



**DEVELOPING SCIENTIFIC APPROACH-BASED E-MODULE
ASSISTED BY KSOFT FLIPBOOK MAKER APPLICATION
FOR GRADE X OF SENIOR HIGH SCHOOL STUDENTS**

THESIS

*Submitted to English Teaching Department Faculty of Tarbiyah and Teacher
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In English Teaching Department*

NURFAJRIYAH
Reg.No.1730104048

**ENGLISH TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY (UIN) MAHMUD YUNUS
BATUSANGKAR**

2022

SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini :

Nama : Nurfajriyah
NIM : 1730104048
Tempat/ Tanggal Lahir : KOJA / 01 September 1998
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris

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Batusangkar, Agustus 2022

Yang membuat pernyataan,


Nurfajriyah

THESIS ADVISOR APPROVAL

The thesis advisor of **Nurfajriyah, NIM. 1730104048**, entitled **“DEVELOPING SCIENTIFIC APPROACH-BASED E-MODULE ASSISTED BY KSOFT FLIPBOOK MAKER APPLICATION FOR GRADE X OF SENIOR HIGH SCHOOL STUDENTS”**, approves that the mentioned thesis fulfilled the requirements to proceed with the thesis examination. This approval is granted and used appropriately.

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Advisor,

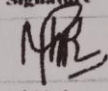




Nina Suzanne, M.Pd

NIP. 19790915 200604 2 006

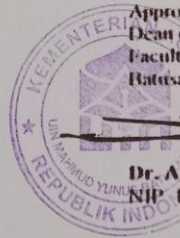
THESIS EXAMINERS' APPROVAL


Thesis written by NURFAJRIYAH, Reg.No. 1730104048, entitled :
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by board of examiners of Tarbiyah And Teacher Training Faculty of Mahmud
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approved to be accepted as requirement to obtain Sarjana Degree (SI) in English
Teaching Department.

| No | Names /NIP | Position | Signature | Date |
|----|--|-------------|---|------------|
| 1. | Dr.Sirajul Munir, M.Pd NIP.197407251999031003 | Examiner |  | 13/8-2022 |
| 2. | Dr. Nina Suzanne, M.Pd NIP.197909152006042006 | Advisor |  | 20/08-2022 |
| 3. | Hendra Eka Putra, M.Pd NIP.197609242007101003 | Co-Examiner |  | 15/8-2022 |

Batusangkar, August 2022

Approved by,
Dean of Tarbiyah and Teacher Training
Faculty of UIN Mamud Yunus
Batusangkar




Dr. Adripen, M.Pd.
NIP. 196505041993031003

ABSTRACT

Nurfajriyah, NIM.1730104048, thesis title: “Developing Scientific Approach-Based E-Module Assisted By Ksoft Flipbook Maker Application For Grade X Of Senior High School Students”, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Mahmud Yunus Batusangkar 2022.

Masalah penelitian yang dibahas dalam penelitian ini adalah keterbatasan bahan ajar, bahan ajar yang digunakan tidak sesuai dengan karakteristik siswa, serta kurangnya contoh soal, tugas individu, atau evaluasi, soal materi teks naratif. dalam bahan ajar yang digunakan oleh guru bahasa Inggris kelas x. Penelitian ini bertujuan untuk (1) mendeskripsikan kebutuhan siswa dan guru akan modul elektronik (e-modul) berbasis Pendekatan Ilmiah; (2) membuat prototipe atau merancang modul elektronik (e-modul) berdasarkan Pendekatan Ilmiah; dan (3) mendeskripsikan hasil validasi ahli terhadap modul elektronik (e-modul) berbasis Pendekatan Ilmiah.

Jenis penelitian ini disebut penelitian dan pengembangan. Model pengembangan yang digunakan adalah model pengembangan 4D yang terdiri dari tahap define, design, develop, dan mendistribusikan, namun penelitian hanya dilakukan sampai tahap develop. Untuk menilai produk yang peneliti rancang, dalam penelitian ini dilakukan uji validitas oleh 3 validator, dua orang dosen dan satu orang guru.

Berdasarkan penelitian yang telah dilakukan, (1) dapat diketahui bahwa guru dan siswa membutuhkan bahan ajar e-modul teks naratif dengan menggunakan pendekatan saintifik. (2) Prototipe teks naratif e-modul sesuai dengan pendekatan saintifik. (3) Uji validasi e-modul berbantuan Kvisoft Flipbook Maker pada materi teks naratif pembelajaran bahasa Inggris adalah 76,89% dengan kategori valid. Hal ini menunjukkan bahwa e-modul berbantuan kvisoft flipbook maker pada materi teks naratif dalam pembelajaran bahasa Inggris layak digunakan dalam proses pembelajaran.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching materials are needed in today's era, where teaching materials in principle can help students and teachers in the teaching and learning process. In carrying out learning activities, educators are assisted by using tools in the form of teaching materials used by educators in carrying out learning. Teaching materials are all forms of materials arranged systematically by educators that can be used by students in the process of learning activities. These teaching materials are needed in the world of education to facilitate the learning process.

English subjects are foreign language subjects that are difficult for students to understand, so these subjects are needed to develop teaching materials. This development is an English teaching material that has a special purpose, where the development of this teaching material focuses on English language material that is more specific in its subtopics. English for special purposes is used to achieve an achievement of competence and is used to improve skills in English subjects. Skills in English subjects are needed, where four skills that must be mastered must be included.

This time it focuses on the goal of learning English, namely being able to develop four skills consisting of listening, speaking, reading, and writing. With these four skills, students can speak English properly and correctly and can improve their thinking power more broadly in international languages. To support the learning process, teaching materials are needed that are presented in an attractive and easy-to-understand format. On August 1, 2010, this entry was published.

The use of learning media greatly affects student responses. With the right learning media, the learning process will be more effective and creative, and can foster student interest and motivation to learn. Therefore, the role of an educator is currently very much needed, not only to be

professional and competent in their field but able to increase knowledge, master and develop learning media, and be able to improve learning achievement in accordance with basic competency standards and indicators.

Currently, the world of education is still using the old method, such as using student worksheets that are sent in the form of photos or files with the help of Google Classroom media or other media, but these media are still not easily understood by students and educators. current developments. Students having difficulty understanding the material and concepts and assignments given have difficulties understanding the material as well as difficulties translating words, so the right medium is needed so that students can understand it, especially during this COVID-19 pandemic.

This requires teachers and students to use technology more to facilitate the learning system. Not to mention the current development that is being carried out, namely the 21st century in the 4.0 era. Students who live in the 21st century in the 4.0 era must master science, meta-cognitive skills, be able to think critically and creatively, and be able to communicate and collaborate effectively.

However, if there is an update from educator scientists, it will be very interesting if it is associated with science and technology. The technology used in the current learning process is quite sophisticated. Therefore, educators are required to understand and have IT skills to support the learning process and create creative and innovative media that can improve the quality of education. The material taught will be more meaningful and make the method more enjoyable. The creativity of educators will support students' creative thinking skills to continue to develop, especially during this COVID-19 pandemic.

The results of interviews conducted by researchers on February 5, 2021, with one of the class X English educators at SMA N 1 Kinali , showed that the teaching materials used by educators were student worksheets, but the students were not yet interested in English. Because the teaching materials are less interesting and still general in nature, students

have difficulty understanding them. For this reason, special teaching materials are needed, such as modules for student guidance. In this tenth grade, students learn several materials, such as procedure texts, recount texts, narrative texts, descriptive texts, and so on.

However, in narrative texts, students have difficulty understanding the text because, in the text, students are required to be able to understand the implicit moral values and imaginative stories. Narrative text is a type of material that is difficult to understand, with some difficulties in understanding the material because it is still general and less interesting. For this reason, special teaching materials are needed, such as modules containing guides for students (Novitri, 2021) .

In addition, the learning outcomes obtained are also low. The low learning outcomes of class X science students at SMA N 1 Kinali, especially in narrative text material, can be seen from the initial observations made by researcher. Researcher obtained data on student scores in English subjects, especially in narrative text material, where students in grades X IPA 1 to X IPA 4 had a very small percentage of completeness in English subjects, especially in studying narrative text material. From the results of the achievement test, it can be concluded that only students of class X.IPA at SMA N 1 Kinali are very lacking in understanding narrative text material.

It can be seen at first, that students' cognitive abilities are still low; In the opinion of educators, this is because these students do not understand well the use of the teaching materials provided. Then students have difficulty in translating and students feel bored when learning without using media in the learning process. This is because the teaching materials are not easily understood by students. The use of teaching materials accompanied by media will make children interested and motivated in learning the material.

Based on interviews with students, it was found that students have difficulty understanding English lessons because they learn English as a foreign language and because this learning does not use auxiliary media to

help students understand the lessons more easily. This is where students really need media to help them understand the material. The use of this medium makes students like it more because it is equipped with pictures and videos and makes students more interested in learning. where current conditions require teachers to use media. This pandemic condition really makes students and teachers have to be more innovative in understanding the material both with the teacher and alone.

When this epidemic hits teachers and students, teachers must be able to innovate in helping students to more easily understand the material, either with guidance from the teacher or independently. Students are constrained by studying at home and are only given teaching materials in the form of printed media, namely Pupin's books to study at home and only given assignments in Google Classroom, so students are overwhelmed because if the teacher doesn't explain, then they don't understand. Students are overwhelmed with understanding the material.

Based on these problems, it is necessary to design teaching materials to build students' knowledge by reading and writing. This makes students learn independently without an educator both at home and at school, so that the teaching materials are able to guide students in understanding the material or concepts they are learning. The module is one of the teaching materials that is able to develop students' knowledge of learning. With the development of science and technology, students can use it independently, especially e-modules, which are still rarely used today. An English e-module is an English learning package with a display using electronic devices such as computers or mobile phones.

The Industrial Revolution Era 4.0 is a major current that demands the readiness of human resources as a key aspect that can adapt to the dynamics of post-modern change (Arsyad, 2021). The development of science and technology in the Industrial Revolution Era 4.0 made an extraordinary breakthrough for some people. The development of science and technology has resulted in some people seizing the opportunity and

being able to take advantage of it well. For some people who are able to balance and develop science and technology, they are able to give birth to a new idea. This idea emerged to meet human needs in various fields, including education (Astutia, Waluyab, & b, 2019).

Technological developments encourage the combination of printing technology with computer technology in learning activities. A digital book is a form of presentation of a book or learning media in virtual form (Mulyaningsih & Saraswati, 2017). Flipbook maker is a learning media application that can help in the learning process because this application does not only write but can also contain moving animations and videos that can be interactive and interesting learning media so that learning can be learning that is not monotonous (Wibowo & Pratiwi, 2018). The use of this software makes the media display more varied; not only text, images, videos, and audio can be inserted in this media, so that the learning process will be more interesting and easy to understand.

In previous research, it was found that the E-Module learning media using the Ksoft Flipbook maker application resulted in a greater increase in student learning outcomes compared to conventional learning and was effectively used by teachers and students. The similarity with previous research is that they both use the Ksoft Flipbook maker application in making E-Modules. In contrast to the research that the researcher did with the Asmiyunda researcher, the researcher developed a narrative text e-module based on a scientific approach with the help of a ksoft flipbook maker application for class x high school students. Meanwhile, in Asmiyunda's research, he developed a learning medium entitled "Development of Chemical Balance E-Module Based on Scientific Approach for Class XI SMA/MA (Asmiyunda, Guspatni, & Azra, 2021).

The use of electronic media in the teaching and learning process is in accordance with the demands of the 2013 curriculum. Education must be in line with science and be able to include technology in the teaching and learning process. Learning media has a very important role in the success of

student learning. The use of learning media will encourage student involvement in the learning process and make it easier for students to understand the material being studied. In media selection, it is very important to pay attention to factors such as access, cost, technology, interactivity, organizational change, novelty, and speed (Pribadi, 2017) . This is to make it easier for students to understand the material. One of the teachers must use a scientific approach in implementing the 2013 curriculum.

Scientific approach-based learning is an approach whose results are more effective than traditional learning. The scientific approach or scientific approach focuses on students' attitudes, skills, and knowledge. The learning in question includes observing, asking, reasoning, trying, and forming networks for all subjects. This scientific approach includes learning as intended, including observing, asking, reasoning, trying, and forming networks for all subjects.

The scientific approach is a learning process designed in such a way that students actively construct concepts, laws, or principles through the stages of observing (identifying or finding problems), formulating, proposing or proposing hypotheses, collecting data with various techniques, analyzing data, drawing conclusions, and communicating concepts, laws, or principles found.

The scientific approach can help students learn independently. Students can learn and find learning resources, and students can be more active in the learning process and are able to increase students' curiosity about lessons. By increasing curiosity and making students active with this learning, children will not feel bored and can make this learning more fun. This scientific approach to collaborative learning with technology is in accordance with the 2013 curriculum.

For some of the reasons above, researcher are trying to develop an electronic module based on a scientific approach, which is expected to increase student learning activities on the condition that it is packaged in an

interesting and innovative way. This e-module was created using an application called Khisoft Flipbook Maker on Narrative Text material. so that it can be useful and facilitate educators and students in the learning process. For this reason, researchers are interested in conducting a study entitled *"Developing Scientific Approach-Based E-module Assisted By Ksoft Flipbook Maker Application For Grade X of Senior High School Students "*

B. Identification of the Problem

Based on the background of the problem above, it can be identified that students learn independently in English subjects for class X senior high school. That's not entirely good in a pandemic situation. In this subject, we conduct online learning and use media to deliver materials, assignments, and practices. It causes some students' lack of interest in reading; lack of textbook media to increase student interest in learning; learning only uses student worksheets without being accompanied by interesting teaching materials or interesting teaching media at school.

If students were given interesting teaching materials that were easy to understand and easy to use, they would use them anywhere and anytime. Teaching materials in the form of e-modules allow students to be able to study independently at home, either with guidance from the teacher or without direct guidance from the teacher. This e-module teaching material keeps children busy studying independently at home. This makes it easier for teachers to deliver lessons to students. The use of this e-module teaching material helped students learn at home during the pandemic, where students were more active in learning.

C. Limitation and Formulation of the Problem

Related to the identification of the problems above, there are many problems that can be studied. Therefore, this research was limited to developing a Scientific Approach-Based E-module assisted by the Ksoft Flipbook Maker Application for Grade X of Senior High School Students.

The formulation of the problem above elaborated in the following research questions:

- a. What is the need of an e-module based on a scientific approach assisted by the flipbook maker application?
- b. What is the design needed of an e-module based on a scientific approach assisted by the flipbook maker application?
- c. What is the validity of an e-module based on a scientific approach assisted by the flipbook maker application.

D. Purpose of the Research

The main objective of this research is to develop an E-module based on a scientific approach assisted by the flipbook maker application. In detail, the purpose of this study is described as follows:

1. To find out the needed e-module based on a scientific approach assisted by the flipbook maker application.
2. To find out the appropriate design of an e-module based on a scientific approach assisted by the flipbook maker application.
3. To find out the validity of an e-module based on a scientific approach assisted by the flipbook maker application.

E. Definition of the Key Terms

To avoid misinterpretation of specific terms used in this research, the researcher defines the key terms as follows:

1. A narrative text is a text that tells an imaginary, interconnected story that aims to entertain the reader.
2. Ksoft Flip Book Maker is a type of professional software that converts PDF files into electronic books. This type of media is very suitable for developing narrative text materials because it is accompanied by text, images, audio, hyperlinks, and learning videos to support the narrative text material.
3. An E-Module (electronic module) is a teaching narrative text material in the form of a module that is converted into an electronic module. There

are audio and video hyperlinks in it to motivate students and help them understand the narrative text material

F. Definition of the Key Terms

To avoid misinterpretation of specific terms used in this research, the researcher defines the key terms as follows:

1. A narrative text is a text that tells an imaginary, interconnected story that aims to entertain the reader.
2. Ksoft Flip Book Maker is a type of professional software that converts PDF files into electronic books. This type of media is very suitable for developing narrative text materials because it is accompanied by text, images, audio, hyperlinks, and learning videos to support the narrative text material.
3. An E-Module (electronic module) is a teaching narrative text material in the form of a module that is converted into an electronic module. There are audio and video hyperlinks in it to motivate students and help them understand the narrative text material

G. Product Specification

The design or design of this product would produced the following product specifications:

1. This e-module consists of “forward” and “back” buttons.
2. This e-module uses the Khisoft Flipbook Maker application, which consists of: a cover, instructions for using the module, table of contents, introduction, concept map, basic material (KD, indicators, and learning objectives), videos, sample questions, practice questions, and assessments.
3. This e-module uses a scientific approach so that students can be active in learning.
4. An E-module using Khisoft Flipbook Maker combines and inserts several media elements such as text, video link, task form, animation, and images.

5. The last part of the e-module contains biographies of English scientists and author biographies.

H. Significance of the Research

This research is formulated as an effort to find some uses. The uses of this research are:

1. The results of this study are expected to be able to contribute to the development of teaching materials in English, can be useful for adding information for future development research with the same problems, and can also be an example of research products.
2. This research can also be guidance for teachers and students.
3. For researcher, as one of the innovations in the development of teaching materials and as one of the requirements for achieving a bachelor's degree (S1).
4. For students, as a learning guide and a means of developing higher-order thinking skills and exploring their intelligence.
5. Other researchers In order to be motivated and to be able to continue this research to the next stage, to conduct more in-depth research on the making of instructional media, especially research developing a model of narrative text material e-module for grade x and senior high school students.
6. For teachers, as an input of teaching materials that will improve the quality of schools and make it easier for teachers to teach. For the institution, the result of this development research, it is hoped that it can contribute to improving the quality of the department and can increase its value in the accreditation process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. English Specific Purpose (ESP)

English Specific Purpose was anticipated that students would be interested in studying English thanks to the English Specific Purpose (ESP) E-module that will be developed. Because it includes visuals, learning animations, audio learning, and exercises that provide rapid feedback (answers), this e-module is both beautifully and ingeniously built. This allows users to identify the concepts they still need to grasp. Additionally, because this e-module would save the teacher's time spent manually correcting the exercises supplied to students, it is anticipated that it will assist teachers in teaching English courses. Teachers can then make the most of their time to enhance student learning through activities like classroom action research, etc. (Dewi, Masril, Naf'an, & et all, 2019). Needs goal are situations where the language is going to be utilized, and English for Specific Purposes (ESP) training is done to prepare students with a given degree of English proficiency for those situations (Agustina , 2014). Because the aim of ESP learning is to answer the needs of the learners which are not the same or keep changing, the analysis of the needs of ESP learners must be carried out continuously.

Analysis of the needs of ESP students must be carried out continuously because the purpose of ESP learning itself is to meet the needs of students who are not the same or keep changing. Before doing the development of media, one must analyze the needs of students first. which is the first stage in development.

2. Teaching English

a. Definition of Teaching English

In carrying out learning activities, educators are assisted by using AIDS in the form of teaching materials used by educators in the implementation of teaching and learning activities. This is in accordance with what was stated by Hamdani that teaching materials are all forms of material that are systematically compiled by educators in carrying out the learning process to assist in teaching and learning activities, thus creating an environment or atmosphere for students to learn (Hamdani, 2010). Teaching materials are all forms of materials used to assist the learning process, which are systematically arranged, both written and unwritten (Ulya & Sidqi, 2020). Teaching materials consist of learning materials/substances that are arranged systematically, showing a complete picture of the competencies that will be mastered by students in learning; these teaching materials must support local wisdom in developing student character (Nafiah, 2020).

For an English teacher, the most important thing is how the teacher determines the best teaching method. It's a complicated thing (Puspitasari , 2019). Teaching materials are resources that teachers use to convey information. Every teacher needs tools to help them deliver learning to students (Linda & et all, 2018). All types of materials used to help teachers and instructors carry out teaching and learning activities in the classroom are considered teaching materials (Nurdyansyah & Mutala'liah, 2018).

From the explanation above, it can be concluded that teaching materials are all forms of aids used in the teaching and learning process to help students understand the material properly and correctly. These teaching materials are arranged systematically

both in oral and written form, such as textbooks, dikatat, handouts, worksheets, and modules.

b. Method of Teaching English

Teaching English can make it easier for students to gain knowledge and can make it easier to achieve the targets to be studied (Munzaki, Suadah, & Risdaneva, 2016). English teaching methods must be developed properly and appropriately so that students are interested and to make it easier for them to learn. Understand English lessons taught by the teacher. Good teaching methods and good responses from students were obtained (Pido & Dewi, 2019). Understand the methods of all plans related to the systematic presentation of material, all of which must be appropriate and based on the chosen approach and the nature of the procedure (Saefudin & et, 2015).

From the explanation above, it can be concluded that the method for learning English is the one used in learning English subjects, with the English learning method being a procedure/presentation plan in the process of learning English.

c. Media of Teaching English

Learning media that can be used to take advantage of frequent contact with the language being studied to increase learning motivation (Supriyono & Sugirin, 2014). The definition of media according to Iswari (2017) is that learning media are all forms of tools to help teachers in the teaching and learning process in order to make it easier for students to understand the material. This online and offline learning media is a learning media that causes direct interaction with material information sources to increase students' curiosity, interest, creativity, and motivation to build open interpersonal communication (Arnesi & K, 2015). The media is a facilitator to facilitate the teaching and learning process (Bolla, 2014). Teaching materials in their role as providers are

needed by educators and students. Innovation in the use of various teaching materials is very important to add insight into students (Nuryasana & Desiningrum, 2020).

The use of electronic media is able to make the learning process more interesting, interactive, and can be used anywhere and anytime (Perdana & et all, 2017). In their function as facilitators in the learning process, teachers are expected to be able to create an atmosphere conducive to the learning process by providing various alternative media and learning resources for students. Along with the development of technology and information, the use of electronic modules (e-Modules) is one option that can be chosen by teachers (Nikoopour, Farsani, & Farsani, 2011).

From the explanation above, it can be concluded that learning media in learning are all tools that help teachers in the teaching and learning process so that students can more easily understand lessons, so that students are more motivated, and to increase interest, creativity, and student curiosity.

3. **E-Module**

a. Defenition of E-Module

An E-Module is an electronic book that includes audio, video, and hyperlinks that can be automated and easy to understand and can be accessed anywhere and anytime. This is in line with what was stated by Maharal, Dageng, & Kuswandi (2016) that a module is a teaching material that is programmed and created automatically to make it easier for students to understand lessons in order to achieve learning objectives. This e-module can be studied independently both during school hours and after school hours. By using this medium, students can learn anywhere and anytime. This gives students the flexibility to use their time flexibly. And then this is in line with what was stated by Danang & M (2015). Which

states that E-modules are non-printed or digital teaching media that are systematically arranged to be used for independent learning.

This is in line with the opinion (Wulansaril&Kuntum, 2018), which states that E-modules are teaching materials that are systematically arranged and presented. The e-module is designed so it is equipped with pictures, animations, and exercises that can provide instant feedback so that they know which pages they do not understand (Dewi & et all, 2022). A teaching material is a learning tool or tool that contains learning, methods, limitations, and methods of systematic and interesting evaluation made in order to achieve a goal, namely the achievement of competence with all its complications (UZ, Haryono, & Sri Wardani, 2019).

Based on the theory above, it can be stated that learning e-modules are all tools that aid teachers in the teaching and learning process, allowing students to better understand lessons, be more motivated, and increase interest, creativity, and student curiosity.

b. Purpose of making e-modules

An e-module is one of the media that can be used independently by students anytime and anywhere without an internet network. The completeness of the material presented with text, images, and video tutorials that can be accessed offline can make it easier for students to access the material without having to be limited in time (Amaliah, Diantoro, & Setiawan, 2021). The objectives of compiling or making modules include: 1) so that students can learn independently and with little or no guidance from educators; 2) so that the role of educators is not too dominant and authoritarian in learning activities. 3) Train students' honesty 4) Allow for a range of student learning levels and rates. For students whose learning speed is high, they can learn faster and complete modules more quickly. And vice versa, for those who are slow, they are welcome to repeat it again. 5) in order for students to

assess their own level of mastery of the material they have learned (AndiPrastowo, 2011).

The e-module is expected to make it easier for teachers to teach English because, by using this e-module, it will be more efficient for the teacher's time to improve the quality of learning, for example in carrying out classroom actions (Dewi & et all, 2022). The purpose of making e-modules in Fonda says that to increase students' understanding of the learning process optimally, it requires educators to foster fun interactions. This can combine the principles of education and entertainment. One way is to use interactive learning media (Astika Dewi & Putri Lestari, 2020).

Based on the above theory, it can be stated that the objectives of compiling or making modules include: 1) so that students can learn independently without or with minimal guidance from educators; 2) so that the role of educators is not too dominant and authoritarian in learning activities. 3) Train students' honesty. 4) allows for differences in the level and speed of student learning. 5) Help make learning time more efficient.

c. Components of Making an E-Module

The e-module components include formulations, teaching objectives, instructions for use, activity sheets, student worksheets, evaluation sheets, navigation menus, and interactive features (Partono, 2019). The following are the components of the e-module: cover, introduction, and table of contents, introduction, learning; answer key; assessment guidelines, and bibliography (Yanti, 2021). According to Prastowo in Nita SunaryaHerawati (2018), there are several components of an electronic module (e-module), namely: 1) The first part consists of a cover, a preface to the table of contents, competency standards, basic competencies, learning objectives, scope, and introductory material. 2) Section of Contents: The content section contains the title of the material, a

description of the material, practice questions, worksheets, and summaries. 3) The Conclusion The final part includes the evaluation sheet and bibliography.

Kemdikbud (2017:6) states that the scope of an e-module consists of: 1) Module title, subject name, learning topic, class, author, and school logo making up the cover. 2) Foreword: The preface contains information about the role of e-modules in the learning process. Table of Contents The table of contents contains the outline of the e-module. 4) Glossary: The glossary is arranged alphabetically and contains explanations for each term, difficult word, and foreign word used. 5) Introduction The introductory part consists of several parts, namely: a) KD and GPA, which will be studied in the module; b) a brief description or explanation of the scope of the module; c) time; d) prerequisites e) How to use e-modules' instructions 6) Learning Learning activities include: a) learning objectives that must be met; b) a description of the material which includes knowledge, principles, and concepts; and c) a summary of learning materials, d) skills The KD Worksheet contains instructions and assignments that practice the skills of the KD learned. e) Exercise: The exercise consists of a written test as a check material for students and educators to find out the learning outcomes achieved by students. 7) Guidelines for evaluation and answer keys 8) Bibliography 9) Appendix (contains a list of tables and figures).

According to Anwar in Moh&Danang (2015), the characteristics of e-modules consist of: 1) self-instructional (students are able to teach themselves, without depending on other parties). This means that students are considered independent in learning lessons with minimal assistance from educators. 2) independent (all learning materials from one competency unit being studied are in e-modules). This means that the content of the e-

module contains all the material from the competencies learned by students. 3) Independence (the developed e-module does not rely on external media). With the use of e-modules, it can be used as a complete medium without using other media. 4) Adaptive (e-modules must have a high adaptive capacity for the development of science and technology). The point is that e-modules are designed according to the characteristics of students. 5) user-friendly (the e-module must adhere to rules that are familiar or user-friendly). 6) Stability (consistent lettering, spacing, and layout). In writing a letter, the use of space and layout arrangements between one another must be the same.

From the description of the e-module component according to the experts above, it can be concluded that the e-module component includes: 1) the first part consists of the cover, an introduction to the table of contents, competency standards, basic competencies, learning objectives, scope, and introductory material. 2) Section of Contents: The content section contains the title of the material, a description of the material, practice questions, worksheets, and summaries. 3) The Conclusion The final part includes the evaluation sheet and bibliography.

4. **Ksoft Flipbook Maker**

Ksoft Flipbook Maker is a powerful piece of software designed to convert PDF files into page-turning digital publications. This software can change the appearance of PDF files to make them look more like books. Ksoft Flipbook Maker is a powerful software designed to convert PDF files into turning pages of digital publications or digital books (Munawaroh, 2017). This software can change the appearance of PDF files to make them look more like books. In addition, Ksoft Flipbook Maker can also create PDF files such as magazines, digital magazines, flipbooks, company catalogs, digital catalogs, and others (Ningsih, 2017).

The development of Ksoft-based learning media has the following characteristics: (1) easy-to-use learning media. (2) Ksoft-based learning media is interesting and helps understand the material (3) learning media can help students to learn actively and independently. (4) Ksoft-based learning media can empower students' environmental care (Munawaroh, 2017). The Ksoft Flipbook Maker application is used to create attractive and cost-effective digital books (Divayana, 2018).

According to Sugianto in Rosy (2021). Kvisoft Flipbook Maker also has the ability to form PDF files like a magazine, digital magazine, flipbook, notes or brochures of a company, digital notes or brochures, and so on. The use of flipbook maker media is expected to form a learning medium such as e-module where this media is desired to make students happy in the teaching and learning process.

In the kvisoft flipbook maker, we can add image files, pdfs, swfs, and video files in FLV and MP4 formats. The output of this software can be in the form of HTML, EXE, ZIP, or APP. The output is in HTML format, which allows for uploading to a website for online viewing. output in EXE form for CD delivery. The output is in ZIP format for fast email, and the output in the form of an APP can be used on the I-Phone, Tablet, I-Pad, and others (Divayana D. G. & et all, 2018).

The use of the Kvisoft Flipbook Maker application is quite easy for both beginners and experienced ones, because the available tools are quite simple and easy to understand. The facilities offered by Kvisoft Flipbook Maker are also quite complete and updated every few months. Every tool and facility on the main page of Kvisoft Flipbook Maker has the following information: 1) Include file functions in the worksheet to allow users to enter files with.pdf or.fb extensions. 2) Page Edit: This is an editing tool for project pages. 3) Design, as a means of selecting templates and layouts. 4) Publish: the process of converting a.pdf file's

extension to another format, such as html, exe, or wallpaper. 5) Import has almost the same function as adding a file, which is to enter the worksheet file page. 6) Delete serves as a page eraser and also deletes files that have been imported (Yuberti, 2015).

From the theories above, it can be concluded that the ease of use of the Ksoft Flipbook maker application is what makes researchers use this application in making teaching material media in the form of an E-Module because it can contain text, images, animation, music, and so on, as well as this application. This facilitates students in accessing books both online and offline.

5. Narrative Text

a. Definition of Narrative Text

A narrative text is a text that tells an imaginary story that is interconnected with the aim of entertaining the reader. Narrative text is a type of text in the form of a story that tells something or an imaginary event, but sometimes it can also be factual in oral or written form (Ningsih, 2017). Narrative texts are stories that tell imaginary and sometimes factual events, both in oral and written form (Rosita, 2019). An Eliyawati (2020) stated that "Text narratives are imaginative stories that aim to entertain. The narrative text is its series of events. The purpose of narrative texts is to entertain and inform the reader or listener (Teladan, 2020). Narrative text is a type of text about events or stories that bring the reader closer to feeling that the story is real. This narrative text also includes oral and written messages in the delivery of messages that are used to interpret the story (Hasibuan & Handayani, 2018).

“In short, a narrative text is a story that is imaginative and tells a story, but sometimes it is factual in form or writing, which serves to entertain the reader and is a text that contains moral values.

b. Generic structure of Narrative Text

According to Sulistyono (2013) that the structure of this narrative text includes; The first orientation, at this stage includes the introduction of characters and place and time, the second is Complications; where the beginning of the conflict, the third resolution is the end of the conflict, the fourth resolutions are the end of the conflict, while the fifth is Coda which includes changes in character and moral values in the story. According to Purba in his book (2018), he states that the steps for making narrative texts are; first orientation is organizing and introducing participants; second evaluation is when a crisis or problem arises; thirdly, complications arise from the crisis; fourth resolution is crisis flow; whether the problem will get better or worse; and fifth, re-orientation is optional. Huda (2017) adds that the structure in narrative text includes the first orientation, which is the opening of the story in the form of character introduction and story time. The second complication is where the character in the story experiences problems after solving the problem, whether it is a sad ending or a happy ending.

There is a general structure for narrative text that you need to know in the preparation of a narrative text: 1) Orientation is the opening paragraph in the text that introduces the characters involved, when it happened, and the location of the background of the incident (who, when, where). 2) Complication is located after orientation and consists of paragraphs that describe the initial problem. 3) Difficulty in writing a narrative text with actor interactions 4) Resolution is a paragraph that becomes the end of the story, which becomes the completion and end of a story. 5) Reorientation is a closing sentence that tells the final state of the character in the story and is a moral message in a narrative story (Berita Terkini, 2021).

Based on the theory above, it can be stated that the structure of the text has three components: first orientation: introduction, place, and time; second complexity: conflict; Third resolution: conflict resolution; fourth coda (if any) depicts changes in the story's

B. Review of Relevant Studies

Researcher have found several research studies that have relevance to the problems discussed in this study. After the researcher read sources related to the research, she found several studies related to this research.

First, research conducted by Supriati (2021) with the title "*Development of an Integrated Al-Qur'an E-module Using Sigil Software on Work and Physical Energy Materials for Class X SMA/MA*", with research and development research methods. The result shows that the e-module integrated with the Qur'an using sigil software is valid, practical, and effective. What researcher have in common is that they both develop e-modules and scientific approaches. While the difference lies in the material and application, previous research used the Sigil software application and physics material, while the researcher used the kvisoft flipbook maker and narrative text material.

Second, the research entitled Research conducted by Asmiyunda & Azra. (2021). Theresearch entitled "*Development of Chemical Balance E-Module Based on Scientific Approach in Class XI SMA/MA Students*", with research and development research methods. The result shows that the e-module chemical balance based on a scientific approach is valid and practical. What researcher have in common is developing e-modules and using the khisoft flipbook maker. While the difference lies in the material, previous researcher used chemistry, while others used narrative texts and used a scientific approach.

Third, Research conducted by Oktaviara & Pahlevi. (2019). with the title "*Kvisoft Flipbook Maker Assisted E-Module Development Based on Scientific Approach in Application of Operational Materials in Word*

Processing Applications Class X OTKP 3 SMKN 2 Blitar". The result shows that the word processing e-module using the ksoft flipbook maker application is valid. The similarity with researcher is in developing an e-module assisted by the ksoft flipbook maker application. Meanwhile, the difference between the research that the researcher did and the research that had been done before was that the researcher did e-modules on word processing materials, while the narrative text materials were e-modules on narrative text materials.

Fourth, research and development research methods have been conducted by Priwantoro, Fahmi, & Dwi. (2018) with the title "*Development of Geogebra-Based Kvisoft Flipbook Maker E-modules as Alternative Learning Media for Linear Program Courses*". The results of the validation of the geogebra-based ksoft flipbook maker e-module are included in the "good" category and are included in the understanding of the concept. The similarity with researcher is in developing an e-module using the ksoft flipbook maker application. Meanwhile, the difference between the research that the researcher did and the research that was carried out Previously, the e-module was made on linear programming material and used a geogebra approach, while the researcher made an e-module on narrative text material and used a scientific.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of research this research used one research and development, namely the process used to develop and validate educational products. Physically from being controlled by theory and applied to technology in the form of hardware, software, and learning materials to solve current problems, this is the definition of development as proposed by Moh& T (2015). Research and Development (R&D) was a process that initially assesses needs in the field and then develops products to meet those needs, with the aim of developing effective products, not testing theories (Gay & Airasian, 2000).

Based on the theory above, it can be said that development research was research whose initial process is to analyze the needs in the field and then produce a product instead of testing the theory. This study aims to test the validation and effectiveness of a product.

B. Technique of the Data Collection

The procedure in this study was based on the 4-D development model above. However, the limited time to this study only consisted of three stages, namely:

1. Stage Definition

This stage is carried out to see the initial conditions in the field. The steps that the researcher took at this stage were as follows:

a. Interview with Teacher of English Studies

The aim is to find out the obstacles and constraints faced by SMA N1 Kinali in learning English, especially in the narrative text material.

b. Student analysis

The purpose of this student analysis is to find out how the characteristics of students include their behavior and those of others.

c. Activity Analysis in Package Modules

Before designing an E-Module on Narrative Text, first look at the contents of the E-Module that has been circulating in the market and has been used by an English teacher in class X SMA. It aims to be a reference in the development of the E-Module on Narrative Text.

d. Literature analysis

To find out the E-Module format in narrative text, it can be designed according to the E-Module writing format properly and correctly.

e. Analysis of learning objectives

Aims to determine the achievement of core competencies (KI), basic competencies (KD) and indicators. Learning objectives are obtained from indicators.

2. Stage Design

A researcher prepares and designs electronic modules on narrative text products. To see the E-Module Narrative Text design, see the image below:

Table 1.

Module Narrative Text Product Design

| | |
|-------------------------|---|
| Cover | II. Learning learning activities goal _ Material Description Summary Practice |
| Subject Title | |
| Topic/Learning Material | |
| Class | |
| Author | |
| Table of contents | |
| I. Introduction | III. Evaluation Reference |

| | |
|--|------------|
| KD and GPA Brief description of the material, | attachment |
|--|------------|

3. Stage of Development

This stage was carried out to produce a revised product based on input from experts so that the level of validity of the E-Module in Narrative Text can be known. The steps taken at this stage are:

a. Validation Stage

The development of the E-Module model for narrative text materials for class X SMA, class X IPA 2, and SMAN 1 Kinali used three kinds of validity, namely:

- 1) Content validation, namely whether the E-Module in Narrative Text is in accordance with the syllabus.
- 2) Media validation, which includes the appearance and elements of the medium as well as the suitability of the letters used, font size, letter thickness, and the use of images that are in accordance with the material. The Narrative Text E-Module for class X IPA SMAN 1 Kinali, which has been designed, is consulted with the supervisor and then given to the validated for validation. This validation activity can be carried out in the form of filling out a validation sheet on the E-Module on Narrative Text, so that a valid E-Module on Narrative Text is obtained.
- 3) Learning materials validation, namely the suitability of the finished E-Module component in Narrative Text with predetermined indicators of content validation, namely E-Technical validation, namely the suitability of the letters used, font size, letter thickness, and the use of images that match the material. The Narrative Text E-Module for class X IPA SMAN 1 Kinali, which has been designed, is consulted with the supervisor and then given to the validated for validation. This

validation activity can be carried out in the form of filling out a validation sheet on the E-Module on Narrative Text, so that a valid E-Module on Narrative Text is obtained. The aspects that will be validated are as follows

- 1) Modules on Narrative Text according to the syllabus
- 2) Construction validation, namely the suitability of the finished E-Module component in Narrative Text with predetermined indicators.

The aspects that would be validated are as follows:

- a) The research design above is described by a procedure that can be seen in the following chart:

Figure 1.

Rsearch Design Procedur

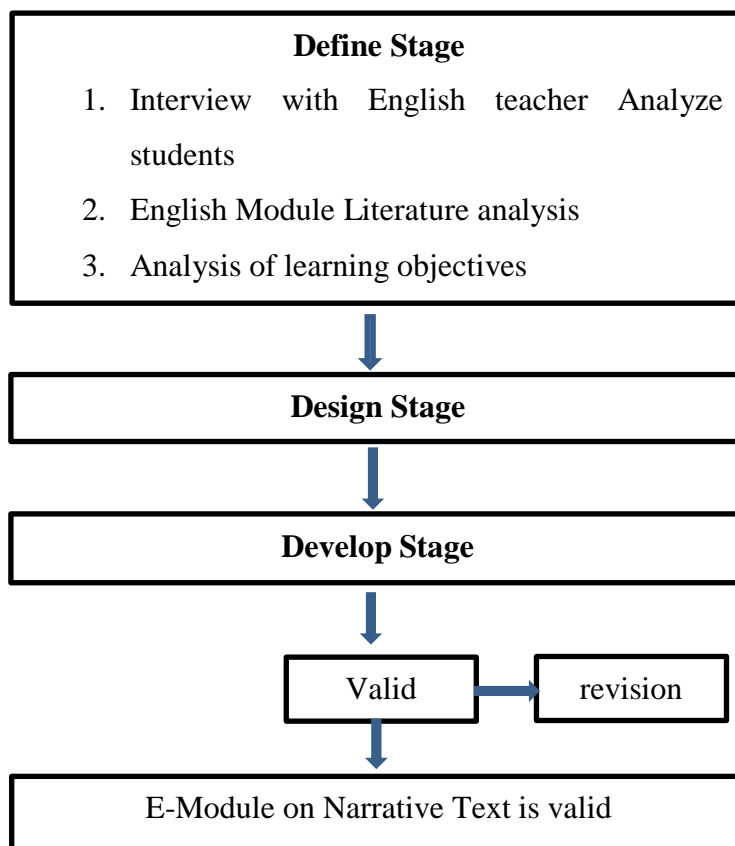


Table 2.
Aspects of E-Module Validation on Narrative Text

| No. | Aspect of Validation | Data Collection Method | Instrument research |
|-----|--------------------------------|------------------------|---------------------|
| 1 | Quality Of Content And Purpose | a list of questions | Sheet Validation |
| 2 | Instructional Quality | | |
| 3 | Technical Quality | | |

Validation test was carried out with the following steps:

- 1) Requesting expert expertise (teachers) to become validators of the product being developed, namely the E-Module NarrativeText that is being developed.
 - 2) Asking the validator to provide ratings and suggestions for the E-Module on Narrative Text products that are being developed.
 - 3) Revising the draft of the E-Module product on Narrative Text based on evaluations and suggestions.
 - 4) Getting Suggesting from validators.
- b) Test subject

The test subjects or validators in the research on the development of electronic modules in English subjects, especially in narrative text materials, are expert validators for English language materials and learning media experts. In this trial, the provisions of the test subjects include.

- a. Material expert and media expert

Material experts who become validators of English educators, the criteria for educators must have a minimum of undergraduate education experience at school. Media experts who become validators of development products are lecturers who have experience in the field of computer-based learning media.

b. School

Material experts who become validators of English educators must have a minimum of undergraduate education experience at school. Media experts who become validators of development products are lecturers who have experience in the field of computer-based learning media.

c. Data type

The type of data obtained from the results of this study is qualitative data in the form of numerical data in the form of attractiveness and product feasibility data, which is then converted into quantitative data in the form of numerical data of the attractiveness and feasibility of the product.

C. Test subject

The test subject, or validator in research on the development of electronic modules in English subjects, especially in narrative text material, is an expert validator for English language material, an expert on learning media. In this trial, the provisions of the test subject include: lecturer and two English subject teachers.

D. Types of the Data

The data collected in this study includes both qualitative and quantitative data.

- a. Qualitative data is Validation sheets and document analysis were used to collect qualitative data. Data collection was carried out by interviewing English teachers and class X students of SMA N 1 Kinali, then presenting comments and recommendations from experts and teachers about the products developed through validation sheets. Furthermore, the results of the content analysis will be discussed descriptively.
- b. The quantitative data is the Narrative Text e-module assessment data using the ksoft Flipbook maker application from the validator.

E. Technique of Data Collection

Because this study aims to produce a Narrative Text E-Module Development product based on a Scientific Approach Assisted by the Ksoft Flipbook Maker Application for Class X High School Students, data collection was carried out in several ways:

1. Distributions of Questionnaires The questionnaires for students of SMA N1 Kinali were distributed. Then they were asked to fill out the questionnaire within the allotted time. After that, the researcher collected the questionnaire. The collected data is converted into numbers.
2. Analyzing Documents The researcher analyzed documents related to learning English for class X students. The document is in the form of a syllabus and textbook used by the teacher.
3. Based on a Scientific Approach Supported by the Ksoft Flipbook Maker Application for Class X High School Students, This module is designed using a scientific approach, using a k-soft flipbook maker application, namely by developing narrative text teaching materials.
4. The validation of the E module is validated by an expert by filling out the validation form. Data from the validation form is in the form of scores. Based on recommendations from several media and material experts,
5. Revise the revised Module E based on suggestions from experts.

F. Technique of Data Analysis

1. Validation Analysis

It was conducted to analyze all aspects that were assessed as each validated against the E-Module in Narrative Text that the researcher developed, and this analysis was presented in tabular form. Furthermore, to determine the validity of the formula that can be used:

$$P = \frac{\sum sk \text{ or per item}}{skor \text{ maksimal}} \times 100\%$$

Table 3.
Category of E-Module Validity

| (%) | Category |
|------------|-----------------|
| 0-20 | Invalid |
| 21-40 | Not valid |
| 41-60 | Quite valid |
| 61-80 | Legitimate |
| 81-100 | Very valid |

Source: (Riduwan, 2010)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

1. Data Description

a. Need Analysis of E-Module

Need analysis was done as a starting point before designing a product. It was done to see the students' needs based the 2013 curriculum. As stated by Brown (2010:35), need analysis is the process of getting information for developing a curriculum where objectives and goals should be understood before coming to the process of design. The information was collected from teachers' documents and students in form of fundamental questions to guide designer making a relevant content, useful, and meet the needs.

The results showed that students needed all the material presented in the 2013 curriculum for the second semester. They are what they look like. We love what we do, I am proud of my parents and love who they are. Because the focus of the product being developed is an e-module for learning English based on a scientific approach, the researcher asked the students' needs about teaching materials. It was found that students needed teaching materials that were interesting and easy to understand. The results also show that students need interesting e-modules, the outputs of which are listening to learning videos, pictures, listening to recordings, speaking, reading material, and writing assignments that are uploaded to the assignment link. Then, at the language focus stage, students need complete sentences. In short, e-modules are tailored to the needs of students.

Furthermore, we are developing an e-module narrative text based on a scientific approach to narrative text material for class X grade senior high school. He focuses on developing narrative text materials to develop four skills in English because the e-module

provided focuses on listening, reading, speaking, and writing. However, the scientific approach-based English learning e-module does not only focus on one skill but integrates all English skills into this e-module. Because this e-mode is to help students learn independently anywhere and anytime, with a simple but attractive and easy-to-understand display.

The design phase can be done after the result of need analysis were collected and analyzed to get valuable information for the researcher to design the product. The result of need analysis is guidance in designing the product. As stated in Aldobiee (2015:69), designing the product is selecting of the course needed by students, presenting materials needed by the students, and selecting the relevance exercise or activity with match the students' need.

b. Design and Development of E-Module

The product design e-module was developed into a scientific approach-based teaching material. It is the process of transferring a design into a tangible product. The product model is an e-module for learning English based on a scientific approach. Researcher also consider the results of previous research on the development of e-modules with a scientific approach in previous studies. In addition, this research focuses on the development of e-module teaching materials using a scientific approach.

Then the researcher developed an e-module using a scientific approach where this e-module has five stages where the first is observing, questioning, collecting data (experimenting), associating, and communicating. In the first stage, those observing were given a video link to the story of Mallinkundang. In the second stage of the question, students are given the opportunity to ask questions about the video given previously. The third stage, collecting data (experiment), is where at this stage an explanation of narrative text material and several questions about narrative text are given. The fourth stage, associating, is

where at this stage a summary of narrative text material is given. The fifth stage is communicating, where at this stage students are asked to make a story-telling video, then upload the video to the task link.

In addition, there are two steps in developing a product. First, the product is developed in the form of an e-module. Second, the product received several revisions from two validators and one teacher. Revisions are made based on suggestions from supervisors, validators, teachers, and examiners. In short, the developed product has been validated and revised.

c. Validation test of the e-module

1) The result of definition stage

An English e-module based on a scientific approach is designed based on the definition stage. The definition stage is carried out to get a general picture in the school, for example an overview of how the learning process in the classroom and the characteristics of students are. This activity began with interviews with English teachers at SMAN 1 Kinali, analyzing the English learning syllabus for Class X SMA N 1 Kinali Semester II, analyzing textbooks and student worksheets used by English teachers in class X SMA as a source of student learning, analyzing students, as well as reviewing the literature on the module. The following describes the results of the definition stage activities, namely:

1) Results of interviews and observations with English teachers at SMA N 1 Kinali

The results of interviews with English teachers on February 5, 2022, It was known that in the learning process they are still using LKS, so they have not been able to increase students' motivation in learning English.

Moreover, during the COVID-19 pandemic, students focus on doing exercises and assignments both at home and at

school, even though they do not understand the material. Educators also said that the low learning outcomes of students in English subjects were due to the lack of sources of learning materials used, so that students had difficulties in learning.

Then the results of observations made by researcher at SMA N 1 Kinali, where this school implements the 2013 curriculum with learning techniques such as students are required to be active in the learning process, but the teaching materials used are limited, so they do not support students in independent learning. Therefore, students only receive material explanations from the teacher, and this makes some students feel bored and lack motivation in learning English.

2) Learning syllabus analysis results

According to the Bahasa Inggris kelas X semester 1 syllabus, the subject Narrative Text has two KD:

3.8 By distinguishing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to folk legends, simply, according to the context of their use.

4.8 Capturing contextual meaning related to social functions, text structure, and linguistic elements of simple narrative, spoken and written texts related to folk legends.

Capturing contextual meaning related to social functions, text structure, and linguistic elements of simple narratives, spoken and written texts related to folk legends. Based on the existing syllabus, students are expected to be able to learn independently, with full confidence, be actively involved in learning and be responsible for understanding the problems that exist in each learning material. So that these problems can be solved properly, the E-module that the researcher designed has fulfilled the use of a scientific

approach and has been equipped with supporting animations that help students be independent in studying Narrative Text material.

3) Results of Analysis of Class X English Teaching Materials

The results of the analysis that the researchers got in class X SMA N1 Kinali are as follows:

1. In teaching materials, only use LKS books that emphasize theory or concise concepts and a little explanation of the material.
2. They are still using printed teaching materials that have not followed current technological developments.
3. The worksheets are not in accordance with the characteristics of students.

In the learning process in class, students find it difficult to understand English material well. So there is a need for teaching materials, namely this e-module to bind students in learning and conformity with their expectations.

4) Student Analysis Results

Learners have different characteristics, so this often makes the desired learning objectives not achieved optimally. Characteristics of students can be seen from learning styles, behavior, understanding and abilities of students, learning difficulties faced, interests and motivation to learn, speed of learning and other factors. The analysis of the characteristics of students is intended to determine the conditions and needs of students in learning, so that the modules designed are right on target according to the learning styles, behavior, understanding, and abilities of students, as well as learning difficulties faced, learning interests and motivation, and school learning speed. upper secondary, especially class X IPA.

Based on the results of interviews with students of class X IPA SMAN 1 Kinali, it is clear that students are more interested in the illustrated, colorful, and attractive presentation modules; and students are more interested in learning by using digital/online media, where this media is closer to their daily lives. who like to use digital media and also find it more attractive to them. It can be concluded that the characteristics of class X students of SMAN 1 Kinali with the learning style of students who are still accustomed to conventional methods where in the learning process the teacher gives more/explains the learning material and students only accept what is conveyed by the teacher. Therefore, learning resources are needed that are in accordance with the characteristics of students in class X science, interesting for students according to their level of mastery, able to make students learn independently and in accordance with the development of science and technology.

Here the researcher brings up a development product in the form of an English e-module using the ksoft flipbook maker application with a scientific approach. By using this e-module, students will find it easier to understand English-language narrative text material. Therefore, learning resources are needed that are in accordance with the characteristics of students in class X science, interesting for students according to their level of mastery, able to make students learn independently, and students more active due to e-learning. This module is equipped with interesting pictures and videos, in accordance with the development of science and technology.

2. Design stage results

The design stage is carried out after the defining stage. The prototype of the E-Module based on a scientific approach to learning English is designed and developed for Narrative Text material. The

following describes modules based on a scientific approach in narrative text material:

a. Creating a media program outline

Scientific-based narrative text Despite the fact that the semester's focus is on narrative text material, the e-module is designed and developed for class X. outlines the media programs on e-module narrative text using the ksoft flipbook maker application:

Table 4.
Outlines the media programs on e-module narrative text using the Ksoft Flipbook maker application.

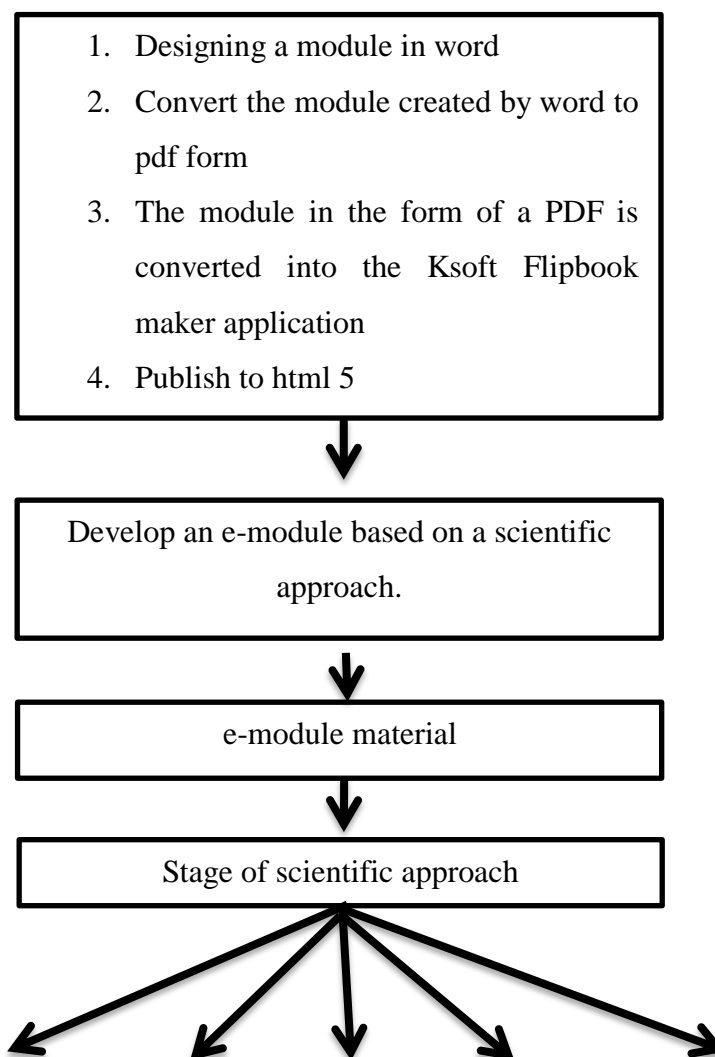
| No | Aspect | Description |
|----|---------------------|--|
| 1 | Subject Name | Bahasa Inggris |
| 2 | Class/ Semester | X/ 2 |
| 3 | Basic competencies | <p>3.8 Distinguishing social functions, text structures, and linguistic elements of several oral and written narrative texts by giving and asking for information related to folk legends, in simple terms, according to the context of their use</p> <p>4.8 Capturing contextual meaning related to social functions, text structure, and linguistic elements of simple narrative, spoken and written texts related to folk legends</p> |
| 4 | Learning objectives | <ol style="list-style-type: none"> 1. Explain the purpose of communication, the structure of texts, and linguistic elements of simple oral and written narrative texts about folk legends according to the context of their use. 2. Explain the contents of oral and written folklore by taking into account the purpose of communication, text structure, and linguistic elements of |

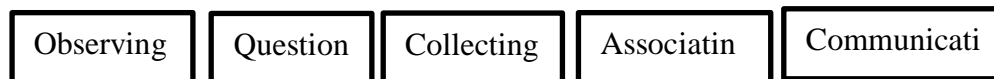
| | | |
|---|-------|--|
| | | narrative texts according to the context of their use. 3. Telling folk legends orally and in writing while considering the purpose of communication, text structure, and linguistic elements of the narrative text in relation to the context of its use. |
| 5 | Title | Narrative Teks |
| 6 | Media | Leptop/ handpone |

b. Flowchart creation (flow chart)

A flowchart is a program flow that is designed from creation, content, to the program according to the product made. The following e-module flowchart can be observed in Figure 4.1:

Figure 2.
Flowchart creation





c. Overall Product Design (Story Board)

The story board is a description that contains a visual as well as an audio explanation of each plot in the flowchart. For e-module story board using ksoft flipbook maker software in English with the title "Narrative Text," which can be seen as follows:

1) Cover Page

The cover and title/ identity is designed using Word 2010 in cream color. An image is given that demonstrates the contents of the module. The cover is also equipped with the name and class as well as the logo. The designed e-module cover can be seen in the following image:

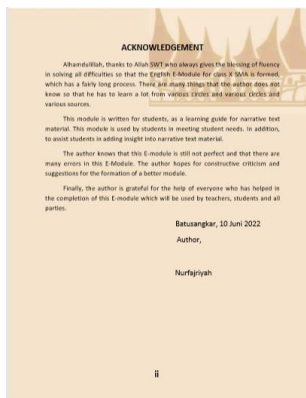
Figure 3.
Cover page



2) Acknowledgement page

At the beginning of the e-module based on the scientific approach, there is an introduction which contains a brief review of praise to Allah SWT and Rasulullah SAW, followed by thanks, as well as a review of the designed scientific approach-based e-module. The plan is as follows:

Figure 4.
Acknowledgement page



3) Table of Contents Page

The table of contents makes it easier for teachers and students to find certain pages in the e-module they want to download. The type of writing used is stencil and Times New Roman with a font size of 12, 24.

Figure 5.
Table of Contents Page

Narrative text E-Module
For X of Senior High School

TABLE OF CONTENT

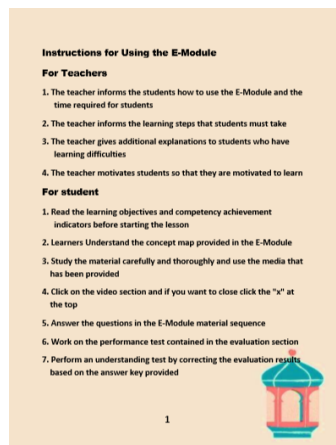
| | |
|---|----|
| Cover..... | i |
| Acknowledge..... | ii |
| Instructions for using the E-Module | 1 |
| Introduction | 2 |
| Concept mapping | 3 |
| 1. Observing | 4 |
| 2. Questioning..... | 4 |
| 3. Collecting data (Experiment) | 5 |
| 4. Associating | 10 |
| 5. Communicating | 11 |
| Bibliography..... | 12 |
| Author Profile | 13 |

i

4) Instructions for using the E-module Page

This section contains instructions for using e-based e-modules with a scientific-based approach for teachers and students to make it easier to understand and use the e-module, made with Times New Roman typeface in size 12.

Figure 6.
Instructions for using the E-module Page



5) Introduction Page

This introductory page consists of basic competence, core competence, and learning objectives. This introductory section serves to explain various things about the initial description and can be a guide for teachers and students in using e-modules.

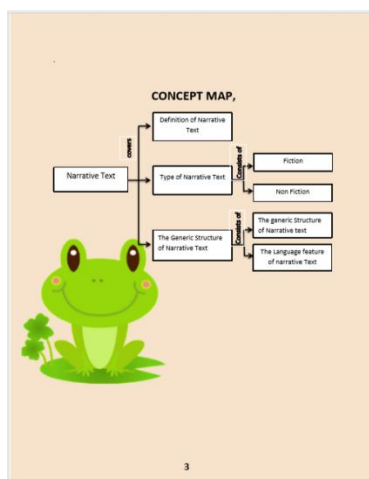
Figure 7.
Introduction Page



6) Concept Map Page

Concept maps provide a large overview of the sub-materials that will be studied by students. This section helps students know what material will be studied.

Figure 8.
Concept Map Page



7) Observing Page

There is a video showing Narrative Text stories in the form of folklore/legendary MalinKundang. This is the first syntax of the scientific approach, namely observing.

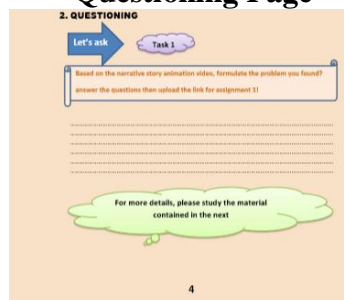
Figure 9.
Observation and Question Stage Page



8) Questioning page

It contains a let's ask activity, which is presented in the form of questions to test students' critical thinking skills before being presented with a video explanation of the material to answer the question.

Figure 10.
Questioning Page



9) Collecting Data Page

It contains a video explanation of the Narrative Text material and contains a brief explanation of the material and some examples of supporting understanding of the material. It contains a video explanation of the Narrative Text material and contains a brief explanation of the material and several examples to support understanding of the material. At this stage, there are 3 tasks, namely starting from tasks 2, 3 and 4, which aim to increase students' understanding of narrative text material.

Figure 11.
Collecting Data Page

3. Collecting Data (Experiment)

Narrative Text

<https://www.youtube.com/watch?v=0H1f1m2e0e0>

Definition of Narrative Text:
Narrative text is story that is imaginative and tells each other, but sometimes it is an form or writing.

Type of Narrative Text:

Fiction : A Fictional narrative presents an imaginary narrator's account of a story that happened in imaginary world. It includes fairy tales, fables, horror stories, horror stories, fables, legend myths, and science fictions.

Non Fiction : (factual narrative) presents a real-life person's account of real-life story. It includes historical narratives, ballads, slice of life, and personal experience.

Generic Structure of Narrative Text

```

graph TD
    A[Orientation  
Introduce about participant of the story and sets the scene] --> B[Complication  
The problem happens among the characters]
    B --> C[Resolution  
The problem is dissolved or for worse]
    D[Re-Orientation  
Optional] --> A
  
```

The following features help you identify narrative Text

1. The use past tense
2. Use temporal conjunctions such as: when, while, however, although, and later.
3. Use of relational processes such as: first, then, next.
4. Action verbs: stood, explained, remained
5. Saying and thinking verbs: told, realized, decided

Example:

The legend of Malin Kundang

A long time ago, in small village near the beach in west Sumatra lived a woman and her son, Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raised by a band of pirates. With bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crew who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that he was Malin Kundang, a boy from the area. The news ran fast in the town, "Malin Kundang has become rich and now he is here!"

An old woman, who was Malin Kundang's mother. Ran to the beach to meet the new rich merchant. She wanted to hug to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who

was with his beautiful wife and his ship crews denied that she his mother. She had pleased Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman". After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Task 2
Read the following narrative text which tells Snow White

Once upon a time there lived a little girl named snow white. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving snow white in the castle because they both (1) to go American and they didn't have enough money to take snow white.

Snow white didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she (2) away from her home when her aunt and uncle were having breakfast. She ran away into the woods. She was very and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found snow white sleeping. Then, Snow white woke up. She (3) dwarfs. One of the dwarf said, "what is your name?" snow white said, "My name is Snow White". The dwarf replied, if you wish you may live here with us". Oh could I Thank you". Then snow white (4) the dwarfs the whole story and Snow White and the seven dwarfs live happily.

Task 3
Fill in the following blanks, use the words in the box complete the following sentences, upload to link task 3

Wanted Ran Tired Saw Told

Task 4
Read the following narrative text which tells Snow White. And then write the result of your discussion in the table below. Use the information that you can find in the text "Snow White", upload to link task 4

| Part of the text | Purpose | Summary from text |
|------------------|---------|-------------------|
| Orientation | | |
| Complication | | |
| Resolution | | |
| Re-Orientation | | |

9

13) Associating Stage Page

It contains activities. Let's summarize the material, which is presented in the form of a summary/conclusion of the Narrative Text material

Figure 12.
Associating stage

4. Associating

let's analyze the data → Summary

Definition of Narrative Text:

Narrative text is story that is imaginative and tells each other, but sometimes it is in form of writing.

13

Type of Narrative Text:

Fiction : A Fictional narrative presents an imaginary narrator's account of a story that happened in imaginary world. It includes fairy tales, folklores/ folktales, horror stories, fables, legend myths, and science fictions.

Non Fiction : (factual narrative) presents a real-life person's account of real-life story. It includes historical narratives, ballads, slice of life, and personal experience.

Generic Structures:

Orientation: introduce about participant of the story and sets the scene

Complication: The problem happens among the characters

Resolution: The problem is dissolved or for worse

Re-Orientation: Optional

The following features help you identify narrative Text

1. The use past tense
2. Use temporal conjunctions such as when, while, however, although, and later.
3. Use of relational processes such as first, then, next.
4. Action verbs: stood, explained, smashed
5. saying and thinking verbs: told, realized, decided

14

14) Communicating Stage Page

It contains activities to communicate understanding related to the material, which are presented in the form of orders to students to present their understanding of the narrative text material, with students making video stories to tell stories of MalinKundang's summary or conclusion of the narrative text material.

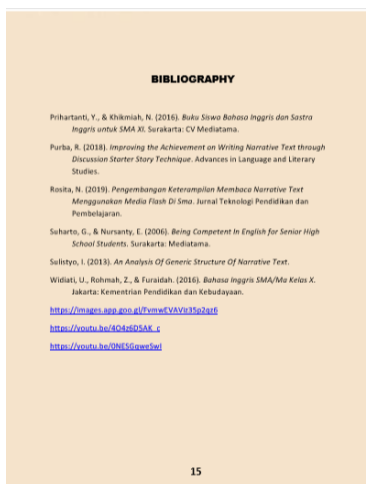
Figure 13.
Communicating page



15) Bibliography Page

A brief explanation of the material, types of narrative, generic structure, and language features of narrative text.

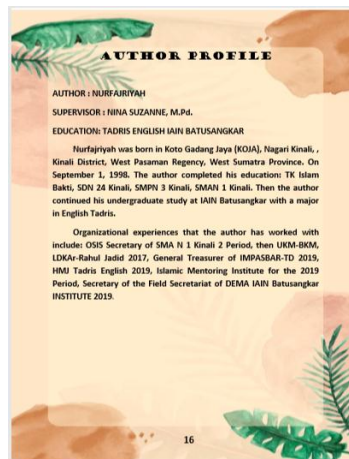
Figure 14.
Bibliography Page



16) Author profile page

Author profile page are contains the author's biodata, educational history, organizational history, and the name of the thesis supervisor.

Figure 15.
Author Profile Page



d. Programming

Ksoft Flipbook is an e-module using Ksoft. The general appearance of the e-module can be seen in **Appendix III**.

3. Results of the development stage (Develop)

a. E-Module validation results

At this stage, it begins with a design and then continues with consultation with the supervisor. Then the validator stage is carried out with experts from the media experts and material experts (lecturers and teachers). Researcher carry out discussions and ask for suggestions for improvement before being tested on the validator. The results of the data obtained from the three validators can be observed in Table 4.2 (Appendix III).

Table 5.
Amount, Content Conformity, Instructional Quality, Technical
Quality Aspect

| INDICATOR | VALIDATOR | | | Amount | MAX SCORE | % | DESCRIPTION |
|--------------------------|-----------|----|----|--------|-----------|-------|-------------|
| | 1 | 2 | 3 | | | | |
| Content Conformity | 23 | 22 | 25 | 70 | 90 | 77,78 | Valid |
| Instructional Quality | 16 | 14 | 18 | 48 | 60 | 80,00 | Valid |
| technical quality aspect | 18 | 15 | 22 | 55 | 75 | 73,33 | Valid |
| Amount | 57 | 51 | 65 | 173 | 225 | 76,89 | Valid |

Based on the table, an e-module is a valid product with an average achievement of 76.89 percent, meaning that the e-module narrative text using Ksoft flipbook maker is suitable for use by students at school.

The revisions suggested by the validator in the outline are:

- 1) The exercises provided for students to experiment with the concept of narrative have not been well defined.
- 2) There are some problems found in this e-module, such as writing errors.
- 3) Add an explanation of the material and example questions, and add an explanation of the instructions.
- 4) Adjust the animation used for the topic.
- 5) Take note of the font size and increase the visibility of the e-module.
- 6) Enhance the user guide for e-modules and animated videos used in e-modules.
- 7) English teachers must be promoted in all senior high schools.

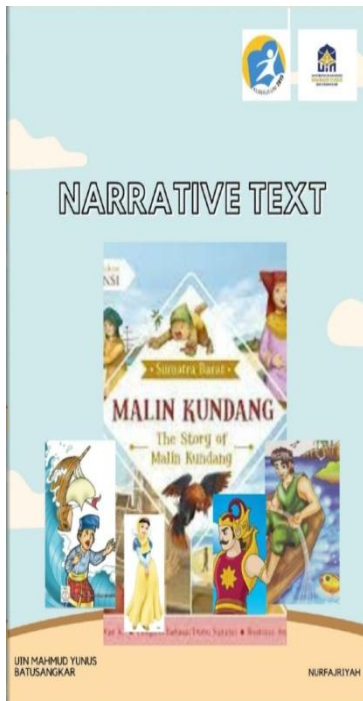
Based on the suggestions from the validator, the differences before and after the revision are obtained:

- a) Cover page

Figure 16.
Cover page before revision



Figure 17.
Cover page after revision



In Figures 16 and 17, there are revisions for the e-module cover. In Figure 16, the cover display of the image selection section is less attractive, the font size is too small, and the color selection is less attractive. While in Figure 17, the cover display has been changed, the image selection is attractive, the writing is clear, and the color selection is attractive.

b) Acknowledgement

Figure 18.
Acknowledgment before
revision



Figure 19.
Acknowledgment after
revision



In Figures 18 and 19 there is a revision of the introduction. In Figure 18, the size of the writing is less clear and the color selection is less attractive. Figure 19, has been revised, the writing is clear and the color selection is interesting.

c) Table of Content

Figure 20.
Table of Contents before
revision

| TABLE OF CONTENT | |
|--|----|
| Cover..... | i |
| Acknowledge..... | ii |
| Instructions for using the E-Module..... | 1 |
| Introduction..... | 2 |
| Concept mapping..... | 3 |
| 1. Observing..... | 4 |
| 2. Questioning..... | 4 |
| 3. Collecting data (Experiment)..... | 5 |
| 4. Associating..... | 10 |
| 5. Communicating..... | 11 |
| Bibliography..... | 12 |
| Author Profile..... | 13 |

i

Figure 21.
Table of Contents after
revision

| TABLE OF CONTENT | |
|--|----|
| Cover..... | i |
| Acknowledge..... | ii |
| Instructions for using the E-Module..... | 1 |
| Introduction..... | 2 |
| Concept mapping..... | 3 |
| 1. Observing..... | 4 |
| 2. Questioning..... | 4 |
| 3. Collecting data (Experiment)..... | 5 |
| 4. Associating..... | 18 |
| 5. Communicating..... | 20 |
| Bibliography..... | 21 |
| Author Profile..... | 22 |

i

In Figures 20 and 21 there are revisions. In Figure 20 on the table of content, the writing size is less clear and the color selection is less attractive. In Figure 21, the text size has been changed, it is clear and the color selection is attractive.

d) Instruction for using the e-module.

Figure 22.
Instructions for Using the E-
module before revision

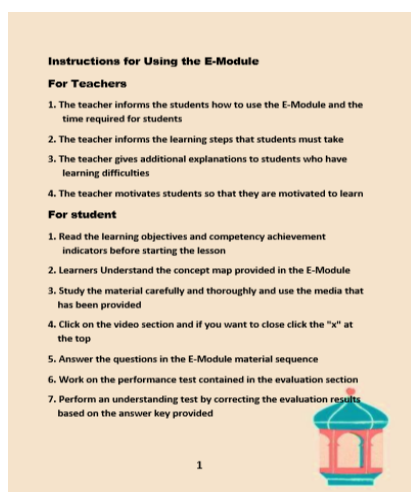
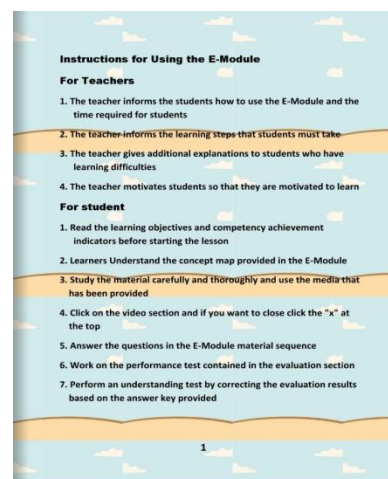


Figure 23. Instructions for
Using the E-module after
revision



In Figures 22 and 23 there are revisions for teacher and student instructions. In Figure 22, on the contents of teacher and student instructions, the writing size is less clear and the color selection is less attractive. In Figure 23, the writing size has been changed and the color selection is already attractive

e) Introduction

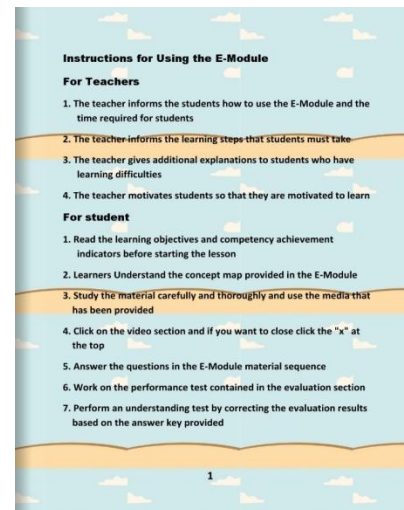
Figure 24.

Introduction before revision



Figure 25.

Introduction after revision



In Figures 24 and 25 there are revisions for the introduction. In Figure 24, in the table of content, the writing size is not clear and the color selection is not attractive. In Figure 25, the text size has been changed and the color selection is clear.

f) Concept Map

Figure 26.

Concept Diagram before revision

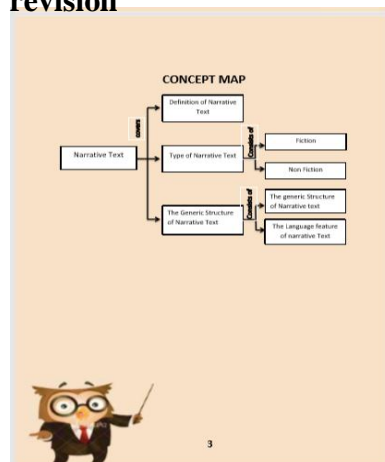
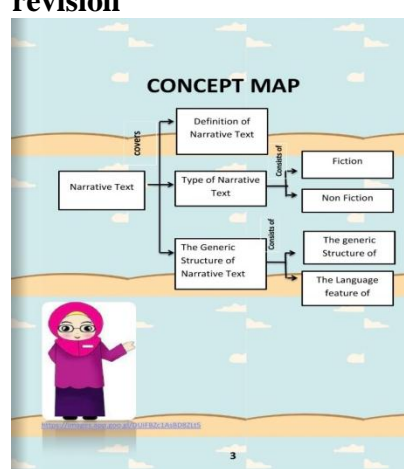


Figure 27.

Concept Diagram after revision



In Figures 26 and 27 there are revisions for the concept map, in Figure 26 on the concept map the writing size is less clear and the color selection is less attractive and the animation selection is not appropriate, in Figure 27 the text size has been changed, it is clear and the color selection is attractive and the image selection is interesting and appropriate.

g) Observing

Figure 28.

Observing Before revision



Figure 29.

Observing after revision



In Figures 28 and 29, there are revisions for the observing stage in the e-module. Figure 28 does not appear to use clear instructions to explain instructions to students about this stage. As shown in Figure 29, the display instructions for the observing stage are clear.

h) Questioning

Figure 30.

Questioning before revision

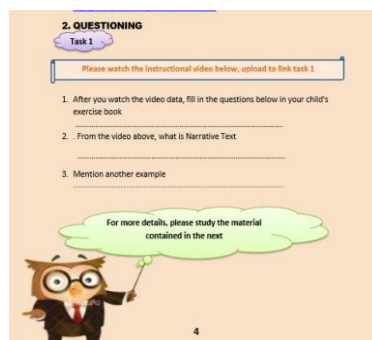
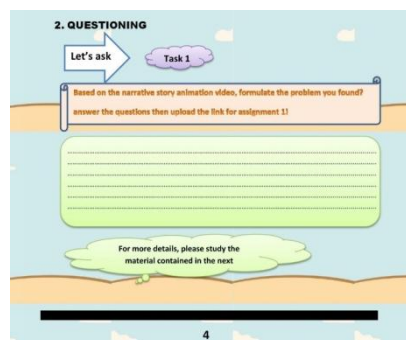


Figure 31.

Questioning after revision



In Figures 30 and 31, there are revisions for the questioning stage in the e-module. Figure 30 does not appear to use clear instructions to explain instructions to students

about this stage. In Figure 31, the instructions for the question stage are clear.

i) Collecting Data

Figure 32.
Example of narrative text before revision

3. Collecting Data (Experiment)

Narrative Text

<https://www.youtube.com/watch?v=9H525vaw6d8>

Definition of Narrative Text:
Narrative text is story that is imaginative and tells each other, but sometimes it is in form or writing

Type of Narrative Text:
Fiction : A Fictional narrative presents an imaginary narrator's account of a story that happened in imaginary world. It includes Fairy tales, folklores, folktales, horror stories, fables, legend myths, and science fictions.
Non Fiction : (factual narrative) presents a real-life person's account of real-life story. It includes historical narratives, ballads, slice of life, and personal experience.

Generic Structure of Narrative Text

5

3. Collecting Data (Experiment)

Narrative Text

<https://www.youtube.com/watch?v=9H525vaw6d8>

Definition of Narrative Text:
Narrative text is story that is imaginative and tells each other, but sometimes it is in form or writing

Type of Narrative Text:
Fiction : A Fictional narrative presents an imaginary narrator's account of a story that happened in imaginary world. It includes Fairy tales, folklores/ folktales, horror stories, fables, legend myths, and science fictions.
Type of fiction:
• Fables: stories that teach a lesson, often using animal characters.
• Folk Tales: old stories that reveal cultural customs.
• Fantasy fiction: stories about unrealistic characters and events that would never happen.
• Science fiction: fiction based on scientific fact.
• Horror fiction: stories that are scary or horrific.
• Legend: stories based on fact, but with exaggeration about the hero.
• Myth: ancient stories meant to explain nature or life.
• Plays: stories in the form of dialogue, meant to be performed on the stage or in a movie.
• Short stories: brief stories focusing on one character and event.
• Tall tales: humorous exaggeration stories focusing on a mythical hero.

5

The following features help you identify narrative Text
The grammar and language features of Narrative Text Legend

The following are the language features of Narrative Text:

1. The use past tense
(V) V2 e.g. walked, ran, turned into, swallowed, etc.
(I did not + V) e.g. did not allow, did not advise, etc.
(I did + subject + V) e.g. did he remember me?
2. Use temporal conjunctions such as: when, while, however, although, and later, Once upon a time, one day, a long time ago, etc.
3. Use of relational conjunctions such as: first, then, next.
4. Use direct and indirect speech
Use direct : Malin Kundang said: "Mom, I plan to go sailing away"
indirect speech: Malin Kundang said that he planned to go sailing away.
5. Action verbs: move, establish, establish
6. Adverbial phrases: in the river, at the mountain, etc.
7. Use saying verbs, thinking verbs and action verbs.
There are many kinds of verbs that you should know: Pay attention to the following kinds of verbs:
• Linking verbs: They connect a noun with words that identify or describe the noun.
Example: being, get, look, appear, be (is, are),
• Relating verbs: They link the subject and the rest of the sentences.
Example: classify, divide, connect, and group.
• Behavioral verbs: They are verbs of physiological and psychological behavior of being. Example: breathe, feed, move, smile, and dream.
• Saying verbs: they are verbs of talking in direct speech. Example: say, explain, tell, ask, explain, reply, answer, whisper, shout and scream.
• Action verbs/ material, verbs/doing verbs. They are verbs of doing.
Example: go, write, build, make, create, etc.

7

Example:

The legend of Malin Kundang

A long time ago, in small village near the beach in west Sumatra lived a woman and her son, Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crew who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that he was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother. Ran to the beach to meet the new rich merchant. She wanted to hug to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who

6

Resolution

Finally they got married and lived happily ever after.

Example:

The legend of Malin Kundang

A long time ago, in small village near the beach in west Sumatra lived a woman and her son, Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which the merchant circled by a band of pirates. With bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crew who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that he was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman,

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An old woman, who was Malin Kundang's mother. Ran to the beach to meet the new rich merchant. She wanted to hug to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who kept refusing to do it and yelling at her. At last Malin Kundang told her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crew to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling regret, the father Malin Kundang just begged and set sail. Suddenly a thunderstorm came in the night, wrecking his huge ship. He was thrown out to a great island. It was really too late for him to break his curse; he had turned into a stone.

Simple past tense

Temporal conjunction

Direct speech

Adverbial phrase

Relationship

Meaning verbs/Thinking Verbs

Relative verb

11

Task 1

Read the following narrative text which tells Snow White

Once upon a time there lived a little girl named snow white. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving snow white in the castle because they both (1) to go American and they didn't have enough money to take snow white.

Snow white didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she (2) away from her home when her aunt and uncle were having breakfast. She ran away into the woods. She was very and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found snow white sleeping. Then, Snow white woke up. She (3) dwarfs. One of the dwarf said, "what is your name?" snow white said, "My name is Snow White". The dwarf replied, "if you wish you may live here with us". She could if I thank you". Then snow white (4) the dwarfs the whole story and Snow White and the seven dwarfs live happily.

Task 2

Fill in the following blanks, use the words in the box complete the following sentences, upload to link task 2

Wanted Ran Tired Saw Told

Task 2

In this part of the test you will hear a monologue. It will not be printed so you must listen carefully to understand what the speaker was saying. After you hear the monologue, complete the blanks with the right answer carefully answer the questions then upload the link for task 2!

Recording link:
<https://file-examples.com/files/2108/21080005/2108000501298awd8t8zoww/2108000501298awd8t8zoww/Snow%20White.mp3>

Snow White

Once upon a time there lived a little girl named snow white. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving snow white in the castle because they both (1) to go American and they didn't have enough money to take snow white.

Snow white didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she (2) away from her home when her aunt and uncle were having breakfast. She ran away into the woods. She was very and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found snow white sleeping. Then, Snow white woke up. She (3) dwarfs. One of the dwarf said, "what is your name?" snow white said, "My name is Snow White". The dwarf replied, "if you wish you may live here with us". She could if I thank you". Then snow white (4) the dwarfs the whole story and Snow White and the seven dwarfs live happily.

Task 3

After complete task 2, then make video read the text Snow White, upload to link task 3

Task 4

Read the following narrative text which tells Snow White. And then write the result of your discussion in the table below. Use the information that you can find in the text "Snow White", upload to link task 4

| Part of the text | Purpose | Summary from text |
|------------------|---------|-------------------|
| Orientation | | |
| Complication | | |
| Resolution | | |
| Re-Orientation | | |

Figure 33.

Collection Data Page After Revision

3. Collecting Data (Experiment)

let's understand Narrative Text

<https://www.youtube.com/watch?v=0HNSG9w5d8>

Definition of Narrative Text:
 narrative text is story that is imaginative and tells each other, but sometimes it is in form or writing.

Type of Narrative Text:
 Fiction : A fictional narrative presents an imaginary narrator's account of a story that happened in imaginary world. It includes fairy tales, folktales/ folktales, horror stories, fables, legend myths, and science fictions.

Type of fiction:

- Fables: This is a story about animals. For example, The Ugly Duckling, The Country of the Blind, A Bear and A Rabbit, The Cat and The Hat, The Greedy Monkey, A Fox and A Little Bird, The Mouse, Deer, and Crocodile, and so on
- Folk Tales: It is a story passed down from generation to generation to become part of the community tradition. For example, Malin Kundang, Golden eggs.
- Fantasy: Fiction stories about unrealistic characters and events that would never happen.
- Science fiction: fiction based on scientific fact.
- Horror fiction: stories that are scary or horrific: is a type of narrative text that tells scary stories in general, such as ghosts or other astral beings.

- Legend: A legend is a story about the origins of a location. The Legend of Surabaya, The Legend of Prambanan Temple, and the Story of Lake Toba.
- Myth: It is a myth or a myth that developed in society and is generally considered a factual story or actually happened. For example, Aji Saka and Dewata Cangkur. Plays: stories in the form of dialogue, cannot be performed on the stage or in a movie.
- Fairy tales: These are folk tales or children's stories that have magic in the stories told by their authors. For example, Timun Mas, Tinker Bell, and Tumbalaca.
- Short stories: brief stories focusing on one character and event.
- Tall tales: humorous exaggeration stories focusing on a mythical hero.
- Slice of life: A yarn is a story that contains activities or stories that occur in the daily life of the author or an imaginative character. For example, True Friends

Non Fiction : (factual narrative) presents a real-life person's account of real-life story. It includes historical narratives, ballads, slice of life, and autobiographies.

Types of non-fiction:

- Biography: detailed account of someone's life.
- Epic: lengthy stories of heroic exploits.
- Historical fiction: fiction stories set in the past, containing some true facts.
- Realistic fiction: stories whose characters and events could occur in real life.
- Love Story/Romance: A love story is a story that tells (generally) the love druggles of the main character or about the love story of the characters. For example, in Romeo and Juliet, I'm One of Those Girls.

Generic Structure of Narrative Text

The following features help you identify narrative Text
The grammar and language features of Narrative Text Legend

The following are the language features of Narrative text.

- The use past tense
(+ V2 e.g. walked, ran, turned into, swallowed, etc.
(-) did not + V1 e.g. did not allow, did not admit, etc.
(?) did + subject + V1 e.g. Did he remember me?
- Use temporal conjunctions such as when, while, however, although, and later, Once upon a time, one day, a long time ago, etc.
- Use of relational processes such as: first, then, next.
- Use direct and indirect speech
Use direct : Malin Kundang said, "Mom, I plan to go sailing away"
Indirect speech: Malin Kundang said that he planned to go sailing away.
- Action verbs: stood, explained, smacked

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- Adverbial phrase: in the river, at the mountain, etc.
- Use saying verbs, thinking verbs and action verbs.
There are many kinds of verbs that you should know. Pay attention to the following kinds of verbs!
 - Linking verbs. They connect a noun with words that identify or describe the noun.
Example: be, get, look, appear, be (is, are)
 - Relating verbs. They link the subject and the rest of the sentences.
Example: classify, divide, consist, and group.
 - Behavioral verbs. They are verbs of physiological and psychological behavior of living. Example: breath, feed, snore, smile, and dream.
 - Saying verbs: they are verbs of talking in direct speech. Example: say, speak, tell, ask, explain, reply, answer, wish, shout and shout.
 - Action verbs/ material, verbs /doing verbs. They are verbs of doing. Example: go, write, build, make, creat, etc.
 - Mental verbs/ thinking verbs. They are verbs of sense: feeling, thinking, and perceiving. Example: like, love, hate, enjoy, understand, believe, see, watch, hear, listen, etc.

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The example Narrative Text (Legend)

Orientation: who, where, when

Once upon a time, there lived a girl named Snow White. She lived with her step mother. Her parents were dead many years ago.

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Complication: The first problem rising

One day her step mother asked her maid to kill snow white. Her step mother was jealous of her beauty. The maid couldn't kill her. He brought snow white to a jungle and released her. Snow white was very sad. She felt hungry and tired.

Complication: The first problem rising

Then she saw a very old hut and went inside and went inside and fell asleep. Meanwhile seven dwarfs were coming home from work. They went inside. They found snow white was sleeping. Then snow white woke up. She said to the dwarfs that she wanted to live with them. Snow White lived happily with them.

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Complication: The first problem rising

The next day the dwarfs went out to look for their meals. Then an old beggar knocked the door and gave her a red apple. She ate it at once. Suddenly she was unconscious. She was sleeping for long time. The dwarfs were very confused.

Resolution

Finally they got married and lived happily ever after.

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The legend of Malin Kundang

Example:

[A long time ago] **[in small village near]** the beach in west Sumatra **[lived]** a woman and her son, Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang **[was]** healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, so sell the catch fish in the town.

[One day] when Malin Kundang was sailing, he saw a merchant's ship which **[was]** **[being attacked]** by a band of pirates. With bravery, Malin Kundang **[helped]** the merchant **[defeated]** the pirates. To **[thank]** to him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

[Many years] later, Malin Kundang became wealthy. He had a huge ship and a lot of crew who **[started]** loading trading goods. He **[was]** also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast **[near]** a small village. The local people recognized that he was Malin Kundang, a boy from the area. The news ran fast in the town. "Malin Kundang has become rich and now he is here **[to live]** **[with]** an old woman."

An old woman, who was Malin Kundang's mother, **[ran]** to the beach to meet the new rich merchant. She wanted to hug to **[release]** her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who **[was]** with his beautiful wife and his ship crew, **[denied]** that she his mother. She had pleaded Malin Kundang to look at her and admit that she **[was]** her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang **[said]** to her "Enough, old woman! Please never **[be]** a mother like you, a dirty and ugly woman!" After that he ordered his crew to set sail to leave the old woman who **[was]** then full of sadness and anger. Finally, feeling enraged, she **[cursed]** Malin Kundang that he would turn into a stone if he didn't apologize for her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He and three crew were out to a small island. It was really too late for him to **[avoid]** his curse; he had **[turned]** into a stone.

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Simple past tense
Temporal conjunction
Adverbial phrase
Active verb
Mental verbs/Thinking Verbs
Past tense voice

Task 2

In this part of the text you will hear a monologue. It will not be arsted in your e-module, so you must listen carefully to understand what the speaker are saying. After you hear the monologue, complete the blanks with the right pronoun carefully answer the questions then upload the link for task 2!

Recording link:
https://www.zoozoo.com/9h/168Aukry_e_8h/d9M0x2h7c9khwmd0vhu2u2h7m3c

Snow White

Once upon a time there lived a little girl named snow white. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving snow white in the castle because they both(1) to go American and they didn't have enough money to take snow white.

Snow white didn't want her uncle and aunt to do this so decided it would be best if she ran away. The next morning she(2) away from her home when her aunt and uncle were having breakfast. She ran away into the woods. She was very

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..... and hungry. Then she saw a little cottage. She knocked but no one answered so went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found snow white sleeping. Then, Snow white woke up. She(3) dwarfs. One of the dwarf said, "what is your name?" snow white said, "My name is Snow White". The dwarf replied, "if you wish you may live here with us". Oh could I? ~~thank you!~~ Then snow white.....(4) the dwarfs the whole story and Snow White and the seven dwarfs live happily

Task 3

After complete task 2, then make video read the text Snow White, upload to link task 3

Task 4

Read the following narrative text which tells Snow White. And then write the result of your discussion in the table below. Use the information that you can find in the text "Snow White", upload to link task 4

| Part of the text | Purpose | Summary from text |
|------------------|---------|-------------------|
| Orientation | | |
| Complication | | |
| Resolution | | |
| Re-Orientation | | |

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Task 5

After completing tasks 5 and 6, make it in the exercise book, take a photo, and then upload it to the link for tasks 5 and 6.

"Toba Lake"

Once upon a time, there was a man who was living in North Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said, "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. ~~One day, his daughter was so hungry and she ate his father's lunch.~~ Unfortunately, he found out and got furious, and shouted, "You damned daughter of a fish!" The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

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Based on the Text above, please choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F if the statement is false.

- T - F The golden fish turned into a beautiful woman.
- T - F The man and his wife lived happily forever.
- T - F The man had broken his promise.
- T - F His daughter turned into a fish.
- T - F Toba Lake is located in South Sumatra

Task 6

Choose the correct answers by crossing a, b, c, or d. It in the exercise book, take a photo, and then upload it to the link for tasks 5 and 6.

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wuyang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

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In Figures 32 and 33, there are revisions for the data collection stage in the e-module. Figure 32 does not appear to use clear instructions to explain instructions to students about this stage, and the lack of sample text, as well as the lack of practice and selection of animated images, must be adjusted. In Figure 33, the display instructions for the data collection stage are clear, then examples and exercises are added, and finally the animation selection has been adjusted.

j) Associating

Figure 34.

Associating Page before revision

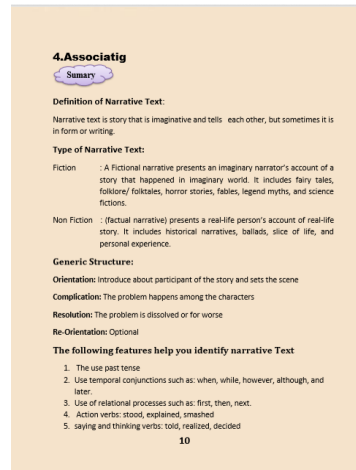
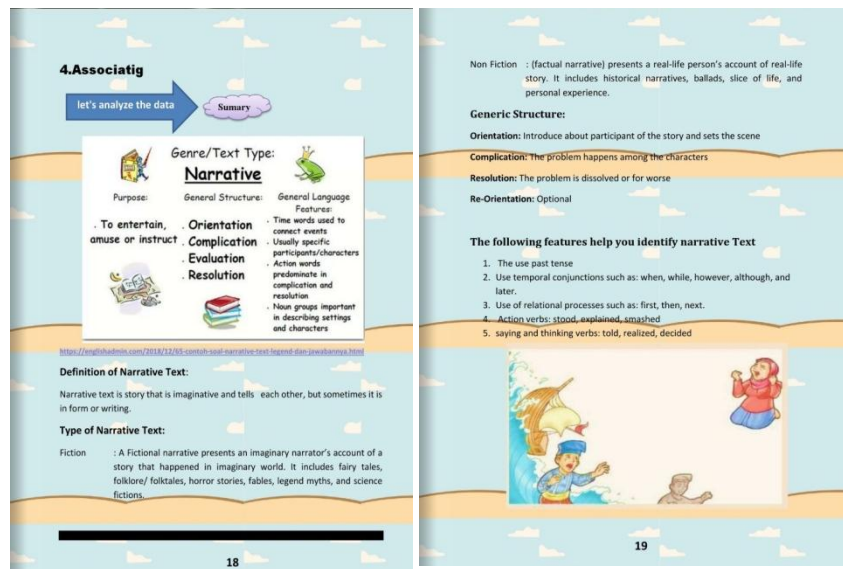


Figure 35.

Associating Page After revision



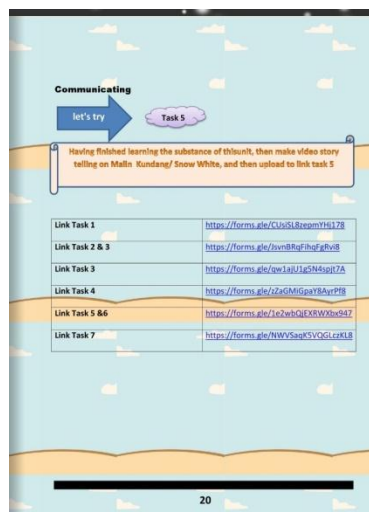
In Figures 34 and 35, there are revisions for the associating stage in the e-module. Figure 34 does not appear to use clear instructions to explain instructions to students about this stage. In Figures 35, the instructions for the associating stage are clear.

k) Communicating

Figure 36.
Page Before Revision

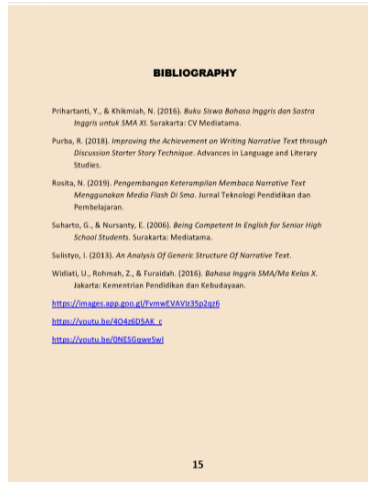
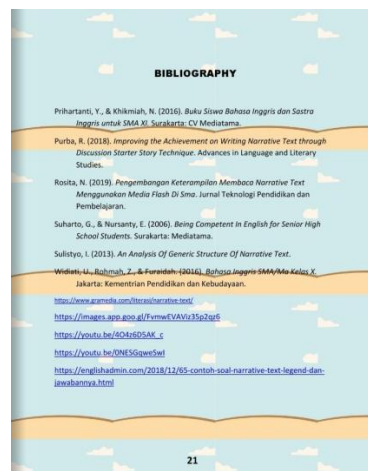


Figure 37.
Communication Page Before Revision



In Figures 36 and 37, there are revisions for the communicating stage in the e-module, Figure 36 does not appear to use clear instructions to explain the instructions to students about this stage. In Figure 37, the instructions for the communication stage are clear.

L) Bibliography page

Figure 38.**Bibliography Page Before Revision****Figure 39.****Bibliography page After Revision**

In Figures 38 and 39, there is a revised bibliography. Figure 38: Color selection is less attractive. In Figure 39, it has been revised and the colors are attractive and neat.

M) Author Profile Page

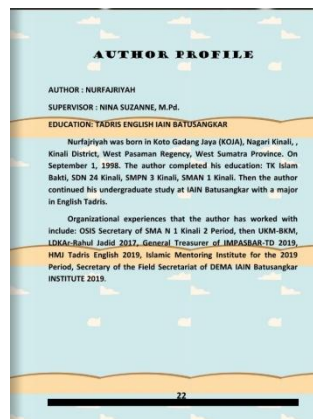
Figure 40.

Author Biography before revision



Figure 41.

Author Biography After revision



In Figures 40 and 41, there is a revised author profile. Figure 40. Color selection is less attractive. In Figure 41 it has been revised and the colors are attractive and neat.

B. Discussion

1. Need Analysis of E-Module

Need analysis is a primary step for developing learning material. The need analysis should reveal all aspects of learners need in learning English such as competency, skills (listening, speaking, reading, and writing) level of proficiency and tasks need by the students.

Richard (2001: 51) states that need analysis is the procedure of collecting information about students' need. It can be used to check whether the existing product adequately meet the needs of students and to see the problem of students in experiencing the existing product.

The purpose of a need analysis, according to Grabowski in Novita (2020:12), is to determine the source of a difference between the ideal performance and the actual performance of a task. According to Nation and Macalister (2010:24), who agree with Grabowski, need analysis is the process of evaluating what the learners already know and what they need to know. By identifying the gap that exists, it can be considered that need analysis is designed to provide information.

In addition, Hutchinson and Waters (1987:53) distinguish between learning needs and target needs. What the learners must achieve in the target situation are the target needs. The learner must fulfill their learning demands in order to progress. The three categories of target needs are: wants, needs, and wants.

The information can also be collected using some instrumentation. According to Hutchinson and Waters (1987:55), there are numerous methods to gather information in order to define target needs. The most frequently utilized tools are surveys, interviews, text-based data collection, and informal data gathering from sponsors, students, and other individuals. Evans and John (1998:131) describe the information and the procedures for gathering it for need analysis. The learner, people working in or studying in the field, ex-students,

documents pertinent to the subject, clients, employers, colleagues, and the ESP research field are the key sources for requirement analysis. The primary approaches for gathering information for needs analyses include surveys, analyses of real spoken and written texts, discussions, organized interviews, observation, and evaluation.

In short, needs analysis is the main focus of research and development. The process can be done through gathering information about the needs of the target and learning needs. The process is in the form of interviews about student needs related to the needs of students for e-modules. This study focused on collecting information about the needs of students related to teaching materials in the form of e-modules because students were the only informants in this research. Learning needs become the basis for interviews with students.

2. Design and Development of E-Module

Product designs are developed into e-module teaching materials, transferring designs into real products. The product model is in the form of a module that is online in an e-module. This e-module considers printed teaching materials which previously used the 2013 curriculum, which used a scientific approach. Then this researcher develops teaching materials in the form of teaching materials that can be accessed online, namely e-modules based on the scientific approach.

At this design or planning stage, the e-module is designed based on the core competencies (KI) and basic competencies (KD) contained in the syllabus at SMAN 1 Kinali. In addition, this e-module is designed according to the module components, namely: teacher guidelines, student activity sheets, worksheets, sheet keys, test sheets, and test sheet keys (Wena, 2016).

In addition, there are two steps in developing a product. First, the product is developed in the form of an e-module product prototype. Second, the product received several revisions from validators and teachers. Revisions are made based on suggestions from supervisors,

validators, and teachers. In short, the developed product has been validated and revised.

3. Validation test of the e-module

a. Stage Definition

Students consider English difficult after that it is boring and the material is difficult to understand because it is known that in the learning process they still use worksheets. Therefore, they have not been able to increase students' motivation in learning English.

Moreover, during the COVID-19 pandemic, students focus on doing exercises and assignments both at home and at school, even though they do not understand the material. Educators also said that the low learning outcomes of students in English subjects were due to the lack of sources of learning materials used, so that students had difficulties in learning.

The pandemic condition is one of the new challenges for educators because learning is carried out online and offline. Based on an interview with an English teacher in class X at SMA N1 Kinali, it is known that the obstacle encountered in learning English is the lack of interest in learning by students, so that students do not understand the material and concepts given by educators during this pandemic, which makes it difficult for students to understand. material is provided online. In addition, the limited use of the sources of teaching materials used causes no increase in students' learning motivation.

Based on this problem, the researcher conducted development research in the form of an e-module narrative text using the ksoft flipbook maker application. in narrative text material that aims to support students in learning. This is in accordance with previous research conducted by Hermalina (2021), from which it can be concluded that the learning media using the

ksoft flipbook maker is very valid, very practical, feasible, and effective to use in the learning process.

This e-module narrative text uses the ksoft flipbook maker application with the result format in the form of HTML 5. In learning English, English is presented in an easy-to-understand discussion by students, accompanied by animations, sample questions, and audio, as well as links to download materials or upload assignments. Using the ksoft flipbook maker application in learning English is expected to attract students in learning and foster student interest in learning in understanding the material, and educators can teach in class well.

b. Design stage

At this stage, the design of the e-module narrative text using the ksoft flipbook maker application that was developed is as follows: the first thing to do is to determine the identity of the product being developed, such as subjects, classes/semesters, basic materials (KD, Indicators, Learning Objectives), titles, video links from YouTube, pictures, audio, sample questions, practice questions, google forms for filling out answers, and source materials. After that, collect all the materials that will be linked first before being input into the module design using the Google form. Then all the materials are designed in Word and then converted into PDF form. After that, it is input into the ksoft flipbook maker application to make it online. Then, it is published the e-book by clicking publish to html 5. Then the e-module will be in the form of an e-book that can be accessed via a link.

After the e-module narrative text is completed, the product validator provides suggestions and criticisms as improvements. Next, validate the product to the validator.

d. Development stage

The validation of the e-module narrative text was carried out using a validation sheet and a discussion on the validity of the e-module narrative that was made, as well as criticisms and improvements to this e-module, consisting of three validators (two lecturers and one teacher). E-module narrative text uses the ksoft flipbook maker application, which is made to help educators and students carry out learning and is also needed to make students more active in learning.

The following revision is in accordance with the suggestions from the validator as follows:

- 1) Improvement of the practical guide for using the e-module
- 2) The learning video must be clear and must be in accordance with the characteristics of the students
- 3) All font sizes are enlarged

This product was validated in several ways, according to Walker and Hess in Rasyad (2011: 175-176), namely: 1) quality of content and objectives; 2) quality of instruction; and 3) technical quality. Based on the validation results from the validator that the e-module narrative text is clear and easy to understand, it is equipped with student and educator instructions, indicators, learning objectives, general knowledge about author biography, materials, sample questions, audio and video.

Based on the results of the validation of the narrative text e-module, it was validated from the aspect of the quality of the content and objectives, the quality aspect of the instructional and technical aspects, it was obtained an average of 76.89 with a valid category, so that this e-module narrative text can be used in learning. Can be operated anywhere and anytime using a laptop or cellphone. So that this e-module narrative text can help students

in the learning process independently and be more active, as well as attract students' interest in learning during this pandemic.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Researcher created an e-module narrative text for students in class X IPA 1 SMA N 1 Kinali. Based on the research and analysis results. This research concludes as follows:

1. The tenth grade students at SMA N 1 Kinali need an e-module based on a scientific approach assisted by the ksoft flipbook application.
2. There are four units in the task-based language teaching worksheet. They are what they look like, we love what we do, I am proud of my parents and love who you are. Each unit has three stages; pre-task, task cycle, and language focus. The pre-task uses the words that match the picture and completes the picture task. The task cycle uses listening, speaking, reading and writing tasks. Language focus uses complete sentences as assignments.
3. After product validation, it can be concluded that the result of the validation of the e-module using the ksoft flipbook maker application meets valid categories, both in terms of the quality of content and objectives, aspects of instructional quality, and technicality, with an average percentage of 76.89%.

B. Suggestion

Based on the research results obtained, the researcher put forward the following suggestions:

1. Teachers are expected to be able to develop teaching materials such as e-modules that are in accordance with the development of students.
2. Other researchers can develop e-modules with the help of Kvisoft Flipbook Maker on different materials.

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