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Developing an Interactive E-Book "Nusa Cerita" for Teaching Reading Skills in Narrative Text

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Abstract

Developing students' reading skills is not an easy task. Various challenges often appear, mainly because the learning media is unengaging and fails to motivate students to learn. Therefore, the aim of this study is to examine the process of developing interactive E-Books and its implementation in the classroom, as well as to explore students' responses to the use of E-Books in the classroom. This research applied the Research and Development (R&D) method using the ADDIE model, with 8th-grade students at SMP Plus Darussurur as participants. Interviews and observations were conducted during the preliminary stage. Meanwhile, the product's feasibility was determined through validation by material and media experts, and school teachers. In order to find out students' perceptions of the product, a questionnaire was distributed. The validation results from the material experts were 94.23%, which is categorized as "Very Good". Furthermore, the validation results from media experts were 96.67%, which is also "Very Good". The validation by school teachers scored 92.86%, which was rated as "Very Good". Meanwhile, student responses were 84.30%, which is also "Very Good". Based on the assessment, the development of the E-Book for teaching narrative text is considered feasible and valid for students in their reading instruction.

Keywords: E-Book; Reading Skills; Narrative Text; Heyzine; ADDIE

INTRODUCTION

The ability to read English texts is a skill that students must master. Students with strong reading skills will find it easier to access information, understand learning materials, and improve their academic performance. Reading is one of the basic language skills that enables students to acquire knowledge, expand their vocabulary, and improve their cognitive and communication skills, which requires the reader to understand the structure of the language and the topics being discussed (Rindi & Yupiter, 2024; Fadhil et al., 2025). However, developing students' reading skills is not an easy task. Various problems often arise, primarily due to learning materials that are unengaging and fail to motivate students to learn. Survey results at SMP Plus Darussurur indicate that students feel unmotivated to learn English, particularly when it comes to reading activities. Many students struggle to understand English texts due to a lack of reading practice and limited use of interactive media in the classroom. This situation results in low reading comprehension skills among students and a lack of motivation to read English texts. This finding is consistent with the results of a study by Aprilia et al. and Suparlan, as cited in Elsiyana et al. (2025), which states that one of the reasons is the lack of variety in the teaching materials used by teachers, which makes students less motivated to read. In addition, the texts used are often less interesting and do not match the students' level of cognitive development.

One type of media that can support the learning of narrative texts is the storybook. However, with technological advancements, storybooks have now evolved into E-Books. According to Weber and Cavanaugh, as cited in Öztürk (2021), an E-Book is an electronic publication that

offers multimedia features, including images, animations, sound, music, video, and links. E-Books can be read on computers, laptops, and portable devices. E-Books enable a more creative and interactive learning process because they can contain images, audio, video, and animations. The use of interactive E-Books can be maximized through Heyzine, which provides various interactive features such as the addition of audio, video, images, background music, and various effects that make the book more visually engaging (Nainggolan et al., 2024). These features provide a reading experience that can boost students' motivation and engagement in studying narrative texts. Saepudin et al. (2025) also state that the development of interactive E-Books equipped with the features available on Heyzine can boost students' motivation to learn, stimulate their curiosity, support a more active and enjoyable learning process, and allow students to review material anywhere and anytime.

In 8th grade junior high school, one of the key topics in English language instruction is narrative texts. A narrative text is a text that contains a story. According to Anderson and Andersen, as cited in Salafia (2021), a narrative is defined as a text that recounts an event with the aim of entertaining or informing the reader. Narrative can be thought of as literary fiction, fantasy, or even a lie (Clandinin and Connely in Zakaria et al., & Nugroho, 2021). From all of the above statements, it can be concluded that a narrative text is a text that contains a fictional story, a fantasy, or a real-life event. The story consists of chronological events intended to entertain the reader or listener.

Several previous studies have demonstrated the benefits of E-Books in improving students' reading skills. The results of a study by Fadhil et al. (2025) found that this e-book is a practical, customizable, and pedagogically sound resource for improving reading skills through the integration of technology. The E-Book is not only improving students' reading skills, but also convenient and easy to use. As highlighted in Öztürk's (2021) study, E-Books made it easier for students to learn and remember material and helped them understand it. Additionally, E-Books have proven to be effective for students learning English when studying narrative texts, particularly in analyzing the social functions, text structure, and linguistic elements of the texts they are studying (Asi & Fauzi, 2023; Dwipayana, 2021). E-Books also assist teachers in delivering instructional materials to students. This aligns with previous research stating that interactive E-Books can aid in explaining material related to curriculum requirements, syllabi, and existing themes (Janawati et al., 2022).

Although various studies have demonstrated the benefits of E-Books in the learning process, the development of Heyzine-based E-Books for teaching narrative texts in 8th-grade junior high school remains limited. Therefore, the writer chose this topic due to the numerous benefits of the product to be developed. In addition, this study was conducted to determine:

1) What is the process of developing an interactive E-Book titled "Nusa Cerita" for teaching reading skills in narrative texts?
2) How feasible is the interactive E-Book "Nusa Cerita" for teaching reading skills in narrative texts?
3) What are students' responses to the use of the interactive E-Book "Nusa Cerita" for teaching reading skills in narrative texts?

METHOD

This study employs the Research and Development (R&D) method using the ADDIE model developed by Reiser and Mollenda. According to Sugiyono (2013), research and development is a research method used to produce products and test their effectiveness. The ADDIE model

consists of Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009 in Hidayat and Nizar 2022). In this study, the writer developed an interactive E-Book for teaching narrative texts using Heyzine, following the five stages outlined by Branch (2009).



Figure 1. ADDIE Development Procedures

The first stage (Analysis), the writer analyzed learning issues and student needs at the school by interviewing English teachers at the school. In the second stage (Design), the writer began creating the product framework and layout, including determining learning objectives, learning strategies, content, and teaching methods. In the third stage (Development), the writer began creating the E-Book by adding text, images, videos, links, quizzes, audio, and assessments. During this stage, the writer also began validating the product with media experts, subject matter experts, and teachers at SMP Plus Darussurur. At this stage, the writer also conducted a limited trial with 10 students with diverse characteristics to ensure that the product functioned properly and to gather feedback and suggestions for revisions obtained during the limited trial. In the fourth stage (Implementation), the writer revised and improved the E-Book based on the feedback received in the previous stage and began using the E-Book in the classroom as a learning media support to observe students' responses to the E-Book. In the final stage (Evaluation), the writer collected all feedback from both teachers and students after using the E-Book to continue improving it so that it would be even more suitable for learning. The writer also distributed student response questionnaires to find out about students' experiences using this interactive E-Book during classroom instruction. The scores on the validation instrument and student responses are categorized as follows:

Table 1. Score Categorize

Score	Description
4	"Very Good"
3	"Good"
2	"Inadequate"
1	"Poor"

After the validation test and student responses were collected, the validity scores and student response scores were calculated using Arikunto's formula as follows: (Ernawati & Sukardiyono, 2019 in Aini et al., 2024)

$$P = \frac{\Sigma x}{\Sigma xi} \times 100\%$$

The variable P represents the percentage of the validation results, Σx is the total score obtained, and Σxi is the maximum score. After obtaining the percentage results for the feasibility test and student responses, the criteria outlined by Arikunto were determined as follows: (Ernawati & Sukardiyono, 2019 in Aini et al., 2024)

Table 2. Score Interpretation

No Achievement (%)	Categorize
81% - 100%	"Very Good"
61% - 80%	Good

41% - 60%	Inadequate
21% - 40%	Poor

RESULTS AND DISCUSSION

Results

The results of this study aim to answer the three research questions proposed by the writer. These questions concern the process of developing the "Nusa Cerita" interactive E-Book, assessing the feasibility of developing the "Nusa Cerita" interactive E-Book, and determining students' opinions on the use of the "Nusa Cerita" interactive E-Book in 8th-grade classes at SMP Plus Darussurur.

1. The process of developing the "Nusa Cerita" Interactive E-Book for teaching reading skills in narrative texts.

The development of the "Nusa Cerita" Interactive E-Book follows the ADDIE model, with the following stages: Analysis, Design, Development, Implementation, and Evaluation.

Analysis stage

The analysis stage was conducted to identify the needs of teachers and students in English language learning, as well as to determine the curriculum, syllabus, and materials suitable for improving students' reading skills. During this stage, the writer communicated with the school on April 13 and 14, 2026, to request permission to conduct the study at SMP Plus Darussurur. The writer sought permission from the principal, the curriculum coordinator, the homeroom teachers of 8th grade, and finally confirmed with the 8th-grade English teacher.



Figure 2. Communicating with the School

After confirming the purpose and objectives of the research at SMP Plus Darussurur. On April 20, 2026, the writer conducted interviews with teachers at the school to gather data on the needs of both teachers and students. Based on the interview results, it was found that the school still lacks learning materials that are engaging for students. Additionally, students' foundational skills are lacking because they did not study English in elementary school. Finally, teachers stated that students' learning styles are very diverse and that they prefer student-centered and group-based learning.

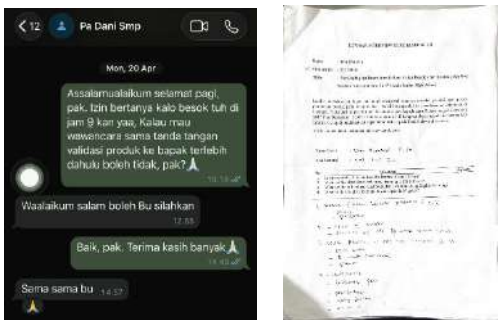

Figure 3. Interview the Teacher

The second activity shows that the curriculum used at SMP Plus Darussurur is the Merdeka Curriculum. There are several topics covered in the second semester of 8th grade, including: Recount Text (Past Events), Future Plans, Directions, Descriptive Text, Narrative Text, and Personal Letter/Email. Narrative text was selected as the focus of this study because the results of interviews with teachers and students indicated that they were interested in story-based materials.

Design Stage

In this stage, the writer collected narrative text materials from various sources to be included in the E-Book. The writer formulated learning objectives and employed group-based and student-centered strategies using the GBA method.

After compiling the materials, objectives, and teaching modules, the writer created the E-Book's framework and layout using Canva. The introduction section of the E-Book contains: 1) a book cover featuring an illustration with an Indonesian theme in brown tones, titled "Nusa Cerita"; 2) a preface by the writer; 3) a 34-page table of contents that organizes the E-Book's content; and 4) a user guide designed to help students navigate the E-Book.

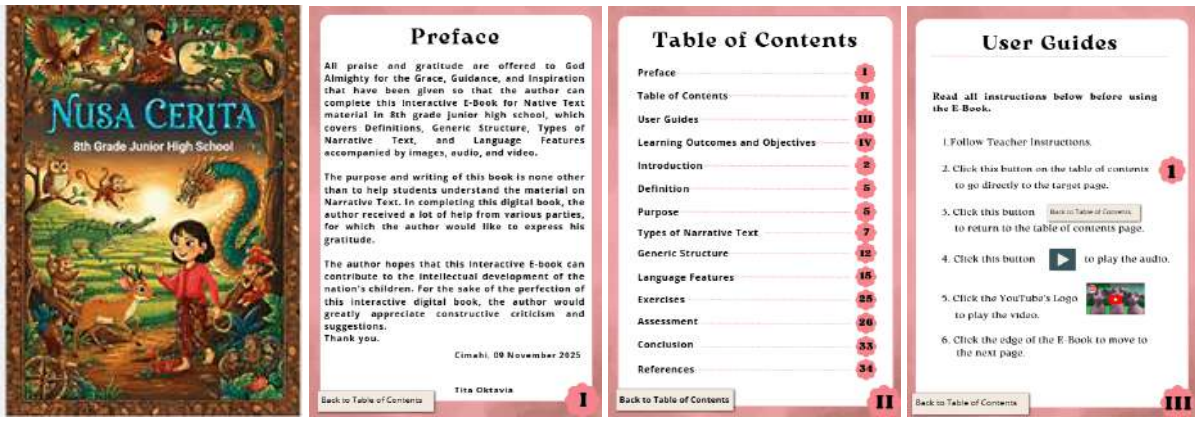

Figure 4. E-Book Preview

Following the introduction, the writer compiled the main body of the E-Book, which begins with: 1) learning objectives to clarify the lesson's goals; 2) material on narrative text, including its definition, types, generic structure, and language features, supplemented with sample texts; 3) interactive exercises and quizzes; and 4) a conclusion and references.

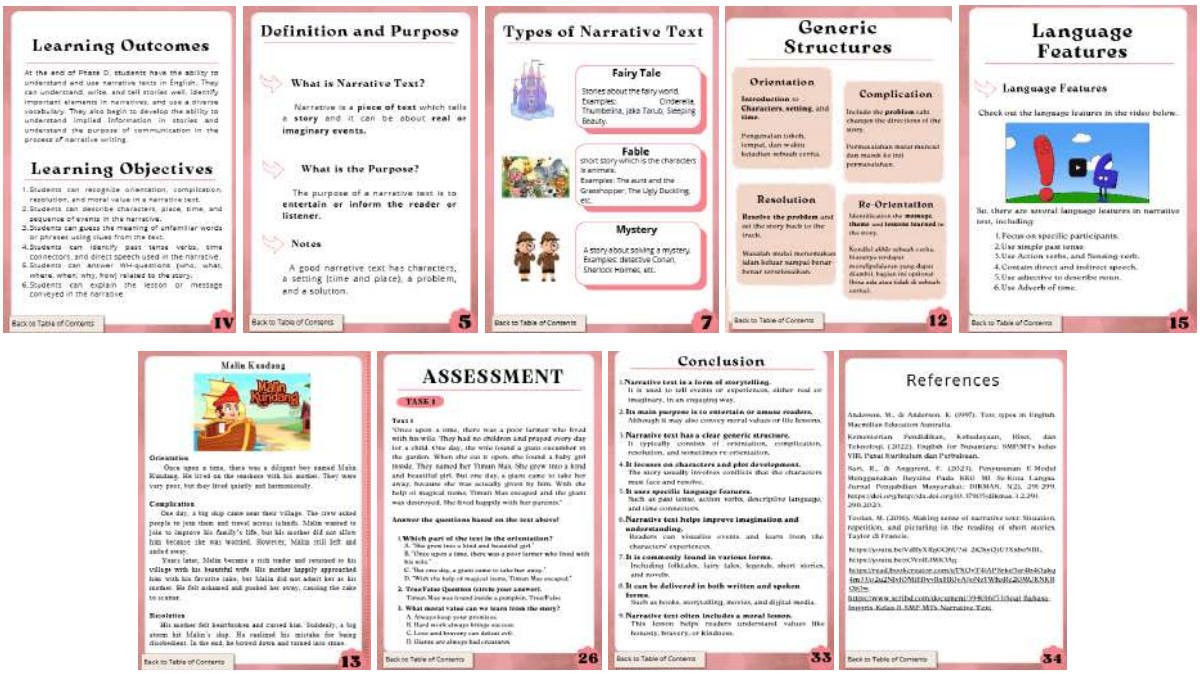

Figure 5. E-Book Main Parts Preview

After creating the first draft of the layout in Canva, the author selected the videos, images, and audio clips to be included in the E-Book. The author included a YouTube video titled "The Ugly Duckling" in the "Building Knowledge" section of the E-Book. The figure on the left is for the "Language Features" section.



Figure 6. E-Book Video Preview

The author included an image in the introduction to pique students' interest in what they will learn in the E-Book. There are also various supporting images in the "Types of Narrative" section. In the "Language Features" section, the author included an image of the simple past tense formula from RuangGuru.



Figure 7. E-Book Pictures Preview

Development stage

At this stage, the writer converts the E-Book file in Canva to PDF and then exports it to Heyzine.

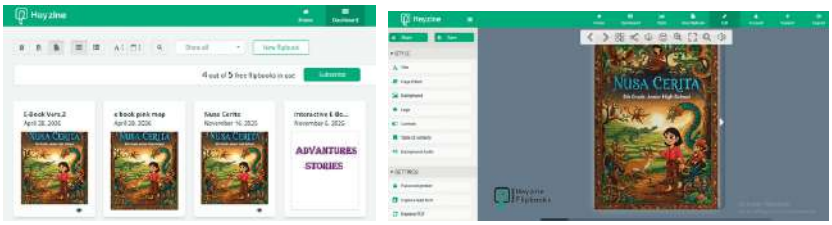

Figure 8. E-Book on Heyzine Preview

The next step is to decide on the book's title and choose a page effect that will make the E-Book look like a real book.

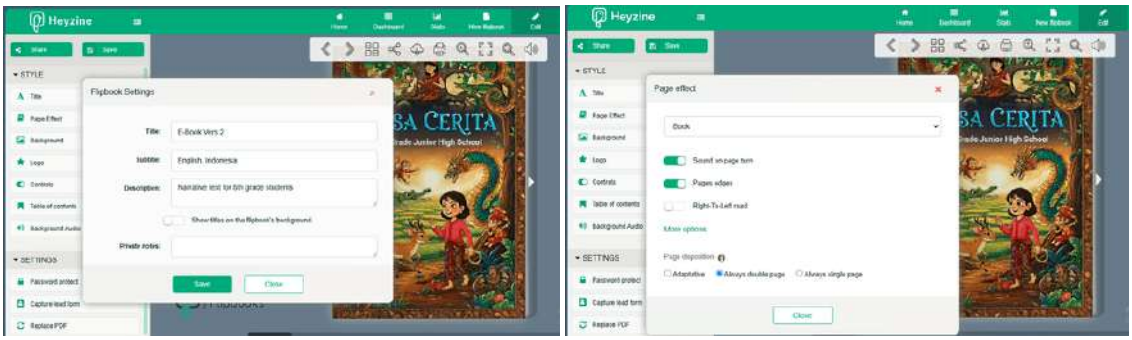

Figure 9. E-Book Title and Description

Next, navigation buttons are added to make it easier for students to use the E-Book. The navigation buttons can be a play button or some highlighted text that can be clicked. An example is the table of contents navigation; when a page number is clicked, the E-Book will immediately display that page. In addition to going to the clicked page, there is also a "Back to Table of Contents" navigation button, which, when clicked, returns the page to the table of contents.

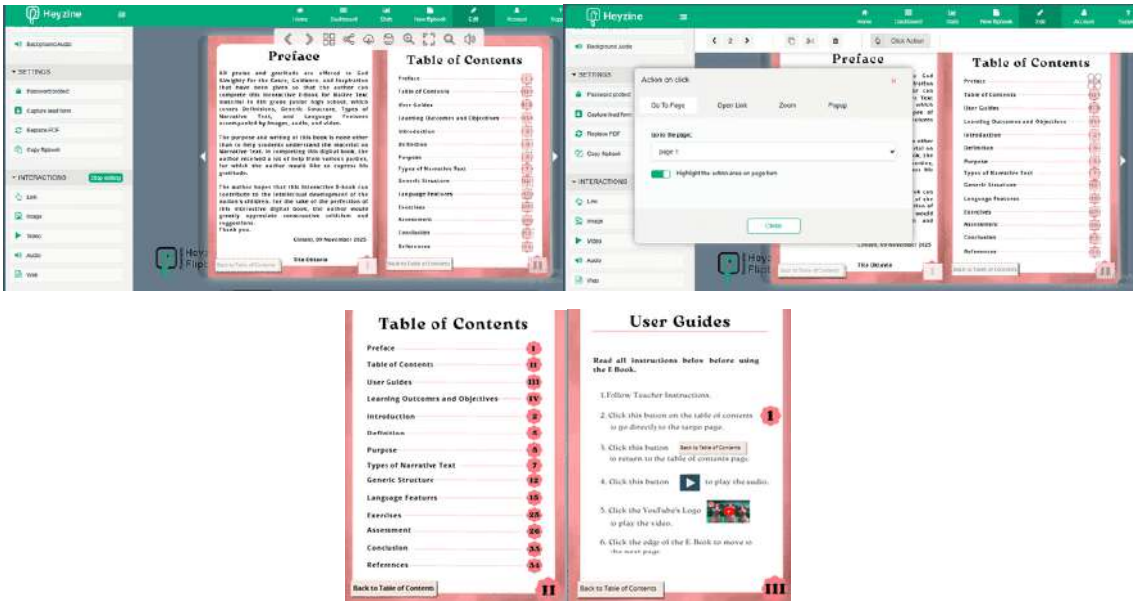

Figure 10. E-Book Navigation button Preview

The next step is to add a video link that can be played in the E-Book or in a new tab. Then, add a link and a QR code that students can access to take the interactive quiz.

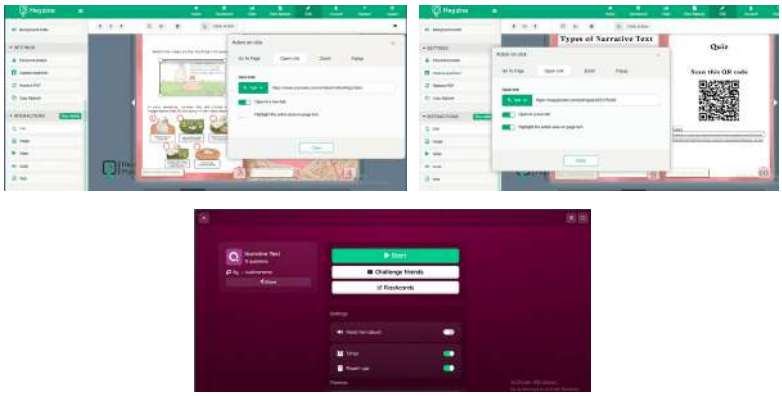

Figure 11. E-Book link and Quizzes button Preview

In addition, the writers added audio using a voice generator to several pages in the E-Book; users can listen to the audio by clicking on the highlighted text or by clicking the play button.

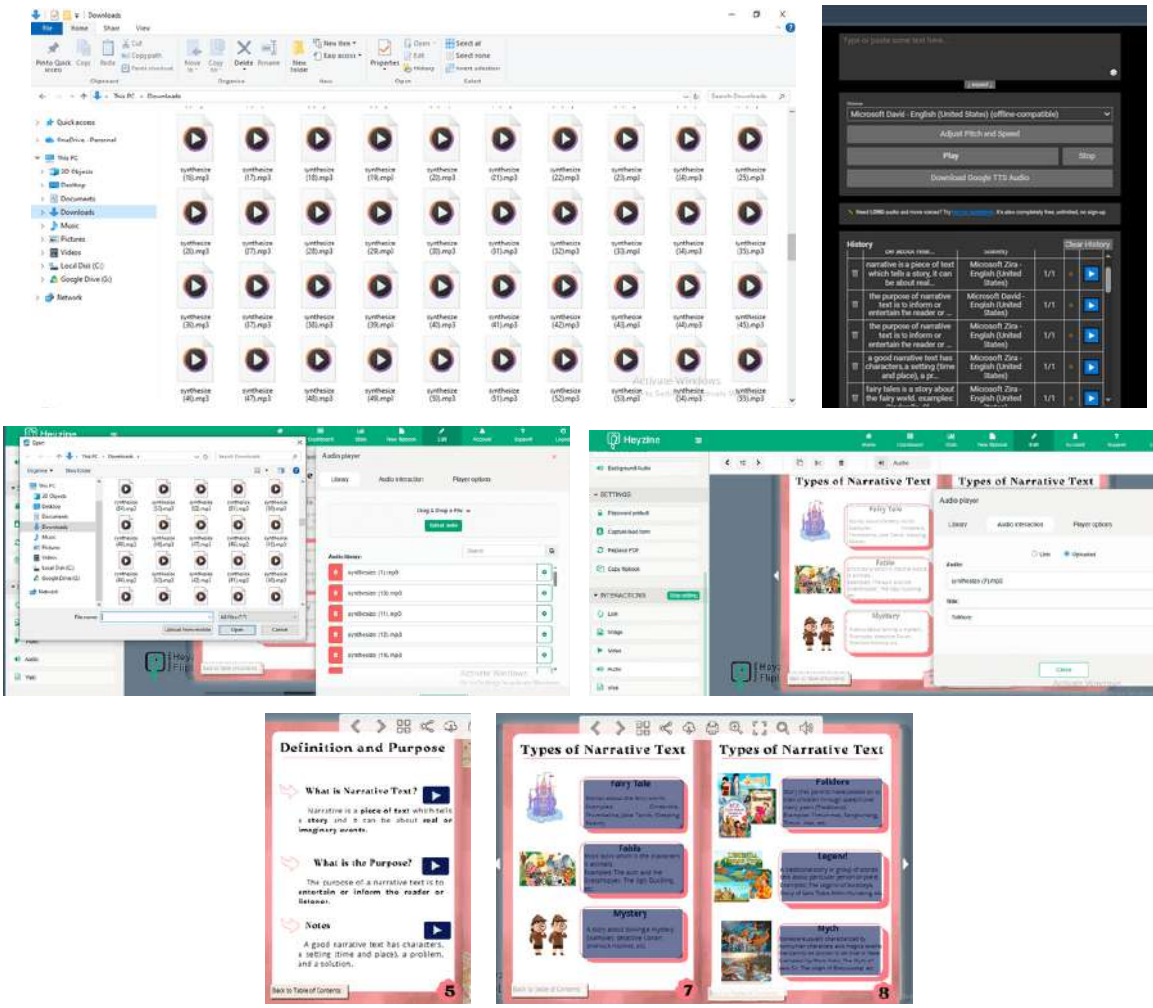

Figure 12. E-Book Audio and VoiceGenerator Preview

After the entire product development process was completed, and before implementing it with students, the writer tested the product's suitability with subject matter experts, media specialists, and teachers at SMP Plus Darussurur. After revising the product according to the guidance and feedback from the validators, the writer proceeded to implement the product with students. The link to access the E-Book is https://heyzine.com/flip-book/07693be6b5.html.

Implementation Stage

At this stage, the writer had approximately three sessions to test the "Nusa Cerita" E-Book in the 8th-grade class. During the first session on April 21, 2026, the writer introduced themselves and the product to the 8th-grade class, explaining the purpose and objectives of the research. Next, on April 28, 2026, the writer began a limited test involving 10 eighth-grade students. The results of the limited test revealed several pieces of student feedback, including that the font was too small and the design was too cluttered. Consequently, the product was revised. After revising the product. On April 29, 2026, a full scale test was conducted with all 31 students in the 8th-grade class. The product was implemented during two sessions using a projector to display the "Nusa Cerita" E-Book. After studying narrative texts using the E-Book, questionnaires were distributed to the students to gather their feedback on the E-Book.

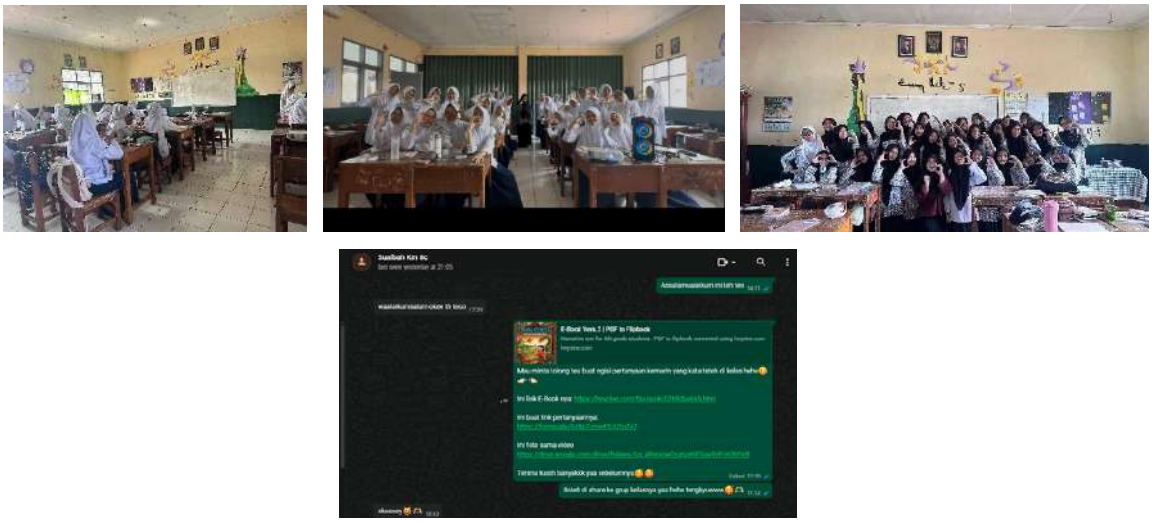

Figure 13. Implementation the E-Book in Class 8C

Evaluation Stage

In the final stage, the validation results from subject matter experts, media specialists, and teachers at the school indicated that the "Nusa Cerita" E-Book is valid and suitable for use as a teaching medium in schools. Next, the writer collected all the questionnaires that had been distributed to the students. The results showed that students had a positive experience using the E-Book. Among other things, they said the E-Book's features were interesting and that they were more motivated to learn because of the many engaging features. However, some noted that the E-Book's font was still too small and that there were some parts of the text that students found difficult to understand.

2. The Feasibility of the Interactive E-Book "Nusa Cerita" for Teaching Reading Skill in Narrative Text.

After the "Nusa Cerita" E-Book framework was completed and the test instruments had been administered, the writer assessed the content and material of the E-Book by having them

reviewed by Validator I, a lecturer at IKIP Siliwangi, and teachers at the relevant schools. To evaluate the E-Book medium, the writer had it reviewed by Validator II, a lecturer at IKIP Siliwangi. The feasibility tests for the content and medium used a Likert scale with a maximum score of 4. The validation results from the E-Book subject matter experts conducted by Validator I are presented in the table 3 below.

Table 3. Material Expert Validation Results

Indicators		Score			
		1	2	3	4
Content Accuracy	The explanation of narrative text elements (orientation-complication – resolution – re-orientation) is correct.				v
	Examples of narrative text texts are accurate and appropriate.				v
	Reading tasks match the learning objectives.				v
Content Relevance	Material aligns with the curriculum and competencies.				
	Contents are suitable for grade 8 students.			v	
	Reading activities support comprehension skills.				v
Readability	Text is easy to understand.				v
	Grammar and spelling are correct.				v
	Sentences are written clearly and concisely.			v	
Integration of Multimedia with Material	Multimedia (video, audio, images) supports narrative learning.				v
	Interactive quiz items are relevant to the material.				v
Assessment Quality	Assessment and Quiz questions measure student's reading comprehension.				v
	Feedback is appropriate and informative.			v	
	Total score				**49**
	Maximum Score				**52**
	Percentage				**94,23%**

The table above shows that the suitability of the material and content of the "Nusa Cerita" E-Book received a score of 94.23%, which is categorized as "Very Good." Furthermore, the results of the validation of the E-Book by a media expert, conducted by Validator II, are presented in the table 4 below.

Table 4. Media Expert Validation Results

Indicators		Score			
		1	2	3	4
Design & Layout	Layout is visually appealing and consistent				v
	Colours, typography, and spacing are appropriate.				v
	Pages are organized effectively and east to follow.				v
	Interface is user friendly.				

Usability	Buttons, links, and navigation work smoothly.	v	
	Illustrations and icons support user understanding.		v
Multimedia Quality	Audios are clear and properly integrated.		v
	Audios are clear and suitable.		v
	Images support comprehension and are good quality.	v	
Interactivity	Interactive Quizzes function smoothly.		v
	Feedback in quizzes helps learning.		
	Interactive elements increase engagement.		v
Technical performance	E-Book loads well without errors.		v
	All multimedia elements play correctly (video, audio, image)		
	The E-Book is compatible with different devices (laptop/phone)	v	
	Total score		**58**
	Maximum Score		**60**
	Percentage		**96,67%**

The table above shows that the "Nusa Cerita" E-Book received a suitability score of 96.67%, which is also categorized as "Very Good." Furthermore, the results of the validation of the "Nusa Cerita" E-Book conducted by teachers at the school are presented in the table 5 below.

Table 5. Teacher Expert Validation Results

Indicators		**Score**			
		1	**2**	**3**	**4**
Practically	The interactive E-Book is easy to operate for classroom use.				v
	Navigation and buttons are easy for students to use.				v
	Instructions provided are clear for teachers and students.				v
Content	The material aligns with the grade 8 narrative text curriculum				
	The examples and explanations are suitable for student's level.			v	
	Tasks and activities support reading comprehension.				v
Usefulness	The E-Book helps students understand narrative better.				v
	The media supports independent learning.				v
	The E-Book motivates students to read.			v	
Students Engagement	Videos, audio, images and quizzes make the learning more interesting.				v
	Students become more active during learning.				
	The interactive features increase learning participation.				v
Language Use	Language in the E-Book is simple and easy for students.				v

Instructions are clear and understandable.	
Total score	**52**
Maximum Score	**56**
Percentage	**92,86%**

The table above shows the results of the validity test for the E-Book, which was validated by teachers at the school and received a score of 92.86%, which is also categorized as "Very Good." Therefore, the overall results of the validation of the E-Book content and media developed by the writer were good, with an average score of 94.59%, which is "Very Good."

3. The students' responses to the use of the interactive E-Book "Nusa Cerita" for teaching reading skills in narrative texts.

After introducing the E-Book to the students, the writer distributed a feedback questionnaire to assess the students' experiences with the E-Book tested by the writer in the classroom. The questionnaire was distributed to 31 eighth-grade students using a Likert scale with a maximum score of 4. The results of the students' responses to the E-Book are shown in Table below.

Table 6. Students' Responses Questionnaire Results

Indicators	**Score**			
	1	**2**	**3**	**4**
Penggunaan E-Book interactive sangat mudah?		1	22	8
Seberapa menarik fitur interaktif (misalnya, video, audio, gambar, kuis) dalam E-Book?			12	19
Saya tidak mengalami kesulitan dalam mengakses E-Book.	1	6	16	8
Petunjuk dalam E-Book mudah dipahami.		2	16	13
Tampilan E-Book menarik.			8	23
Tulisan dalam E-Book mudah dibaca.		4	16	11
Materi narrative text dalam E-Book mudah dipahami.		3	16	12
Contoh cerita dalam E-Book membantu saya memahami materi.		3	19	9
E-Book membantu saya mengetahui struktur narrative text (orientation, complication, resolution, Re-orientation).		2	12	17
E-Book membuat pembelajaran menjadi tidak membosankan.		1	9	21
Saya lebih tertarik belajar menggunakan E-Book dibandingkan buku biasa.		4	9	18
E-Book membantu saya memahami narrative text dengan lebih baik.		1	19	11
E-Book membuat saya lebih semangat belajar.		1	17	13
E-Book membantu meningkatkan kemampuan membaca saya.		2	18	11
E-Book membantu saya lebih aktif dalam pembelajaran.		2	16	13
Total score				**1568**
Maximum Score				**1860**
Percentage				**84,30%**

The table above shows students' responses to the interactive E-Book product, with the majority of responses being 4 and 3, with frequencies of 218 and 211, respectively. In addition, 35 responses were 2, and only 1 response was 1. The data above resulted in an average score of 84.30%.

Based on the open-ended questionnaire data collected by the writer, many students expressed positive opinions about the interactive E-Book. They felt that using the E-Book was easy and fun. Features frequently mentioned by students included audio, images, quizzes, and videos. However, students also encountered some difficulties, such as the font being too small, and they requested that more visual elements be added.

DISCUSSION

The results of this study indicate that the development of interactive E-Book learning materials is considered highly feasible based on the validity assessments by experts and school teachers, as well as the students' responses during the implementation of the E-Books in the classroom. The high validity score indicates that the product is highly suitable for use as a learning medium in schools because it aligns with learning objectives, and students have reported many positive experiences. This is consistent with the findings of a study conducted by Yahmudah et al. (2022), who stated that the high rating reflects its strong alignment with educational standards and its potential to provide significant benefits to students' learning experiences. Previous research by Mahrita & Jasiah, 2025; Vardhini, 2023, showed that the development of interactive E-Book based learning tools has successfully produced media that are effective, innovative, and tailored specifically to the learning needs of students at MTs Al-Mumtaz. Furthermore, students generally prefer learning materials that offer a wide range of features. Features such as quizzes and multimedia content capture students' attention, motivating them to actively participate in lessons (Kucirkova, 2023). These findings suggest that developing an E-Book has the potential to support students' motivation in learning narrative texts. Therefore, developing an E-Book to teach narrative text material to 8th grade with a focus on reading skills can be considered as a media to help students become more motivated, enjoy the learning process, and understand the material well.

The results of the subject-matter expert validity assessment showed a score of 94.23%, which falls into the "Very Good" category. This score indicates that the E-Book's content is relevant to the learning objectives, appropriate for the subject matter, suitable for students' abilities, and aligned with the school curriculum. Consistent with previous research by Nugraha & Iskandar 2024; Santoso et al., 2023, states that the suitability of the material in the medium is assessed based on content suitability, which includes material relevance, accuracy, and instructional content. These findings indicate that the content of the E-Book is considered appropriate and relevant to students' needs, contributing to the high material validity score. Additionally, the results of the media expert validity assessment also fall into the "Very Good" category. These high ratings indicate that the E-Book's attractive design, suitable layout, and ease of use and comprehension may support students in increasing their learning motivation. This suggests that students prefer media that is visually appealing and easy to navigate. Consistent with research conducted by Tang et al. (2025), the use of multimedia elements, such as animations, sound effects, and interactive storytelling, can significantly enhance children's engagement and understanding. By providing a dynamic platform for storytelling, digital picture books allow children to truly immerse themselves in the story, thereby fostering their imagination and creativity. Therefore, it can be concluded that E-Books can serve as an engaging learning tool, enhance comprehension, and motivate students to study more diligently.

Based on student feedback following the implementation of E-Books in the classroom, the response was positive. Most students stated that E-Books are easy to use and can be accessed anywhere. As noted by Iskandar et al., 2022; Meidita & Susilowibowo (2021), E-Books give students the opportunity to learn anywhere and more effectively, since their content is adapted

to learning objectives. However, some students provided feedback stating that the font size was too small. This issue may be influenced by differences in screen size between mobile phones and laptops, which can affect the readability of the E-Book. Therefore, the writers hope that future studies will take this feedback and make improvements to the product as it is developed in the future. As stated by Lestari et al. (2023), Educational materials should be designed with clarity as a priority, so that sentences are structured to convey messages effectively, while also ensuring readability and clarity in sentence construction to make them easy to understand. Furthermore, based on the findings above, it can be concluded that this E-Book remains valid and suitable for implementation in the classroom, as the validation results and student responses were categorized as "Very Good," and it has the potential to support students in improving their reading skills, particularly with narrative texts.

CONCLUSION

The development of an interactive E-Book titled "Nusa Cerita" to improve 8th-grade students' reading skills in narrative texts at SMP Plus Darussurur, with the assistance of Heyzine, yielded positive results. This study employed the ADDIE model, such as: Analysis, Design, Development, Implementation, and Evaluation. It was conducted with 31 8th-grade students. The writer tested the product by conducting validity tests and distributing student response questionnaires. Based on the validity test results, the E-Book was deemed "acceptable" after being reviewed by subject matter experts, media specialists, and teachers at the school, and received a rating of "Very Good."

Additionally, the student response rate was 84.30%, which was also rated "Very Good." Students stated that the E-Book was very engaging because it included many features and gamification elements. Furthermore, they said the E-Book was very helpful in understanding narrative text material because it provided visual aids that made the material more vivid to them. Given the many benefits demonstrated, the "Nusa Cerita" Interactive E-Book can serve as a learning tool for students in the classroom because it is easy to use, can be accessed anywhere and anytime, is equipped with many interesting features, and can engage and motivate students to improve their reading skills, particularly with narrative text material.

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