IDEAS

Students Collaboration in Developing English Learning E-Module Assisted by Canva

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Abstract

E-module is needed in the learning process because it can support the learning process to run effectively. Based on the observation conducted by the researchers at three junior high schools in Bandung Barat, the textbook used in learning did not support students to understand the material, so the researchers plan to develop an e-module to help teachers and students in English learning. The purpose of this research is to identify the process of developing an e-module, investigate the feasibility of developing an e-module, find out students' and teacher's responses, and investigate the challenges in developing an e-module, but this research focuses on getting the validation result as the primary research. The researchers used the research and development (R&D) method by Borg & Gall and Sugiyono's (2014) model. To get the validation result, the researchers used a validation sheet to collect the data. Validators in this study were two supervisors and one English teacher. Based on the results of validation, the average value obtained was 80%. It was included in the category of feasible and very interesting with excellent information. It could be concluded that the e-module was feasible, excellent, and practical for English learning. It is in line with the research conducted by Arianti & Zainul (2020). They obtain that e-module included in the category of valid and practical. In learning English, the researcher suggests students and teachers use e-module because it presents an attractive appearance and suits the need of students. In addition, the researcher hopes this research can

Keywords: Canva; Electronic Module (E-Module); Research and Development

Introduction

In the program of teaching practice, three students of one university in Bandung decided to develop an e-module because they felt it difficult to find the appropriate textbook that supported them in delivering the material in teaching practice held in senior high school. Most schools let them create supplementary media that can be used in teaching practice. After examining the opportunity with their supervisors to develop an e-module as the proponent textbook, they did a set of observations involving three senior high schools in Bandung Barat. Because they had a limitation

of time, they decided to do the validation stage and continue it the next time. Based on the observations in three of the schools in Bandung Barat, there were several interesting facts. At one of the schools in Cihampelas, students still had difficulty reading and understanding the contents of descriptive text. Some of the factors were that they still had deficiencies in vocabulary mastery, motivation in learning, and students were less familiar with the material in English learning. In addition, textbooks used in English learning were less supportive for students in understanding the material because they only focused on the practice, and the material presented did not explain it in detail. Therefore, students had difficulties understanding the material. At one of the schools in Batujajar, students had difficulty understanding the descriptive text material. Several factors include the lack of mastery of the material due to textbooks that do not explain it in detail. In addition, the media used by the teacher in presenting learning in the classroom did not increase students' motivation to learn, and the last was one of the schools in Gununghalu. The students did not make a good interest in learning English because the teacher used a teacher-centered approach during the teaching and learning process. The lack of vocabulary also decreases their interest.

To solve these problems, the usage of learning media can support the learning process so that learning can run effectively. One of the learning media that can be used is an electronic module (e-module). Hervi & Ristiono (2021) stated that the electronic module (e-module) could help the learning process to keep it running effectively. E-module is one of the teaching materials that can help students learn materials independently using electronic media (Wulansari et al., 2018). In the presentation of the material, the content of the e-module is associated with daily life and leads learners to discover a concept independently to practice students' reading skills and understanding in learning descriptive text material

In the preparation of the e-module draft, the module content is adapted to daily life and leads students to discover concepts independently to practice the ability to read and understand a descriptive text in the learning process. This draft refers to a module through several learning approaches, such as discovery learning to find a learning concept in learning English text. Sari, Farida, & Rahmwati (2020) state that developing an e-module through a learning approach can develop students' active learning by investigating and discovering the concept of learning material for themselves. In addition, the e-module contains the stages of discovery learning: stimulation, problem statement, data collection, data processing, verification, and generalization. The stages of the learning model can encourage students to be active and discover a learning concept independently. It is in line with the research results by Ariana, Situmorang, & Krave (2020), which states that module through discovery learning can encourage students to learn the subject matter and do the task given to attract and motivate students in learning.

Many applications can be employed to design learning media in the technology era, especially modules. One of them is Canva. Canva is a graphic design application that helps users design creative designs online (Wiryani et al., 2021). Canva is used

to increase student learning motivation, which can also help teachers teach materials (Sukmawati et al., 2021). Therefore, the researchers hope that using Canva in the design module can help students and increase students' learning interest in the learning process.

Language skills are one of the main assets for students to develop their academic abilities. All learning activities done by the teacher are expected to be able to demonstrate student language skills, which are divided explicitly into speaking, listening, reading, and writing skills. Writing is one of the skills that must be learned in teaching and learning English (Sangkala, 2012, as cited in Pertiwi, 2019). It is not only an act of communication but also a process allowing the writer to explore thoughts and ideas and make them visible and concrete. In addition, writing encourages thinking and learning, thereby motivating communication and making the writer's thoughts available for reflection. With the ability to write, students can express the main idea or ideas, both scientific and imaginative.

One of the writing skills is writing descriptive text (Juliyanti, 2018). The descriptive text aims to be able to express students' ideas, opinions, and experiences in creative literary writing. In addition, writing skill identifies the main ideas and feelings of other parties through written language. According to Judianty (2016), as cited in Juliyanti (2018), writing skills can be acquired early by providing a stimulus for 5W&1H questions (what, who, when, why, where, and how).

Based on the description above, the writer developed a product, namely a descriptive text module created by Canva to help students and teachers learn English. Based on research conducted at one of the schools in Batujajar, students had difficulty understanding the descriptive text material. Several factors include the lack of mastery of the material due to textbooks that do not explain it in detail. In addition, the media used by the teacher in presenting learning in the classroom did not increase students' motivation to learn.

To overcome these problems, the writer argued that learning media could lift student motivation to stay focused on learning so that learning can run effectively. One of the media that can be used is a module made with Canva. According to Minarti et al. (2012), as cited in Novera et al. (2019), a module as a medium of learning can explore students' knowledge and analyze a problem that can be found. Learning through modules aims to increase the efficiency and effectiveness of learning in schools. Canva application can be used in the realm of education. Canva helps teachers and students to facilitate learning based on technology, skills, creativity, and other benefits that can attract attention and interest in learning by presenting

interesting teaching materials (Pelangi, 2020).

This module is assisted by a discovery learning approach. According to Hosnan (2014), as cited in Salmi (2019), discovery learning is a model for developing active learning by discovering yourself and investigating yourself. Then, the results obtained will be long-lasting in memory. Through discovery learning, students can also learn to think analytically and try to solve the problems themselves.

Teaching in the classroom is one of the great moments for a teacher because being a teacher means you can help students to read and also write to speak what they want to say (Yulianti, 2020). Besides teaching, a teacher is expected to have a course book for the students to support the teaching and learning process; the textbooks used by the school or teacher will be a reference for the learning process.

The book can be used for the learning process if it is feasible to use. Based on Roshaidai & Arifin (2018), the feasibilities of the book based on BSNP include the feasibility of content, language features, presentation, and graphics. If the book does not have the feasibility of any of the above, it must be refined with other teaching materials to help the learning process more effectively and make the student understand the learning material better.

Based on Amaranggani & Emaliana (2020), reading is important for academic success because it is a fundamental language skill to learn. And Harmer (1998), as cited in Amaranggani & Emaliana (2020), stated that reading as one of the language skills could become the basic language skill that has to be mastered by the students in learning English.

The reason the researcher took narrative texts for research was that almost all students in grade ten are interested in legend or fiction stories. Therefore the researcher makes a module containing stories that can entertain students. It does not only contain details material about narrative text to make student more comprehend in learning reading narrative text but also makes learning perfectly processed because this module will help the students learns the narrative text material independently, and the teacher acts as a guide, not as the learning process center.

It is supported by the 2013 curriculum learning approach, where the teachers are asked to be able to use learning approaches such as discovery learning, problem-based learning, and project-based learning; thus, when the teacher applies a teacher-centered approach, it does not relate to the new curriculum from the government.

Based on the problem above, the researcher is interested in developing an English module of reading narrative text assisted by Canva using discovery learning for tenth-grade student's senior high school.

To support this research, the researcher uses several types of research that have been conducted by other researchers. Based on the research conducted by the researcher, the results were obtained that an e-module based on discovery learning was valid and practical to use (Arianti & Zainul, 2020). In developing teaching material based on PAKEM, there were several stages of development carried out by

researchers, including potential and problems, data collection, product design, design validation, design revision, and preliminary field testing (Ilahiyah, Asih & Pamungkas, 2019). Furthermore, Dinata & Zainul (2020) concluded that based on the validation results, the score obtained was 0.92 with a very valid category. In addition, this e-module also had a score of 0.94 for teacher response and 0.83 for student response. It meant that the e-module was practical to use. In addition, the e-module was suitable for use in the learning process as a learning media (Pamimaizita, 2022).

To create an interesting e-module draft to teach English skills, the researcher decided to use research by Anditasari, Martutik, Kusubakti, and Andajani (2018). In this research, the researchers try to combine descriptive text and modules to create an exciting and ideal learning media. To support the creativity of the e-module draft, Nasution (2020) stated that it is important to determine the need, feasibility, and effectiveness of developing the draft of teaching materials. It has been proven by the research done on the local culture of Sipirok for seventh-grade students of SMP Negeri in the Sipirok region, South Tapanuli district. Meanwhile, Saputri, Azizah, and Hernisawati (2020) mentioned that the e-module had the specific purpose of determining the development and attractiveness of the module teaching materials with that approach.

The developing e-module does not replace the textbook because it should be used as a substitute for the function of teaching materials educators (Syakur,2020). It means making an interesting e-module supported by the textbook to increase students' understanding of learning concepts with the communicative language teaching method (Sembiring, 2020). In addition, Mahendra (2022) suggests determining the effectiveness of the E-module combined with the PQ4R approach on English Narrative text material in improving student learning outcomes

The usage several learning approaches, such as project-based learning or narrative text, can be used by using a mobile device (Ramadhan, Indriyani, Asri, and Sukma,2020) because Lestari, Bharati, and Rukmini, (2018) stated by using project-based assessment to stimulate students' critical thinking and creativity in working on a project. There was an improvement in students' writing skills by developing project-based assessments. Furthermore, Sinaga and Fitriyani (2019) argue that the developing English written materials for narrative text materials using a genre-based approach, the researcher designed new research that was validated by experts.

Method

In conducting the research, the researchers used the research and development

method. Research and development (R&D) is a research method that educates about the process of developing and validating products used in research (Sugiyono, 2014, as cited in Wiguna et al., 2020). Meanwhile, Sukmadinata (2010), as cited in Solihudin (2018), states that research and development (R&D) is a stage to create an alternative product that is more immaculate than an existing product.

Research and development (R&D) aim to generate a product by validation of effectiveness developed via several stages and improvements (Ariana et al., 2020). The products that can be produced in research and development (R&D) include teaching materials, learning media, learning strategies, evaluation, etc. (Ramadan et al., 2021).

In this research, the researchers used the research and development (R&D) method by the Sugiyono (2014) model that has ten stages, including; 1) potential and problems, 2) data collection, 3) product design, 4) design validation, 5) design revision, 6) preliminary field testing, 7) product revision, 8) main field testing, 9) product revision, and 10) mass production (Wiguna et al., 2020), but for getting the result of validation, the researchers only applied the first stage until four stages.

The subjects of this study were three validators which, consisted of two supervisors and one English teacher. The researchers conducted this research at SMPN 2 Cihampelas, SMPN 3 Batujajar, Madrasah Aliyah Al-Fatah, and SMK 4 LPPM Padalarang

In collecting data, the researchers used a validation sheet. A validation sheet is a data collection technique that was completed by validators to decide the feasibility of the product. It can be claimed that the data produced by the instrument are valid (Arikunto, 2013). There were four aspects that needed to be assessed on the validation sheet used in this research, namely material, illustrations, media quality and appearance, and attractiveness. A validation sheet was given to validator 1 and validator 2, and the teacher assessed the four aspects of the validation sheet.

Calculations of the validation sheet used a Likert scale to assess each indicator on the validation sheet. The Likert scale consisted of five categories in table 3.2 (Sugiyono, 2013 in Pratama, 2017).

1.2   Table of rating category

5	Very good
4	Good
3	Fair
2	Poor
1	Very poor

According to Arikunto (2008), as cited in Pratama (2017), the product would use a 5-scale achievement level conversion as shown in the following table:

1.3 Validity table

Achievement level	Qualification	Information
81 – 100%	Very Good	Very Worthy
61 – 80%	Good	Worthy
41 – 60%	Fair	Less worthy
21 – 40%	Poor	Not feasible
<20%	Very Poor	Very unworthy

In this research, the researchers took four stages of the research and development (R&D) method by the Sugiyono (2014) model. Basically, in Sugiono's model stages are:

1. Potential and Problems

Potential is an ability or advantage possessed by a person as one of their own assessments. Meanwhile, a problem is a problem that occurs both from several influencing factors, and it is not a desire that occurs.

At this stage, the researcher would collect various information about the usage of textbooks and problems that occur in English learning.

2.Data Collection

The next stage in developing the product was data collection. In collecting data, the

collected information had to correspond to reality, and the sources were taken based on current sources.

3.Product Design

After the data collection stage, then the product design stage.   It was in accordance with the needed analysis and data that had been collected in the previous stage.

4.Product Validation

The next stage was product revision. The design validation stage was very important to be carried out to determine the quality, feasibility, and attractiveness of the product.

5.Preliminary Field Testing

After validating the product, the next stage was preliminary field testing. The preliminary field testing was carried out in small groups to find out and collect data that would be used as a basis to determine the effectiveness, practicality, or feasibility of the product developed.

6.Product Revision

The next stage was product revision. Product revision was a stage taken to provide a view of the product that was developed. At this stage, validators provided revisions or suggestions to the product, which was developed based on its weaknesses or disadvantages after preliminary field testing.

7.Main Field Testing

Main field testing was carried out in large groups. It was done to determine the effectiveness or feasibility of the product developed.

8. Product Revision

After conducting main field testing, the next stage was to revise the product. This stage was carried out to correct the disadvantages that still exist in the product which was developed.

In this research, the researchers did four stages because the main of it was only figuring out the feasibility result for three senior high schools. To finish this research, they need not only more time to accomplish it but also guidance from the experts.

Results

To get the result of the product feasibility, four students gave the validation sheet to three validators in four different schools. Two validators were their supervisors, and one validator was an English teacher in each school.

Student 1

The first student did her research at SMPN 2 Cihampelas. The validation results were as follows:

a. Material Validation

Table 1. 4. Material Validation Results

No	Aspects	Indicators	Validators		
			1	2	3
1	Material/ Content	Kesesuaian materi dengan KI dan KD	4	3	3
2		Kejelasan perumusan tujuan pembelajaran	4	3	3
3		Kesesuaian materi dengan indikator	3	3	3
4		Kesesuaian materi dengan tujuan pembelajaran	3	3	3
5		Kelengkapan materi	3	3	4
6		Kesesuaian contoh soal dan latihan soal dengan materi	3	3	4
7		Penggunaan ilustrasi yang berkaiatan dengan kehidupan sehari-hari	3	3	3
8	Presentation	Kejelasan penyampaian materi	4	3	3
9		Sistematika penyampaian materi	3	3	3
10		Kemudahan dalam memahami kalimat	3	3	3
11		Ketersediaan contoh soal dan latihan soal	3	3	4
12		Keruntutan materi	4	3	4
13	Linguistics	Penggunaan kalimat yang efektif	3	3	3
14		Bahasa yang digunakan komunikatif	3	3	3
15		Menggunakan bahasa yang mudah dipahami	3	3	3
Number of Data Collection Result Scores			**49**	**45**	**49**
Max Number of Scores				**60**	
Feasibility Percentage (%)			**82**	**75**	**82**

Based on Table 1.4, the validators gave a score of three to four for each question item. These scores indicated that the validator gave a good appraisal related to the design of the product. Based on the table, the first validator assessed the product design at 82 %. It got by the accumulation score from 15 question items. The higher score than the first validator gave was three, and four questions were assessed at four. Meanwhile, for the second validator, she got 75%. The score was lower than the first validator appraisal. It was shown by the score that the validator gave for all question items got three, and the last score was an English teacher at SMPN 2 Cihampelas obtained a feasibility percentage of 82%. The score that the teacher gave was as high as the first validator.

After discovering the feasibility percentage results by three validators, the next step was to convert the feasibility percentage results into a qualitative assessment form based on the feasibility criteria.

Table 1. 5. Recapitulation of Results of The Material Validation

No	Validator	Percentage	Category	Information
1	Supervisor 1	82%	Very good	Very worthy
2	Supervisor 2	75%	Good	Worthy
3	English teacher in SMPN 2 Cihampelas	82%	Very good	Very worthy
	Average Percentage	**80%**	**Good**	**Worthy**

Based on Table 1.5, it could be concluded that the results of the feasibility percentage carried out by three validators, each validator obtained the result that the e-module included in the category of feasible and excellent. From the results of the feasibility percentage carried out by the three validators, the average percentage result obtained was 80% with the category of good and worthy.

b. Media Validation

This validation aimed to find out the media quality presented in the e-module. The results of the media validation data can be seen in Table 1.6.

Table 1. 6. Media Validation Results

No	Aspects	Indicators	Validators		
			1	2	3
1	Material/ Content	Kesesuaian materi dengan tujuan pembelajaran	3	3	3
2		Kelengkapan materi	3	3	4
3		Kejelasan penyampaian materi	3	3	3
4		Kesesuaian contoh soal dan latihan soal dengan materi	3	3	4
5		Penggunaan ilustrasi masalah yang berkaitan dengan kehidupan sehari-hari	3	3	3
6	Presentation	Kemudahan dalam menggunakan E-modul	3	3	3
7		Seluruh teks pada media dapat terbaca oleh pengguna	3	3	4
8		Kesesuaian tata letak kalimat dan tabel	3	3	3
9		Pemilihan background yang menarik	3	3	4
10		Kesesuaian bentuk dan ukuran huruf	3	3	4
11		Ilustrasi dan gambar jelas	3	3	4
12		E-modul dapat digunakan menggunakan smartphone dan computer	4	3	4
13		Kemenarikan keseluruhan tampilan	3	3	4
14	Linguistics	Penggunaan kalimat yang efektif	3	3	3
15		Menggunakan bahasa yang mudah dipahami	3	3	3
Number of Data Collection Result Scores			**46**	**45**	**53**
Max Number of Scores				**60**	
Attractive percentage (%)			**77**	**75**	**88**

Table 1.6 announced that the results obtained by the first supervisor were 46, the

second supervisor was 45, and the English teacher was 53. To determine the attractive percentage, the scores obtained were divided by the maximum number of scores and multiplied by 100%. The attractive percentage obtained by the first supervisor was 77%, the second supervisor was 75%, and the English teacher was 88%.

After calculating the results of the attractive percentage obtained by three validators, then the student converted the results in accordance with the category of attractiveness.

Table 1. 7. Recapitulation of The Results of The Media Validation

No	Validator	Percentage	Category
1	Supervisor 1	77%	Worthy
2	Supervisor 2	75%	Worthy
3	English teacher in SMPN 2 Cihampelas	88%	Very worthy
	Average Percentage	**80%**	**Very Interesting**

Based on table 1.7, it could be completed that the validation results by three validators toward the e-module were the first supervisor and the second supervisor obtained a result of 77% and 75%, with the category of worthy. In addition, the English teacher at SMPN 2 Cihampelas obtained a result of 88%, with the category of very worthy. From the results obtained by the three validators, the researcher calculated the average attractive percentage and converted it based on the specified category of attractiveness. The result was 80%, it obtained with the category of worthy.

Student 2

The second student conducted her research at SMPN 3 Batujajar. The following are the validation results of material experts and media experts:

a. Material Expert Validation

Table 1.8 Material Expert Validation Results

No	Aspects	Indicator	Validators		
			1	2	3
1	Material/Content	Kesesuaian materi dengan KI dan KD	3	3	3
		Kejelasan perumusan tujuan pembelajaran	3	3	3
		Kesesuaian materi dengan indikator	4	3	4
		Kesesuaian materi dengan tujuan pembelajaran	3	3	4
		Kelengkapan materi	3	3	3
		Kesesuaian contoh soal dan latihan soal dengan materi	3	3	4
		Penggunaan ilustrasi yang berkaiatan dengan kehidupan sehari-hari	3	3	3
2	Presentation	Kejelasan penyampaian materi	3	3	3
		Sistematika penyampaian materi	3	3	4
		Kemudahan dalam memahami kalimat	4	3	4
		Ketersediaan contoh soal dan latihan soal	3	3	4
		Keruntutan materi	3	3	3
3	Linguistics	Penggunaan kalimat yang efektif	3	3	3
		Bahasa yang digunakan komunikatif	3	3	3
		Menggunakan bahasa yang mudah dipahami	3	3	3
Number of Data Collection Result Scores			48	45	51
Max Number of Scores				60	
Feasibility Percentage (%)			80	75	85

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Based on table 1.8. It exhibited that the validation of material experts carried out by the first validator was 80%. The first validator gave the highest score of two question items; the material compatibility with the indicator and the language used in developing the e-module. For the second validator, the student got 75%. This score was lower than the two validators. Based on the score table, the second validator gave a score of three for all question items. Meanwhile, the English teacher at SMPN 3 Batujajar acted as the third validator obtained assessed the product design of the e-module at 85%. It was a higher score given by previous validators. It was caused by the teacher's perspective on the design e-module. Based on the result, it could be interpreted that the teacher was satisfied with the elements used in designing the e-module.

After accepting the feasibility percentage results of the validators, the next step was to convert the feasibility percentage results into a qualitative assessment form based on the feasibility criteria contained in table 1.9.

Table 1.9 Recapitulation of the Results of the Material Experts Validation

No	Validator	Percentage	Category	Information
1	Supervisor 1	80%	Good	Worthy
2	Supervisor 2	75%	Good	Worthy
3	English teacher in SMP 3 Batujajar	85%	Very good	Very worthy
	Average Percentage	**80%**	**Good**	**Worthy**

In table 1.9, the results of the percentage of feasibility carried out by the three validators were good and worthy category because the results of the percentage of feasibility carried out by the three validators displayed 80% as an average percentage result. The different results given by validators caused the difference in the assessment of each question item. Either the first validator or the English teacher gave a high score on the material design. Meanwhile, the second validator gave the middle score to each question item. The difference in the score that the three validators did not affect the e-module feasibility. It is still categorized as a good design.

b. Media Expert Validation

Media expert validation aimed to find out the feasibility of the media. The results of the media expert validation data can be seen in Table 1.10

Table 1.10 Media Expert Validation Result

No	Aspects	Indicator	Validators		
			1	2	3
1	**Material/Content**	Kesesuaian materi dengan tujuan pembelajaran	4	3	3
		Kelengkapan materi	3	3	3
		Kejelasan penyampaian materi	3	3	4
		Kesesuaian contoh soal dan latihan soal dengan materi	4	3	4
		Penggunaan ilustrasi yang berkaiatan dengan kehidupan sehari-hari	3	3	3
2	**Presentation**	Kemudahan dalam menggunakan modul	3	3	4
		Seluruh teks pada media dapat terbaca oleh pengguna	3	3	4
		Kesesuaian tata letak kalimat dan tabel	3	3	4
		Pemilihan background yang menarik	3	3	4
		Kesesuaian bentuk dan ukuran huruf	3	3	3
		Ilustrasi dan gambar jelas	3	3	4
		Kemenarikan keseluruhan tampilan	4	3	4
3	**Linguistics**	Penggunaan kalimat yang efektif	3	3	3
		Menggunakan bahasa yang mudah dipahami	3	3	3
Number of Data Collection Result Scores			45	42	50
Max Number of Scores				56	
Feasibility Percentage (%)			80	75	89

Based on Table 1.10, the results of media experts were comprehended that the validation of media experts carried out by the first was 80%. The first validator contributed a three-four score in assessing the media. She argued the media was appropriate not only for the learning purpose but also for the evaluation assigned. For the e-module appearance, it was an interesting one. The opposite of the first validator statement, the second validator obtained 75% as the feasibility percentage result. It was caused that the second validator classified the e-module as a good category. The second validator opined that the media used in the e-module was satisfactory enough. In another word, the English teacher at SMPN 3 Batujajar obtained percentage results was 89%. It was the highest score of the validator assessments. Several points made by the third validator were interesting, were the appearance of the e-module and the usage was simplicity itself.

After calculating the feasibility percentage results of the three validators, the next step was to convert the feasibility percentage results into a qualitative assessment form based on the feasibility criteria contained in table 1.11

Table 1.11 Recapitulation of the Results of the Media Experts Validation

No	Validator	Percentage	Category	Information
1	Supervisor 1	80%	Good	Worthy
2	Supervisor 2	75%	Good	Worthy
3	English teacher in SMP 3 Batujajar	89%	Very good	Very worthy
	Average Percentage	**81%**	**Very good**	**Very worthy**

In table 1.11, the result of the percentage of feasibility carried out by the three validators was the very worthy category. From the result of the percentage of feasibility carried out by the three validators, the teacher contributed the highest score. It is also proven that the e-module draft could be considered to go the next step so that it could be used in the teaching-learning process as the supported teaching material.

Student 3

The third student did her research at Al-Fatah Gununghalu senior high school. The

result will be displayed in table 1.12

Table 1.12 Material product validation

No	Aspects	Validators		
		1	2	3
Curriculum aspects				
1.	Kejelasan identitas mata pelajaran	4	3	4
2.	Kesesuaian modul dengan indikator pembelajaran	3	3	4
3.	Kesesuaian modul pembelajaran dengan tujuan pembelajaran	3	3	4
4.	Kesesuaian tujuan pembelajaran dengan indikator pembelajaran	3	3	4
5.	Tujuan pembelajaran sesuai dengan format ABCD	3	3	4
Material aspects				
6.	Materi diberikan secara runtut	4	3	4
7.	Kesesuaian materi dengan tujuan pembelajaran	3	3	4
8.	Materi bebas dari kesalahan konsep	3	3	3
9.	Kejelasan penyajian materi	4	3	4
10.	Materi yang disajikan mudah dipahami	3	3	4
11.	Kesesuaian materi dengan gambar	3	3	4
12.	Kesesuaian materi dengan buku paket	3	3	4
Language aspects				
13.	Penggunaan kalimat yang jelas	4	3	4
14.	Kesesuaian penggunaan bahasa dalam komunikasi dengan peserta didik	3	3	4
Evaluation aspects				
15.	Relevansi soal dengan tujuan pembelajaran	3	3	4
16.	Soal mudah dimengerti	3	3	4
17.	Kejelasan penilaian hasil belajar	3	3	4
Total score		55	51	66
Score ideal			68	

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Based on the table1.12 above, the result of the material e-module draft carried out by the first validator obtained 80,88% as the result of the feasibility percentage. The second validator obtained of feasibility percentage of 75%, and an English teacher obtained a percentage result of 97,05%. The recapitulation of the feasibility of the product is presented below:

No	Validator	Percentage	Category	Information
1	Supervisor 1	80,88%	Very good	Very worthy
2	Supervisor 2	75%	Good	Worthy
3	An English teacher	97,05%	Very good	Very worthy
Average percentage: 84,31%				

After getting the result of recapitulation of the material in e-module draft carried out by the validators, it displayed the temporary fact that the e-module draft could be continued as the teaching media. Of course, this draft has to pass several stages used in research and development method as a fundamental process in developing the e-module.

Discussion

The result of the first student showed that the feasibility of the e-module draft assisted by Canva was reviewed from the validation of three validators. The researchers calculated the results, so the final result of the feasibility percentage. It was categorized as the good and worthy category. The second student also stated that the feasibility of the product based on the assessment of the three validators was good and worthy. Meanwhile, for the last student, the result of validating the development of the e-module draft from the validation of linguistics and materials was a very good and worthy category. Based on the result got by the students, it announced that the e-module draft was feasible to develop as the e-module, with several revisions and tests to know the students' and teachers' responses related to the e-module draft.

Three validators carried out this validation: two supervisors and one English teacher at SMPN 2 Cihampelas, SMPN 3 Batujajar, and Al-Fatah Gununghalu senior high school. The results by three validators were averaged to obtain the final validation result. This result was further referred to determine the feasibility and attractiveness of the product developed following the good and worthy criteria. The acquisition of validation data was outlined as follows:

From the material validation, a feasibility percentage of 80% was obtained. Based on the established feasibility category, the e-module draft was included in the "good"

and "worthy" category to be further developed as English learning media. It was in line with research by Arianti & Zainul (2020) that an e-module is feasible for learning and makes it easier for students to understand learning concepts.

The percentage of attractiveness was obtained at 80% from the attractiveness validation. The results of the attractiveness percentage were then converted into the attractiveness category, so the e-module draft was included in the category of "worthy" for further development as English learning media. It was in line with research conducted by Pamimaizita (2020) that an e-module based on Canva is interesting to use in learning.

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