



Developing E-Module for Teaching Reading at Senior High School

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Abstrak

Perubahan kurikulum menyebabkan belum tersedianya alat pembelajaran berbasis teknologi yang sesuai dengan Kurikulum Merdeka sebagai kurikulum terbaru. Dengan Demikian, penelitian ini bertujuan untuk mengembangkan e-modul sebagai sebuah alat pembelajaran yang dapat membantu proses belajar mengajar Bahasa Inggris teks prosedur di SMAN 3 Pekanbaru dan menentukan validitas modul tersebut. Penelitian ini menerapkan Research and Development (R&D) dengan mengikuti 4D model yang diusulkan oleh Thiagajaran et al. (1974). Instrumen yang digunakan yaitu wawancara dengan guru mata pelajaran bahasa Inggris di SMAN 3 Pekanbaru, angket penilaian ahli oleh ahli materi dan media, serta angket respon oleh guru dan siswa. Penelitian ini menunjukkan bahwa hasil validitas ahli materi adalah 92,22% yang dapat dikategorikan sebagai "Sangat Valid", dan hasil validitas ahli media sebesar 98% yang dapat dikategorikan sebagai "Sangat Valid". Hasil angket respon guru menunjukkan 92% yang dikategorikan 'sangat baik', sedangkan hasil angket respon siswa menerima 81,87% yang dikategorikan sebagai 'sangat baik'. Oleh sebab itu, e-modul dinyatakan valid sehingga layak digunakan oleh siswa kelas sepuluh SMAN 3 Pekanbaru. E-modul menjadi alternatif alat pembelajaran mandiri yang menyenangkan untuk membantu meningkatkan keterampilan membaca siswa.

Kata Kunci: E-Modul, Membaca, 4D

Abstract

Curriculum changes have resulted in the unavailability of technology-based learning tools that suit the Merdeka Curriculum as the latest curriculum. Thus, this research aims to develop e-modules as a learning tool that can help the English teaching-learning process at SMAN 3 Pekanbaru and determine the module's validity level that has been developed. This research applies Research and Development (R&D) by following the 4D model proposed by Thiagajaran et al. (1974). The instruments used were interviews with English teachers at SMAN 3 Pekanbaru, student analysis questionnaires, expert assessment questionnaires by material and media experts, and response questionnaires by teachers and students. The research showed that the validity results obtained from a material expert is 92.22%, which could be categorized as 'Very Valid', and the validity results from a media expert is 98%, which could be categorized as 'Very Valid'. The results of the teacher response questionnaire showed 92%, which was categorized as 'very good', while the results of the student response questionnaire received 81.87%, which was categorized as 'very good'. Therefore, the e-module was declared valid and feasible for tenth-grade students at SMAN 3 Pekanbaru. E-modules are a fun alternative, independent learning tool to help improve student's reading skills.

Keywords: E-Module, Reading, 4D

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INTRODUCTION

The world is advancing swiftly in science, technology, and information (Alwi et al., 2023). During the present era characterized by the Industrial Revolution 4.0, education is required to use technology to adapt to the rapidly changing world. The 4.0 industrial revolution is characterized by the vital interaction between humans and machines, transforming how people live and work (Elayyan, 2021). The advancement of technology should assist a teacher in developing the learning process. Therefore, teachers can use technology to enhance student learning by developing teaching materials. (Pangestu. D. M. & Wafa. A. A., 2018). In line with Ministerial Regulation No.16 of 2022 regarding the standard process, Learning strategies designed to provide quality learning experiences are carried out using information and communication technology devices. Choosing the right technology in education will produce various alternatives in the form of facilities applicable to acquiring knowledge. E-learning facilitates maximum student learning flexibility by enabling students to access learning material at their convenience and with the ability to review it as many times as needed. There is a demand for electronic-based learning to facilitate the learning process and ensure the achievement of learning objectives.

Curriculum changes are generally adjusted to changes in political, social, cultural, economic, scientific, and technological conditions developing in society (Aziz et al., 2022). The curriculum continues to change according to the challenges faced today and in the future. Various structured and complex policies must be implemented in schools to prepare students or the younger generation to live independently. According to Ministerial Regulation No.262/M/2022, the curriculum in Indonesia changed into a new curriculum, namely, the Merdeka Curriculum. The Merdeka Curriculum is a learning approach that emphasizes innovative thinking and collaboration between teachers and students (Nisa, 2022). In the new curriculum, students are encouraged to be more independent in learning by changing their learning perspective. All this time, learning activities in Indonesia are dominated by teachers. Initially, learning activities were teacher-centered and now should have become student-centered.

As the central role of education, teachers are always required to adapt to the needs of the times and adapt well to learning activities. In the Merdeka curriculum, the teacher's role is as a motivator who must ensure that students have a high enthusiasm for learning independently and proactively and as a facilitator where helping students to develop interests and learning goals is very necessary (Widiyaningsih & Narimo, 2023).

According to Kurniawati et al. (2020), internal and external factors affect students' reading ability. Internal factors include learning styles, reading interests, reading habits, and motivation in learning. External factors, including learning strategies, learning media, and external motivation, might come from friends, family, and the local community. Reading in schools is taught through text. Senior high school students study several types of text. Each text has different functions, organizational structure, and language features that can be incorporated into a text. One of them is procedure text. Based on the Merdeka curriculum, procedure text is one of the materials taught in the tenth grade of Senior High School. According to Jupri (2019), Procedure text is a text that shows a sequence of ways of making or doing something.

The quality of teaching materials, among other factors, also impacts students' grasp of the subject matter at school. A learning tool is one of the teaching materials utilized. Learning tools are a type of instructional activity that can aid in improving understanding and mastery of the subject matter being studied. 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). Therefore, teachers should be able to create engaging Electronic-based learning tools using technology to make students eager to read a text thoroughly.

There are many examples of electronic-based learning tools, including e-module. The e-module is one of the interactive learning tools that uses technology. It helps students become independent learners and makes

learning centered on the students. 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). As a result, it encourages students to learn to solve problems in their distinctive manner. Reading should be enjoyable for students so that they are motivated to read and comprehend the text (Sumirat et al., 2019). By using E-module, reading material can also be delivered more interestingly. Each student has different abilities and skills, and each person has a different learning style. Some students will catch the lesson faster when listening. Some are more comfortable understanding the lesson through sight and movement. 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.

E-Modules can be used in various subjects, including English language learning. Reading is one of the most crucial receptive skills that students should develop when learning English (Nurjanah, 2018). It ensures students comprehend the text's meaning (Satriani, 2018). This shows that comprehending the meaning is one of the skills that must be developed to read in English effectively. To build comprehension abilities, the student must continue to be trained to participate actively in the learning process so that they may later think critically. Critical thinking requires them to conduct prior research on what they get and alters their mentality rather than simply receiving something raw. When students already have that mindset. They will become more proficient in capturing ideas from the text and distinguishing their primary argument and supporting details.

Based on the observation, need analysis questionnaire and interview with the English teacher, students have low comprehension in reading. This obstacle because the enormous amount of vocabulary that students do not understand creates a barrier to comprehension of the text. Typically, Students lack the information required to translate any given term into the target language, as diverse linguistic traits exist between languages (Arono & Nadrah, 2019). Because English differs from their everyday language. Many students also show a lack of attentiveness towards their lessons. According to Eman Nataliano Busa (2023) & Batara et al., (2023), state that one of the reasons for the low interest and activeness of students in learning is the lack of diversity of media and learning tools used by teachers in the learning and teaching process. However, due to the new curriculum changes implemented the English textbook and learning tool that suits the Merdeka curriculum has not been available yet. Teachers are still using English textbooks with the old curriculum without learning tool. Also because of the limitation of time and teacher ability to make technology-based learning tool. Even though, if viewed from the school facilities, this school is equipped with projectors for each class, a computer laboratory, and each student also has Android phones that can be used for learning.

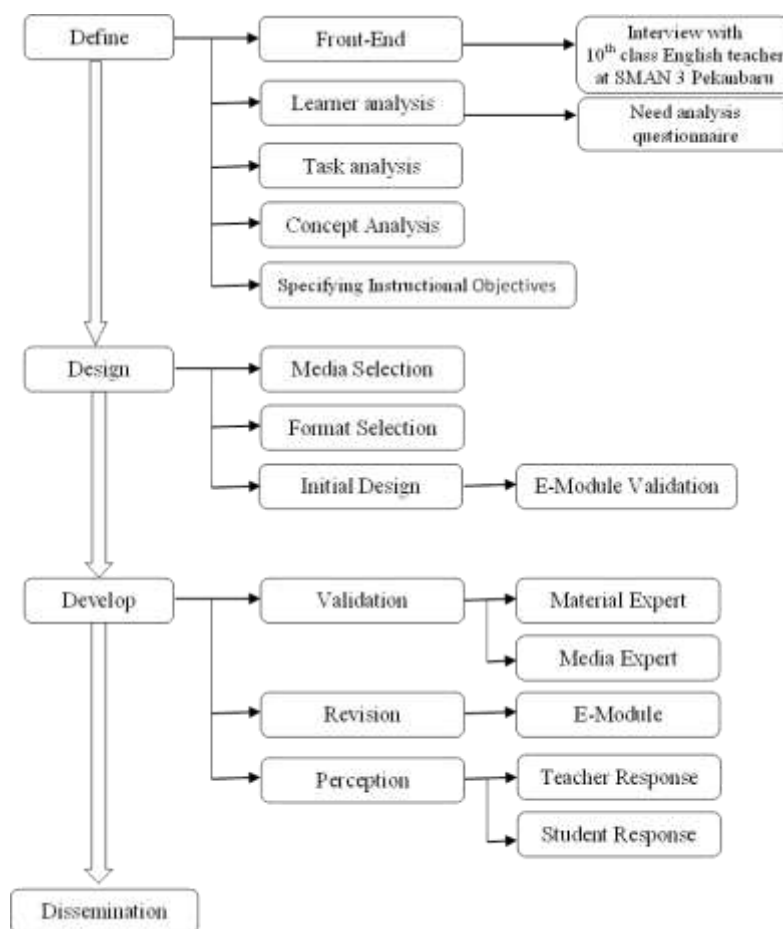
According to previous research, Ammalia Dwi Astini (2022), found that e-module as an innovative, educational, and entertaining learning media make students enthusiastically participate in learning procedure text material, especially on learning reading. This research made an e-module based on 2013 curriculum. The e-module got good response from students and teacher. It got 85% positive responses from student responses and got 81% valid from teacher assessments. Besides, Wijaya and Vidianti (2020), discovered that e-modules are considered more attractive because have several multimedia elements that make learning more enjoyable. Also, the findings of the research by Thirraja et al., (2023), concluded that e-modules increases student performance and improves learning outcomes. In addition, Haryanto et al. (2021) also found that an e-module effective in enhancing students' critical thinking skills of SMA/MA students. In line with Kurniati et al. (2021), have shown that Utilizing e-modules combined with conventional educational methods can bolster students' critical thinking abilities, learning motivation, and academic proficiency. Hence, it can be concluded that E-modules are a learning tool that can be useful in the teaching and learning process because apart from being fun, e-modules have also been proven to improve students' abilities. Researcher chose to develop a learning tool in the form of an e-module containing procedure text material, especially for reading skills. This is because there has been no research that has created learning tools in the form of e-modules for reading skills which are

prepared based on the Merdeka Curriculum and use themes that are integrated into the Merdeka Curriculum for grade ten, so this is an innovation in the field of education.

Therefore, researcher are motivated to develop e-modules as learning tools considering that there is still a rarity in developing e-modules for reading English learning skills, especially procedure text material. The researcher hopes that this e-module can help improve students' reading skills and students' interest in learning English in high school. This research focuses on tenth grade students for the 2022/2023 academic year at SMAN 3 Pekanbaru. In this e-module the researcher also provides a word game quiz which contains meanings and recordings of how to pronounce words to help students improve their reading skills and increase their vocabulary in procedure text material. Apart from that, there is also the Pancasila Strengthening System which is in accordance with the Merdeka Curriculum to build student character in accordance with Pancasila norms. Moreover, it is hoped that this research can become an innovative learning tool in the form of an e-module for reading procedure texts. Furthermore, the product that has been developed is an independent learning tool in the form of an e-module reading procedure text that students can access anywhere online via a web browser.

METHOD

This research employed Research and Development (R&D) and applied the 4D Model proposed by Thiagarajan et al. (1974). The 4D Model comprises four distinct stages: define, design, develop, and disseminate. Picture 1 details the development process of the e-module used for teaching reading at SMAN 3 Pekanbaru.



Picture 1. Steps in the research

Utilizing the 4D model, the researcher initially had to delineate and identify the fundamental challenges faced by the English teacher of SMAN 3 Pekanbaru when teaching reading procedure texts. The researcher

examined the learners' demands and determined the specific learning objectives aligned with the Merdeka curriculum, ahead of designing the e-module. Subsequently, the researcher developed the e-module following the defined stage results. Next, the researcher uses assessments and suggestions from material and media experts on the e-module to determine the suitability of the product that has been developed as a learning tool in the development stage. Next, feedback was collected from teachers and students regarding their responses to the e-module produced by distributing response questionnaires. Finally, for the dissemination stage, the researcher distributed the product to the English teachers at SMAN 3 Pekanbaru.

The tenth-grade students of SMAN 3 Pekanbaru were selected as the population. The sample was the X.4 class at SMAN 3 Pekanbaru students in the 2022/2023 academic year. The researcher used three instruments to collect the research data: interview, learner analysis, validation, and teacher and student responses. The purpose of the interview is to gather information regarding the challenges encountered in teaching English. The learner analysis is to get information about students' necessities, wants, and lacks and provide information regarding design, input, and learning activity to generate materials relevant to the student's condition. The expert validation process seeks to evaluate the legitimacy and suitability of the e-module as a self-directed learning tool. The teacher and students' responses are used to determine the teacher and students' perceptions about the feasibility of the products.

This research utilized both quantitative and qualitative approaches. The researcher obtained qualitative data through interviews with the tenth-grade English teacher at SMAN 3 Pekanbaru and input from experts. The data was subsequently examined utilizing the descriptive method. The researcher obtained quantifiable data through expert validation and feedback from teachers and students. Validators provide expert validation scores based on their assessment of the e-module, which is subsequently examined using the average score %. Akbar (2013) states that the e-module is considered genuine and eligible if the validation percentage exceeds 70%. The teacher and students provide teacher and student feedback following a limited field testing phase to assess the feasibility of the products.

RESULT AND DISCUSSION

Result

This research utilized the 4D Model proposed by Thiagarajan et al. (1974). In this research, the completion of four distinct stages is required, namely define, design, develop, and disseminate. The subsequent information outlines the specific steps involved in each stage of the procedure:

Define Stage

Five distinct analyses were used to obtain data during the define stage. Those are front-end analysis, learner analysis, concept analysis, task analysis, and instructional objectives analysis. The researcher interviewed Sri Rahayu, M.Pd., a tenth grade English teacher at SMAN 3 Pekanbaru. Based on the interview, it can be deduced that teachers have included technology in their teaching and learning practices by utilizing PowerPoint presentations to convey learning material. Using blended media using technology in educational settings is highly favored by students as a means of learning. This approach has enhanced students' interest and motivation to engage in learning activities. Teachers frequently utilize handbooks as teaching material but until now, textbooks suitable for the new curriculum have not been available and the same goes for learning tools. Teacher has not made learning tools because of the limitation of time and teacher ability.

The researcher conducted the learner analysis through a questionnaire distributed to students via Google Forms. Questionnaires were distributed to analyze student needs. The questionnaire contains target needs and learning needs. A questionnaire consisting of ten multiple-choice questions. Students are asked to choose one of the accessible options. The details gathered from the needs analysis are used to provide information or guidance in designing the e-module that was created.

The task analysis stage examined the Learning Achievements (CP) and Learning Objectives (TP) contained in the Merdeka curriculum. This research only focuses on reading-viewing skills on procedure texts. The researcher developed the teaching material as an e-module for learning objectives (TP) M.10, M.11; M.12, and M.13 as arranged in Learning Objectives Flow (ATP) by the government about procedure text for senior high school students.

Next, the concept analysis. The concept analysis was carried out to find the main concepts contained in the procedure text material for tenth-grade high school students according to the Merdeka curriculum. Procedure text learning materials are in learning objectives (TP) M.10, M.11, M.12, and M.13. The material content is the definition, social function, generic structure, language features, examples, and information in the procedure text.

This e-module consists of two parts; the first is healthy foods, which contain material and provide healthy food recipes accompanied by exercises and discussions. Then, a healthy life is related to physical and mental health. As well as the existence of a project at the end as material for student evaluation following the project in the Merdeka Curriculum. Then, the researcher concluded the instructional objectives by categorizing the learning objectives of the e-module, which were obtained from the task analysis and concept analysis.

Design stage

Three steps need to be finished at the design stage. Those steps are media selection, format selection, and initial design. The media selection was initially selected based on interviews with tenth-grade English teachers and learner analysis. The learning media or learning tool developed in this research was a combination of media in the form of an electronic module (E-Module) contextualizing the theme of healthy life, which carries tenth-grade senior high school material namely procedure text. Then, Choosing a format is the next step that must be taken. In this step, the researcher initially chooses a title for the e-module. The researcher determined this e-module to be entitled "English E-Module Procedure Text for Class 10 SMA/MA/SMK". Apart from that, the researcher decided that this e-module used Times New Roman writing on A4 size paper. For the initial design, researcher developed electronic modules following guidelines for preparing e-modules (Directorate of High School Development, 2017). The framework includes an introductory description of the e-module and instructions for using the e-module), learning activities (objectives, material descriptions, summaries, assignments and assessments), the Pancasila Strengthening System, answer keys, glossary, references and biography. The researcher used the Canva application to design the cover of the e-module. Next, the researcher developed an e-module prototype using Microsoft Office Word. After that, the researcher made the necessary format adjustments, converted the file, which initially used doc format into a file in pdf format, and then uploaded it to an application called Flip Pdf Professional. In the end, the researcher created an e-module using the functionalities offered in Flip Pdf Professional by combining the cover that had been created, assignment links and several learning videos. Once the e-module has been put on the internet, it becomes accessible through various web browsers. The captures of e-modules can be seen in Figures 1 to 3.



Figure 1. The display of the e-module procedure text cover



Figure 2. The display of mind mapping and opening of activity



Figure 3. The display of e-module exercise

Develop stage

During the development phase, the e-module was produced. At this stage, there are e-module validation activities by experts and product feasibility trials. The criteria for the selected experts are individuals with a master's degree and years of relevant work experience. The material expert in this research is a lecturer in the English Education Study Program, and the material expert is an expert in educational media development. To validate the e-module, the validators are given a validation sheet as a medium for providing comments and suggestions for improving the e-module developed by the researcher. An e-module was validated by a material expert, who assessed its material, learning, and linguistic features. Conversely, a media expert verified the module's validity by assessing the efficacy of its screen design, the ease of program operation, the coherence, and the use of animation. The validation results can be displayed in Table 1.

Table 1. The Result of Expert Validation

No	Aspect	Total Score(%)	Category
1.	Material	92.22%	Very Valid
2.	Media	98%	Very Valid

Table 1 demonstrates the results of validation by material experts, which obtained a value of 83 with a percentage of 92.22%, which was categorized as "very valid," and the results of validation by media experts obtained a value of 103 with a percentage of 98% which was categorized as "very valid." Regarding the advice received during the validation phase in the development stage, certain adjustments were implemented to enhance the e-module. The advice from the material expert is to Enlarge the font size and reduce the use of bullets and numbering. The advice from the media expert is to add mind mapping to the e-module so that readers can more easily find out what the contents of the e-module are. To provide more information, the layout of the e-module in its final revision can be observed in Picture 4.



Figure 4. Final revision of e-module

After that, the English teacher assesses the product for its suitability, and a limited trial is carried out to get a feasibility assessment from the students. The feasibility of the e-module was tested with a teacher and student responses questionnaire. Table 2 displays the results.

Table 2. The Result of Teacher and Student's Response

No	Subject	Total Score (%)	Category
1.	Teacher	92%	Very Good
2.	Students	81.87%	Very Good

From Table 2, it can be seen that the response questionnaire filled out by the teacher received a score of 69 with a percentage of 92% which can be classified in the "Very Good" category, while the response questionnaire completed by the students received a score of 1,842 with a percentage of 81.87% was categorized in "Very Good." Therefore, based on assessments from validators, teachers, and students, the developed e-module can be deemed both feasible and adequate for learning the reading procedure text for the tenth-grade students of SMAN 3 Pekanbaru.

Disseminate stage

This stage is conducted after the validation and feasibility assessment of the generated e-module. The researcher distributed this e-module reading procedure text product as a link. The product is then distributed to English teachers via online messages and distributed to students directly.

Discussion

The purpose of the discussion section is to address research inquiries. The discussion can be divided into two sections. The first step in this research is the development of the e-module, while the subsequent step evaluates the degree of the e-module for teaching reading procedure text at SMAN 3 Pekanbaru validity.

Firstly, the e-module development was structured according to the 4D model. The process of development using a 4D model consists of four stages. Those are define, design, develop, and disseminate.

Next, the second discussion focuses on the validity of the e-module. The validation judgment of the material expert resulted in a score of 83 with a percentage of 92,22%, categorizing it as "Very valid." Subsequently, the evaluation judgment conducted by the media expert yielded a score of 103 with a percentage of 98%, placing it within the "very valid" category. Subsequently, according to the outcome of the teacher

response questionnaire, The results obtained from the teacher's response questionnaire were to get a value of 63 with the highest score of 75. Thus, the percentage of the teacher's response questionnaire results was obtained by 92%, which can be categorized as "Very Good." Meanwhile, the results of the student response questionnaire obtained from thirty students obtained a percentage of 81.87%, which can be included in the "Very Good" category. The data presented allow for the conclusion that the e-module produced is valid and suitable as a learning tool for teaching reading procedure text.

In conclusion, the e-module procedure text designed for tenth-grade students has successfully fulfilled all the necessary criteria as a learning tool for teaching reading procedure text in senior high school. The e-module is designed to enhance the student's proficiency in comprehending procedure text materials and foster their motivation to learn anytime and anywhere.

The e-module procedure text developed by the researcher is a complete package that students can study independently, either with or without teacher guidance. The e-modules are equipped with pictures, videos, audio, and exercises in the form of game links to attract students' interest in learning with the appearance of e-modules like real books with video explanations. In addition, it offer adaptability and accommodate various learning methodologies by utilizing interactive online information (Rawashdeh et al., 2021).

Research has shown that using e-modules improves self-efficacy, motivation, and learning outcomes (Delita et al., 2022). Also, E-modules can increase learning effectiveness because they can be adjusted to students' needs and provide a more interactive learning experience (Estuhono et al., 2023). E-modules can increase students' interest, be active in learning, facilitate the independent learning process, and get an excellent response from students. Applying the Merdeka learning concept using an e-module produces an average percentage of 95% (Aini & Kurniawan, 2022). In line with this research that also gets good responses from students, as you can see in Table 2, the students' response questionnaire got a mean score of 81.87%, which can be categorized as very good. E-module is essential in supporting the Merdeka curriculum, a policy the Ministry of Education and Culture implemented to improve the national education system (Aini & Kurniawan, 2022). It can be used as a source of learning materials for English subjects (Setyawan & Nawangsari, 2021). E-modules also help reduce the teacher's burden in presenting content so that teachers can have more time to tutor and help students learn (Maulinda, 2022). Merdeka's curriculum empowers teachers to offer teaching materials with creativity and efficacy. One approach to achieve this is by utilizing captivating teaching resources. The learning tools teachers utilize in education should be tailored to the contemporary day, taking into account the prevalence of digital technology. Furthermore, students nowadays want to teach media that may stimulate and enhance their motivation to learn in alignment with the ongoing implementation of the Merdeka Curriculum (Ardianti & Amalia, 2022).

This research supports the previous research that has incorporated e-modules in educational institutions. The researcher has built an e-module that students can utilize as an alternative learning tool, allowing them to review the material independently. To align with one of the objectives of the Merdeka curriculum, it is necessary to use e-modules to enhance technology-based learning tools.

Moreover, the outcome of this research is the development of a learning tool in the form of e-modules utilizing technology that a laptop, computer, or smartphone can access. Users can access the link by using the web browser on their device. Aside from that, there are still several limitations with the product results from this research. An inherent constraint of this product is its reliance on an internet connection for accessing this e-module. Consequently, this e-module cannot be utilized for learning without an internet connection. Thus, it is anticipated that future researchers will be able to generate electronic modules that may be utilized both online and offline, thereby facilitating learning even without an internet connection. Furthermore, it is essential to note that the current e-module focuses exclusively on enhancing reading-viewing abilities. Consequently, further study is expected to expand the scope of the e-module learning skills for English language acquisition.

CONCLUSION

The development of e-module uses the 4D model by Thiagarajan et al. (1974) contains: define, design, develop, and disseminate stages. The e-module uses themes that are integrated into the Merdeka Curriculum. This e-module contain Pancasila Strengthening System to build student character in accordance with Pancasila norms. Apart from that, the results of the assessment by material experts and media experts show that all features can be categorized as very valid, as well as teacher and student responses which are categorized as very good. For this reason, the E-module for learning procedure texts for tenth grade is considered suitable for use by tenth grade students at SMAN 3 Pekanbaru. It is hoped that this research can become a reference for future researchers. Apart from that, the researcher also hopes that future researchers can correct the shortcomings in this research in order to create better research in the future.

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