

Validity of an E- Narrative Text Module to Enhance Reading Skills of Junior High School Students

Ika Surayanti¹, Mahdum Mahdum², Supriusman³

^{1,2,3}English Department, University of Riau, Indonesia

*) correspondence: Ika.surayanti6845@grad.unri.ac.id

ABSTRACT

This study evaluates the validity of an electronic module developed to enhance reading skills among junior high school students, specifically in narrative texts. Employing a research and development framework, the module was structured to address key reading competencies through interactive activities, varied text types, and integrated assessments. Validation was conducted by material and media experts and through feedback from teachers and students. The results indicate that the module achieved high validity, with media expert evaluations averaging 90.00% ("very valid"), material expert (81.20%), and learning design expert (82.41%), who found the module engaging, accessible, and effective for independent and classroom learning. Student feedback highlighted the module's user-friendly design and capacity to make reading activities more enjoyable and accessible via digital devices. These findings support using the electronic module as a valid and practical resource for improving narrative text reading skills in junior high school contexts.

Keywords: electronic module; reading; validity

INTRODUCTION

The role and power of digital technology have developed in this sophisticated world. The field of education must be able to make the best use of available technology if it is to be able to raise the standard of instruction and schools. However, the quality of teaching materials, among other factors, also impacts students' grasp of the subject matter at school. The materials utilized for carrying out learning tasks related to the fundamental skills that students achieve and acquire were sheets of documents offering information, summaries, and directions. Learning tools are essential for the learning process as they can inspire students to actively engage in learning (Ghufron, 2023).

E-module is one of the interactive learning tools that uses technology. E-modules make exploration easier by enabling the display or loading of images, music, and video, as well as integrated formative exams or quizzes (Fisnani et al., 2020). E-Module, a combination of various media, helps students with every kind of learning style to understand the material easily. Ismail et al. (2020), have proven that E-Module improves student learning outcomes in EFL reading. Students who learn E-Module have a higher level of conceptual understanding.

Reading as one of the skills that the students must be mastered. In reading, learners develop abilities to analyse and respond to familiar and unfamiliar texts, identify the main idea, make inferences, and apply vocabulary (Fauziah & Dania, 2024). Typically, they grasp how to identify the purpose of the text and improve their understanding of various text types (www.kemdikbud.go.id)

Reading enhances critical thinking and problem-solving abilities by encouraging students to analyse and understand information deeply. It sparks creativity and imagination, allowing students to transcend the text and develop unique ideas, Finissha et al. (2022; Rachuri (2024), Ramdani et al. (2021). Moreover, (Marhayani, 2024) noted that reading boosts self- esteem as students gain new abilities and knowledge. It also cultivates empathy by connecting them with diverse perspectives and experiences, (Alatawi & Harshan, 2023; Stansfield & Bunce, 2014). Additionally, (Levine et al., 2022) asserts that reading can reduce stress by offering an enjoyable escape from daily pressures.

In-depth and interactive reading strategies are highly recommended for junior high school students. Interactive reading includes editing, scanning, structuring tasks, and analysing text formats and details. Thorough reading involves skimming tasks and summarizing practices that help students grasp the overall meaning of texts. These techniques develop micro skills such as recognizing grammatical structures, examining word order patterns, and understanding cohesive elements within discourse. Macro skills emphasize identifying rhetorical frameworks, distinguishing between explicit and implicit meanings, and using strategies like scanning and skimming to analyse texts effectively.

Reading should be presented enjoyable so that they are motivated to read and comprehend the text (Sumirat et al., 2019). Unfortunately, many English conventional text books are not really interesting. Moreover, the motivation of students in reading books, is still very low. This is supported by UNESCO data in 2019 which states that the reading level of the Indonesian people is only 0.001%. That is, there is only 1 person who diligently reads out of 1,000 Indonesians. However, until now, English is still considered by students as a difficult subject to learn. By using E-module, reading material can be delivered more interestingly. This is E-module also supported by the government that is stated in Peraturan Pemerintah RI No 19 Pasal 19 (1) Tahun 2005 about Standar Nasional Pendidikan which is stated that teaching learning activity must delivered actively, inspiring, fun, challenging motivate the students to participate actively.

The traditional textbook use by SMP Negeri 37 Pekanbaru entitled Bahasa Inggris “when English rings a bell” shows 7 units that provide some materials. The teacher mentions the book was limited on various access or material that up to date with current situation face by students. Teacher said that in traditional book there are still a) lack of explanation, b) lack of example c) lack of quiz or exercise. The most important thing is the traditional book are limited to distributed for the students. The researcher found that the students were very difficult to comprehend the text especially in narrative text. Students did not enjoy in reading because the students did not read properly and the students were difficult to understand what they had read.

Referring through this explanation, a study was suggested to develop traditional English book into E module, that full of interesting activities.

The author introduced an E-module as an interactive educational tool to enhance student engagement in reading classes. According to Evenddy & Gailea (2024), e-modules in education offer numerous benefits; they assist students in enhancing their skills, fostering creativity, and increasing engagement. They are efficient, user-friendly, and paperless, making learning more accessible.

E-modules have increasingly become a vital component of modern education, particularly within digital learning. These digital resources are designed to promote independent, interactive, multimedia-oriented learning experiences. Unlike traditional textbooks, e-modules incorporate textual, visual, audio, and audiovisual elements, fostering a more captivating and enriched learning experience. They are versatile, flexible, and easy to navigate, featuring interactive components such as quizzes, animations, videos, and summaries to engage students in the learning process actively.

The benefits of e-modules are numerous. They enhance the effectiveness of lesson presentations by utilizing multimedia tools, enabling teachers to engage many students simultaneously. Furthermore, they reduce costs by eliminating the need for physical infrastructure and transportation. E-modules offer flexibility by allowing students to download and access materials offline, ensuring that learning can continue without a continuous internet connection. Their interactive features—such as annotations, zoom options, and read-aloud functions—enhance the learning experience. Studies have shown that e-modules significantly boost students' motivation and confidence in autonomous learning, fostering a sense of self- efficacy.

However, implementing e-modules can be challenging. Technical issues, such as limited compatibility with mobile devices or unstable internet connections, can hinder their use. Educators also need training to create effective e-modules that cater to students' needs. Maintaining student interest can prove difficult when modules lack sufficient interactive elements or gamification.

Research has demonstrated the positive impact of e-modules on learning outcomes. For instance, a study at Universitas Riau focused on developing interactive e-modules for English

structure courses, which received high validation scores for clarity (3.57) and ease of use (3.60), illustrating their effectiveness in improving language skills. Similarly, other research indicates that e-modules enhance self-efficacy and motivation when used collaboratively or independently compared to traditional teaching methods.

The adoption of e-modules surged during the COVID-19 pandemic, as they became essential tools for online learning. They provided teachers and students the flexibility to adapt to remote education environments. Educators incorporated multimedia elements like videos and animations to keep students engaged while minimizing physical interaction.

In Southeast Asia, the use of e-modules is increasing in English as a Foreign Language (EFL) education. They have proven particularly effective in English for Specific Purposes (ESP) courses by integrating augmented reality and blended learning approaches to improve comprehension.

Several steps are recommended to fully realize the potential of e-modules in education. Teachers should receive training in creating interactive content tailored to students' needs (Apriliani, 2025; Maksum & Purwanto, 2022). Developers should focus on optimizing e-modules for mobile devices to enhance accessibility. Additionally, educational institutions should invest in advanced technologies, such as augmented reality, to further improve the functionality of e-modules (Bass et al., 2019).

In conclusion, e-modules are vital in modern education due to their flexibility, interactivity, and accessibility. Their ability to improve motivation, self-efficacy, and learning outcomes makes them indispensable for 21st-century education. However, it is essential to address technical limitations and ensure that teachers are prepared for the successful implementation across various educational settings.

METHODS

The research methodology for this study focused on assessing the validity of e-modules in junior high school reading classes through students' perceptions. It employed a mixed-method approach, combining quantitative and qualitative techniques to provide a comprehensive understanding of the effectiveness and usability of e-modules in this context.

Research Design

This study adopted a mixed-method approach, integrating quantitative and qualitative data collection methods. Quantitative data were collected through structured questionnaires to measure students' perceptions and learning outcomes, (Caspersen et al., 2017). Qualitative data was gathered using interviews to explore more profound insights into students' experiences with e-modules, (Holland & Ciachir, 2024). Mixed-method designs effectively addressed complex research questions, combining numerical data with thematic analysis to provide a holistic view of the subject matter, (Sammons & Davis, 2017; Zhao & Xu, 2024; Zhou et al., 2024).

Participants

The participants consist of nine validators

Data Collection Instruments

- a. Questionnaires: Structured questionnaires with Likert-scale items assessed students' perceptions of the module's validity, focusing on usability, accessibility, interactivity, and engagement.
- b. Interviews: Selected participants will be interviewed one-on-one to provide detailed feedback on aspects of the e-modules, such as technical challenges or interactivity features.

Procedure

The study followed these steps: 1) Preparation Phase, developed an interactive e-module tailored for reading classes, incorporating multimedia elements like videos, animations, quizzes, and summaries; 2) Implementation Phase, administered questionnaires after module usage to collect quantitative data

on perceptions 3) Qualitative Data Collection, conducted interviews with selected students for personalized feedback.

Data Analysis

1. Quantitative Analysis: Descriptive statistics will be used to analyse questionnaire responses (e.g., mean scores for usability and engagement).
2. Qualitative Analysis: Conduct interviews to measure students' deeper perceptions of the developed e-module.

Ethical Considerations

Ethical standards were strictly adhered to throughout the study. All participants were given informed consent, ensuring they understood their rights and voluntary participation. Responses were maintained confidentially and anonymously, and participants could withdraw without consequences.

Expected Outcomes

The study aims to provide evidence on the validity of e-modules in junior high school reading classes by evaluating their usability, effectiveness in improving comprehension skills, and overall student engagement. Findings are expected to highlight strengths (e.g., accessibility, interactivity) and areas needing improvement (e.g., technical challenges), contributing valuable insights for educators seeking to integrate digital tools into literacy instruction.

FINDINGS AND DISCUSSION

Findings

The study on the validity of e-modules in junior high school reading classes revealed several key insights regarding students' perceptions of these digital tools. Quantitative data collected through questionnaires indicated that most students found e-modules highly practical and effective for improving reading comprehension. Specifically, students appreciated the interactive features, such as quizzes, multimedia content, and summaries, which made learning more engaging and accessible. Here is the final result of the e-module validity by using the following formula, Van Velzen (2013):

$$M = \frac{\sum FX}{N}$$

M: Average score

FX: Obtained score

N: Number of validity components

Validity analysis uses a Likert scale with the following steps, Chen & Liu (2020):

- a. Give a score for each answer item: Very Good (4), Good (3), Fair (2), and Poor (1).

Table 1

Categories of Assessment by Respondents in the Questionnaire

Score	Category
4	Very Good
3	Good
2	Not Good
1	Poor

- b. Summing up the total score of each practitioner for each indicator, giving validity value through the following formula, while the validity category can be seen in the following table, Milala et al. (2021)

Table 2

Table Validity Criteria

No	Average interval	Score Category
1	$81 < x \leq 100$	Very Valid
2	$61 < x \leq 80$	Valid
3	$41 < x \leq 60$	Quite Valid
4	$21 < x \leq 40$	Less Valid
5	$0 < x \leq 20$	Not Valid

The following table discusses the questionnaire distributed to the students to determine the practical value of the product.

Table 3

The Result of the Media Expert Validity Test

No	Statements	Score
<i>Display</i>		
1	E-module start page design	10
2	Design of e-module content page.	12
3	Design concepts with subjects.	10
4	Colour selection in writing	10
5	Colour selection on images	12
6	The colours in the text contrast against the Background.	11
7	Selection of background on e-module	12
8	Colour selection for the background	12
9	Image placement in the e-module	12
10	Layout of the entire e-module content.	11
Total Score		112
Average		3.73
Conversion into %		93.25
Category		Very Valid

<i>Usage</i>		
11	Users find it easy to operate the e-module	11
12	The help function assists the module's electronic operation.	10
13	There are text/pictures in colour in the module.	11
14	The colours in the writing are conspicuous for easy reading.	12
15	Navigation buttons are visible	12
16	Buttons work for their intended purpose	11
17	The display on the e-module is by the learning material	11
18	Display according to function	11
Total Score		89
Average		3.71
Conversion into %		92.75
Category		Very Valid

Table 4

The Result of the Material Expert Validity Test

No	Statements	Score
<i>Self-Instructional</i>		
1	Learning objectives by learning achievement	11
2	Learning objectives by basic competencies	9
3	Learning objectives according to the indicator	11

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4	Learning objectives are by the learning material	9
5	Material according to learning achievement	9
6	The material is easy to understand	11
7	The image used is by the material	10
8	Some pictures help clarify the material	11
9	There are QR Codes that direct to the designated sites	10
10	Some animations or videos help explain the material	10
11	Practice questions/assignments according to the material being studied	11
12	The practice questions/assignments cover all the material in the learning module	11
13	Practice questions/assignments encourage students to be independent	11
14	The language used in the material is correct	10
15	The sentence in the delivery of the material is clear	9
16	The language style used is easy to understand	10
17	The practice questions for each chapter serve to deepen the material	10
18	The questions cover the learning objectives	9
19	Discussion of answers to questions provides more explanation	9
20	The learning material grid that must be mastered is contained in the content	9
21	The reference used is clear	6
22	The reference used is a trusted	8
Total Score		214
Average		3.24
Conversion into %		81
Category		Very Valid

Self-Contained

23	The content of the material is by the competency standards for the learning achievement	9
24	Fill in the material according to the basic competencies in the learning achievement	10
Total Score		19
Average		3.17
Conversion into %		79.25
Category		Valid

Stand Alone

25	All the required material is included in the module	10
26	The distribution of material is adjusted to Learning Achievement	9
Total Score		19
Average		3.17
Conversion into %		79.25
Category		Valid

Adaptive

27	References from the internet have clear literary sources	9
28	E-module refers to the developing science and technology	11
Total Score		20
Average		3.33
Conversion into %		83.25
Category		Very Valid

User Friendly

29	Pictures provide more explanation about the material	9
30	The application example given is to provide an overview to students	11
Total Score		20
Average		3.33
Conversion into %		83.25
Category		Very Valid

Table 5

The Result of the Learning Design Expert Validity Test

No	Statements	Score
Content of materials		
1	Learning objectives by competency standards	11
2	Learning objectives by basic competencies	12
3	Learning objectives according to the indicators	10
4	Learning objectives by the material learning	11
5	Colour selection on images	10
6	The material is easy to understand	10
Total Score		64
Average		3.56
Conversion into %		88.89
Category		Very Valid

Language

7	Beauty display screen	9
8	Text legibility	9
Total Score		18
Average		3.00
Conversion into %		75
Category		Valid

Presentation

9	Image quality	9
10	The material as desired	11
11	Video player	10
12	Sound and video settings	10
Total Score		40
Average		3.33
Conversion into %		83.33
Category		Very Valid

Modified from Dian Kusuma Dewi et al. (2023)

The validity score of the e-modules was consistently very high (89,61), with students reporting ease of use and flexibility in accessing materials both in class and independently. These findings align with similar studies that emphasize the role of e-modules in enhancing learning outcomes by providing innovative and interactive learning methods.

Qualitative data from interviews further highlighted students' positive experiences with e-modules. Many participants noted that the multimedia elements helped them better understand complex texts, while the self-paced nature of e-modules allowed them to revisit challenging sections without time pressure.

However, some students mentioned technical challenges, such as compatibility issues with certain devices or difficulty navigating specific features. Additionally, a small percentage of students preferred traditional printed materials due to familiarity and ease of annotation.

Here are the validators' notes related to the developed e-module:

Media validators:

1. Validator 1: Navigation in the e-module is sometimes not user-friendly, especially for students using a digital platform for the first time. The unclear appearance of menus and links can confuse users. Designing a simple and intuitive interface with a straightforward menu and search feature can help students find information quickly. Testing the module's use by target users is also important to obtain feedback regarding ease of access.

2. Validator 2: The e-module must be flexible in the future by always using the latest curriculum themes.

3. Validator 3: The e-module is simple and interesting

Material validators:

1. To minimize existing grammatical errors, it would be best to check all sentences displayed in the module using GRAMMARLY PREMIUM. In the "using directions" section after the preface page, start with a capital letter to maintain consistency. If the Explanation/definition of a concept is taken from a specific source, please directly add the reference (in-text citation) on that page, for example, the section "What is Narrative Text?" The definition, if taken from a reading source/textbook, needs to have the source written there. Several images are displayed, such as Dame and Alwi Assegaf; it is necessary to add a note on the preface page that these images were taken with the students' permission. If taken from the internet (for example, a picture of a motorcycle, etc.), make sure the image is in the PUBLIC DOMAIN. The font between one unit/page and another unit/page should be the SAME, not different, to make the module look neater. At the end, there is a "comment here" section --> Gform needs to have images added/ its appearance edited to look more attractive, not plain/default. The content is already appropriate and good. Thank you for your hard work.

2. Validator 2: Please specify what skill will be developed in the module. Use more familiar words for the students. Simplify the language for secondary school students (the texts and videos)

3. Validator 3: Provide more explanation to discuss the answers to the questions (ex, text structure). Use videos made by the researcher with content that is familiar to the students. Use the familiar pictures for the students.

The results also showed that e-modules successfully tackled typical issues in reading classes, including low motivation and involvement. Because of the modules' interactive design, students expressed increased motivation to engage in reading activities. Additionally, the capacity to incorporate videos and animations into reading lessons greatly aided visual learners, improving their understanding and memory of the material.

Discussion

The findings of this research highlight the usefulness and efficiency of e-modules as a contemporary educational resource for reading lessons in junior high schools. The high validity scores indicate that students view e-modules as accessible and flexible tools. These results align with earlier studies focused on e-module creation for different subjects, like science and mathematics, which validated their effectiveness, validity, and influence on learning results.

A significant point is the connection between students' preferences for engaging learning styles and the functionalities offered by e-modules. As noted by Charlina et al., 80.1% of students wanted expository text writing content delivered through enjoyable, interactive, and creative approaches. This indicates that e-modules are ideally suited to fulfil the expectations of contemporary learners who prioritize involvement and interaction in their educational journeys.

Nonetheless, the research also uncovered opportunities for enhancing e-module applications. Technical difficulties persist for certain students, especially those utilizing outdated devices or not well-versed in digital technologies. Tackling these obstacles through improved design and user training could increase the overall efficacy of e-modules. Furthermore, while the self-directed aspect of e-modules was well-received by most students, some raised concerns over diminished interaction between teachers and students during lessons. Adding features that allow immediate feedback or group activities might help address this issue.

Additionally, the results emphasize the necessity of connecting e-module content with students' real-world experiences and interests. For instance, research on modules based on flipbooks reveals that

using familiar themes significantly boosts student involvement. Including culturally relevant materials or themes in reading classes could enhance understanding and enthusiasm.

CONCLUSION

This study sought to assess the validity of e-modules in junior high school reading classes by exploring students' perceptions. The results show that e-modules can significantly improve the learning experience by offering interactive, engaging, and accessible resources that meet varied learning needs. Students expressed heightened motivation and assurance in their reading skills when utilizing e-modules, underlining the effectiveness of these digital tools in nurturing a positive outlook on reading.

Furthermore, the mixed-method approach used in this research thoroughly understood students' experiences. Quantitative data indicated advancements in reading comprehension scores, while qualitative feedback from focus group discussions and interviews highlighted important insights regarding the usability and interactivity of the e-modules. Students valued multimedia content, quizzes, and the ability to learn at their own pace. Nevertheless, issues related to technical problems and differing levels of digital literacy were also noted, indicating areas for enhancement in future implementations.

In summary, e-modules signify a promising advancement in the educational framework of junior high schools, especially in improving reading instruction. As educators and institutions persist in incorporating technology into their teaching approaches, it is crucial to tackle the challenges highlighted in this study to optimize the advantages of e-modules. By enhancing these digital resources in response to student feedback and ensuring sufficient support for educators and learners, e-modules can significantly contribute to better literacy outcomes and nurturing a lifelong passion for reading among students. Future research should examine the long-term effects of e-module usage on student learning and engagement and explore strategies for refining their design and application in various educational settings.

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