-Term Effect of Porcine Brain Enzyme Hydrolysate Intake on Scopolamine-Induced Memory Impairment in Rats. *International Journal of Molecular Sciences*, 23(6), ISSN 1661-6596, <https://doi.org/10.3390/ijms23063361>
- Zhang, W. (2022). Beneficial Effect of Proline Supplementation on Goat Spermatozoa Quality during Cryopreservation. *Animals*, 12(19), ISSN 2076-2615, <https://doi.org/10.3390/ani12192626>
- Zou, W. (2024). Examining learners' engagement patterns and knowledge outcome in an experiential learning intervention for youth's social media literacy. *Computers and Education*, 216, ISSN 0360-1315, <https://doi.org/10.1016/j.compedu.2024.105046>