

Developing an Interactive E-Module for Narrative Text Reading through Task-Based Learning

Talsha Maretha Putri Saputra¹, Lilis Suryani², Ida Lisdawati³

IKIP Siliwangi

¹talshamaretha4@gmail.com, ²lis-suryani@ikipsiliwangi.ac.id,

³ida_lisdawati@ikipsiliwangi.ac.id

Abstract

The ability to read narrative text remains a challenge for many students, while the available teaching materials do not fully meet their learning needs. This study aims to develop an interactive e-module based on Task-Based Learning (TBL) for teaching eighth-grade students to read narrative text, as well as to assess the feasibility of the developed product and students' responses. This Research and Development (R&D) study employed the ADDIE model involving 10 eighth-grade students in a limited trial and 30 eighth-grade students in a large-scale trial at SMP Pasundan 1 Cimahi. Data were collected through a needs analysis questionnaire, expert validation sheets, and a student response questionnaire. The interactive e-module was developed through the ADDIE stages using the Book Creator platform by integrating TBL stages with images, audio, hyperlinks, and quizzes. It obtained feasibility scores of 98.86% from the content expert, 88% from the media expert, and 98.08% from the practitioner expert. Students also gave very good responses, scoring 88% in the limited trial and 90.5% in the large-scale trial. These findings indicate that the developed interactive e-module is feasible as supplementary teaching material in learning to read narrative text.

Keywords: Interactive e-module; Task-Based Learning; Narrative Text; ADDIE model.

INTRODUCTION

Reading is one of the most important language skills to master in English language learning because it allows students to access information, develop critical thinking, and understand the world around them. In the context of English as a Foreign Language (EFL) learning, this skill is viewed as a fundamental one. It not only helps learners understand various types of texts but also contributes to the development of their linguistic aspects. It has also been shown to expand vocabulary, enhance grammatical awareness, and support writing skills and overall communicative competence (Mahmood, 2022). Thus, this skill serves as a primary means to strengthen literacy, enrich learning experiences, and support students' academic achievement. However, the state of literacy conditions in Indonesia remains deeply concerning. According to research by Ismawati et al. (2023), based on the 2018 PISA results, Indonesia ranked 62nd out of 70 countries in terms of literacy levels. These findings highlight the need to improve literacy in Indonesia through various efforts, including the development of learning materials and effective instructional approaches.

In the context of English language learning in junior high school, narrative texts are a key text type that is important to teach. Damayanti et al. (2022) state that narrative texts are quite complex because they aim to recount past events, introduce various characters and plot developments, and often convey moral lessons to readers. The complexity of narrative texts requires students to have adequate reading strategies and skills to effectively comprehend the content. To address this challenge, learning activities should not only support text comprehension but also encourage students to actively engage with the text. Therefore,

selecting an appropriate instructional approach is essential to support students in developing their reading comprehension skills.

One instructional approach that can support students' reading comprehension is Task-Based Learning (TBL). This approach has been widely recognized in the field of language teaching for its focus on student-centered activities and meaningful tasks. As stated by Salavarría & García (2025), TBL is relevant to reading instruction because this method enhances comprehension, engagement, motivation, and higher-order thinking skills through practical tasks. This is supported by Astuti et al. (2020), who state that TBL provides students with the opportunity to work independently and develop vocabulary and grammar in English language learning. Through TBL, students are allowed to engage with authentic materials and use the target language in meaningful contexts.

Through this approach, learners engage in various meaningful activities, such as discussions, task completion, and presentations, to achieve learning objectives (Spratt, 2005, as cited in Sukardi et al., 2024). In reading instruction, the tasks assigned are designed to be contextual and progressive. These tasks help learners understand the content of the text, use language communicatively, and increase their motivation to learn (Robinson, 2011, as cited in Sukardi et al., 2024). In line with this, Regar et al. (2025) state that TBL enables students to use the target language to complete meaningful tasks, thereby supporting the development of communicative competence and reading skills.

However, research on the development of an interactive e-module using a TBL approach to teach eighth-grade students in Indonesia how to read narrative texts remains very limited. Although there have been several studies on digital learning materials and task-based approaches, the combination of the two has not been sufficiently explored, particularly in the Indonesian context. Syafrizal et al. (2025) developed a literacy e-module to introduce the elements of narrative texts. That study targeted fourth-grade students, not eighth-grade students, and did not use a TBL approach. Similarly, Arianti et al. (2022) developed an Epub-based interactive module to improve comprehension of narrative texts. This study targeted ninth-grade students and did not use a TBL approach. Nasution & Rika (2023) also developed reading instructional materials for narrative texts using Project-Based Learning for ninth-grade junior high school students. Although the research subjects are different, these three studies indicate that the TBL approach has never been specifically used for the development of teaching materials for reading narrative texts in eighth grade. Thus, this study is necessary as it provides an opportunity to fill a gap in the literature while fulfilling students' needs for interactive teaching materials that are in line with the appropriate approach. To address this gap, an appropriate teaching material is needed to integrate the TBL approach into narrative text instruction. One such teaching material is an interactive e-module.

An e-module is an electronic teaching material developed by adapting a printed module into a digital format using information and communication technology. Unlike conventional printed modules, it allows students to access learning materials flexibly without the limitations of time and place (Mutmainnah et al., 2021). The e-module plays a crucial role in learning because it helps students study independently, assess their own level of understanding, and facilitates their comprehension of the material in a communicative manner (Lastri, 2023). An interactive e-module not only contains text and images but also includes audio, video, and active links that enable two-way learning (Tia, 2020, as cited in Larasati, 2022). These interactive features make the e-module more engaging and effective for language learners. However, using digital materials often faces outside problems, or what Ertmer (1999, as cited in Tsai & Chai, 2012)

calls ‘first-order barriers’. These barriers include simple challenges like a lack of devices, time, and support from the school. In this study, the interactive e-module was specifically designed to support the learning of narrative text, one of the essential text types taught in junior high school.

Narrative text plays an important role in English language learning. It presents a sequence of events chronologically through the interaction of characters, events, and conflicts, with the aim of expanding readers’ knowledge and understanding (Yanti et al., 2025). It can also take the form of stories that describe experiences, problems, and their solutions to entertain readers and impart moral lessons (Pardiyono, 2007, as cited in Zebua, 2022). Narrative texts aim to recount an event in a way that makes readers feel as though they are experiencing or witnessing it themselves. Considering the characteristics of narrative text, students need learning activities that encourage them to actively engage with the text rather than simply read it. Accordingly, this study integrates the TBL approach into the developed interactive e-module to support students’ active engagement with narrative text.

This research is important because interactive e-modules play a significant role in English language learning. Furthermore, TBL can help improve students’ reading comprehension and increase their motivation to learn through meaningful and contextual tasks (Regar et al., 2025). This is also supported by the results of a student needs analysis, which indicate that students require interactive, technology-based instructional materials to support the learning of narrative texts. According to Tomlinson (2011), designing teaching materials must always start with a needs analysis so that the final product matches the students’ real language abilities. The combination of an interactive e-module and TBL is expected to address the gaps in the literature and meet the needs of English language learners in Indonesia.

This study aims to develop an interactive e-module to teach narrative text reading skills using a TBL approach for eighth-grade students and seeks to answer three research questions: (1) how the instructional material was developed, (2) how feasible the developed material is, and (3) how students respond to the developed material.

METHOD

This study is a Research and Development (R&D) project that used the ADDIE model described by Branch (2009), which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation.

This study was conducted at SMP Pasundan 1 Cimahi from February to May 2026. The subjects of this study were 30 eighth-grade students. Of these, 10 students participated in the limited trial, and 30 students participated in the large-scale trial (including the 10 students from the limited trial). The sampling technique used was purposive sampling based on specific criteria (Sugiyono, 2023). The selection criteria included eighth-grade students who were enrolled in English classes, represented diverse English proficiency levels (high, medium, and low) based on the English teacher’s recommendation, and had access to digital devices to use the interactive e-module. Research data were obtained using three instruments: the student needs analysis questionnaire to identify students’ learning needs, the expert validation sheets to assess the feasibility of the interactive e-module content and media, and the student responses questionnaire to find out students’ responses after using the interactive e-module.

The expert validation sheets were conducted by three experts: one lecturer as a content expert, one lecturer as a media expert, and one subject teacher as a practitioner expert.

The data collection procedure in this study followed the five-stage ADDIE model. First, the analysis stage, in which the researcher distributed a student needs analysis questionnaire adapted from Febriani (2023) to identify learning needs. Second, the design stage, in which the researcher designed an interactive e-module based on the results of the student need analysis questionnaire and the TBL approach. Third, the development stage, in which the researcher developed instructional materials in the form of an interactive e-module using Book Creator and evaluated its feasibility through expert validation sheets. The content expert validation sheet and the practitioner expert validation sheet were adapted from Siregar (2025), while the media expert validation sheet was adapted from Utama (2023). The validation involved one lecturer as a content expert, one lecturer as a media expert, and one English teacher as a practitioner expert, who assessed the product in terms of content, media, and practical implementation. Fourth, the implementation stage, in which the researcher conducted a limited trial with 10 students, followed by a large-scale trial with 30 students. After each trial, students completed a response questionnaire adapted from Siregar (2025) to evaluate the usability and attractiveness of the developed interactive e-module. Fifth, the evaluation stage, the researcher analyzed the product evaluations and feedback received during the product development process.

The data collected in this study were analyzed using descriptive statistics with two types of scales: the Likert scale and the Guttman scale. A Likert scale with scores ranging from 1 to 4 was used for the validation sheets completed by the content expert, media expert, and practitioner. Meanwhile, for students' response data, a Guttman scale was used, with scores converted into numerical values. The results from these two scales were analyzed using percentage calculations to assess the product's feasibility and student responses. This percentage evaluation followed product quality criteria, which focus on assessing validity from experts and practicality from users (Akker, 1999).

RESULTS AND DISCUSSION

Results

This section presents the results of developing the interactive e-module using the ADDIE model. The findings are organized according to the five stages of the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation.

1. Analysis

At this stage, a needs analysis of the students was conducted to gather information for developing the interactive e-module. The needs analysis was conducted on February 2, 2026, and involved 30 eighth-grade students at SMP Pasundan 1 Cimahi through the distribution of a questionnaire consisting of 17 questions using the Guttman scale (Yes/No) and 3 open-ended questions. The data obtained were then analyzed to identify the students' needs, preferences, and difficulties in learning to read narrative texts. The results of this needs analysis were used as the basis for determining the content, features, and learning activities to be integrated into the interactive e-module.

Table 1. Results of the Student Needs Analysis

No	Questions	Answer	Frequency	Percentage
1	Do you enjoy reading activities (such as reading stories) in English class?	Yes	9	30%
		No	21	70%
2		Yes	26	86.7%

3	Do you have trouble understanding narrative texts in English?	No	4	13.3%
	Do you have trouble when learning to read narrative texts in class?	Yes	18	60%
4	Do the teaching materials for reading narrative texts provided by the school meet your learning needs?	No	12	40%
		Yes	1	3.3%
5	Are teachers still the primary source of learning when it comes to teaching students how to read narrative texts in the classroom?	No	29	96.7%
		Yes	24	80%
6	Does your school use teaching materials other than printed books (such as digital materials) when teaching students to read narrative texts?	No	6	20%
		Yes	16	53.3%
7	Do you think the teaching materials currently in use are helping you understand narrative texts well?	No	14	46.7%
		Yes	23	76.6%
8	Do you like interactive learning materials for reading narrative texts (such as those that include images, videos, or activities)?	No	7	23.3%
		Yes	29	96.7%
9	Would you like teaching materials for reading narrative texts to be presented using easy-to-understand words?	No	1	3.3%
		Yes	26	86.7%
10	Do the current teaching materials for reading narrative texts make it easier for you to study on your own?	No	4	13.3%
		Yes	6	20%
11	Are you more interested in learning to read narrative texts using technology-based teaching materials?	No	24	80%
		Yes	28	93.3%
12	Do you use digital devices (cell phone/laptop) to learn English at home?	No	2	6.7%
		Yes	25	83.3%
13	Do online learning materials make it easier for you to learn to read narrative texts?	No	5	16.7%
		Yes	27	90%
14	Have you ever used an e-module in your English language learning before?	No	3	10%
		Yes	6	20%
15	Do you need an e-module on reading narrative texts to supplement your English textbook?	No	24	80%
		Yes	25	83.3%
16	Would you like to learn how to read narrative texts through post-reading tasks or activities?	No	5	16.7%
		Yes	18	60%
17	Do you want a more engaging and less boring way to learn how to read narrative texts?	No	12	40%
		Yes	30	100%
		No	0	0%

Based on Table 1, the results of the needs analysis showed that most students (96.7%) felt that the available teaching materials for reading narrative texts did not fully meet their learning needs. Although 76.7% of the students stated that the existing materials helped them understand narrative texts, they still expected more interactive teaching materials. This finding indicates

that the current materials were useful for learning but did not fully accommodate students' learning preferences. Furthermore, 80% of the students still relied on teachers as their primary source of learning.

Students also showed a strong preference for interactive and technology-based learning materials. More than 90% of the students preferred interactive learning materials, were interested in technology-based materials, and felt that online learning materials made learning easier. In addition, 83.3% of the students used digital devices to study English at home, indicating their readiness to use digital learning materials.

A total of 80% of students had never used e-modules in their English language learning, indicating that this type of digital teaching material had not yet been widely implemented in their learning experience. In addition, 80% of the students felt that the current teaching materials did not adequately support independent learning. Students also expected more engaging learning activities, with 60% preferring post-reading activities and all students (100%) wanting less boring lessons.

The results of the open-ended questions in the questionnaire revealed three main findings. First, among the various types of stories, legends were the most preferred reading materials, selected by 12 students, followed by fables (10 students), life stories (9 students), and folklore (8 students). Second, students considered understanding the meaning of the story, vocabulary, and plot to be the most difficult aspects of comprehending narrative texts. Third, students preferred post-reading activities such as answering questions and matching pictures. These preferences support TBL activities, as such tasks encourage students to actively engage with texts through meaningful activities. These findings were used as a reference for developing the interactive e-module by selecting appropriate reading texts, providing vocabulary support, and designing post-reading activities that aligned with students' preferences.

2. Design

Based on the results of the needs analysis, the design stage was conducted to develop the structure, content, learning activities, and interface of the interactive e-module to be created. The product design was tailored to the needs and preferences of the learners identified during the analysis stage.

The interactive e-module was designed using the Book Creator platform, with content focused on narrative texts. The legend of Malin Kundang was chosen as the main text because it aligned with the students' interests, as identified through a needs analysis. The learning activities in the interactive e-module were designed based on the TBL approach, which consists of the pre-task, task cycle, and language focus stages. Each stage was designed to help students understand the content of the narrative text, complete meaningful tasks, and understand the linguistic elements found in the text.

To support the learning process, the interactive e-module was designed to integrate various interactive features, such as images, audio, hyperlinks, and quizzes. These features were selected based on the results of the needs analysis, which showed that most students preferred interactive and technology-based learning materials and used digital devices for learning at home. Therefore, the integration of multimedia features was intended to create a more engaging learning experience while supporting independent learning.



Figure 1. Cover of the Interactive E-Module

3. Development

During the development stage, the interactive e-module drafts prepared during the design stage were turned into a learning product using the Book Creator platform. The interactive e-module was developed according to the pre-designed structure, which included the pre-task, task cycle, and language focus stages. In addition, various interactive features, such as images, audio, hyperlinks, and quizzes, were integrated into the interactive e-module to support the learning of narrative text reading.

After the interactive e-module was developed, the product was validated by three validators: one lecturer as a content expert, one lecturer as a media expert, and one English teacher as a practitioner expert. The validation process was conducted to assess the product's feasibility before it was implemented for students. The validators provided evaluations and feedback that served as the basis for improving the interactive e-module. The results of the product validation are shown in the following table:

Table 2. Content Expert Validation Results

No	Assessment Criteria	Score	Expected Score
1	Content Appropriateness	12	12
2	Depth and Clarity of the Material	19	20
3	Fostering Interest and Curiosity	12	12
4	Alignment with Reading Skills	10	12
5	Learning Activities and Exercises	10	12
6	Material Support Through the Media	8	8
7	Learning Path	9	12
Total Score		80	88
Feasibility Percentage		90.91%	

Based on the results of the initial validation, the content expert suggested revising the organization of the learning activities to better reflect the stages of the TBL approach. The content expert noted that the table of contents in the initial version did not explicitly distinguish the learning activities into the pre-task, task cycle, and language focus stages, making the instructional sequence less clear. Therefore, the table of contents was revised by grouping the learning activities according to these stages to ensure that the interactive e-module aligned with the principles of the TBL approach.

Figure 3 Before Revision

Figure 2 After Revision

Table 3. Content Expert Validation Result (After Revision)

No	Assessment Criteria	Score	Expected Score
1	Content Appropriateness	12	12
2	Depth and Clarity of the Material	20	20
3	Fostering Interest and Curiosity	12	12
4	Alignment with Reading Skills	12	12

5	Learning Activities and Exercises	12	12
6	Material Support Through the Media	8	8
7	Learning Path	11	12
Total Score		87	88
Feasibility Percentage		98.86%	

After the revisions, the interactive e-module was revalidated by a content expert and received a score of 87 out of 88, with a validity percentage of 98.86%. This result represents an improvement over the first validation, which received a validity percentage of 90.91%. This improvement indicates that the revisions successfully addressed the content expert's suggestions, particularly in organizing the learning activities according to the stages of the TBL approach, thereby improving the content quality of the interactive e-module.

Table 4. Media Expert Validation Results

No	Assessment Criteria	Score	Expected Score
1	Text Design and Readability	29	32
2	Organization and Ease of Use	21	24
3	Media Quality and Interactivity	10	12
4	Graphics and Visual Presentation	18	20
5	Layout and Navigation	10	12
Total Score		88	100
Feasibility Percentage		88%	

Based on the validation results by a media expert, the interactive e-module received a total score of 88 out of 100, resulting in a validity percentage of 88%. This result indicates that the interactive e-module has met the expected standards for media quality, including design, organization, interactivity, and ease of use.

Table 5. Practitioner Expert Validation Results

No	Assessment Criteria	Score	Expected Score
1	Accuracy of the Material	20	20
2	Comprehensiveness and Clarity of the Material	20	20
3	Relevance to Learning Activities	16	16
4	Alignment with students' needs	16	16
5	The Usefulness of Instructional Materials	15	16
6	Effectiveness in Classroom Implementation	15	16
Total Score		102	104
Feasibility Percentage		98.08%	

Based on the validation results by a practitioner expert, the interactive e-module received a total score of 102 out of 104, resulting in a validity percentage of 98.08%. This result indicates that the interactive e-module has met the expected standards in terms of its practical use in teaching narrative text reading.

Based on the overall validation results from the content expert, media expert, and practitioner expert, all validation results were in the 81%-100% range, which was classified as "very good",

and the interactive e-module was declared feasible. Thus, the interactive e-module developed was declared feasible for use in teaching eighth-grade students narrative text reading.

4. Implementation

During the implementation stage, the interactive e-module that had been declared feasible by the validators was pilot-tested with eighth-grade students at SMP Pasundan 1 Cimahi. The implementation was carried out in two phases: a limited trial involving 10 students and a large-scale trial involving 30 students. After using the interactive e-module, the students were asked to complete a response questionnaire to find out their feedback on the developed product.



Figure 4. Limited Trial Implementation

In a limited trial, the questionnaire score was 176 out of a maximum of 200, with a percentage of 88%. Based on the validity criteria used, this result was classified as “very good”. This result indicates that the interactive e-module received a very good response from students during the limited trial phase.

Based on the written responses provided by students in the feedback questionnaire, all students gave good responses regarding the use of the interactive e-module. The majority of students stated that the interactive e-module was interesting and enjoyable to use. In addition, students also noted that the available multimedia features, such as images, audio, hyperlinks, and interactive quizzes, helped them understand the material and the story’s content more easily. This finding indicated that the interactive e-module was well-received by students during the limited trial phase.



Figure 5. Large-Scale Trial

Furthermore, the interactive e-module was implemented in a large-scale trial involving 30 students. The result of the response questionnaire showed a score of 543 out of a maximum score of 600, with a percentage of 90.5%. Based on the assessment criteria used, this result was classified as “very good”. This result indicated that the interactive e-module received a very good response from students during the large-scale trial.

Based on the written responses provided by students in the response questionnaire, the majority of students gave good responses to the use of the interactive e-module. Most students stated that the interactive e-module made learning to read narrative text more interesting and enjoyable. In addition, students also noted that the interactive e-module helped them understand the material more easily through its interactive and easy-to-follow presentation. One student suggested adding translations to certain parts of the material to make it easier to understand. However, this suggestion was minor and did not affect the overall use of the interactive e-module.

Based on the results of the limited and large-scale trials, the interactive e-module that was developed received a very good response from students. These results indicate that the interactive e-module was well-received by students in the context of learning to read narrative text.

5. Evaluation

The evaluation stage was conducted based on feedback received from validators and the results of the interactive e-module's implementation with students. Based on suggestions from the content expert, revisions were made to the table of contents by including the stages of TBL, which consisted of pre-task, task cycle, and language focus. This revision aimed to ensure that the structure of the interactive e-module aligned with the learning approach used in this study. After the revisions were made, the interactive e-module received very good validation results from the content expert, media expert, and practitioner. In addition, the implementation results showed that students responded very well to the use of the interactive e-module. Therefore, the developed interactive e-module was declared feasible for use as a supplementary teaching material in learning to read narrative text for eighth-grade junior high school students.

Discussion

This study aims to develop instructional materials in the form of an interactive e-module for teaching narrative text reading through the TBL approach for eighth-grade students, as well as to assess the feasibility of the developed product and student responses to it. The product was developed using the ADDIE model, which consists of the Analysis, Design, Development, Implementation, and Evaluation stages. The process began with a needs analysis that revealed that most students had difficulty understanding narrative text and felt that the available teaching materials did not fully meet their learning needs. In addition, students also showed a high level of interest in interactive, technology-based teaching materials. This result aligns with Tomlinson's (2011) view that creating good learning tools requires researchers to understand what students actually need before developing the content. By knowing their difficulties beforehand, the interactive e-module could be tailored to fit the students' real learning levels. Furthermore, these results are also in line with the insights of Menggo et al. (2022), who state that needs analysis is crucial in designing English language instructional materials because it serves as a valuable tool for developing materials that align with students' learning objectives and needs. Therefore, the results of the needs analysis successfully served as a solid foundation for developing the interactive e-module.

The research results show that the interactive e-module successfully addressed the students' learning needs identified during the analysis stage. The product was developed using the Book Creator platform by integrating various interactive features such as images, audio, hyperlinks,

and quizzes. In addition, the learning activities were designed based on the stages of TBL, namely pre-task, task cycle, and language focus. These findings support Tomlinson's (2011) view that teaching materials should be developed based on students' needs so that the final product matches their actual learning needs and language abilities. In this study, the needs analysis served as the basis for designing the interactive e-module, enabling the product to address the students' identified learning needs. These results also align with the findings of Lastri (2023), who states that e-modules can help students learn independently and facilitate their understanding of the material through a more communicative and flexible presentation.

Based on the validation results, the developed interactive e-module received a feasibility rating of 98.86% from the content expert, 88% from the media expert, and 98.08% from the practitioner expert. Overall, these results indicate that the product falls into the "very good" category and is feasible for use in teaching narrative text reading. This high feasibility meets Akker's (1999) product quality standards, which require a learning tool to be theoretically valid based on expert reviews and practical for actual classroom use. Additionally, these outcomes align with Indriani & Astuti (2023), who state that expert validation is conducted to determine the feasibility of a developed product and to provide recommendations for product improvement before implementation. These high validation scores indicate that the content, media, and instructional design aspects of the interactive e-module have met the established development objectives, confirming its suitability as supplementary teaching material for teaching narrative text reading.

The findings of this study are in line with the views of Richards and Rodgers (2001, as cited in Sukardi et al., 2024), who state that TBL places tasks as the primary component in the language learning process. In the interactive e-module developed, students not only read narrative text but also complete various activities related to the text's content, thereby making learning more meaningful. The results of this study also support the argument of Robinson (2011, as cited in Sukardi et al., 2024), who emphasizes the importance of contextual tasks that can enhance students' motivation to learn. The use of a legend that aligns with students' interests, along with interactive activities, enables students to actively engage in the learning process. These findings are also in line with Salavarría & García (2025), who state that TBL can enhance comprehension, engagement, motivation, and higher-order thinking skills through meaningful and contextual tasks.

In addition to achieving high validation results, the interactive e-module developed also received a very good response from students. In the limited trial, the interactive e-module achieved a response rate of 88%, while in the large-scale trial, it achieved a response rate of 90.5%. Most students stated that the interactive e-module made learning to read narrative text more interesting, enjoyable, and easier to understand. These findings indicate that the use of interactive features in an e-module can increase student engagement during the learning process. The inclusion of images, audio, hyperlinks, and quizzes helps students understand the content and storyline more easily, while also creating a more active and communicative learning experience. This finding aligns with Tia (2020, as cited in Larasati, 2022), who states that interactive e-modules not only contain text and images but can also integrate various multimedia features that support two-way learning. These results indicate that the integration of technology into instructional materials can support the creation of a more engaging and student-centered learning environment.

Nevertheless, this study has several limitations. The product was developed using the Book Creator platform, which requires digital devices to access all available features. Therefore, the implementation of the interactive e-module may face challenges when used in school settings

with limited technological resources. This issue matches what Ertmer (1999, as cited in Tsai & Chai, 2012) calls ‘first-order barriers’, meaning that digital tools can only work well if the school has good facilities, enough devices, and stable internet. Additionally, this study was conducted at a single school with specific student characteristics; thus, the application of the product in different contexts will still require adjustments based on user needs.

Overall, the research results indicate that the interactive e-module based on TBL that was developed meets the feasibility criteria as assessed by experts and has received a very good response from students. These findings show that the integration of technology through an interactive e-module and the TBL approach can serve as a suitable alternative teaching material to support a more interactive and student-centered approach to learning how to read narrative text. Therefore, similar interactive e-modules can be utilized as supplementary teaching materials in English language learning, while future research can develop products for different text types, language skills, or learning contexts to expand their application.

CONCLUSION

Based on the research findings, it can be concluded that the interactive e-module based on the TBL approach was developed according to the learning needs of eighth-grade students in reading narrative text. The product was developed using the ADDIE model and systematically designed based on students’ needs and characteristics by integrating interactive features with task-oriented learning activities through the pre-task, task cycle, and language focus stages. As a result, the developed interactive e-module provides a structured supplementary learning resource for narrative text reading.

Validation results from the content expert, the media expert, and the practitioner expert indicate that the interactive e-module falls into the “very good” category, making it feasible to use as supplementary teaching material for learning to read narrative text. Furthermore, the results of both the limited and large-scale trials show that the interactive e-module received a very good responses from students, indicating positive perceptions of its attractiveness, interactivity, and ease of use. These findings suggest that the developed interactive e-module is not only feasible in terms of its content, media, and practical aspects but is also well accepted by students in the learning process.

Overall, this study highlights the importance of developing instructional materials based on students’ learning needs and integrating meaningful learning tasks to encourage active participation. The developed interactive e-module based on the TBL approach serves as an alternative supplementary teaching material for narrative text reading that is both feasible and well accepted by students. Future research could develop similar products for different text types, language skills, or educational levels to expand the use of TBL-based instructional materials in English language learning.

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