DEVELOPMENT OF E-BOOK USING BOOK CREATOR TO ENHANCE STUDENTS' UNDERSTANDING OF NARRATIVE TEXT ON READING SKILL

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan media pembelajaran digital berupa e-book interaktif menggunakan aplikasi Book Creator guna meningkatkan pemahaman siswa terhadap teks naratif dalam keterampilan membaca bahasa Inggris. Penelitian dilaksanakan di SMP Tuah Negeri Pekanbaru dengan menggunakan model pengembangan ADDIE yang mencakup lima tahap: Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. E-book disusun berdasarkan indikator kurikulum dan dilengkapi dengan fitur multimedia seperti narasi audio, video, ilustrasi visual, serta kuis interaktif untuk mendukung keterlibatan dan pemahaman siswa. Validasi dilakukan oleh ahli materi dan ahli media, dengan skor kelayakan rata-rata sebesar 92% dan dikategorikan "sangat layak". Uji coba dilakukan pada 26 siswa kelas VIII menggunakan instrumen pre-test dan post-test untuk mengukur efektivitas media. Hasilnya menunjukkan peningkatan signifikan dalam pemahaman membaca siswa, dengan 65,4% siswa memperoleh skor N-Gain tinggi. Siswa menunjukkan peningkatan dalam memahami struktur naratif, gagasan utama, dan nilai moral dalam teks. Selain itu, e-book ini meningkatkan motivasi belajar, mendukung kemandirian belajar, serta dapat diakses secara fleksibel melalui berbagai perangkat digital. Guru melaporkan adanya perubahan positif dalam dinamika kelas, menuju pembelajaran yang lebih interaktif dan berpusat pada siswa. Temuan ini menunjukkan bahwa e-book berbasis Book Creator efektif sebagai media pembelajaran di kelas Bahasa Inggris sebagai Bahasa Asing (EFL). Penelitian ini juga menegaskan pentingnya pengembangan konten digital lokal yang kontekstual dan relevan untuk meningkatkan hasil belajar siswa di wilayah dengan keterbatasan sumber daya konvensional.

Kata Kunci: Pemahaman Membaca, Teks Naratif, E-Book, Book Creator, Pembelajaran Multimedia, Pendidikan Bahasa Inggris.

ABSTRACT

This research aims to develop a digital learning medium in the form of an interactive e-book using Book Creator to enhance students' understanding of narrative texts in English reading skills. The study was conducted at SMP Tuah Negeri Pekanbaru and employed the ADDIE development model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. The e-book was designed based on curriculum indicators and equipped with multimedia features such as audio narration, videos, illustrations, and interactive quizzes to support student engagement and comprehension. Validation was conducted by content and media experts, yielding a feasibility score of 92%, categorized as "very feasible." The e-book was tested on 26 eighth-grade students using pre-test and post-test instruments to measure its effectiveness. Results indicated a significant improvement in students' reading comprehension, with 65.4% achieving a high N-Gain score. Students demonstrated better understanding of narrative structures, main ideas, and moral values. Additionally, the e-book increased motivation, facilitated independent learning, and enabled flexible access across devices. Teachers reported

positive shifts in classroom dynamics, moving towards a more interactive and student-centered learning environment. The findings support the effectiveness of e-books as instructional media in English as a Foreign Language (EFL) classrooms. It also highlights the potential of localized digital content to enhance learning outcomes in regions with limited access to conventional resources. This study concludes that Book Creator-based e-books can serve as a valuable tool in fostering students' reading comprehension through engaging, contextually relevant, and accessible digital media.

Keywords: Reading Comprehension, Narrative Text, E-Book, Book Creator, Multimedia Learning, English Education.

1. INTRODUCTION

Reading is one of the fundamental language skills that allows learners to acquire knowledge, expand vocabulary, and enhance their cognitive and communication abilities. According to (Pradani, 2021), reading is not just the act of recognizing words in a text but involves a complex process of comprehending the author's intended meaning. Reading supports students in understanding concepts across all subjects, thus becoming a key factor in academic success. Moreover, as (Susilawati, 2022) emphasizes, reading is a receptive skill that enables individuals to acquire information, refine their reasoning, and broaden their perspectives. It plays a pivotal role in enhancing critical thinking and language proficiency, both in spoken and written forms.

In the context of English as a global language, students across the world are increasingly required to attain proficiency in English. Among the four essential skills listening, speaking, reading, and writing reading is a core component for academic advancement. It is deeply embedded in daily life, allowing learners to absorb vast amounts of information and build problem-solving abilities. Reading provides exposure to diverse vocabulary, sentence structures, and knowledge that shape one's analytical capabilities. As such, the mastery of reading skills, particularly in English, is indispensable in both educational and professional contexts.

Reading comprehension involves more than decoding words; it is the process of constructing meaning by interpreting symbols, vocabulary, and sentence structures. According to (Safa and Wicaksono, 2022), reading aims to understand, analyze, and explore written content. When reading in English, students must use their prior knowledge and language proficiency to process and retain information. This involves fluency, vocabulary recognition, and the ability to connect ideas within the text. In essence, the purpose of reading is not only to receive information but to interact with and reflect upon that information meaningfully.

In academic settings, students read to extract relevant information, analyze ideas, and express their understanding. Reading fosters writing inspiration, improves grammar, and expands vocabulary. As (Awaliyah, 2021) asserts, reading in English encourages students to generate ideas and structure coherent texts. Furthermore, (Pradnyadewi & Kristiani, 2021) argue that reading is a receptive skill essential for overall language development. With proper reading practice, students can enhance their English proficiency and confidently engage in written or spoken communication.

Despite its importance, many students still struggle with English reading comprehension. Several factors contribute to this issue, including limited vocabulary, low motivation, and insufficient background knowledge.

According to (Zainal et al., 2021), readers must activate multiple skills such as word recognition, fluency, and prior knowledge to fully comprehend a text. Without adequate vocabulary and understanding of the context, students are unlikely to grasp the message conveyed in English texts. Therefore, it is crucial to address these challenges and implement strategies that enhance students' reading skills in meaningful and engaging ways.

A common challenge is students' difficulty in understanding narrative texts due to their limited vocabulary. As (Reihan, 2024) noted, even though students receive reading comprehension lessons at school, they often fail to extract the main ideas and messages from the text. Found that students with limited vocabulary tend to read less and struggle more with comprehension (Gellert et al., 2021). In contrast, students with a broader vocabulary base read more effectively and understand more deeply. This situation highlights the importance of equipping students with sufficient vocabulary and contextual knowledge to improve reading outcomes.

While numerous studies have explored the benefits of e-books in language learning, particularly in enhancing reading comprehension, most of these studies are conducted in international contexts or urban educational settings. Research focusing specifically on the implementation of narrative e-books in Indonesian middle schools, especially in regions like Riau, remains limited. Many Indonesian schools particularly those outside metropolitan areas have yet to fully adopt interactive digital learning tools due to infrastructural, pedagogical, and socio-cultural barriers. As a result, the potential of narrative e-books to improve students' English reading comprehension in local settings is still under-researched and underutilized.

Moreover, there is a scarcity of localized digital content that is culturally relevant and linguistically accessible to students in Riau. Most available e-book resources are either adapted from Western materials or lack narrative structures that resonate with students' lived experiences. This disconnect may contribute to the lack of student engagement and comprehension. Therefore, it is imperative to develop and examine the effectiveness of narrative e-books that are not only pedagogically sound but also contextually relevant to the linguistic and cultural realities of Indonesian learners. This research aims to fill that gap by developing and testing an e-book using Book Creator tailored to the needs of students in SMP Tuah Negeri Pekanbaru.

In the digital age, the integration of technology in education offers a promising solution to the issue. E-books, in particular, are becoming an increasingly popular learning medium. They incorporate interactive elements such as images, audio, and video that cater to students' learning preferences. According to (Arifah et al., 2024), e-books offer a more engaging and dynamic reading experience compared to traditional print materials. When properly designed, e-books can enhance comprehension by combining textual information with interactive features that stimulate students' interest and motivation.

Based on observations and interviews conducted by the researcher at SMP Tuah Negeri Pekanbaru in February 2025, several issues were identified in the reading process. Students demonstrated low engagement with English texts, limited vocabulary, and a preference for audio-visual learning methods. Although schools are equipped with digital facilities, their use in English learning remains suboptimal due to teachers' limited technological skills. To address these problems, this research proposes the development of an e-book using *Book Creator* as a medium to improve

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students' reading comprehension, particularly in narrative texts, by making learning more interactive, accessible, and aligned with students' needs.

2. RESEARCH METHOD

This study applied a research and development (R&D) method using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The ADDIE model was chosen for its systematic and flexible framework in designing and developing digital learning media. The goal of this study was to develop a Book Creator-based E-Book that is both feasible and effective in improving students' reading comprehension of narrative texts in eighth-grade junior high school.

The research subjects consisted of two main groups: experts (validators) and students. The experts involved were a material expert an English lecturer who evaluated the content of the E-Book and a media expert an informatics lecturer who assessed the media design. Meanwhile, the product testing was conducted with eighth-grade students at SMP Tuah Negeri Pekanbaru to evaluate the effectiveness of the developed media (Sugiyono, 2021). Both validators provided structured feedback through validation questionnaires to ensure the product met educational standards.

This study was conducted at SMP Tuah Negeri Pekanbaru, located at Jl. Gulama, Kampung Tangerang Barat, Marpoyan Damai District, Pekanbaru, Riau Province. The school was selected due to its readiness to collaborate and its availability of facilities that support the integration of digital learning tools in the classroom (Arikunto, 2019). The environment also allowed for controlled testing and evaluation of the media in a real learning context.

Data collection techniques included questionnaires and tests. The questionnaire was used to gather input

from the material and media experts regarding the content accuracy and media feasibility. Additionally, a pre-test and post-test were administered to students to assess the improvement in their reading skills before and after using the E-Book. The test items were in essay format, designed in line with the curriculum indicators for narrative texts. This mixed approach allowed for both expert validation and empirical measurement of learning outcomes (Creswell, 2012).

The research subjects consisted of two main groups: experts (validators) and students. The experts involved were a material expert an English lecturer who evaluated the content of the E-Book and a media expert an informatics lecturer who assessed the design and usability of the media. Both experts provided structured feedback using a validation questionnaire that employed a Likert scale of 1 to 4, where 1 = not feasible, 2 = fairly feasible, 3 = feasible, and 4 = very feasible. The validation instruments measured several aspects such as content accuracy, language clarity, material relevance, layout design, and interactivity. Meanwhile, product testing was conducted with eighth-grade students at SMP Tuah Negeri Pekanbaru to evaluate the effectiveness of the developed media (Sugiyono, 2021).

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Data collection techniques included questionnaires and tests. The validation questionnaire was used to gather input from the material and media experts regarding the accuracy, appropriateness,

and technical quality of the E-Book. In addition, a pre-test and post-test were administered to a group of 28 eighth-grade students to measure learning outcomes. The test consisted of 10 essay questions designed based on indicators from the English curriculum for narrative texts. Examples of the indicators used include: "Students are able to identify the main idea of a paragraph in a narrative text," "Students can determine the moral value conveyed in a short story," and "Students can sequence events chronologically from a narrative passage." These questions aimed to evaluate students' comprehension in terms of literal and inferential understanding.

Data analysis was conducted quantitatively. The validation results from experts were analyzed using a percentage formula to determine the level of content and media feasibility (Metasari et al., 2022). Student learning outcomes were analyzed using the N-Gain formula, which compares pre-test and post-test scores to measure the effectiveness of the media (Fitria & Wulandari, 2023). The results of these analyses were used to revise the product and conclude its instructional value for improving reading comprehension in narrative texts.

3. RESULTS AND DISCUSSION

This research aimed to develop a digital English learning medium in the form of an e-book using Book Creator to enhance students' reading skills in understanding narrative texts. The ADDIE development model Analysis, Design, Development, Implementation, and Evaluation served as a systematic framework for creating the instructional product. Each phase was carried out rigorously to ensure the product's alignment with pedagogical standards, its feasibility in digital environments, and its effectiveness in fostering student engagement. The study was conducted at SMP Tuah Negeri Pekanbaru, involving

eighth-grade students. Data triangulation through expert validation, pre-tests and post-tests, classroom observations, and documentation ensured robust findings that highlight a marked improvement in students' comprehension of narrative texts post-intervention.

In the Analysis phase, the research team identified key instructional gaps through interviews with English teachers and in-situ classroom observations. The findings revealed an overreliance on conventional methods static textbooks and teacher-centered delivery which failed to stimulate student interest or facilitate effective understanding of narrative structures. Teachers expressed concerns over students' lack of motivation and persistent difficulty in identifying narrative components such as plot, character, and moral message. These findings are supported by Alim et al. (2022), who underscored the urgent need for contextually relevant digital learning tools tailored to the technological behaviors of Gen Z learners. Hence, the analysis phase confirmed that a more interactive, media-rich learning tool was essential to meet current classroom demands.

During the Design phase, the e-book content was aligned with the 2013 National Curriculum, focusing on narrative text competencies at the eighth-grade level. The learning objectives were operationalized into modular content featuring the classic narrative structure: orientation, complication, and resolution. Additionally, grammar focus, vocabulary support, and comprehension exercises were integrated. Interactive components such as embedded videos, clickable audio, drag-and-drop vocabulary tasks, and illustration-supported reading texts were planned to appeal to various learner preferences. The design process was grounded in Mayer's (2017) Cognitive Theory of Multimedia Learning, which argues that dual-channel input (visual and auditory) reduces cognitive overload and

enhances memory retention. The visual hierarchy and user navigation were crafted to maintain consistency and reduce distractions, aligning with multimedia learning principles.

The Development phase transformed these designs into a fully functional e-book using Book Creator. This platform was chosen for its intuitive interface, compatibility with multiple devices, and capability to embed rich multimedia. Complementary visual assets were designed using Canva to maintain aesthetic consistency. The final product comprised nine pages with integrated storytelling features, animated character dialogues, pronunciation assistance through voiceovers, and short quizzes offering immediate feedback. The incorporation of audio-visual support aimed to assist students in decoding unfamiliar words and understanding tone, emotion, and context components often overlooked in static texts. Clark and Mayer (2016) emphasize that such features not only foster learner autonomy but also sustain motivation throughout the reading process.

The results of expert validation indicate a strong endorsement of the e-book's feasibility. Two validators an English language education expert and an instructional design specialist scored the e-book across five categories: curriculum alignment, linguistic clarity, content relevance, layout, and interactivity. As seen in Table 1, all components scored above 90%, with an average feasibility score of 92%, placing the e-book in the "very feasible" category. These scores corroborate Sugiyono's (2016) criteria for instructional media validation and are further supported by Arsyad (2021), who posits that high-quality multimedia resources significantly influence student motivation and comprehension in language learning.

Table 1. Expert Validation Results

No	Evaluation Aspect	Score (%)	Category
1	Content Alignment with Curriculum	91%	Very Feasible
2	Language Clarity	93%	Very Feasible
3	Material Relevance	92%	Very Feasible
4	Interface and Layout Design	92%	Very Feasible
5	Navigation and Interactivity	91%	Very Feasible
Average Score		**92%**	**Very Feasible**

The validation was conducted by two experts: one in English education who reviewed the content, and one in instructional media who assessed usability and technical quality. Both evaluators used a 4-point Likert scale ranging from 1 (Not Feasible) to 4 (Very Feasible). The consistent score of 92% across both domains classified the product as "very feasible" according to (Sugiyono's, 2016) validation criteria. These results align with (Arsyad, 2021), who emphasized that well-designed multimedia resources significantly enhance student engagement and learning quality.

During the Implementation phase, the e-book was piloted in two classroom sessions on June 5 and 6, 2025, involving 26 students from class VIII. A pre-test and post-test, each consisting of 10 essay-type questions, were administered to evaluate student comprehension before and after using the e-book. The test indicators included: identifying the main idea, sequencing narrative events, and interpreting the moral value of a text. The instructional process was supported by teacher guidance to ensure students could fully utilize all multimedia features embedded in the e-book.

Table 2. Student Learning Outcomes Based on N-Gain

N-Gain Category	Number of Students	Percentage
High (g > 0.7)	17 students	65.4%
Moderate (0.3 < g ≤ 0.7)	7 students	26.9%
Low (g ≤ 0.3)	2 students	7.7%
Total	**26 students**	**100%**

The N-Gain scores indicate that the majority of students experienced significant improvement. For instance, one student (Dzaky) improved from a score of 56 (pre-test) to 90 (post-test), yielding a high N-Gain score of 0.77. These results confirm the instructional effectiveness of the e-book and are in line with Hegarty (2011), who found that multimodal learning tools significantly improve comprehension through interactive and engaging learning environments. Compared to the study by Utami and Hidayatullah (2020), which reported moderate N-Gain scores (0.4–0.6) using conventional digital modules, this study produced a higher proportion of students in the "high" gain category, likely due to the e-book's superior interactivity and audio-visual integration.

The discussion of results reveals that the integration of multimedia content through Book Creator positively impacted students' comprehension of narrative texts. The e-book's use of images, animations, and interactive elements supported different cognitive and learning styles, which resonates with (Cope and Kalantzis's, 2009) theory of multiliteracies. This approach helped students who usually struggle with text-heavy learning by providing more accessible and engaging pathways for understanding. In addition, the self-paced format allowed learners to revisit content, control their learning speed, and complete activities independently.

Motivationally, students demonstrated increased enthusiasm and curiosity during the intervention. Classroom observations showed more active participation, improved peer collaboration, and a willingness to explore English narratives beyond the textbook. These affective improvements align with the findings of (Azhar and Iqbal, 2018), who highlighted that learner engagement improves when educational media are aesthetically appealing, contextually relevant, and functionally interactive.

Accessibility also became a significant advantage. Since the e-book could be accessed via smartphones, tablets, or laptops, students had the flexibility to continue learning at home, enabling blended and hybrid learning approaches. This supports the Universal Design for Learning (UDL) framework (CAST, 2018), which promotes the development of materials that cater to different learning needs and environments. Students with various reading abilities benefited from the adaptability and responsiveness of the digital format.

The implementation of the e-book also shifted the teacher's role. Rather than being the sole source of information, teachers acted as facilitators and learning guides. This pedagogical shift aligns with constructivist teaching strategies that promote autonomy and inquiry. According to (Gall et al., 2010), such learner-centered innovations foster deeper cognitive engagement. Teachers involved in the study noted improved classroom efficiency and more meaningful student interactions.

4. CONCLUSION

Based on the findings, it can be concluded that the development of an English e-book using Book Creator significantly enhanced students' understanding of narrative texts. The use of the ADDIE model allowed for a systematic and effective process, beginning with needs analysis and culminating in a validated, interactive, and student-centered digital product. The

e-book integrated multimedia elements such as text, images, audio, and video, which aligned with learners' preferences and learning styles. The validation results from experts confirmed the product's relevance, usability, and pedagogical quality. Moreover, the implementation in class showed measurable improvements in students' reading comprehension, as reflected in the N-Gain analysis and positive classroom observations.

Beyond improving comprehension, the e-book also contributed to increased student motivation, engagement, and independent learning behavior. Its accessibility across devices made it suitable for hybrid or asynchronous learning environments, while its design supported differentiated instruction and inclusive education principles. Teachers reported a shift in classroom dynamics, moving toward a more facilitative and interactive teaching model. These findings highlight the potential of Book Creator as an effective tool in digital learning innovation, especially in English as a Foreign Language (EFL) contexts. Overall, the developed e-book represents a practical, scalable, and pedagogically sound resource for enhancing reading skills through technology integration.

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