

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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Abstrak

This study aims to develop a canva-based interactive ebook on recount text material, determine the quality and feasibility of the product and to determine the students' response to the ebook developed. This research uses the R&D (Research and Development) method with the 4D model, namely Define, Design, Develop and Dissemination. The data collection techniques used are free observation and questionnaires to obtain feasibility results and responses from students using a Likert scale. The data collection instrument is a questionnaire given to media expert validators, material expert validators and practitioner expert validators as well as the results of trials on students. The developed media was tested on 30 VIII grade students at SMP Negeri 1 Hiliduho. The findings of this study state that the interactive ebook learning media on Recount Text material designed and developed through the Canva application obtained a validation data value by media experts of 90% declared very valid with the category "very feasible", by material expert validators of 86% declared valid with the category "very feasible" and by practitioner expert validators of 93% declared very valid with the category "very feasible". The results of student responses to the product trial of interactive ebook learning media were declared very good with a percentage of 84.9% with the category "very feasible". Based on the results of the product feasibility assessment and effectiveness trial using pretest and posttest, it can be concluded that the canva-based interactive ebook learning media on recount text material is very feasible and good to use in learning English.

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INTRODUCTION

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. (Ilman, A., Sulthoni, & Wedi, 2022), stated that with the rapid advancement of technology and the diversity of the global community, proficiency in English is very important because it serves as a medium of communication in various countries. The importance of English as a second language in Indonesia cannot be overstated, as it is used in various contexts.

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 (Hadaya & Hanif, 2019). Some students learning English are afraid of the complexity of the vocabulary and tenses.

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. (Barus, N. A., Marjanah, 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 reading is difficult. Therefore, it's the instructor's responsibility 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 by (Haniah et al., 2023).

Curriculum 2013 (K-13) is a competency and character-based curriculum implemented in Indonesia. In the 2013 curriculum, students are expected to be able to compare social functions, text structures, linguistic elements and compose several recount texts orally and in writing by giving and requesting information related to personal experiences in the past, short and simple, according to the context of use (Hasan et al., 2018). Then students are expected to be able to achieve MCC 70 by using interactive e-book media in the teaching and learning process. This indicator is emphasized on students to be able to understand recount text material as the main achievement in the K-13 curriculum to encourage students to be more active and creative in the learning process.

Based on the results of research observations conducted in class VIII at SMP Negeri 1 Hiliduh, it is known that students have not been able to

compare social functions, text structures, linguistic elements and compile several recount texts orally and in writing by giving and requesting information related to personal experiences in the past. Students still have difficulties in understanding recount texts, especially in English learning. This shows that there are still obstacles in the teaching and learning process which results in students not reaching the MCC target and results in a decrease in students' enthusiasm for learning (Innayah, 2021). The obstacles that arise in the learning process are caused by several factors, including teachers still using manuals as learning media and learning techniques are still conventional and monotonous. In connection with this, teachers are expected to become facilitators by making new breakthroughs in the teaching and learning process in the form of interactive learning media by utilizing technology (Jannah et al., 2017).

Inspired by the above problems, the researcher offers interactive media in the form of an electronic book (Ebook) designed with Canva to overcome various student problems in comparing social functions, text structures, linguistic elements and composing recount texts orally and in writing. The use of interactive e-books is one of the media that can be downloaded and stored on a computer or mobile device. Because it offers touchable page navigation buttons, auditory signals, and visual images, e-books are multimodal. (Johnson, 2018) points out that although most e-books have functions such as annotation, note-taking, highlighting, and tagging, e-books can also have hypermedia elements such as music, animation, sound, highlighted text, and narration, which is why e-books are referred to as "interactive e-books".

Canva is one of the programs that can be used to create interactive e-books. According to research (Johan et al., 2023), Canva is an application that facilitates the creation of various poster designs, brochures, magazines, e-books, and presentation materials. This application can also be accessed through the website. Apart from being a tool for creating designs, Canva is also used as a learning tool. Putra and Filianti's research from 2022 shows that Canva can be used to help create interesting and innovative learning materials (Putra, 2022).

Researcher 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".

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

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

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

RESEARCH METHODOLOGY

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 to September 11, 2024. The subject of this research were students consisting of thirty students from class VIII of SMP Negeri 1 Hiliduho and the object of this research is an electronic-based interactive e-book learning media using canva application.

The data collection technique used to develop interactive e-book learning media on recount text material uses observation techniques and questionnaire distribution techniques. This observation technique is carried out to class VIII students, researcher make observation, analyze and notes as an initial stage to find out the main problems and needs of students in the learning process at school. Questionnaire distribution techniques are given to media validator, material validator and practitioner validator to determine the feasibility of interactive ebook media that will be used. Then test the product in the field by distributing questionnaires to students to find out the response of students to the learning media that has been developed. The data analysis technique from the questionnaire results was calculated using a Likert scale in the journal (Khofifah et al., 2023) as follows:

Table 3.1 Skala likert

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

Furthermore, the data obtained from the validation results were analyzed using a percentage data analysis technique with a formula that refers to (Jumasa & Surjono, 2016) in the journal (Arif, Cetinkaya, and Khairuna 2023) as follows:

Table 3.2 Validator Assessment Score Interpretation Source by (Marta 2019)

Validity Value (%)	Criteria
90-100	Highly Valid
80-89	Valid
60-79	Quite Valid

0-59	Invalid
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The development method chosen in this research is the RnD (Research and Development) method with the 4-D model (Define, Design, Develop, and Disseminate). This model was developed by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974. The 4-D model is a development model that can be used to develop various types of learning media (Arkandiantika, I., Ramansyah, W., Effindi, M., & Dellia, 2020). Initially Thiagarajan, Semmel, and Semmel modified this model into four stages, namely: analysis, design, evaluation, and dissemination (Santia, 2023). The 4D development model as one of the development models that suit the need to develop a product (Aprilina et al., 2022). The final product of this research is an interactive e-book teaching material on recount text material that can be used by educators and students to improve the quality of learning, which has an impact on achieving learning objectives.

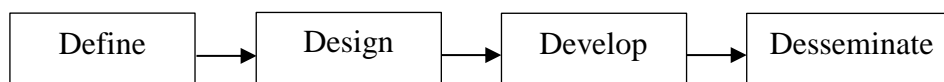


Figure 3.1 4D development steps

RESULT

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) Define, (2) Design, (3) Develop, (4) Disseminate. The following is an explanation of each stage in detail:

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:

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.

2. Learner Analysis

At this stage the researcher made observations to students and based on the results of observations at school it was found that, students' mastery in understanding texts, especially recount texts in English language learning was still relatively low. Students have not been able to compare social functions, text structures, linguistic elements and compose recount texts orally and in writing. This shows that there are still obstacles in the teaching and learning process so that the maximum MCC target is not achieved and results in a decrease in student enthusiasm for learning.

Design

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

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:

- **Opening Section:** This section includes the front cover of the e-book, table of contents, core competencies, basic competencies, indicators, and learning objectives.
- **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.
- **Closing Section:** This section includes the researcher's profile as the back cover of the interactive e-book.

2. 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.

Develop

The development steps that have been taken by the researchers during the development stage are as follows (Lamba, 2022):

1. Creation of the E-book

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

- 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.

- 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. 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.

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:

- 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:

Table 4.1 Results of validation assessment by media expert

NO	ASPECT	ASSESSMENT CRITERIA	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 experience	The interactivity in this ebook (such as quizzes, videos, and images) enhances the learning experience of the students.	5
		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 (\bar{x})			4,5
Percentage (%)			90

Based on table 4.1 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.

- **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:

Table 4.2 Results of validation assessment by material experts

NO	ASPECT	ASSESSMENT CRITERIA	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 academic standards.	4
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 for students.	5
		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	The structure of a personal recount text is organized well and logically.	4

	Presentation	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

Based on table 4.2 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.

- 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:

Table 4.3 Assessment results by expert practitioner

NO	ASPECT	ASSESSMENT CRITERIA	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 used.	4
		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

Based on table 4.3 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.

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:

- Media Expert Revision

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

Table 4.4 Media expert's criticisms and suggestions

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 flipbooks 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.

Some improvements and input from media expert validator 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 4.6 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 heyzine Flippbooks 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 4.7 Result of improving the e-book to flipping



- Material Expert Revision

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

Table 4.5 Criticisms and suggestions by material experts

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.

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:

Figure 4.8 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.

- 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:

Figure 4.8 Improvement results on the language fetures section

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 left.	Remove the next and back buttons.

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 4.9 Results of improvements to the e-book backcover section

No author biography	
Before revision	After revision

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. Development Test Results

After the product is validated and practical for use in the field, the researcher carried out a follow-up to collect research data by explaining the use of interactive ebook in class to students and then researcher distributing the questionnaire consisting of 20 statements. This will help

researcher to determine the quality and feasibility of interactive ebook. Researcher conducted a trial on August 15, 2024 in class VIII-A consisting of thirty students at SMP Negeri 1 Hiliduho. The assessment of students' responses to interactive ebook with the following research results:

Table 4.7 Results of the student response

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 recount text.	16	9	4	-	-	128	4.3
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	11	13	6	-	-	125	4.2

	material on personal recount texts better than a regular textbook.							
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 different and enjoyable learning experience.	10	15	5	-	-	125	4.2
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 learning experience for me.	17	13	-	-	-	137	4.6
Total average score								84.9
Percentage = $\frac{84.9}{100} \times 100\%$								84,9

Based on the table 4.6 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.

5. Effectiveness Test

This data collection was carried out at the beginning of the meeting and at the end of the meeting to determine the level of students' abilities before and after using interactive ebook learning media in class. Data collection was carried out in class VIII with 30 students as samples. Researcher give pre-tests to students to determine students' true competencies and researcher gave a post-test at the last meeting to determine student competency afterwards using interactive ebook learning media with Recount Text material. The research data results include pretest and posttest scores which are shown as follows:

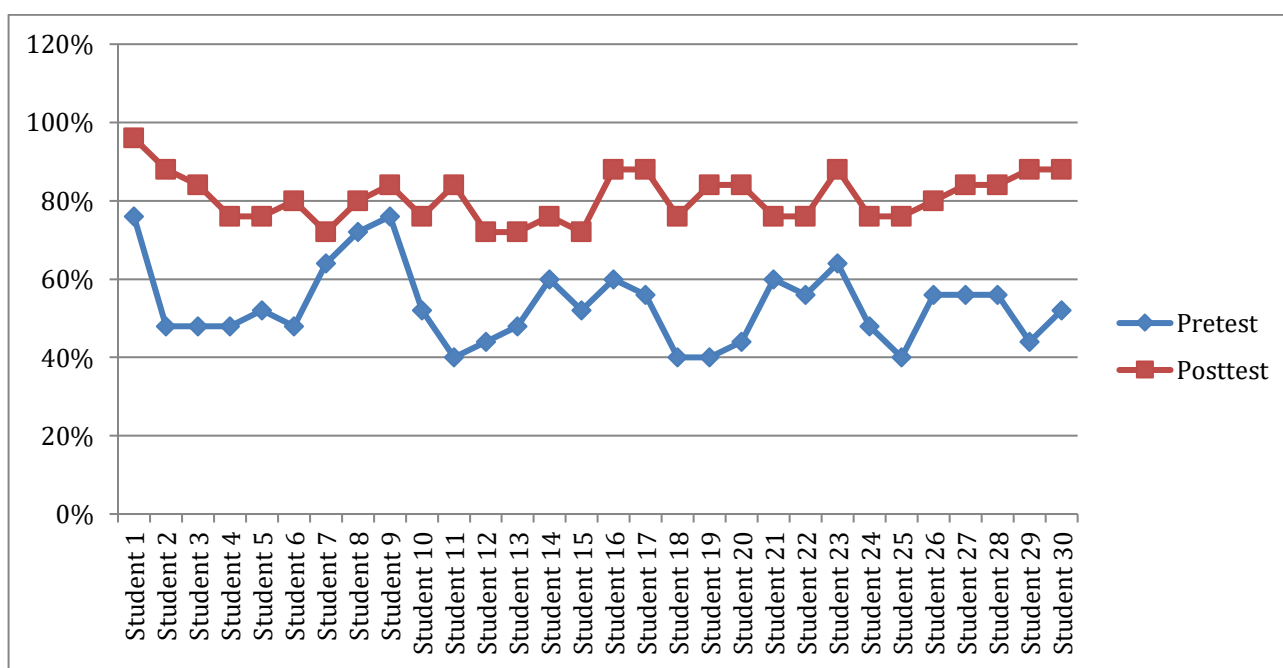
Table 4.8 The Score Pretest and Posttest

No	Name	Pretest		Posttest	
		Score	Percentage	Score	Percentage
1	Aldyth J. A. Zandrato	19	76%	24	96%
2	Angel Juniati Zandrato	12	48%	22	88%
3	Angguni P. N. Waruwu	12	48%	21	84%
4	Ayu Desrad Halawa	12	48%	19	76%
5	Benedicta S. M. Waruwu	13	52%	19	76%
6	Bless Dova Mendrofa	12	48%	20	80%
7	Canda M. Mendrofa	16	64%	18	72%
8	Carolus T. M. Mendrofa	18	72%	20	80%
9	Desta N. Halawa	19	76%	21	84%
10	Diva Seantaro Zandrato	13	52%	19	76%
11	Edan H. E. Mendrofa	10	40%	21	84%
12	Erwan W. Waruwu	11	44%	18	72%
13	Farras B. Mendrofa	12	48%	18	72%
14	Greynis Tasya Bate'e	15	60%	19	76%
15	Hesti Tri Kasta Laoli	13	52%	18	72%
16	Jalin Pretty Zandrato	15	60%	22	88%
17	Kristian Mei R. Bate'e	14	56%	22	88%
18	Lilin Kristiani Waruwu	10	40%	19	76%
19	Marcellino Mendrofa	10	40%	21	84%
20	Mei Anjelita Halawa	11	44%	21	84%
21	Melvina K. Waruwu	15	60%	19	76%
22	Mersi K. Waruwu	14	56%	19	76%
23	Mustika E. F. Halawa	16	64%	22	88%
24	Nando P. Mendrofa	12	48%	19	76%
25	Pretty M. Mendrofa	10	40%	19	76%
26	Ricart C. Mendrofa	14	56%	20	80%

27	Ridwan J. Zebua	14	56%	21	84%
28	Sheyra V. Mendrofa	14	56%	21	84%
29	Will Febrina Bate'e	11	44%	22	88%
30	Yernita Zentrato	13	52%	22	88%
Total Score		400	1.604%	606	2.418%
Average		53.47%		86.6%	

The following results of pretest and posttest data analysis in the form of a graph, can be seen below:

Figure 2 graph of respondents' Pretest and Posttest scores



In the graphic above, the lowest and highest scores of 30 students can be seen. The lowest percentage score of the pretest is 40%, then the posttest is 72%. While the highest percentage score of the pretest is 76% and the posttest is 96%. This shows that the use of interactive ebooks as a learning medium in the classroom has a significant effect on students' reading comprehension skills regarding recount texts.

DISCUSSION

In the discussion section of this research, it describes the suitability of the final results of the research with the initial research objectives. The purpose of this development is to develop canva-based interactive ebook learning media on recount text material in class VIII SMP Negeri 1 Hiliduho. This researcher used the 4D Model Research and Development (RnD) method developed by S. Thigharajan, Dorothy Semmel, and Melvyn I. Semmel in 1974. The stages in this development are: Define, Design, Develop and Disseminate.

At the define stage, researchers conducted pre-research at SMP Negeri 1 Hiliduho by observing the teaching and learning process in the classroom, as well as the learning materials used, and recording the things found. Based on the data collected in the field during the learning process, the educator still uses the Package Book as a learning medium. Students are still difficult in compiling and comparing social functions, text structure, and linguistic elements of recount text both orally and in writing related to experiences and information in the past and still have not reached MCC 70. This also causes a lack of student interest and understanding of the material being taught due to limited references that are less innovative and do not offer an enjoyable learning experience. To overcome this problem, the researcher proposes to create a Canva-based interactive e-book learning media on the subject matter.

Then the design step, at this stage researchers create a framework for creating e-books and then deliver the materials and devices. This research instrument includes a feasibility assessment questionnaire and a student response questionnaire. The questionnaire given to the validator aims to test the practicality of the product, while the questionnaire given to students aims to determine the level of student interest in interactive e-books. This study produced an interactive ebook created using Canva. The material used is recount text for class VIII which is made in accordance with the 2013 curriculum. The appeal of this e-book comes from the inclusion of learning videos and quizzes to help students gain a better understanding of the material covered.

Furthermore, the development stage is the process of making products based on the framework that has been made at the design stage. It starts with making the cover and adding the material content to it using the Canva application. The initial part of the e-book includes the cover, learning objectives, core competencies, basic competencies, and learning achievement indicators. The content section of the e-book includes learning resources, learning videos, and tasks that can be done individually or in groups. This interactive e-book ends with a quiz and author biography. The appearance of this ebook is like a flipbook and the author adds interesting features and learning videos to the interactive ebook to make it easier for students when clicking one of the buttons on the table of contents page, the next page automatically appears without having to swipe right and left. After the e-book is completed, the validation stage is used to test the practicality and validity of the e-book before it is used by students. This assessment is carried out to obtain criticism and suggestions for the resulting module, because suggestions from validators can be used to improve the quality of e-books. Then applied to students to conduct trials.

After the development is complete, it is then validated. Validation is carried out to verify the feasibility of the resulting e-book. This interactive e-

book was validated by three validators, namely media expert validators, material experts, and practitioner expert validators with two fields of knowledge. The media expert validator is a permanent lecturer at Nias University, while the material expert validator and practitioner are English teachers at SMP Negeri 1 Hiliduho. Based on the final results, the validators' assessment of this interactive ebook is as follows:

The results of the assessment conducted by media expert validators on the feasibility of the ebook based on aspects of visual design, visual and technical quality, interactivity, accessibility, and overall quality of the interactive e-book obtained 90% percentage data with the category "Very Feasible". 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 data percentage of 86% with the category "Very Feasible". The results of the practitioner expert 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".

After the interactive ebook was declared feasible to use, the researchers conducted product trials on students by distributing questionnaires. The results of students' interest responses to interactive ebooks obtained 84.9% with the category "Very good" and the results of effectiveness trials using pretests and posttests have increased quite well. Based on the explanation above, it can be seen that the interactive ebook learning media is very interesting and quite effective in learning, so that interactive ebook learning media can be used in the English language learning process on recount text material class VIII junior high school.

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 recount 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 Hiliduhlo resulted in a percentage score of 84.9% in the "very feasible" category. Based on the percentage results and the results of the increase in posttest scores after using interactive ebook media, it shows that Canva-based interactive e-book learning media on recount text material is very feasible to use as learning media in English subjects in the classroom in the learning process.

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