

DEVELOPMENT OF INTERACTIVE E-
BOOK OF BASED LEARNING MEDIA
CANVA IN RECOUNT TEXT MATERIAL
FOR CLASS VIII AT SMP NEGERI 1
HILIDUHO IN 2023/2024

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**DEVELOPMENT OF INTERACTIVE E-BOOK OF BASED
LEARNING MEDIA CANVA IN RECOUNT TEXT MATERIAL
FOR CLASS VIII AT SMP NEGERI 1 HILIDUHO IN 2023/2024.**

RESEARCH PROPOSAL



Proposed in
Research Proposal Seminar Forum

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**FACULTY OF TEACHER TRAINING AND EDUCATION ENGLISH
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CHAPTER I

INTRODUCTION

1.1 Background of the Research

English is a global language that is used for introductions in a variety of contexts and is utilized as a communication tool in many nations. According to Ahmad Ilham, et al, (2022) in 2020, with the rapid advancement of technology and the diversity of the global society, proficiency in English is vital as it serves as a medium of communication across several nations. This means that mastering the English language is imperative. Foreign languages, particularly English, are treated as second languages in Indonesia and are utilized in a variety of contexts.

Students can improve their skills through a variety of methods at school. English has been taught in schools since elementary school and continues into high school. Students must become acquainted with this in order to speak English fluently. Learning a foreign language is no longer a difficult task, thanks to the abundance of websites, programs, and courses that make language study convenient and accessible from anywhere. Some students learning English are afraid of the complexity of the vocabulary and tenses

Learning innovations can also be shared through online media, such as the internet, making it easier for students or learners to access various types of education and new learning, thereby increasing the effectiveness of learning both inside and outside of schools. Using the internet in the field of education will undoubtedly assist educators and students in carrying out their daily teaching and learning activities. According to Herman (2023), learning activities take place in accordance with expectations so that teachers and students work together to comprehend and address challenges encountered by students.

In reality, learning often involves difficult and abstract concepts. Teaching such topics using traditional methods based primarily on verbalism is frequently ineffective. As a result, learning media are an indispensable tool (Nuridin, 2015). If English is the primary medium of instruction, students may

misunderstand the lessons and have limited comprehension of what the teacher is attempting to teach them (Sumiharsono and Hasnah, 2017). To achieve the intended learning objectives, ¹¹ learning media is a tool that can support the teaching and learning process and help to clarify the meaning of the message or information delivered (Nurrita, 2018).

Reading is one of the four language skills in English, along with speaking, writing, and listening. Reading teaching should start early in childhood and continue throughout higher education because reading comprehension is a requirement for comprehending texts. According to David R. Sousa (2023), reading is the ability to recognize a visual form, associate it with sounds or meaning that they have already learned, and then interpret and decode that meaning in light of past knowledge. A lot of people think that reading is a difficult skill. Reading accomplishment is the most important aspect of reading comprehension, especially when it comes to English, and it is something that students cannot obtain. It is the responsibility of the instructor to find a solution so that students may comprehend the assigned reading text by utilizing interactive learning resources. Descriptive, recount, narrative, process, report, explanation, and exposition texts are among the different kinds of English texts (Halimatussa Diyah, 2023). Since it's crucial to expand students' knowledge. Reading is one of the four language skills in English, along with speaking, writing, and listening. Reading teaching should start early in childhood and continue throughout higher education because reading comprehension is a requirement for comprehending texts. According to David R. Sousa (2023), reading is the ability to recognize a visual form, associate it with sounds or meaning that they have already learned, and then interpret and decode that meaning in light of past knowledge. Reading accomplishment is the most important aspect of reading comprehension, especially when it comes to English, and it is something that students cannot obtain. It is the responsibility of the instructor to find a solution so that students may comprehend the assigned reading text by utilizing interactive learning resources. Descriptive, recount, narrative, process, report, explanation, and exposition texts are among the different

kinds of English texts (Halimatussa Diyah, 2023). Since it's crucial to expand students' knowledge.

Based on observations made during internship I, II, and III in class VIII at SMP Negeri 1 Hiliduho, it was discovered that, despite the fact that students were still having difficulty understanding the material, the teacher only used package books and LKS during the teaching process. During the teaching process, the teacher struggled to choose appropriate media for English classes, especially when recounting text material. During the teaching process, the teacher struggled to choose appropriate media for English classes, especially when recounting text material. Students responded that the media they were given was very beneficial, but they ran into issues with the quantity of media available, such as a scarcity of school textbooks. Based on this problem, it is determined that the teacher requires learning media that can aid in the learning process and meet the needs of today's students, while students also require learning media that is interesting and portable. E-books have never been used in the classroom at SMP Negeri 1 Hiliduho, and students have never used them either

Given the aforementioned findings, researchers are urged to create an online and offline learning medium. Using an interactive electronic book is one of the available mediums. E-books are books that are downloaded and stored on a computer or mobile device. Because they offer tactile page-navigating buttons, auditory signals, and visual images, e-books are multimodal. (Poon 2014) points out that although the majority of e-books have functions like annotations, note-taking, highlights, and bookmarks, they can also have hypermedia elements like music, animation, sound, highlighted text, and narration, which is why they are called "interactive e-books." According to research conducted by Aswirna and Ritonga (2020), interactive e-books are digital books that combine many media formats such as text, graphic pictures, audio, video, and animation to provide learning tools. Asrowi, Hadaya, and Hanif (2019) define interactive e-books as a subset of electronic book creation that includes interactive exercises, audio, and video in addition to text and graphics

Canva is one program that may be used to make interactive e-books. According to (Fajrin, F.A 2023)'s research, Canva is an application that facilitates the creation of diverse poster designs, brochures, magazines, e-books, and presentation material. It can be accessible through the website as well. In addition to being a tool for creating designs, Canva is also utilized as a learning tool. Putra and Filianti's research from 2022 indicates that Canva may be used to assist build engaging and innovative learning materials. According to Triningsih (2021), Canva facilitates learning processes based on information technology, skills, and creativity for both teachers and students because of its ability to produce engaging design outcomes that motivate students by showcasing the content in an engaging manner.

Researchers surmise that interactive electronic book learning media enhances student engagement and makes learning more pleasurable based on the preceding description. In order for researchers to be motivated to carry out a study under the heading "**Development of Interactive E-book of based Learning Media Canva in recount text material for class VIII at SMP Negeri 1 Hiliduho in 2023/2024**".

1.2 The Formulation of the Problem

Based on the problem, the formulation of the problem was formulated as follows:

- 1.2.1 How is the quality of the development of interactive e-book learning media on recount text material for class VIII at SMP Negeri 1 Hiliduho?
- 1.2.2 How is the feasibility of e-book interactive learning media on recount text material for class VIII at SMP Negeri 1 Hiliduho?

1.3 The Objective of the problem

Based the formulation of the problem above, the objective of this research as follows:

1.3.1 To find out the quality of the development of interactive e-book learning media on recount text material for class VIII at SMP Negeri 1 Hiliduho.

1.3.2 To find out the feasibility of e-book interactive learning media on recount text material for class VIII at SMP Negeri 1 Hiliduho.

1.4 Product Specification

1.4.1 This product is in the form of an e-book interactive for English learning media, especially recount text material for class VIII at SMP Negeri 1 Hiliduho

1.4.2 This product was developed using the canva applications, which include several animation, text, image, audio and video features designed in e-book form.

1.4.3 The product display is produced in soft file form but can also be printed in hard file form.

1.5 The Significances of the Problem

The significance of this research is:

1.5.1 Theoretically,

This research can be a reference as a learning media in English teaching and learning process.

1.5.2 Practically:

1.5.2.1 For researchers, as a result of this study, researchers gained new knowledge and direct experience in the process of making interactive e-books to support learning activities on recount text material.

1.5.2.2 For students, As a result of this research, students should be more engaged in their education and be able to comprehend lessons more easily, particularly when it comes to repeating text material.

1.5.2.3 For teacher, the study's findings as a guide and assist educators in the classroom learning process through the use of interactive e-books on the text content.

1.5.2.4 For other researcher, the findings of this study can serve as a benchmark or point of comparison for other studies employing related methodologies.

CHAPTER II LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Learning Media

➤ Definition of Learning Media

The purpose of media as a tool is to spread messages. "Medium" is a Latin word that literally meaning "intermediary" or "introducer." Media is the plural form of this word. According to Sadiman in Andriyani (2017: 35), learning media is "an intermediary or messenger from the sender to the recipient of the message," which makes it a crucial component of the learning process. The English term "instruction" is translated as "learning," according to Anang (2015: 10). The process of dynamic contact that occurs between educators and learners is known as instruction. Asyar's theory of learning media states that "learning media can be understood as everything that can convey or distribute messages in a planned manner" (Anang, 2015: 10). However, in order to achieve learning goals, effective and conducive learning requires visual learning media as a channel for messages.

Learning media is one of the stimulants and tools provided by the teacher to encourage students to learn quickly, precisely, efficiently, and correctly, and there is no verbalism (Suhana, 2014: 61)

Leshin, Pollock, and Reigeluth (Arsyad, 2019: 38–39) claimed that media can be broadly categorized by type. They classified the media into three groups: (1) human-based media (teachers, instructors, tutors, role-playing, group activities, and field trips); (2) print-based media (books, guides, and workbooks); and (3) work aids, charts, graphs, maps, pictures, transparencies, and slides.

More precisely, eight categories are identified by Seels & Glasgow (Arsyad, 2019: 35-36) for traditional media. These include: (1) media flashcards from projected stationary materials; (2) media flashcards from non-projected scraps; (3) audio; (4) multimedia presentation; (5) media flashcard from projected dynamic scraps; (6) print; (7) games; and (8) reality.

The purpose of the media grouping is to make it easier for people to choose, create, and use media in accordance with their needs. Expert opinions on the media all point to it being a tool or an intermediary for the transmission of information.

From some of the explanations above, it can be concluded that learning media acts as an intermediary in delivering information or material quickly, effectively and efficiently so as to make it easier for students to understand an object or material provided which aims to increase students' interest in learning, motivation and learning outcomes.

➤ Function of Learning Media

According to Ragil Kurniawan (2017: 493) the function of learning media is to increase new desires and interests and is able to help arouse the desire to learn in students. According to Sadiman (2018: 7) the functions of learning media are consists of;

- a) Clarify the message so that it is not too verbal;
- b) Overcome limitations of space, time, energy and sensory power;
- c) Create enthusiasm for learning, more direct interaction between students and learning resources;
- d) Enable students to learn independently according to their visual, auditory and kinesthetic talents and abilities; and
- e) Providing the same stimulation, equalizing experiences and giving rise to the same perceptions.

Learning media has a function so that it can be an accommodation for students who have weaknesses and are late in

receiving and understanding what the contents of a lesson have been presented in a text or presented verbally (Vega & Arifin, 2022).

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Based on the explanation above, the function of learning media in the teaching and learning process cannot be separated.

➤ Benefit of Learning Media

Soenarto (2012) in Wahriani & Peng (2023) stated that the general benefit of learning media is to facilitate the interaction between teachers and students. Meanwhile, the specific benefits of learning media in the student learning process are:

- 1) Making the teaching more attractive will to the students;
- 2) Making the teaching materials clearer;
- 3) Making the teaching methods more varied;
- 4) Making the students doing more learning activities since they will not only listen to the teacher's explanation, but also other activities such as observing, doing, demonstration, and others.

The benefits of learning media are enormous in learning. According to Ekayani (2017) learning media in general has the following benefits as follows:

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- 1) Clarify the message so that it is not too verbal,
- 2) Overcoming the limitations of space, time energy and sensory power,
- 3) Generate a passion for learning, more direct interaction between students and learning resources,
- 4) Allows children to learn independently according to their visual, auditory and kinesthetic talents and abilities,
- 5) Provides the same stimuli, equalizes the experience and creates the same perception.

Students also have benefits while using educational media to enhance their comprehension of the subject matter and reach their full potential (Pratiwi & Meilani, 2018). Learning media can stimulate learning activities, spark new interests and wants, and

even have psychological effects on students when used in the teaching and learning process.

The advantages of media in learning include (a) improving educational quality by increasing learning speed (rate of learning), (b) allowing for more personalized instruction, (c) providing a foundation for learning, more scientific teaching, (d) continuous teaching, (e) improving the reality of immediate learning, and (f) offering (Ely in Mahnun, 2012: 27).

Based on the description above, it can be concluded that learning media has many benefits, namely as an interaction facility, clarifying messages, overcoming limitations in space, time, sensory power, creating a passion for learning, equalizing student perceptions, concretizing abstract concepts, and can make learning methods more varied and interesting.

➤ Types of learning media

There are many types and varieties of learning media. Some of the most familiar media and almost all schools use them as printed media (books) and blackboards. In addition, many schools have also used other types of media such as pictures, models, overhead projectors (OHP) and real objects. Meanwhile, other media such as audio cassettes, videos, VCDs, slides (film frames), and computer learning programs are still rarely used even though they are familiar to most teachers (Nokta Efriyanti, 2021).

According to Azizah (2018), said that the types of learning media divided into 3 namely:

- 1) Visual Media is a type of media widely used by educators in the learning process and is well known in the field of education. Visual media includes photographs (photos / paintings), diagrams (concepts, structures, organization), maps, globes, cartoons, posters, graphics (tables, charts, diagrams), bulletin boards, flannel boards, and more.

- 2) Audio Media is one that emphasizes hearing when using the main system. Some audio media formats include radio, language labs, gramophone recordings, magnetic tapes, or sound recorders.
- 3) Kinesthetic Media typically require deep insight to properly place educational information and messages, kinesthetic media need a touch to be used and taken action by teachers and students.

2.1.2 E-Book

➤ Definition of E-book

E-book or digital book is "a publication consisting of text, images, and sound and published in digital form that can be read on a computer or other electronic devices such as android, smartphone, or tablet," (Mentari, et al., 2018: 131) or e-book is a digital version of a printed book. (Boskurt, et al., 2016: 664) If printed books consist of a collection of papers containing text or images, while e-books contain digital information which can also take the form of text or image (Widodo, 2016: 1).

Another definition of E-Book according to Moody (2010) in Prasetyo (2017) defines that an electronic book (E-Book) is an electronic form of a book with features similar to traditional printed books with digital features that can help readers such as video, animation, and sound. Meanwhile, according to Sanjaya and Restiyowati (2012) in Wahyu (2017) stated that: E-Books are textbooks converted into digital formats, where E-Books function as learning environments that have applications that contain multimedia databases with various instructional resources that store multimedia presentations on topics in a book.

Based on some of the above definitions, it can be concluded that an ebook is an electronic book that has many digital features such as video, animation, audio and images that are more

interesting and creative and can be accessed through technological media such as laptops, smartphones, tablets, etc.

➤ Characteristic of E-book

According to Naimati Jannah (2017: 196) a good learning e-book has several characteristics, namely:

1. Has a construction structure that is almost the same as a textbook.
2. Can be read using an internet network connection.
3. Developed for students to increase active interaction between students and the learning resources they use.
4. Contains learning indicators and materials referring to core competencies (KI) and basic competencies (KD).
5. Equipped with phenomena in separation in everyday life.
6. Equipped with a question column, answer column, and explanation column.
7. Equipped with animations and evaluation questions that are made interactive so that students can work directly on the e-book and can see the scores they get.
8. Very high criteria in expert validation.

➤ Advantages and disadvantages of e-book

According to Nasrul Makdis (2020), the advantages of electronic books are:

- a. More practical and easy to carry everywhere. as long as students carry electronic devices such as smartphones, laptops, tablets and so on, students can read e-books that can be available in them, so that wherever and whenever humans can read.
- b. E-books are environmentally friendly.
- c. E-books are durable, e-books are durable books and can even be said to be eternal. It will not be easily damaged by age.
- d. E-books are easy to duplicate, to make thousands of copies of e-books can be done easily and cheaply.

- e. E-books are easy to distribute, e-book distribution can use electronic media such as the internet. Delivery becomes faster even in minutes or maybe even seconds the book can be read instantly.

According to Novitasari et al (2019: 114-115), the advantages of electronic book or e-book are:

- a. More practical and easy to use.
- b. Easier to carry anywhere and anytime.
- c. Can help teachers to convey material easily, because e-books contain shorter and clearer material.

Although there are so many advantages provided by digital books, it turns out that digital books also have disadvantages, namely: limited internet networks will be very difficult to access and utilize e-book media.

2.1.3 Interactive E-book

➤ Definition of Interactive E-book

Interactive E-book is an electronic book that in its use can interact and communicate reciprocally (Bozkurt and Mujgan, 2015). In line with research from (Sabtaningrum et al, 2020) that E-book is a collection of learning materials in electronic form which contains information in the form of text, audio, images, animated videos, and quizzes. Interactive e-books are developed by utilizing technological media that can design learning media creatively online. The role of interactive e-books as a learning resource and learning media is very necessary in the world of education, because the use of interactive e-books can increase student activeness in the learning process that is not limited by space and time so that it can function as one of the distance learning media.

➤ Advantages of Interactive E-book

The advantages of Interactive E-books based on, namely, (1) Practical and easy to carry everywhere, (2) Solid, (3) There are

recordings within the E-book that make it simpler for understudies to get it the subject matter, (4) Simple to duplicate and disseminate, (5) In producing E-books do not require paper, ink, so it is environmentally friendly, and (6) There are interactive quizzes that students can do directly without writing on paper. The advantages of Interactive E-books are in line with the research of Jannah et al, (2017) that e-books are almost the same as textbooks, to increase student interactivity, and are equipped with videos and evaluation questions to make it easier for students to understand learning material. Research by Muswita et al, (2018) states that the advantages of e-books are that can be accessed using computers/laptops and cellphones which can make it easier for readers. In addition, research by Muhammad et al, (2015) states that e-books can be gotten to utilizing an online organize that can encourage understudies and teachers in carrying out learning exercises.

2.1.4 Recount Text

Recount text is a type of text that retells a series of events of experiences that happened in the past. Basically, this text is a story about something that has happened, which aims to inform or entertain readers. According to Framana (2019) recount text is a text that tells something that has happened in the past. Writing a recount text is like we are telling our experiences, both pleasant and sad experiences. So, recount text is a text that is told in sequence about events that occurred in the past and includes what happened, who was involved, where the event occurred, and why the event occurred (Aprillina et al, 2022).

According to Emilia et al, (2008) in Rodhiyah, A. (2019) there are three types of recount texts namely personal recount: retelling the experience which the writer was directly involved, factual recount: retelling events or incidents such as newspaper news and accident reports. And imaginative recount: telling imaginative roles and connecting imaginary events.

2.1.5 Personal recount text

A Personal Recount Text is a type of text that retells events or experiences from the writer's own perspective. The purpose of recounting these events is often to inform, entertain, or reflect on the experience Ismail, A. (2020). According to Brown, S. (2020) A personal recount text is a type of text that retells past events from the perspective of the writer. It involves a personal experience and is typically written in the first person. The purpose is to entertain, inform, or reflect on a personal experience. So the conclusion of personal recount text is a text that retells about past experiences from the author's own perspective.

➤ Structure of personal recount text

1. Orientation

Introduces the background information such as who was involved, what happened, where it happened, and when it occurred.

2. Events

Describe the sequence of events in chronological order. This section typically includes detailed explanations, personal thoughts, and feelings during the events.

3. Reorientation

Conclude the recount with a reflection or summary. This part may include what the writer learned from the experience or how they felt after everything was over.

➤ Language features

1. Simple past tense: Used to talk about an event that happened in the past (e.g., I and my family went to the beach).

2. Past verb: Used to refer to actions or events in the past (e.g., played, visited, explored).

3. Chronological connection: used to express the sequence in which events occur (e.g., then, after that, before, finally).

4. Adverb of time: a word that describes when an action happens, how long it takes, or how often it happens (e.g., yesterday, last month, lastweek).

2.1.6 Canva

➤ Canva

Canva is an application that can be used to do visual depiction. The canva application used in making learning media can be made more innovative, interesting, and fun (Lestari, 2022). According to Tanjung et al in Siti (2023: 3) in addition to attractive design, Canva can also be used for free, although there are several paid templates. However, this is not an obstacle, because there are many interesting templates that can be used for free. The canva application stated by Hafidh & Lena (2023: 114) is one of the learning media that is very useful in this digital era. Canva is one application that can provide an alternative convenience in designing. One of the advantages of Canva is that it makes it easy to create designs such as; presentations, graphics, Ebook Covers, videos, animations, which are already available and can be directly published anywhere, Rahmatullah et al in Siti (2023: 3). Regarding the various design programs offered by Canva such as presentations for education, the Canva application has a number of advantages, one of which can help teachers be more creative in creating learning media.

➤ Steps to use the canva

According to Andani (2023) stated that the steps for using the canva application are as follows:

- 1) Sign-up to canva by logging in at <https://www.canva.com>, there are several ways to sign-up in canva using Facebook, Gmail or registration by filling in personal data to create a canva account.
- 2) Choose a template to start the design, after successfully logging in, the main page will appear. We can design by selecting the

"create a design" menu. After that, choose the type of visual presentation template that will be used.

- 9 3) Select Blank sheet (template), here there is a blank worksheet which is the design area. This sheet allows the user to design the template as desired. Another option available is the various templates that are already available, making it easier for users to choose a suitable template.
- 4) Use canva's features, the canva application has many features that make it easy for users to design, in this case creating teaching materials.
- 5) Saving results, the canva application also has an auto save function, so users don't have to worry when they forget to save the design they have done. In addition, there are also share, download, and show functions.

➤ Advantages and disadvantages of canva

According to Pelangi, (2020: 87-94) the canva application has advantages including:

- a. Make it easy for someone to create the design they want or need. Such as: making posters, certificates, video templates, presentations and so on provided in the canva application.
- b. The canva application can also provide a variety of templates that are already available and improve. So that it makes it easier for someone to create a design that has been provided, only adjusting the wishes and selection of text, colors, images and others that have been provided.
- c. Then make it easy to reach, the canva application is easy to reach in all circles because it can be used directly via android or Iphone. The trick is just to open chrome or web canva and enter the canva application without having to download.

According to Amrina (2020) from the results of his research found several advantages of the Canva application, namely:

- a. Through the Canva application, teachers can introduce material in an imaginative and interesting way.
- b. This application can be used for various businesses, such as making pamphlets, introductions, banners, outlines, declarations, menus.
- c. This app is not difficult for teachers and students to access.
- d. This application presents many highlights contained in it.
- e. Through the canva application learning media can support student energy in participating in learning.
- f. Through the canva application, you become an imaginative and creative teacher (Amrina et al., 2021).

According to Tanjung & Faiza (2019) the advantages in the canva application can be seen as follows:

- a. Has a variety of attractive designs
- b. Able to increase the creativity of teachers and students in designing learning media because of the many features that have been provided.
- c. Save time in learning media practically.
- d. In designing, it does not have to use a laptop, but can be done through a device.

The disadvantages of the canva application are as follows (Pelangi, 2020: 87-94).

- a. To run the canva application, you need to be connected to the internet
- b. Not all templates are free there are also some that must be paid (pro).
- c. Then it will allow the selected design to have similar designs with other people, whether it's templates, images, colors, and so on.

2.1.7 Research and Development

According to Akmalia (2022) the procedure in developing interactive e-book learning media uses the 4D research and development model method by Thiagrajan. The steps are as follows:

1. Define Stage

This stage is to establish and define learning requirements. This is the initial stage to determine the learning objectives and materials to be developed. The Define stage consists of five steps, namely:

- a) End-start analysis, to determine the fundamental problems faced by learners.
- b) Learner analysis, to identify the characteristics of learners in accordance with the learning development design.
- c) Task analysis, to identify the main skills needed to analyze them into a framework of sub-skills.
- d) Concept analysis, to identify the main concepts to be taught and arranged hierarchically.
- e) Formulation of learning objectives, to convert the results obtained in the task analysis and concept analysis steps into specific objectives.

2. Design

At this stage is to design a prototype of learning devices. This stage is carried out after the learning objectives are set. This stage consists of four steps, namely:

- a) Selection of appropriate media for presenting subject matter.
- b) Format selection is closely related to media selection and therefore needs to be considered.
- c) The initial design is the core of the learning process that will be applied.

3. Develop stage

This stage produces a prototype of the learning device before it is applied, consisting of two steps, namely:

- a) Expert assessment, carried out to obtain suggestions and improvements, carried out by several experts to evaluate so that the learning devices produced are even better.
- b) Trial of learning devices for development, this is done to obtain consistent and effective learning devices. Conducted continuously until getting the desired results.

4. Disseminate

This stage is the last stage if the learning device receives positive scores from experts through the learning device development test, then packaged and applied to a wider scale.

2.2 Relevant Research

- a) Haniah, H., Mahira, M., & Djuani, M. (2023) in research entitled: “*The Development of Interactive E-Book-Based Teaching Materials for Senior High School Students*”. The result of this study, based on the validation conducted by media experts, material specialists, and Arabic linguists, the validity of this product was rated as legitimate and worth testing with a feasibility score of 4.42, which was good, and an average eligibility percentage of 88%. Responses from 40 students and five Arabic teachers, who had a very positive response rate of 91%, were used to determine the practical value of use. Based on these results, the interactive e-book-based teaching materials assisted by the Heyzine Flipbook al-tahiyat wa al-ta’aruf materials for Madrasah Aliyah students were valid and practical for use.
- b) This study shows the results that interactive e-book are very good and feasible to use as learning media as evidenced by the percentage value of 88% conducted by media experts and material experts. Therefore, researcher are encouraged to develop interactive e-book learning media at SMP Negeri 1 Hiliduhlo as a learning media that can be used by a teachers in improving interesting learning media by utilizing technological media and students can understand the material presented so that learning objectives are achieved.

c) Suprpto, E., Apriandi, D., & Pamungkas, I. P. (2019) in research entitled: “*Pengembangan E-book Interactive Berbasis Animasi Bagi Siswa Sekolah Menengah Kejuruan*”. The result of this study based on the media trials in the field, the following results were obtained: 1) the media developed is very valid (good) with the average results of the media validation questionnaire by experts of 97.92%. 2) Learning media developed is very practical, by getting a very good response where the average questionnaire is 92.12% which gives a positive response, 3) the interactive E-Book media developed is quite effective, where the completeness of student learning outcomes reaches 87.19%. From these results, it shows that the animation-based interactive EBook media developed is very feasible to use in supporting learning activities in the classroom.

This study also has relevant research in common, because the researcher developed interactive e-book learning media using the 4D model development method. Based on the results obtained from media experts, interactive e-book has a good percentage value and students give respond positively to the use of interactive e-book and increased learning outcomes reaching 87.17%. This study shows that interactive e-book are learning media that are feasible and effective to develop and use in every school.

2.3 Conceptual Framework

Based on the problem's context and the theoretical perspectives presented, learning media is a critical component of the learning process. The usage of learning media in the learning process can motivate and stimulate pupils to learn.

The existence of learning media is anticipated to assist students in the learning process. So that learning activities are not repetitive when limited to printed book media, there are developments in the use of learning media in the form of interactive electronic books (e-books), which make it easier for students to learn independently. The creation of interactive e-book media is expected to assist students in better understanding the subject matter and

11
 become more active participants in their learning. Based on the reasoning above, we will conclude with the following framework:

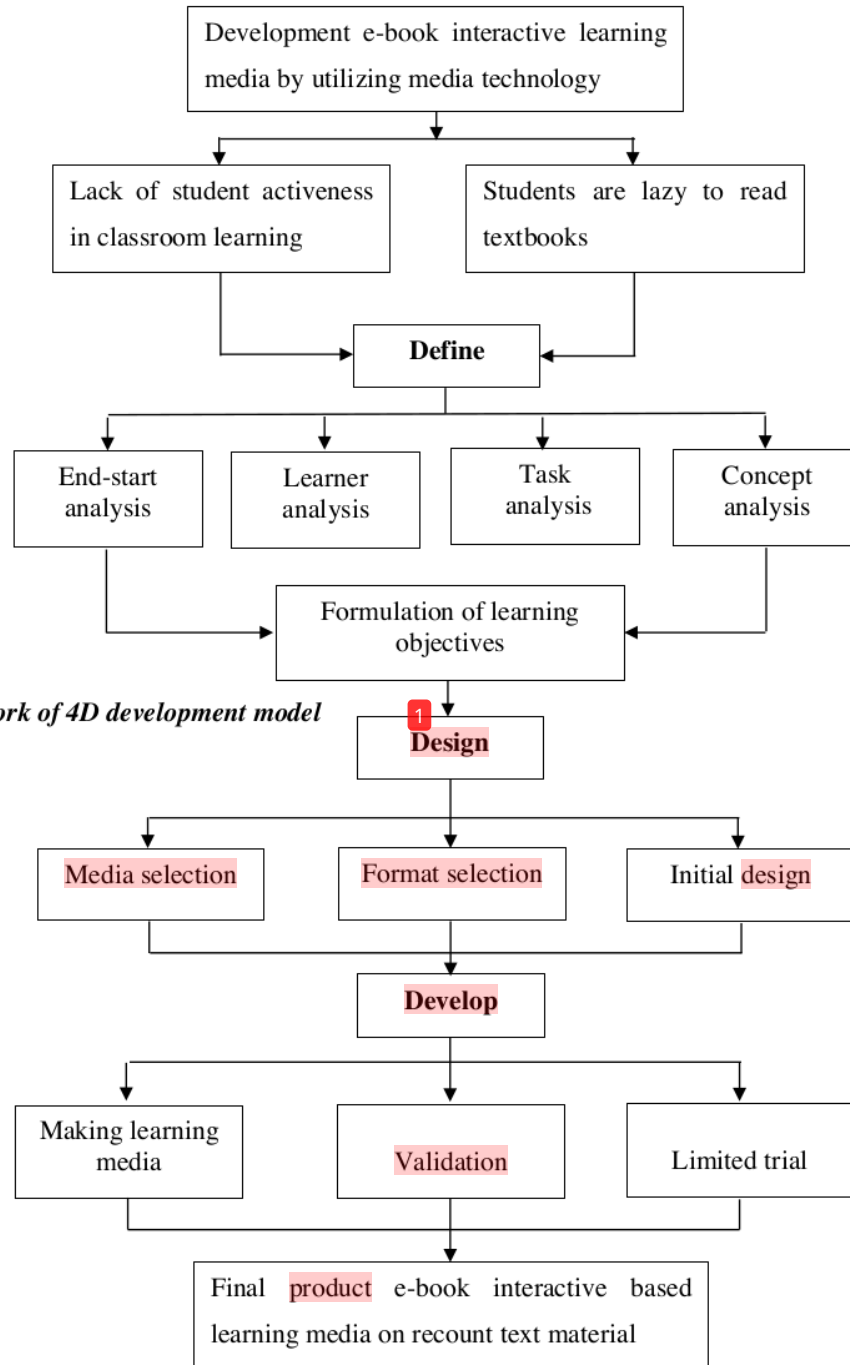


Figure 1
Framework of 4D development model

CHAPTER III

RESEARCH METHOD

3.1 Place and time research

This research was conducted at SMP Negeri 1 Hiliduho which is located in Hiliduho village, Hiliduho sub-district, Nias district. This research was conducted from July 25, 2024 to August 28, 2024. The reason why the researcher chose the school as a research target was because the researcher had made previous observations and the result was that the school did not all use electronic-based media to teach so that students' interest in learning decreased, especially in English subjects. For this reason, the researcher was interested in choosing the school as a research target, especially class VIII of SMP Negeri 1 Hiliduho.

3.2 Subject and object research

The subject of this research is students for class VIII at SMP Negeri 1 Hiliduho consisting of 30 students and the object of this research is an electronic-based interactive e-book learning media using canva application.

3.3 Research and development method

This research employs the research and development process. According to Sugiyono, development (Research and Development) is a research process for creating a product and testing its performance. Certain products are manufactured for use in research, which requires analysis and effectiveness testing before the product may be used. Meanwhile, Borg and Gall define development research as the process of developing and validating educational goods.

According to Maharotunnisa (2022), research and development (R&D) is a set of activities or steps used to create a new product or improve existing products so that they can be accounted for. So, the goal of this study is to

create learning materials in the form of interactive e-books utilizing the Canva software.

Thaigarajan's study design for instructional teaching materials serves as the foundation for this development research. These research and development processes are referred to as 4-D, which stands for define, design, development, and dissemination. The final product is an interactive e-book teaching material on recall text material that educators and students can use to improve the quality of learning, which has consequences for meeting learning objectives.



Figure 2 4D development steps

3.4 Procedure of Development

Research on the development of this learning media uses the 4-D development model which consists of 4 stages of development, namely Define, Design, Develop, and Disseminate. The explanation of the stages is as follows:

1. Defining Stage (Define)

The define stage to determine and define the needs in the learning process begins with analyzing the objectives of the material restrictions related to the product to be developed. There are five steps at this stage, namely:

a. Front-end Analysis

The activity carried out at this stage is an initial-end analysis of the basic problems faced by teachers to improve teacher performance in the learning process. At this stage, researchers analyzed the teaching materials used by students as well as the learning strategies commonly applied by teachers in the classroom.

b. Learner Analysis

Student analysis is conducted to obtain an overview of the problems faced by students. At this stage, researchers conducted interviews with

several students related to the material, teaching materials and strategies used in the learning process.

c. Task Analysis

Task analysis is carried out to determine the material to be used in teaching materials. Researchers determine the right material so that students can receive and understand the material.

d. Concept Analysis

Concept analysis is to explain the concepts of the material to be discussed in teaching materials. The material contained in the teaching materials is recount text material with the concept of interactive e-book.

e. Specifying Instructional Objectives

Based on task analysis and concept analysis, at this stage the activity carried out is to formulate indicators that refer to basic competencies in accordance with the provisions of the curriculum in force at the school.

2. Design Stage

The design stage aims to design the learning media to be developed. This stage begins after a set of learning objectives for learning media has been determined. The main aspects in the design stage are media selection and learning media format as well as making the initial version. There are 4 steps at this stage that must be done, namely:

- a. Determination of the initial design is a description of the learning media products that will be produced in this study.
- b. The learning media model used is the interactive e-book model.
- c. Presentation of interactive e-book learning media.
- d. Preparation of evaluation tools used in learning media, in the form of expert validation questionnaires and student response questionnaires to determine the feasibility of e-book learning media to be developed by researchers.

3. Develop Stage

The development stage is the final form of learning media that has been produced and has been revised based on suggestions from experts.

The material and design that has been designed will be made into interactive e-book products to support learning. In the development stage, 2 activities will be carried out, namely:

a. Making learning media

Learning media that have been made, then the learning media will be realized according to the predetermined design.

b. Validation of learning media

During the learning media validation test stage, specialists conduct an assessment. Expert judgment is used to assess feasibility and provide recommendations for enhancing the design of learning material. Some specialists are asked to evaluate learning media based on specified criteria. Experts validate learning material, which are subsequently changed based on their ideas.

c. Limited trial

The limited trial is a test of instructional media items on target subjects, specifically eighth grade students at SMP Negeri 1 Hiliduho. This is done to determine whether the developed product is appropriate for use by students as a learning medium. The trial findings are based on feedback and ideas from the target audience who uses the educational media product.

4. Disseminate

This stage is the last stage if the learning device gets positive scores from experts through the learning device development test and is applied to a wider scale.

3.5 Data collection techniques

The data collection technique used to develop interactive e-book learning media on recount text material uses observation techniques and questionnaire distribution techniques:

1. Observation

This observation technique is used with class VIII students as an initial stage to determine the key difficulties and needs of kids during the learning process at school. According to Sutrisno Hadi (1986) and

Handoyo (2018), observation is a complicated activity made up of different biological and psychological processes. Observation and memory are two of the most important activities. Observation can be used to collect data both spontaneously and on pre-prepared forms.

In this study, researchers used free observation, which is an unstructured observation that is not done methodically about the items being observed. Researchers conducted observations at the school to observe, document, evaluate, and draw conclusions.

2. Questionnaire

The questionnaire distribution strategy involves giving a list of statements to other people with the expectation that they will respond in accordance with the user's request. Questionnaires are used to validate product outcomes and conduct in-field research. This product validation is intended for media validators, materials validators, and practitioner validators. This validation is performed to establish whether or not a product under development is viable. Then, test the product in the field by delivering questionnaires to students to determine the students' response to the learning medium that has been generated.

3.6 Research instrument

In this development inquiry, data were collected via a questionnaire. A questionnaire is a type of data gathering strategy in which researchers send written questions to media experts, content/material experts, practitioner experts, and students in order to obtain responses and information. The questionnaire's purpose is to assess the validity and practicality of the researcher's product. The Likert Scale was utilized in this research questionnaire. In the journal Lamba, A. (2022), the Likert scale is used to examine the validity and usefulness of research products with the goal of getting data from respondents using five benchmarks (Arikunto, 2007). Questionnaires were created in the following formats: needs identification, learning media expert, learning content/material expert, and instructor response.

3.7 Data analysis technique

Data analysis techniques from the questionnaire results are:

- 1) Classifying data, this activity aims to classify answers based on statements in the questionnaire.
- 2) Calculating the answer score in the attractiveness test based on the Likert scale in the journal Rama Putra Mahendri et al., (2023) as follows:

Category	Scale
Strongly agree (SS)	5
Agree (S)	4
Neutral (N)	3
Disagree (TS)	2
Strongly disagree (STS)	1

Table 1, Skala likert

- 3) Calculating the percentage of feasibility of each aspect to be rated on a Likert scale.

$$P = \frac{f}{n} \times 100\%$$

Ket:

P = the percentage number or assessment score

F = the frequency for which the percentage is being sought

N = number of frequencies or maximum score

- 4) Calculate the average percentage of all respondents from each respondent group.

$$\bar{x} = \frac{\sum_{i=1}^n xi}{n}$$

Ket:

\bar{x} = average

xi = questionnaire eligibility score for each aspect

n = number of statements

- 5) Furthermore, the data obtained from the validation results were analyzed using a percentage data analysis technique with a formula that refers to (Yazid, 2016) in the journal Kartika et al. (2023) as follows:

Validity Value (%)	Criteria
--------------------	----------

90-100	Highly Valid
80-89	Valid
60-79	Quite Valid
0-59	Invalid

Table 3; Validator Assessment Score Interpretation Source by (Marta 2019)

- 6) Convert the average score obtained into a qualitative value in accordance with the assessment criteria in the table:

Percentage (%)	Criteria
0-20%	Not feasible
21-40%	Less feasible
41-60%	Feasible enough
61-80%	Feasible
81-100%	Very feasible

Table 2 Media Practicality Percentage Criteria (Source by (Azis, 2019)

With the Likert scale table, researchers can see the average percentage of interactive e-book assessment results that can be said to be feasible or not feasible as learning media. If the feasibility test results are at the achievement level of 61% - 100% or in the decent to very decent criteria, it is declared practical and feasible to use. Conversely, if the results of the practicality test are at the level of achievement below 61%-100% or in the qualifications of sufficient, less, and very less, then the product is not suitable for use and requires revision.

CHAPTER IV RESULT AND DISCUSSION

4.1 Research and development results

This research was conducted at SMP Negeri 1 Hiliduho on July 25, 2024 until completion to see the feasibility results of the canva-based interactive ebook on recount text material in class VIII through the validation stage by experts and educational practitioners. This development uses the 4-D model from Thiagarajan which goes through 4 stages, namely: (1) Defining, (2) Designing, (3) Developing, (4) Disseminating. The following is an explanation of each stage in detail:

4.1.1 Define

At this stage the researcher defines or finds out what is needed by students, concepts, evaluations, learning specifications that will be applied later in interactive e-books by analyzing the following:

4.1.1.1 End-start analysis

This stage aims to find out the main problems and needs of students in the learning process. The analysis is carried out with the pre-research stage through observation activities that have been carried out at SMP Negeri 1 Hiliduho in class VIII. Based on the results of observations, it shows that educators have never used interactive e-books during the learning process and educators need additional learning media that are interactive to increase the enthusiasm of students to learn.

4.1.1.2 Learner analysis

At this stage, researchers made observations of students related to learning materials and media used in the learning process and obtained information that the media used were still conventional in the form of textbooks and physical manipulatives.

4.1.1.3 Concept analysis

At this stage, researchers conducted interviews with educators to identify the main concepts being taught, as well as designing and compiling learning concepts in sequence according to Core Competencies (KI) and Basic Competencies (KD).

4.1.1.4 Anaysis task

Task analysis is conducted to determine the material applied to the learning media being developed, and of course, based on the needs of the learners.

4.1.1.5 Formulating Learning Objectives

At this stage, the focus is on formulating the learning objectives and competencies to be taught. This formulation is carried out to limit the research so that it does not deviate from the initial goals by analyzing Core Competencies, Basic Competencies, and Indicators of Competency Achievement to formulate the learning objectives.

4.1.2 Design

After the define stage, the researcher proceeds to the design stage with the following results:

4.1.2.1 Development of the Interactive E-book Framework

The framework of the interactive e-book includes the design layout of the learning media, which consists of:

- 1) Opening Section: This section includes the front cover of the e-book, table of contents, core competencies, basic competencies, indicators, and learning objectives.
- 2) Content Section: This section is filled with material on personal recount text. The e-book contains learning materials and videos, as well as assignments and quizzes to assess students' competencies.
- 3) Closing Section: This section includes the researcher's profile as the back cover of the interactive e-book.

4.1.2.2 Designing the systematic material

The recount text applied in the interactive ebook is presented according to the indicators by considering the core competencies and basic competencies that align with the syllabus. The process of preparing the material is organized and logical so that it is easy for the learners to understand.

4.1.2.3 Instrument Design

The instrument used in this research is in the form of a questionnaire. The development of instruments using a Likert scale consisting of five response options: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). The step before entering the development stage is that the researcher first evaluates each phase. The questionnaire instrument was modified according to the researcher's needs by adding contextual aspects. Not only is there a validator questionnaire, but there is also a student response

questionnaire that contains adjusted points to determine how engaging the interactive e-book is.

4.1.3 Develop

The development steps that have been taken by the researchers during the development stage are as follows.

4.1.3.1 Creation of the e-book

In this stage, the researcher begins to compile the interactive ebook module, starting with designing the material for personal recount text. The components of creating this interactive e-book can be explained as follows:

1. Opening section

In the opening section, the researcher develops the front cover design using the Canva application, incorporating various attractive color options that were previously conceptualized in the design phase.

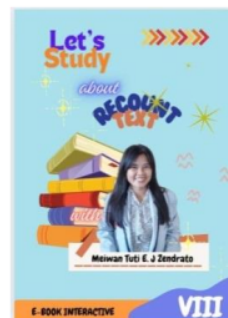


Figure 3 Cover display of the interactive e-book

The development in the introduction section explains the learning objectives, table of contents, core competencies, basic competencies, and indicators of competency achievement.



Figure 4 The introduction section of the e-book.

2. Content Section

In the content section, the material is designed using the Canva application to develop the concept at the design stage. The images and videos displayed in the e-book are sourced from elements available on Canva and YouTube.



Figure 5 Display of the content section of the e-book

3. Closing section

The researcher used the Canva application to design the cover layout to facilitate the addition of images, audio, and animations. In the conclusion, there is the author's biography and a quiz.



Figure 6 Display of the e-book cover

The quiz contains 10 questions designed as attractively as possible using the Canva application, and the difficulty level of each question is adjusted to the students' abilities.

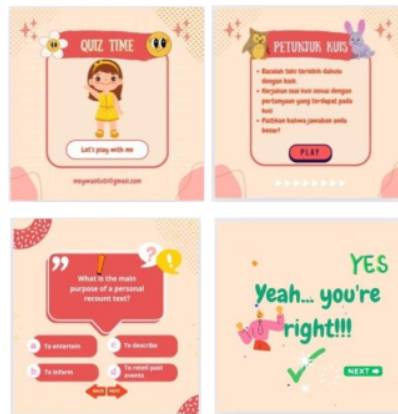


Figure 7 Quiz display on the e-book

4.1.3.2 Expert Validation Results

Products that have been designed can be validated and revised by media validators, material validators and practitioner validators. This validator will evaluate the correctness and relevance of the material with the media design in order to pique the interest of students, who will be evaluated on a scale

of 1 to 5. The validator gives an assessment and improvement, which can then be declared viable or valid for use:

1. Media validation results

The initial validation step in this interactive e-book creation is to determine the feasibility of interactive e-book media. This method involves evaluating the look of e-books from a variety of perspectives, including visual design, visual and technical quality, interactivity, accessibility, and overall quality of interactive e-books. Mr. Arisman Telaumbanua, S.Pd, M.Pd.T, serves as the media expert validator. The media validation findings are provided in the table below:

No	Aspect	Assessment criteria	Total score
1	Visual design	The visual design of this ebook is appealing and suitable for the learners.	4
		The use of color in this ebook is engaging and supports the content	4
		The text in this ebook is easy to read and the font used is appropriate.	5
2	Visual and technical quality	The image quality in this ebook is very good.	3
		This ebook is compatible with various devices. (Tablet, smartphone, komputer).	5
		This ebook is responsive to various device screen sizes.	5
3	Interactivity and user	The interactivity in this ebook (such as quizzes, videos, and	5

	experience	images) enhances the learning experience of the students.	
		This ebook offers innovative interactive features.	5
		The interactivity in this ebook adds educational value for the students	5
4	Accessibility and Ease of Use	This ebook is easy to download and access	5
		The instructions for using the interactive features in this ebook are clear and easy to follow.	5
		This ebook has no technical issues when used.	4
5	Overall Quality and Satisfaction	The overall quality of this ebook production is very good.	4
		This ebook provides an enjoyable learning experience for students.	5
		I am satisfied with the quality of the interactive media in this ebook.	4
Total score of the aspect ($\sum x$)			68
Average score (x)			4,5
Percentage (%)			90

Table 3 Results of validation assessment by media experts

Based on table 3, the results of the media expert's assessment of the visual design aspects, visual and technical quality, interactivity, accessibility, and overall quality of the interactive e-book obtained an average score

of (4.5) with a percentage of (90%). If calculated through percentages, namely:

$$\text{Result} = \frac{68}{75} \times 100\% = 90\%$$

Based on the results of the data obtained, it can be seen that this interactive e-book learning media is in “very feasible” criteria.

2. Material validation result

This validation was carried out to acquire information, recommendations, and input that would serve as the foundation for improving the quality of the material in the e-book and testing the practicality of the material from the canva-based e-book on recount text. The validation results were collected from the material expert assessment using a validation sheet in the form of a questionnaire. Mr. Marianus Zandrato, S.Pd, serves as the material expert validator. The following are the findings of the material expert validation assessment:

No	Aspect	Assessment criteria	Total score
1	Accuracy and Relevance of the Material	The content of the personal recount text in this e-book is accurate and appropriate.	4
		The material on personal recount text in this e-book is suitable for the educational level of the students.	4
		The presentation of personal recount text material is consistent with the applicable	4

		academic standards.	
2	Clarity and Ease of Understanding	The presentation of personal recount text material in this e-book is clear and easy to understand.	5
		This e-book provides a detailed explanation of the material on personal recount text.	5
		An explanation of the structure of personal recount text (orientation, events, re-orientation) is presented clearly.	3
3	Involvement and Learning Activities	The activities and assignments in this e-book support the understanding of personal recount text.	4
		The assignments in this e-book are relevant and support the understanding of personal recount texts.	4
		The material on personal recount text in this e-book encourages active participation from students.	4
4	Relevance and Motivation	An example of a personal recount text that is relevant and beneficial	5

		for students.	
		The presentation of personal recount text material in this e-book is engaging and motivates the students.	5
		The presentation of the material in this e-book is tailored to the needs and interests of the learners.	5
5	Interactivity and Quality of Presentation	The structure of a personal recount text is organized well and logically.	4
		The material on personal recount text in this e-book is presented in an engaging and interactive manner.	5
		Overall, I am satisfied with the quality of the personal recount text material in this e-book.	4
Total score of the aspect ($\sum x$)			65
Average score (\bar{x})			4,3
Percentage (%)			86

Table 5 Results of validation assessment by material experts

Based on table 5, the material expert's assessment of the aspects of Material Suitability, Clarity and Ease of Understanding, Engagement and Learning Activities, Relevance and Motivation as well as Interactivity and

Quality of Presentation of interactive e-books obtained average score data of (4.3) with a percentage of (86%). If calculated through percentages, namely:

$$\text{Result} = \frac{65}{75} \times 100\% = 86\%$$

Based on the results of the data obtained, it can be seen that this interactive e-book learning media is in very good and very feasible criteria.

3. Practitioner validation results

This validation was performed to verify the accuracy of the material's systematic presentation, ease of comprehension, sentence clarity, and symbol clarity. Mrs. Darma Santi Telaumbanua, S.Pd, serves as the practitioner expert validator. The practitioner expert validation examination yielded the following results:

No	Aspect	Assessment criteria	Total score
1	Ease of Use and Accessibility	This ebook is easy to use and accessible for learners.	5
		The instructions for using this ebook are clear and easy to follow.	5
		This ebook is compatible with various devices. (Tablet, smartphone, komputer).	5
2	Ease of Use and Accessibility	This ebook does not experience any technical issues when	4

		used.	
		The interactivity in this ebook (such as quizzes, videos, and images) is effective in enhancing students' understanding.	4
		The interactivity in this ebook makes learning about personal recount texts more engaging.	5
3	Time and Learning Effectiveness	The duration required to complete the activities in this ebook is appropriate and neither too long nor too short.	4
		This ebook allows learners to study independently and effectively.	5
4	Visual Design and Presentation of Material	The material on personal recount text in this ebook is presented in an engaging and interactive way.	5
		The visual design of this ebook supports the learning of personal recount text..	4

		This ebook provides a clear guide on the structure of personal recount texts.	4
		The use of language in this ebook is appropriate and easy for students to understand.	5
5	Implementation and Recommendations	The material on personal recount text in this ebook can be implemented in real-world contexts.	5
		This ebook provides users with the opportunity to assess their understanding of personal recount texts.	5
		I will recommend this ebook to educators as an additional learning resource in schools for studying personal recount texts.	5
Total score of the aspect ($\sum x$)			70
Average score (\bar{x})			4,6
Percentage (%)			93

Table 7 Assessment results by expert practitioners

Based on table 7, the expert practitioner's assessment of the aspects of Accessibility, Interactivity, Effectiveness, Visual Design and Presentation of Material and

Implementation of interactive e-books obtained average score data of (4.6) with a percentage of (93%). If calculated through percentages, namely:

$$\text{Result} = \frac{70}{75} \times 100\% = 93\%$$

Based on the results of the data obtained, it can be seen that this interactive e-book learning media is in very good and very feasible criteria.

4.1.3.3 Product revision

The purpose of validation by material and media experts is to determine the assessment of learning media products that have been generated. From the results of data analysis, it is known that there is a need for revisions to the product. Material expert validators, media expert validators, and practitioner expert validators all provide comments and ideas for each assertion on the validation sheet, which are then used to make product changes. Here are some product adjustments from the validation that has been completed:

1) Media expert revision

The following product revisions based on comments and suggestions from media experts can be seen in the following table:

No	Critique/Suggestion	Follow-up
1	Include the class on the cover	Include the class on the cover.
2	The product result is aimed to be a flipbook.	The product result is a flipbook by distributing the e-book using Heyzine flipbook or FlippingBook available on Canva.
3	Media that is created to be accessible offline	Add a download menu to be able to download the e-book in PDF format.

Table 4 Media expert's criticisms and suggestions

Some improvements and input from media expert validators are adding classes to the cover. The final product becomes a flipbook and e-book media made so that it can be accessed offline. The results of improvements based on input from media expert validators are shown in the following figure:



Figure 6 Result of e-book cover improvement

In the picture what was improved was the addition of classes on the cover page. Before the revision was not listed the intended class and after the revision was made, namely adding the intended class on the cover page. Based on validator input regarding changes in the final product into a flipbook and can be accessed offline. So the researcher made improvements by distributing e-books with flippingbooks in the Canva application then adding a download menu to be able to download e-books, the final result of downloading e-books in pdf form. The following is an image of the results of further improvements from the input of media expert validators:

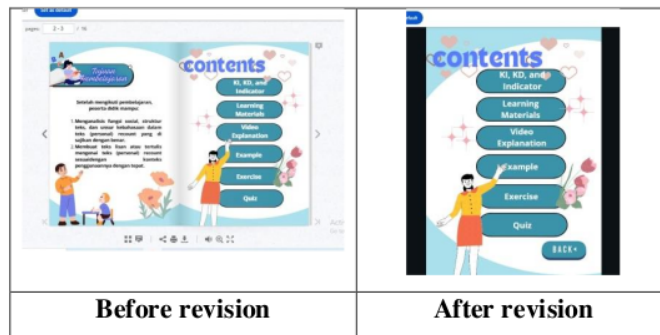


Figure 9 The result of improving the e-book to flipping

2) Material expert revision

The following product results based on comments and suggestions from material experts can be seen in the following table:

Critique/Suggestion	Follow-up
Overall, the material has been presented completely and engagingly for the students. However, it would be better if a brief explanatory sentence were provided in the language features section.	Providing material explaining language features.

Table 7 Criticisms and suggestions from material experts

The input from the material expert validator is to add explanatory material about language features to the personal recount text material. The results of improvements based on input from material expert validators are shown in the following figure:

Before revision	After revision

Figure 10 Improvement results on the language fetures section

In the picture, what is improved is the addition of explanatory material in the language features section. Before the revision there was no explanation of the material and after the revision what was done was adding explanatory material on simple past tense, past verb, chronological connector and adverb of time in the language features section.

3) Practitioner expert revision

The following are product revisions based on comments and suggestions from expert practitioners. Some improvement inputs are shown in the table below:

Critique/Suggestion	Follow-up
It would be best to include the author's biography at the end of the e-book.	Add the author's biography at the end of the page.
It would be better to remove the next and back buttons on every ebook display, because the flipbook view can automatically open the previous and next pages when clicked to the right or	Remove the next and back buttons.

left.

Table 8 Practitioner's expert feedback and suggestions

Input from the expert practitioner validator is to add the author's bio and delete the back button and next button. The results of improvements based on input from expert practitioner validators are shown in the following figure:

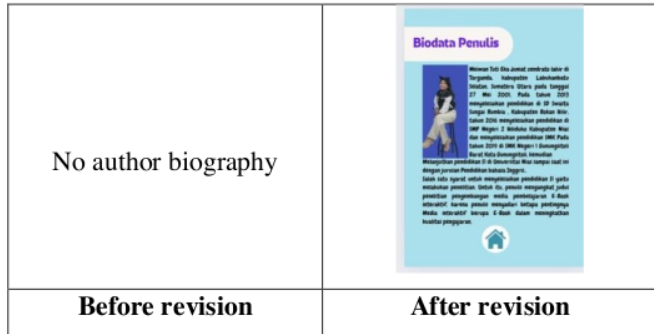


Figure 11 The results of improvements to the e-book cover section

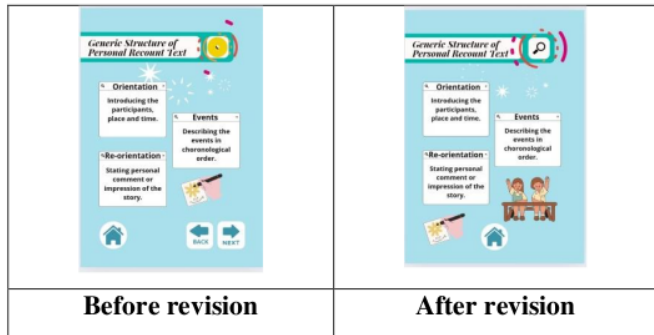


Figure 12 Results of improvements to the back button and next button

In the picture, what was improved was the addition of the author's biodata and removing the next button and back button. Before the revision there was no author's bio, so what was done was that the researcher added the bio at the end of the page. Then remove the back button and next button to make it more systematic.

4.1.3.4 Development test results

After the product is validated and practical for use in the field, it is supplied to class VIII pupils. In this study, researchers conducted a trial at SMP Negeri 1 Hiliduho with 30 students. The trial was held on Thursday, August 15, 2024. Respondents were given an explanation of how to use interactive e-books. After that, pupils are requested to complete an assessment found in the questionnaire. The assessment of students' responses to interactive ebook learning material yielded the following results:

No	Statement	SS (5)	S (4)	N (3)	TS (2)	STS (1)	Total score	aver age
1	I found this ebook interesting to read.	15	15	-	-	-	135	4.5
2	The visual design of this ebook makes me more interested in learning.	16	13	1	-	-	135	4.5
3	I find this ebook easy to use on my device. (tablet, smartphone, personal)	16	12	2	-	-	138	4.6
4	The content of the personal recount text in this ebook is easy to understand.	14	13	3	-	-	131	4.4
5	I feel that the interactions (such as quizzes, videos, images) in this ebook help me understand the material on personal	16	9	4	-	-	128	4.3

	recount text.							
6	I enjoy the interactivity offered by this ebook.	10	13	7	-	-	123	4.1
7	The text in this ebook is easy to read and clear.	14	11	5	-	-	129	4.3
8	I feel that the assignments in this ebook have helped me understand the material on personal recount text.	8	16	6	-	-	122	4.1
9	I feel that the time required to complete the activities in this ebook is appropriate.	9	12	6	3	-	120	4.0
10	I feel more motivated to learn about personal recount text using this ebook.	14	11	5	-	-	129	4.3
11	I feel that this ebook helps me understand the material on personal recount texts better than a regular textbook.	11	13	6	-	-	125	4.2
12	I feel that this ebook makes learning about personal recount texts more interesting.	12	14	4	-	-	128	4.3
13	I feel that this ebook offers a	10	15	5	-	-	125	4.2

	different and enjoyable learning experience.							
14	I feel that this ebook allows me to learn independently.	7	11	4	8	-	107	3.6
15	I feel that this ebook helps me understand the purpose of personal recount texts.	10	12	8	-	-	122	4.1
16	I feel that this ebook provides various activities to support the learning of personal recount text.	9	16	5	-	-	124	4.2
17	I feel that this ebook provides an enjoyable and engaging learning experience.	15	13	2	-	-	133	4.5
18	I feel that this ebook is effective in explaining the concepts and theories of personal recount text.	13	10	7	-	-	126	4.2
19	I feel more motivated to explore further about personal recount texts after using this ebook	12	10	8	-	-	118	3.9
20	I feel that overall, this ebook provides a positive and beneficial	17	13	-	-	-	137	4.6

	learning experience for me.							
Total average score								84.9
Percentage = $\frac{84.9}{100} \times 100\%$								84.9

Table 9 Results of the learner response assessment

Based on the table above, it shows that the results of students' assessment of interactive e-books obtained data from the total average score of 84.9 with a total percentage of 84.9% and included in the “very feasible” category. From the results of the trial, it can be concluded that the development media products can be used as learning media in the English language learning process in the classroom.

4.1.4 Disseminate

The disseminate stage is crucial for ensuring that the generated e-book is as useful to readers as possible while also allowing for quality changes based on feedback and recommendations from interactive e-book users.

At this point, researchers provide the final product to educators and grade VIII students at SMP Negeri 1 Hiliduho in the form of an interactive e-book with Canva-based learning media on the text material. The final findings of the interactive e-book product should be distributed to English language subject instructors at SMP Negeri 1 Hiliduho via links and e-books. Users can view an interactive e-book online using the link:

<https://online.flippingbook.com/view/547906887/>

4.2 Discussion

4.2.1 Interactive e-book development procedure

The 4D model's Research and Development (RnD) method is used in the development of interactive e-books. Based on the results of pre-

research observations at the define stage, after analyzing the demands of students, canva-based interactive e-books are required in the learning process.

At the define stage, researchers did pre-research at SMP Negeri 1 Hiliduho by witnessing and watching the teaching and learning process in the classroom, as well as the learning material utilized, and taking notes on key topics. According to the data collected in the field throughout the learning process, the Package Book is currently being used in the classroom as a teaching medium. This contributes to pupils' lack of interest in and understanding of the information being taught because there are still few references and it is less intriguing. To address this issue, researchers propose creating a Canva-based interactive e-book learning medium on the text material.

Then design step. In this stage, the researcher creates the framework for creating e-books and then delivers the material and tools. This study's instruments include a feasibility assessment questionnaire and a student response questionnaire. The questionnaire offered to the validator is to examine the product's practicality, whilst the questionnaire given to students is to determine the interest level of the interactive e-book. The work resulted in an interactive ebook built with Canva. The material utilized is recount text for class VIII, which was created in compliance with the 2013 curriculum. The e-book's appeal stems from the inclusion of learning videos and quizzes to help students gain a better comprehension of the content covered.

Furthermore, the development stage is the process of creating products based on the framework established during the design stage. Begin by creating the cover and adding the content of the material to it using the Canva tool. The e-book's first section includes the cover, learning objectives, core competencies, fundamental competencies, and learning achievement indicators. The content of the e-book includes learning resources, instructional videos, and assignments that may be completed solo or in groups. The interactive e-book concludes

with a quiz and the author's biography. Following the completion of the e-book, the validation stage is used to examine the e-book's practicality and validity before it is used with students. This assessment is carried out to acquire criticism and suggestions for the generated module, as the validator's suggestions can be used to improve the e-book's quality. Then applied to students to conduct trials.

4.2.2 Feasibility of interactive e-books

Validation is performed to verify the viability of the e-book generated. This interactive e-book was certified by three validators, including media expert validators, material experts, and practitioner expert validators with two areas of knowledge. The media expert validator is a Permanent Lecturer at Nias University, while the material expert validator and practitioner teach English at SMP Negeri 1 Hiliduho. The outcomes of the interactive e-book creation include the following:

1. Media expert assessment results

The results of the assessment conducted by media expert validators on the feasibility of ebooks based on aspects of visual design, visual and technical quality, interactivity, accessibility, and the overall quality of interactive e-books obtained 90% percentage data with the category "Very feasible".

2. Material expert assessment results

The results of the assessment conducted by material experts on the feasibility of interactive e-books based on aspects of Material Suitability, Clarity and Ease of Understanding, Engagement and Learning Activities, Relevance and Motivation as well as Interactivity and Quality of Presentation of interactive e-books obtained 86% percentage data with the category "Very feasible".

3. Practitioner expert assessment results

The results of the expert practitioner's assessment of interactive e-books based on aspects of Accessibility, Interactivity, Effectiveness,

Visual Design and Presentation of Material and Implementation of interactive e-books obtained percentage data of 93% with the category “Very feasible”.

4. Product trial

The results of product trials were carried out by researchers on students. Learners' responses regarding canva-based interactive e-books on recount text material were obtained by distributing questionnaires. This research was conducted in class VIII at SMP Negeri 1 Hiliduho by distributing an assessment questionnaire. The results of students' responses obtained 84.9% with the category “Very feasible”.

4.2.3 Advantages and disadvantages of e-books

The advantage of offering learning assets in the form of electronic books that can be accessible online gives this Canva-based interactive e-book a distinct benefit. In addition, this e-book is compatible with a variety of devices, including tablets, smartphones, and laptops. Each e-book page has been created to be as visually appealing as possible in order to pique students' interest in learning and include novel interactive elements. This e-book also includes learning videos to help students understand and learn while studying alone. The e-book also includes practice questions and quizzes as activities for students to solve difficulties and retain more information.

The disadvantage of this interactive e-book is that it is not accessible offline. The interactive e-book can be downloaded in pdf format, but the videos and links contained within it cannot be used. Furthermore, there are material limitations that only focus on personal recount text and other shortcomings that may not be known by researchers.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the results of the development research that has been carried out, namely the development of Canva-based interactive e-book learning media on recount text material in class VIII at SMP Negeri 1 Hiliduho, the following conclusions are obtained:

1. The Canva tool is used to create interactive e-book learning materials based on narrative text. This learning media is an A4 Portrait electronic book with 16 pages. This study employs the 4D development research approach, which consists of four stages: define, design, development, and dissemination.
2. Validated products by experts in media, materials, and practice. The media expert validation stage received a final score percentage of 90%, placing it in the "very feasible" category; the material expert validation stage received a final score percentage of 86%, putting it in the "very feasible" category; and the practitioner expert validation stage received a final score percentage of 93%, placing it in the "very feasible" category as well. So the Canva-based interactive e-book learning media product based on recount text content is declared "very feasible to be tested".

3. The responses of VIII grade students at SMP Negeri 1 Hiliduhoh yielded a percentage score of 84.9% in the "very feasible" category. Based on these percentage results, it demonstrates that the Canva-based interactive e-book learning media product on recount text content is very viable to use as a learning media in English subjects in the classroom in the learning process.

5.2 Recommendation

Based on the above conclusions, the researcher provides several suggestions, including the following:

1. Suggestions for students

With the canva-based interactive e-book, it is hoped that students will be more enthusiastic in the learning process.

2. Suggestions for educators

With the existence of a canva-based interactive e-book, it is hoped that it can be used by educators as one of the additional learning media in the classroom learning process to increase students' understanding and interest in learning.

3. Suggestions for future researchers

The canva-based interactive e-book was developed only on personal type recount text material. For this reason, researchers hope that future researchers will develop more interesting and innovative canva-based interactive e-books with broader material.

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