

# STUDENTS' PERSPECTIVES OF BOOK CREATOR-BASED E-MODULE FOR LEARNING TOEIC PRACTICE

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## Abstract

Learning English is highly desired and essential for EFL learners. Students are expected to be able to demonstrate their language skills via a language proficiency test. TOEIC is a language proficiency test that most EFL students, particularly vocational students, must learn and master. However, students frequently encounter difficulties when administering the TOEIC test. Improving students' comprehension of the TOEIC test practice requires a good strategy. The English 1 class is considered to be the class that discusses TOEIC strategies, and the Book Creator-based e-module is one of the suitable media to encourage students' ability to comprehend. The study's goal is to learn about students' perspectives on using the Book Creator-based e-module and the implementation of the Book Creator as an e-module for learning TOEIC practice. This study used a descriptive quantitative approach with one group of 28 students from the first semester of Polytechnic LP3I Bandung. The findings showed that students responded positively to the Book Creator as an e-module, and the Book Creator can encourage the learning process and improve students' enthusiasm to practice the TOEIC test.

**Keywords:** Students' Perspectives; Book Creator; E-Module; TOEIC Practice

## INTRODUCTION

English is recognized as a foreign language in many countries, including Indonesia. English is mostly used in English classrooms, but most people use their native language, Indonesian, for daily communication outside of the classroom. English is considered a vital foreign language. This language is clearly taught from primary school to the university level. The ability of students to master English is commonly seen in the results of the test of English and one of the tests is the TOEIC test. The TOEIC (Test of English for International Communication) test is an English language competence test for persons whose first language is not English, according to ETS (2008:2). It assesses the everyday English abilities of those working in an international context, and it is also given to vocational students or polytechnic students to determine their competency and ability to communicate in English. The TOEIC, or Test of English for International Communication, assesses the ability of non-native English speakers to utilize English in routine office tasks. TOEIC (Test of English for International Communication) is now used to get better jobs in English-speaking countries. TOEIC is also used to apply for jobs, and most educational institutions, particularly vocational schools, and polytechnics require this standardized test as part of their educational requirements.

At Polytechnic LP3I Bandung, the TOEIC practice is studied in the English 1 class. This is an introductory TOEIC subject that assists students with various practical activities in and out of class, as well as enrichment of relevant vocabulary on international business terms, to support students' readiness to communicate in English in the international world of work with the goal of achieving a minimum TOEIC (Test of English for International Communication) score at the basic level in the first semester. The students got some tips and practice for the TOEIC test. The

students also got the TOEIC simulation test for the Mid-test and the Final test in the first semester. Therefore, the students will get used to and not be surprised at the actual TOEIC test if they get the TOEIC competency test. It is hoped that by studying material on TOEIC test exercises, students can obtain scores that are equivalent to TOEIC scores at the Basic level. However, students have difficulty studying the TOEIC test material because the level of English in the classes varies and they have never studied TOEIC material and taken the TOEIC test.

So far, the teaching materials used at the LP3I Bandung Polytechnic are in the form of conventional modules made by several lecturers according to the Lesson Plan and targets. In addition, teaching media that are commonly used to provide TOEIC training are in the form of PowerPoint and YouTube. The lecturers also give several sources of TOEIC books from several sites and links that students must study. However, these can make students confused with the many sources that must be studied so that these resources become scattered and sometimes forgotten or erased. Therefore, the teaching materials and teaching media used so far have not received a good response from students because they are not interesting and sometimes they are confused by the many book sources they have to study.

Specific media or teaching materials are needed to make it easier for students to study the TOEIC test material. Learning media are also needed that attract students so that they want to continue following the material and not get bored with the TOEIC test material. The use of media and learning resources is one of the factors that influence learning. Teaching materials must be customized to the requirements of students and the learning strategies employed by teachers. Utilization and module empowerment to support learning, are required not only to improve the effectiveness and quality of learning but also to improve mastery of material for both teachers and students.

For the purpose of harmony with technological developments, the world of education must continue to follow the flow of the times. The advancement of science and technology fosters internal regeneration, which culminates in the learning process. With the advancement of contemporary technology breakthroughs, innovations are required for the systemic improvement of all components of education, particularly learning media. Learning media cannot be separated from the learning process since the media, which is known as an intermediary or delivery of information and messages from the sender to the beneficiary, is one of the alternatives or significant supporting aspects to achieve effective and efficient learning. According to Novita, D. (2021), technology already plays a part in the teaching and learning process in the sphere of education. Today, technology has various responsibilities in the teaching and learning process, just as the world of education had techniques and media in the teaching and learning process in the past. However, with the advancement of technology, the education sector now has a new methodology and medium in the application of teaching and learning by utilizing technology's crucial role in teaching and learning. The use of technology in learning material can increase learning quality (Afrila and Yarmayani, 2018). Sadiman (2011) supported this by stating that the utilization of various learning media may overcome the attitudes of passive students because learning media plays a role in building learning excitement in students. Because it is an effective and efficient means of transferring knowledge, the adoption of innovative learning media based on information technology has significant potential to improve the quality of learning (Imansari and Sunaryantiningsih, 2017).

Information technology products, such as interactive multimedia-based electronic modules, or interactive e-modules, have introduced alternate learning material in digital form. According to Arsyad (2014), interactive e-modules allow pupils to engage not only their ears but also their eyes. The more senses that are employed to receive information, the more probable it is that information will be recalled and comprehended. According to experts, there is a significant variation in learning results achieved through the senses of sight and hearing (Prihantana, et al., 2014).

Imansari and Sunaryantiningsih (2017) demonstrated the efficacy of interactive e-modules in learning by finding that the usage of interactive e-modules as learning material was classed as very excellent, with an average score of 84.72%. The findings of student replies also demonstrate that all components of the questionnaire were rated as very good, indicating that the interactive e-module may be employed as a medium of learning in the learning process.

E-modules are teaching materials that are systematically designed based on a specific curriculum and packaged in a specific time unit for display on electronic devices such as computers or androids. The use of electronic modules that combine technological advances and learning can provide new learning experiences in the development of student knowledge. The e-module is an electronic resource or study guide (Rokhmania & Kustijono, 2017). E-modules enable learning to occur not only in the classroom but also outside of it. Because it is designed by the teacher, the modules can control the content that students learn and adapt to the planned curriculum (Tsai, Lin, & Lin, 2018). E-modules, according to Suarsana (2013), are interactive, allowing for an easy transition of learning content because they can accommodate audiovisual media and animation, as well as being equipped with tests. From here, the module facilitates learning in both face-to-face and online classes, particularly during out-of-class sessions.

The Book Creator is a software program that allows students or teachers to create and read multimodal digital books. It is an excellent tool for increasing student engagement through story development and multimedia design. Student or teacher can either generate their own content (by typing, drawing, or uploading self-made videos, audio files, and images) or curate online multimedia resources from the Internet when creating their own book. The Book Creator can also be used in project-based learning activities because it allows multiple students to work together in real-time to create one book. While designing their own books, the most educational benefits are the students can also read multimodal books designed by others to expand their knowledge. Instead of a traditional textbook, students read a digital book on the Book Creator. The students read books that include multimedia, such as video and audio files, to supplement their learning.

There are various studies from differing perspectives on the topic of e-module. The first previous study was carried out by Tsai, T. P., Lin, J., and Lin, L. C. (2017), and was titled "A flip blended learning approach for ePUB3 eBook-based course design and implementation." Dewi and Nafán researched "The Effectiveness of Implementing the English Specific Purpose (ESP) E-Modul to Increase Interest and Learning Outcomes of Vocational Students of the Visual Communication Design Department in English Subjects" in their previous study (2018). The third prior study, "Need Analysis of the Development of Economics Interactive E-Module Based on Contextual Teaching and Learning for SMA," was conducted by Hutahaean, L. A., Siswandari, H., and Harini, H. (2019). Those past research share similarities with the current study, which examined the e-module.

The review investigated the Book Creator-based e-module for learning TOEIC practice. This study's research objectives were: (1) What are the students' perspectives on the use of the Book Creator as an e-module?, and (2) What were the students' responses to the implementation of the Book Creator to learn TOEIC practice? The study's aims are as follows: (1) to learn about students' perspectives on using the Book Creator as an e-module?, and (2) to describe students' responses to using the Book Creator to learn TOEIC practice.

## METHOD

This study was a quantitative descriptive study. The research participants were 28 first-semester Polytechnic LP3I Bandung students. Data is gathered through questionnaires and observation. The questionnaire had a closed format. Schrepp's User Experience Questionnaire (UEQ) was used to create the closed questionnaire (2015). UEQ content includes six aspects: Features,

Applicability, Effectiveness, Reliability, Social interaction, and Innovation. These six aspects were translated into a total of 17 questions in the closed questionnaire. The closed questionnaire was then calculated and converted using Nurkancana's formula (1992).

**Table 1. Likert Scale**

Response	Numerical Value
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

**Table 2. Conversion Formulas Score**

Score	Criteria
$X \geq Mi + 1.5 Sdi$	Very Good
$Mi + 0.5 Sdi \leq X \leq Mi + 1.5 Sdi$	Good
$Mi - 0.5 Sdi \leq X \leq Mi + 0.5 Sdi$	Fair
$Mi - 1.5 Sdi \leq X \leq Mi + 0.5 Sdi$	Less Good
$X < Mi - 1.5 Sdi$	Bad

Note:

- a.  $Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$
- b.  $Sdi = \frac{1}{3} (Mi)$
- c.  $Mi$  = the good average
- d.  $Sdi$  = The deviation standard
- e.  $X$  = The students' evaluation

## RESULTS AND DISCUSSION

### Results

It can be interpreted descriptively with the following to respond to the formulated research questions.

#### a. Questionnaire Results

The following are the results from a questionnaire of students' perspectives.

**Table 3. The questionnaire results for the students' perspectives of the Book Creator as an e-module**

No.	Indicators	Students' Perspectives (28 students)	
		Total score	Average students' score

<b>A. Features</b>			
1.	Book Creator layout is attractive	115	4,11
2.	Book Creator appearance is interactive	130	4,64
3.	It is fun to use Book Creator	100	3,57
	Average	<b>115</b>	<b>4,11</b>
<b>B. Applicability</b>			
1.	I feel comfortable using Book Creator for learning and practicing	107	3,82
2.	It is easy to operate Book Creator	114	4,07
	Average	<b>110,5</b>	<b>3,95</b>
<b>C. Effectiveness</b>			
1.	Book Creator is effective use for learning	106	3,76
2.	Book Creator is practical to use	94	3,36
3.	Book Creator is integrated with many apps	109	3,89
	Average	<b>103</b>	<b>3,67</b>
<b>D. Reliability</b>			
1.	It promotes autonomous learning	106	3,78
2.	It maximizes learning	104	3,71
3.	It maximizes student motivation	102	3,64
	Average	<b>104</b>	<b>3,71</b>
<b>E. Social Interaction</b>			
1.	I can access 24 hours	108	3,86
2.	I can access it anywhere	98	3,50
3.	I can access the multimedia in one module	113	4,04
	Average	<b>106,3</b>	<b>3,80</b>
<b>F. Innovation</b>			
1.	Book Creator is creative	136	4,86
2.	Book Creator is innovative module	126	4,50
3.	Book Creator is useful for implementing TOEIC learning	107	3,82
	Average	<b>123</b>	<b>4,39</b>
	TOTAL	<b>1875</b>	<b>66,93</b>
	Average in general	<b>110,29</b>	<b>2,39</b>

The following bar diagram depicts the students' perspectives in Figure 1:

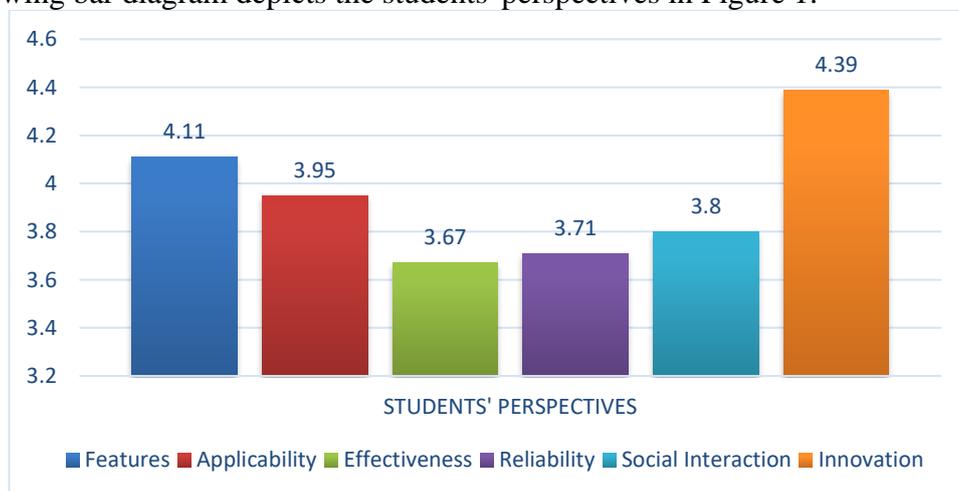


Figure 1. Students’ Perspectives of the Book Creator as an e-module

The formula is used to convert the results of the students' questionnaire assessments. The closed questionnaire results were converted as described in the following.

**Table 4. The results of the students' questionnaire assessments**

No.	Notes	A. Features	B. Applicability	C. Effectiveness	D. Reliability	E. Social Interaction	F. Innovation
1.	X (Total score)	115	110,5	103	104	106,3	123
2.	Mi	Formula: $Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$ $= \frac{1}{2} (140+28) = \frac{1}{2} (168) = 84$					
3.	Sdi	Formula: $Sdi = \frac{1}{3} (Mi)$ $= \frac{1}{3} (84) = 28$					

X is converted in accordance with Table 5 after the discovery of X, Mi, and Sdi, and the results are as follows:

**Table 5. Conversion of Students’ Perspectives**

Aspects	Score of Conversion	Criteria
A. Features	$X \geq Mi + \frac{1}{2} Sdi$ $115 \geq 84 + 14$ $115 \geq 98$	Very good
B. Applicability	$X \geq Mi + \frac{1}{2} Sdi$ $110,5 \geq 84 + 14$ $110,5 \geq 98$	Very good
C. Effectiveness	$X \geq Mi + \frac{1}{2} Sdi$ $103 \geq 84 + 14$ $103 \geq 98$	Very good
D. Reliability	$X \geq Mi + \frac{1}{2} Sdi$ $104 \geq 84 + 14$ $104 \geq 98$	Very good
E. Social Interaction	$X \geq Mi + \frac{1}{2} Sdi$ $106,3 \geq 84 + 14$ $106,3 \geq 98$	Very good
F. Innovation	$X \geq Mi + \frac{1}{2} Sdi$ $123 \geq 84 + 14$ $123 \geq 98$	Very good

According to the score conversions, it is seen that the students’ perspectives of the use of Book Creator as an e-module are ‘very good’. The results for the six aspects get positive responses about the use of the Book Creator as an e-module for learning media to practice the TOEIC.

**b. Observation Results**

The following are the findings from observations experienced by students while using the Book Creator. There were several drawbacks discovered, including, (1) Several students are fearful of trying new things, especially using the Book Creator, (2) The most challenging constraint to solve is the internet connection, (3) Some students did not accustom to using the online module, (4) The size of the Book Creator’s file is big to download, (5)The students are

not able to make a crop in the Book Creator, (6) The layout of the printed book from Book Creator is different from the Pdf file, so it does not look as full as it looks in the e-module.

In the meanwhile, there are several benefits to utilizing the Book Creator for learners, including (1) The usage of an e-module enhances learning outside of the classroom. (2) The Book Creator online module is more versatile in terms of study time and place. (3) Students are free to learn at their own speed and with their own motivation. (4) The video in the e-module is brief yet to the point, making it easy to comprehend. (5) Students are more confident in attending face-to-face sessions since they have already studied. (6) It does not add load, (7) It offers the possibility to communicate when face-to-face, (8) Watching more videos boosts motivation more than reading a book does, (9) Outside of the classroom, students can practice the content and tasks. (Rivera, 2016; Shi-Chun, Ze-Tian, & Yi, 2014; Ramirez, Hinojosa, & Rodriguez, 2014).

In addition, based on the observation findings, the student's responses to the implementation of the Book Creator to learn TOEIC practice were enthusiastic and well-received. Although some obstacles were experienced by students and the use of electronic modules was something new for students, the students were very excited to the Book Creator to learn TOEIC practice.

## Discussion

1. The students' perspectives of the Book Creator as an e-module.

The findings of the closed questionnaires for the students' perspectives demonstrate that all components of the questionnaire were rated as very good, indicating that the Book Creator, an interactive e-module may be employed as a medium of learning in the learning process.

The 'Innovation' aspects (Indicators: Book Creator is creative, Book Creator is an innovative module, Book Creator is useful for implementing in TOEIC learning) received the highest score of 4,39 out of 6 aspects ranging from 'Features' to 'Innovation' (out of 5). The aspect of 'Book Creator is creative' got the highest points for this aspect and a score is 4,86. This means the students agree that the Book Creator is a creative module. The aspect of 'Book Creator is innovative module' got a score of 4,50. This means the students agree that the Book Creator is an innovative module and provides updates in the form of modules. And the aspect of 'Book Creator is useful for implementing in TOEIC learning' received a score of 3,82. It can be concluded as an e-module, the Book Creator can be also used for TOEIC learning as the medium for learning. According to this, the Book Creator offers updates as learning media in the form of modules. The Book Creator also facilitates TOEIC practice by allowing it to be integrated with numerous applications and websites and opened in a single e-module.

The second place for the highest score is the 'Features' aspects (Indicators: Book Creator layout is attractive, Book Creator appearance is interactive, It is fun to use Book Creator) received a score of 4,11 out of 6 aspects ranging from 'Features' to 'Innovation' (out of 5). From the 'Features' aspects, The Book Creator's appearance got the highest points for its interactive appearance and the score is about 4,64. The students also agree that The Book Creator is attractive and it is also fun to use as an e-module. According to Arsyad (2014), interactive e-modules allow pupils to engage not only their ears but also their eyes. The more senses that are employed to receive information, the more probable it is that information will be recalled and comprehended. According to experts, there is a significant variation in learning results achieved through the senses of sight and hearing (Prihantana, et al., 2014).

The third place for the highest score is the 'Applicability' aspects (Indicators: I feel comfortable using Book Creator for learning and practicing, It is easy to operate Book Creator) got a score of 3,95 out of 6 aspects ranging from 'Features' to 'Innovation' (out of 5). The aspect of 'It is easy to operate Book Creator' received a score of 4,07. This means that the students agree The Book Creator is easy to operate to study English 1. The aspect of 'I feel

comfortable using Book Creator for learning and practicing' obtained a score of 3,82. It concluded that the students are at ease using Book Creator for learning and practice.

The fourth place is the 'Social Interaction' aspects (Indicators: I can access for 24 hours, I can access it anywhere, I can access the multimedia in one module) obtained a score of 3,80 out of 6 aspects ranging from 'Features' to 'Innovation' (out of 5). The aspect of 'I can access the multimedia in one module' received the highest points for this aspect and a score is 4,04. The students agreed that using the Book Creator as an e-module can be accessed the multimedia in one module, so the students did not have to open the other sources or links. The students also agreed that they can open the Book Creator for 24 hours and practice the previous materials. This aspect got a score of 3,86. Besides, the students can open the Book Creator everywhere, so after the class, they can still read the module and practice the exercises outside the class or at home. This aspect got a score of 3,50.

The fifth place is the 'Reliability' aspect (Indicators: It promotes autonomous learning, It maximizes the learning, It maximizes the student motivation) received a score of 3,71 out of aspects ranging from 'Features' to 'Innovation' (out of 5). The aspect of 'It promotes autonomous learning' received the highest points for this aspect and a score is 3,78. This means that the students agree that Book Creator can promote autonomous learning because the students can study themselves with all the sources and materials already provided in the module. The students also agreed that the Book Creator maximized the learning because the materials integrated with all the multimedia sources. This aspect got a score of 3,71. Then, the aspect of 'It maximizes the student motivation' got a score of 3,64. From this score, the students agree that the Book Creator can also motivate the students.

The last place of the aspects 'Effectiveness' (Indicators: Book Creator is effective to use for learning, Book Creator is practical to use, Book Creator is integrated with many apps) got a score of 3,67 out of aspects ranging from 'Features' to 'Innovation' (out of 5). The aspect of 'Book Creator is integrated with many apps' received the highest points for this aspect and a score is 3,89. This means that the students agreed that Book Creator is compatible with a variety of applications, therefore the students can open many applications in one module. The aspect of 'Book Creator is effective to use for learning' got a score of 3,67. The students agreed with the statement because they do not have to find other sources for learning the TOEIC practice. And lastly, the aspect of 'Book Creator is practical to use' got a score of 3,36. The students agreed that the Book Creator is a useful application.

2. The students' responses towards the implementation of the Book Creator to learn TOEIC practice.

According to the information from several English 1 class students at the Bandung LP3I Polytechnic, Modules, PowerPoint, and YouTube videos are commonly used as daily learning media for learning the TOEIC practice. Learning TOEIC practice so far seems to be using conventional lecture and module methods in the form of a hardcopy module in the learning process, so students feel monotonous, have difficulty understanding conventional modules, and are less motivated during when learning process. Existing electronic modules primarily convert from printed copy to softcopy format. Electronic modules or e-learning that, in the form of an e-book or electronic book, only transfer printed books or writing from hardcopy to softcopy in Webpages, Google docs, or Pdf files. An acknowledgment from one of the English 1 subject teachers at Bandung LP3I Polytechnic that the modules used during the learning process are only print module material converted to PDF format.

The students are usually given a module, a number of reference books on TOEIC practice, and some links or sites for practicing questions for the TOEIC test. However, the sources of books and links or websites provided by the teachers are scattered and make students confused because there are too many sources. The students need a book that provides or

includes all of the TOEIC book reference sources along with practice questions and games. Also, the students want to have the book which has provided audio files so that students can use one book that already contains all the components. Unfortunately, the students have not got the books or modules that the students wanted.

Before attempting to use the Book Creator, the students completed some TOEIC practice exercises from multimedia learning media, namely *Quizizz* and *Kahoot!*. *Quizizz*, on the other hand, was deemed less practical by the students. Its application is determined by the requirements. *Quizizz's* 'Lesson' feature is ineffective for discussing TOEIC material because audio cannot be inserted for practice questions for free accounts. However, *Quizizz's* 'Quiz' feature allows students to practice some questions at their own pace, but the audio feature is still only available for paid accounts. The teachers mostly used the free account and chose existing TOEIC questions, so there was no audio. While *Kahoot!* provided a more interactive session than *Quizizz*. The 'Course' feature allows us to add a video from *YouTube* and set the time to watch it. On a free account, the quiz feature in *Kahoot!* does not allow you to insert an audio file. As a result, teachers are unable to tailor specific questions to their students.

As stated by the students from the observation results, after using the Book Creator, the Book Creator has more advantages because it is an electronic module that is enjoyable to read in the classroom or outside the classroom. Also, the students can do some exercises or games from *Quizizz*, *Kahoot!*, and other multimedia learning games because it is integrated with many apps and is available in one module. The students can practice the TOEIC exercises everywhere because of the interactive and online exercises or games provided in the Book Creator. The students can also repeat the materials outside the classroom and watch the learning video in a different place. The TOEIC audio files can be inserted into the Book Creator.

The main limitation that students face when using the Book Creator in class is an insufficient internet connection. The campus provides LCD and wi-fi facilities so that students can use IT-based learning media. However, the wi-fi speed in the classroom is rather slow, and students are sometimes required to use their own internet quota. When taking quizzes on a student's cellphone with mediocre specifications, the loading process takes longer than on a student's cellphone with better specifications. Furthermore, after the practice finishes, students must take a screenshot of their score to show to their teacher. In this case, the teacher should go over each student's results one by one. The other problem faced by the students while using the Book Creator is the PDF file of the Book Creator is too large to download. As a result, the students require time to open the file. In addition, the layout of the printed book from Book Creator is different from the Pdf file, so it does not look as full as it looks in the e-module.

## CONCLUSION

According to the findings, the students responded positively to the Book Creator as an e-module. The six components of the questionnaire were scored very well, indicating that the Book Creator, an interactive e-module, may be used as a medium of learning. The Book Creator also got good responses for learning TOEIC practice. Also, the Book Creator can encourage the learning process and improve students' enthusiasm to practice the TOEIC test.

Meanwhile, the main constraint encountered by the students is a slow internet connection when accessing the Book Creator. Several disadvantages were found from the observations, such as The students are fearful of trying new things, especially using the Book Creator, Some students did not accustom to using an online module, The size of the Book Creator's file is big to download, the students are not able to make a crop in the Book Creator, and The layout of the printed book from Book Creator is different from the Pdf file. However, there are also some advantages to using the Book Creator, such as; The use of an e-module facilitates learning in sessions held outside of the classroom, The online module of Book Creator is more adaptable

in terms of study time and location, The students can learn at their own pace and with their own motivation, The video in the e-module is short but to the point, The students are more confident in attending face-to-face classes, It facilitates the opportunity to discuss when face-to-face, and Learning more videos increases motivation more than reading a book.

## ACKNOWLEDGMENTS

The authors wish to thank Teti Sumarni, M.Si., the chief of the English Competence Division at Polytechnic LP3I Bandung, for allowing them to use the English 1 e-module-based Book Creator as the learning materials for the English 1 classes at Polytechnic LP3I Bandung. We also thank the anonymous referees for their useful suggestions.

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