

STUDENTS' PERCEPTIONS ON THE IMPLEMENTATION OF E-MODULE IN LEARNING ENGLISH SPEAKING SKILLS

Thenessa Nova Yanti¹, Nurhasanah², Nopa Yusnilita³, Novarita⁴

^{1,2,3,4}Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Baturaja

thenessanova04@gmail.com

Abstract

This research aimed to describe students' perceptions toward the implementation of an e-module in learning English speaking skills at SMK Sentosa Bhakti Baturaja. This research employed a descriptive quantitative method. The sample consisted of 109 tenth-grade students selected through simple random sampling. Data were collected using a close-ended questionnaire consisting of 14 statements under four indicators and analyzed using descriptive quantitative analysis. The findings showed that the overall grand mean score was 2.81, indicating a positive perception. The usability indicator obtained the highest mean score (2.87), followed by language is of an acceptable level (2.83), learner talks a lot (2.79), and motivation is high (2.77). These findings indicate that students positively perceived the implementation of the e-module. They considered it useful for supporting speaking practice through clear instructions, interactive speaking activities, multimedia features, and understandable language, which encouraged active participation and improved confidence in learning English effectively.

Keywords: Students' Perceptions, E-Module, English Speaking Skills.

INTRODUCTION

Speaking skill is one of the most important skills in English language learning because it is directly related to students' ability to communicate orally. Through speaking, students are able to express their ideas, opinions, and feelings to interact with others (Fidia, 2025). However, speaking skills are often considered the most difficult and challenging skills for EFL learners to master because they require language proficiency, confidence, fluency, accurate pronunciation, and the ability to express ideas spontaneously (Goh & Burns, 2019). In many English classrooms, students often feel reluctant to speak because they are afraid of making mistakes, embarrassed if their friends laugh at them, or feel less confident when they have to speak in front of the class. In addition, limited vocabulary and inadequate pronunciation also become obstacles for students to speak fluently (Alonso, 2018).

In practice, speaking instruction in the classroom is often still dominated by conventional methods, such as the use of textbooks and teacher-centered learning approaches, so that students have limited time and opportunities to practice speaking actively. When classroom activities are less interactive or communicative, learners often exhibit low participation, become passive in class activities, and demonstrate decreased motivation to improve their speaking proficiency (Cao, 2025). Effective speaking instruction should create learning conditions that allow students frequent opportunities for real communication, interactive practice, and meaningful language use, as these experiences fundamentally

support the development of oral proficiency (Dheressa & Bekele, 2024). According to Duterte (2024), technology-enhanced learning environments support more meaningful and learner-centered learning and promote improved student engagement and learning outcomes. Therefore, innovative learning media and teaching methods are needed to create a more interactive learning environment and to provide students with wider opportunities to practice speaking.

Based on the Ministry of Education, Culture, Research, and Technology Guidelines (Kemendikbudristek, 2022), the Merdeka Curriculum emphasizes an adaptive learning process that responds to current developments and students' needs, including the use of digital media that supports student independence and active participation in learning. One form of digital learning media innovation that has been widely implemented in English language learning at schools is the use of electronic teaching materials commonly known as e-modules. According to Hendrawensi (2024), an e-module is a form of digital learning resource that assists teachers and students in independent, easily accessible learning, containing systematically organized instructional materials designed to engage learners through multimedia content and support self-directed education. It integrates material explanations and examples with various interesting features such as text, pictures, audio, video, and interactive activities that allow students to actively engage in the learning process. In addition, according to Mayer and Fiorella (2022), multimedia-based instructional materials can improve students' comprehension and motivation by presenting information in a more accessible and stimulating manner. In the context of EFL learning, e-modules are believed to be able to create more interesting and meaningful learning experiences, especially for productive skills such as speaking.

Several prior studies have delved into the topic of the use of digital learning media, including e-modules. E-modules allow learning materials to be presented in more varied and contextual ways through the combination of text, audio, and video, which can help students understand the material more easily and attractively (Fidia, 2025). E-modules also provide flexibility for students to learn anytime and anywhere. In addition, according to Surani et al. (2025), technology-assisted speaking tasks such as interactive e-learning modules can reduce EFL learners' speaking anxiety and create a supportive environment that increases students' comfort and confidence when practicing oral English. Although electronic modules generally enhance the effectiveness of learning compared to conventional methods, which are often monotonous, there are several challenges in their implementation, such as distractions or technical problems (Alfaridhi et al., 2026).

Student perceptions are an important aspect that needs to be considered in the implementation of educational technology. Perceptions reflect how students evaluate, understand, and respond to a learning medium based on their learning experiences. Based on the Technology Acceptance Model (TAM) by Scherer et al. (2018), a positive perception of a technology greatly influences its level of acceptance and utilization in learning. If students have positive perceptions of an e-module, they tend to be more enthusiastic, motivated, and actively involved in learning activities. Conversely, if students perceive an e-module as difficult to use or less useful, its implementation will not be optimal, even if the e-module is well designed.

Based on preliminary observation conducted at SMK Sentosa Bhakti Baturaja, English is taught once a week with a time allocation of three lesson periods, each lasting 35 minutes (3×35 minutes). Through information from an interview with the English teacher, it was found that an e-module has been implemented in English learning at SMK Sentosa Bhakti Baturaja since the 2025 academic year, particularly to support speaking activities.

The e-module is accessible online through students' personal devices and contains various learning contents, including material explanations, supporting audio, and interactive

speaking activities. These activities include critical thinking, vocabulary practice, dialogue conversation practice supported by interactive animated videos, and interactive games such as role play that encourage students to practice speaking more actively. Students at SMK Sentosa Bhakti Baturaja have diverse learning styles and preferences compared to students in general academic schools. Vocational high school students tend to focus more on practical skills and workplace readiness and often prefer learning activities that emphasize practice rather than lengthy theoretical explanations. Thus, this gap became the basis for conducting this research.

Based on the explanation above, the researcher is interested in conducting a research entitled “Students’ Perceptions toward the Implementation of E-Module in Learning English Speaking Skills at SMK Sentosa Bhakti Baturaja.”

METHODOLOGY

1. Research Design

This research used a descriptive quantitative design to describe students’ perceptions toward the implementation of e-module in learning English speaking skills at SMK Sentosa Bhakti Baturaja. According to Creswell (2018), descriptive quantitative research is a method used to describe a phenomenon by collecting numerical data and analyzing it using statistically to provide a clear and systematic description of the data. Data were gathered using a structured questionnaire and analyzed quantitatively to provide an objective description of the research findings.

2. Population and Sample

The population of this research consisted of all 150 tenth-grade students of SMK Sentosa Bhakti Baturaja. To obtain representative participants, the researcher employed simple random sampling, ensuring that every student had an equal opportunity to be selected. The sample size was determined using the Slovin formula (5% margin of error), the sample size was 109 students, proportionally distributed across five classes.

Table 1 Population and Sample of the Research

Class	Population	Sample
X TKR/TL	35	25
X TBSM 1	31	23
X TBSM 2/TITL	29	21
X TKJ 1	30	22
X TKJ 2/TMM	25	18
Total	150	109

(Source: SMK Sentosa Bhakti Baturaja, Academic Year 2025/2026)

3. Technique for Collecting Data

Data were collected using a close-ended questionnaire that adapted from Penny (1998, as cited in Putri, 2022), consisting of 14 statements distributed across four indicators: learner talks a lot, usability, motivation is high, and language is of an acceptable level. A four-point Likert scale was used (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree). Before distribution, the instrument was validated through expert judgment and was considered valid and appropriate to collected the data.

Table 2 Specification of Close-Ended Questionnaire

Indicator	Sub-Indicator	Item Numbers	Total
Learner Talks a Lot	Practicing speaking English Applying speaking practice Participating actively Collaborating in group discussion	1,2,3,4	4
Usability	Understanding instructions Analyzing visual content Engaging on speaking activities	5,6,7	3
Motivation is High	Increasing motivation Focusing attention Improving in learning Building self confidence	8,9,10,11	4
Language is of an Acceptable Level	Expressing ideas Understanding main ideas Improving language accuracy	12,13,14	3
Total			14

(Source: Adapted from Penny, 1998, as cited in Putri, 2022)

4. Technique for Analyzing Data

The data were analyzed descriptively using descriptive quantitative analysis. First, the responses from each questionnaire item were converted into numerical scores (scoring system) based on the Likert scale. Next, the researcher calculated frequency of each response and percentage to view the distribution of students; answers using the formula proposed by Arikunto (2021) and calculated the mean score using the formula by Ghozali (2018), to determine the overall level of students' perceptions fall into the positive or negative category.

And then, the results were classified into interval categories with four levels. These categories were used to make it easier for the researcher to interpret the research findings. The analyzed data in this research were presented systematically in the form of tables, charts, and then described descriptively. This data presentation aims to provide a clear description of students' perceptions toward the implementation of e-module in learning English speaking skills.

Table 3 Interval Categories

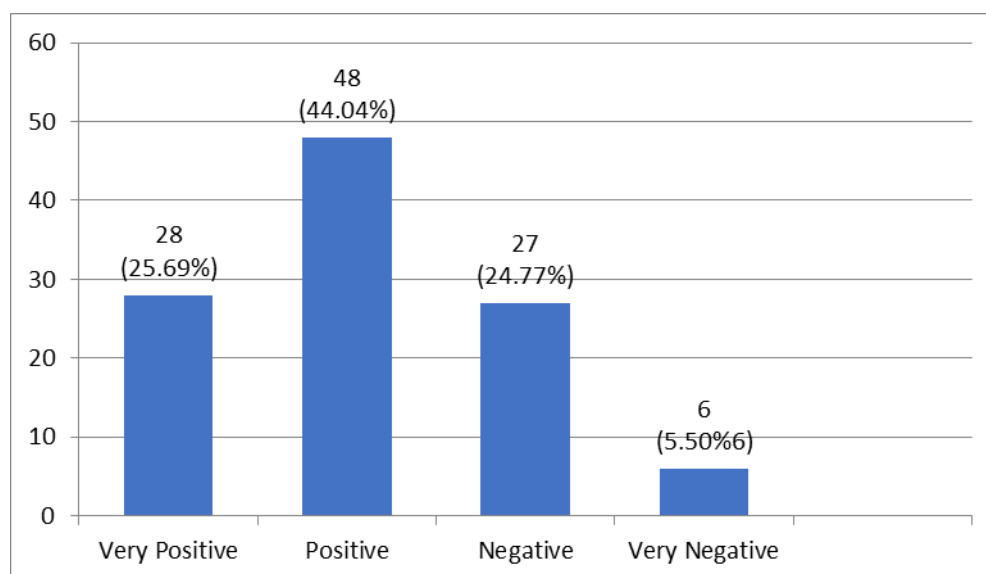
Interval	Category
3.26-4.00	Very Positive
2.51-3.25	Positive
1.76-2.50	Negative
1.00-1.75	Very Negative

(Source: Noor et al., 2025)

FINDINGS AND DISCUSSION

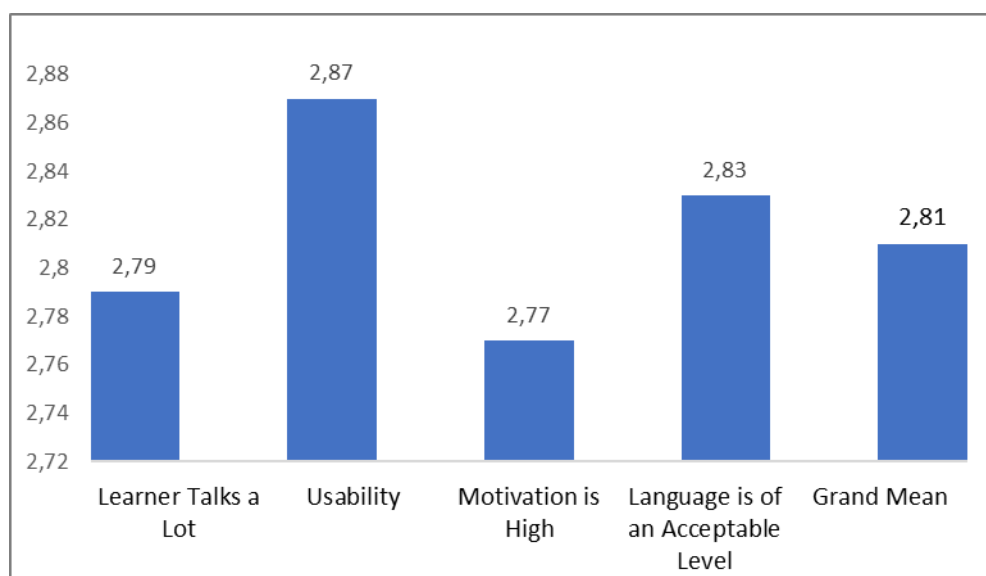
Questionnaires were distributed to 109 of tenth-grade students of SMK Sentosa Bhakti Baturaja to measure their perceptions toward the implementation of e-module in learning English speaking skills.

Figure 1 Percentage of Students' Perceptions



Based on the results of students' perceptions presented in the figure above, 28 students (25.69%) had very positive perceptions toward the implementation of e-module in learning English speaking skills. Meanwhile 48 students (44.04%) had positive perceptions, 27 students (24.77%) had negative perceptions, and 6 students (5.50%) had very negative perceptions. A total of 76 out of 109 students (69.73%) had positive to very positive perceptions, indicating that students generally responded positively to the implementation of the e-module in learning English speaking skills.

Figure 2 Recapitulation of the Overall Mean Score from Each Indicator



All four indicators fell into the positive category, indicating that most students agreed and had positive perceptions toward the implementation of e-module in learning English

speaking skills at SMK Sentosa Bhakti Baturaja. The learner talks a lot indicator obtained a mean score of 2.79, which was categorized as positive. This result indicates that the e-module gave sufficient speaking practice opportunities, increasing the frequency of speaking practice, encouraging active participation, and support more effective in group discussion. Usability indicator obtained the highest mean score (2.87), showing that this aspect is most appreciated by students. This result also shows that students gave the most positive responses toward the use of e-module. The high score on this indicator suggests that students perceived that e-module have clear learning instructions and its visual features attractive. Motivation is high obtained the lowest mean score (2.77), yet remained positive, indicating that the e-module still supported students' confidence and focus in learning, though its effect on motivation was slightly weaker than on usability. The language is of an acceptable level indicator obtained an indicator mean score of 2.83, indicating that students had positive perceptions. toward the language used in the e-module was easy to understand, and its benefits in supporting their comprehension of the learning materials and supported the improvement of students' language accuracy.

The grand mean score of 2.81 indicates that students at SMK Sentosa Bhakti Baturaja generally had positive perceptions toward the implementation of the e-module in learning English speaking skills, suggesting that it was helpful in supporting learning activities and facilitating speaking practice. The positive score on learner talks a lot supports (Alonso, 2018), who emphasized that instructional materials encourage language use by giving learners meaningful practice opportunities. The high usability score aligns with (Sumandiyah et al., 2023), who found students perceived e-modules as enjoyable and innovative learning media. Although motivation is high scored lowest, the result is consistent with (Alfaridhi et al., 2026), who reported that AI-based e-modules improved students' confidence and motivation, suggesting motivation is shaped by both the media and other classroom factors. Finally, the acceptable language level supports (Satriani et al., 2024), who found students responded very positively to e-modules due to flexible and comprehensible access to materials.

Overall, these findings indicate that the e-module functioned as an effective, student-centered learning medium that supported speaking practice, engagement, self-confidence, and learner autonomy at SMK Sentosa Bhakti Baturaja.

Based on the findings, students at SMK Sentosa Bhakti Baturaja had positive perceptions toward the implementation of e-module in learning English speaking skills, with a grand mean score of 2.81 (positive category). All four indicators — usability (2.87), language is of an acceptable level (2.83), learner talks a lot (2.79), and motivation is high (2.77) were categorized as positive, showing that the e-module was well received and effectively supported students' speaking practice, engagement, and confidence.

CONCLUSION

This research aimed to describe students' perceptions toward the implementation of e-module in learning English speaking skills at SMK Sentosa Bhakti Baturaja. The findings revealed that students at SMK Sentosa Bhakti Baturaja generally had positive perceptions toward the implementation of e-module in learning English speaking skills, indicated by the grand mean score of 2.81 (positive category). All four indicators usability (2.87), language is of an acceptable level (2.83), learner talks a lot (2.79), and motivation is high (2.77) were categorized as positive. These findings indicate that the e-module was perceived as a useful learning medium that supported speaking practice, encouraged students' participation, and showing that the e-module was well received and effectively supported students' speaking practice, engagement, and confidence.

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