

THE PRACTICALITY OF E-MODULES OF BASIC ENGLISH GRAMMAR AS SUPPLEMENTARY MATERIAL FOR ENGLISH COURSE IN PEKANBARU

Nofria Esti Fauzi¹

Mahdum²

Novitri Syam³

^{1,2,3}Universitas Riau, Riau, Indonesia

Corresponding author: nofria2196@gmail.com

Abstract

This study aims to determine the practicality of e-modules on Basic English Grammar as supplementary materials for English course students in Pekanbaru. The e-modules were developed using the ADDIE model, which includes analysis, design, development, implementation, and evaluation stages. Moodle was selected as the learning platform for its accessibility and flexibility in digital learning environments. The participants consisted of seven English teacher and twenty-one senior high school (SMA) students at the beginner level enrolled in a private English course. Data were collected through practicality questionnaires for both teachers and students, covering indicators such as ease of use, engagement & motivation, effectiveness in learning, practical fit and overall practicality. The findings revealed that both the teacher and students rated the e-module highly, with most responses scoring 4 (agree) and 5 (strongly agree). The overall practicality score reached 93%, indicating the module was categorized as *very practical*. The results suggest that the developed e-module effectively supports independent learning, enhances grammar comprehension, and provides a flexible supplementary resource for English learners in Pekanbaru.

Keywords: E-module, English Grammar, Moodle, Practicality, Supplementary Material

INTRODUCTION

The growing integration of digital media in education has transformed traditional classroom instruction into technology-based learning environments. In the context of English language teaching, especially in private courses, the need for flexible and interactive supplementary materials has become increasingly vital. Grammar, as the backbone of language proficiency, remains a fundamental yet challenging aspect for many learners, particularly beginners at the senior high school level. Mastering grammar is especially difficult for English home learners, who may not have access to a structured classroom environment or comprehensive support systems (Harmer, 2007). Students often experience difficulties in understanding grammatical rules and applying them accurately in communication. On the other hand, teachers find it challenging to deliver grammar lessons effectively, since the instructional materials available are mostly theoretical, lack interactivity, and do not fully address learners' practical needs.

An e-module serves as an effective digital resource that combines pedagogical structure with technological support to improve learners' understanding of grammar. As highlighted by Prastowo (2021) and Arsyad (2020), digital learning tools enhance students' motivation, engagement, and independent learning. E-modules are becoming increasingly popular in educational institutions as they allow for a more personal, flexible and engaging approach to learning: they can be accessed anywhere, anytime, making them particularly suitable for learners who need to learn at their own pace or outside of a traditional classroom (Pérez-Sanagustín et al., 2017). The development of online learning platforms and digital resources has revolutionized the education sector, providing more flexible, personalized, and accessible learning experiences (Anderson, 2008).

However, before the module can be implemented, it must be evaluated for practicality defined by Nieveen (2010) as the degree to which a learning product is easy to use, understandable, and feasible for teachers and students. This study therefore focuses on examining the practicality of the developed e-module of Basic English Grammar as supplementary material for English course students in Pekanbaru. The practicality of the developed e-module refers to the extent to which the product can be effectively used by its intended users. They are teachers and students within an authentic learning context. In educational product development, practicality is commonly assessed through users' perceptions of ease of use, efficiency, engagement, and compatibility with learning needs, as emphasized by Nieveen (2010) and further supported by Riduwan (2012), who states that a practical learning product should be usable with minimal difficulties and provide meaningful support during the learning process.

METHODS

This research employed the Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). As stated by Branch (2009), the ADDIE model ensures that instructional products are developed through a structured process that integrates analysis of learners' needs, design of materials, systematic development, implementation in real learning contexts, and evaluation for improvement.

- **Participants:** The participants were seven English teacher and twenty-one senior high school (SMA) students at the beginner level who attended a private English course in Pekanbaru.
- **Instruments:** Practicality questionnaires were distributed to both the teacher and students. Indicators included language clarity, content organization, interactivity, and visual design.
- **Data Analysis:** The data were analyzed using descriptive statistics by converting scores into percentages:

$$Practicality (\%) = \frac{Total\ Score\ Obtained}{Maximum\ Score} \times 100$$

Table 1. Interpretation criteria

Score Range	Category
85–100%	Very Practical
70–84%	Practical
55–69%	Fairly Practical
<55%	Less Practical

Sources: Akker (2013)

FINDINGS AND DISCUSSION

1. Practicality from Teachers' Responses

To examine the practicality of the developed e-module from the instructional perspective, seven English teachers participated as respondents. The practicality test was conducted with a total of seven (7) teachers, who evaluated the e-module based on five aspects of practicality. They evaluated the product using a five-point Likert-scale questionnaire covering key practicality aspects, namely ease of use, engagement and motivation, effectiveness in learning, practical fit, and overall practicality. The following table presents the aggregated practicality score obtained from the teachers.

Table 2. The Result of Practicality from Teachers

No	Users	Scores
1	Teacher 1	95
2	Teacher 2	95
3	Teacher 3	92
4	Teacher 4	100
5	Teacher 5	95
6	Teacher 6	87
7	Teacher 7	94
Total Score		658
Percentage Score		94
Category		Very Practical

Based on the tabulated results, the teachers’ overall practicality score reached 94 out of 100. According to the practicality classification criteria, this score falls into the “Very Practical” category. This indicates that teachers found the e-module easy to use, supportive of student motivation, effective for grammar learning, well-aligned with instructional needs, and generally suitable for integration into their teaching practices.

In addition to the overall practicality score, the analysis also included a breakdown of teacher responses across each practicality indicator. This detailed presentation provides a clearer picture of how the e-module performs in specific dimensions such as ease of use, engagement and motivation, effectiveness in learning, practical fit, and overall practicality. The following table summarizes the practicality scores for each indicator as evaluated by the teachers. The teachers evaluated the e-module based on five key indicators. The average results are shown below:

Table 3. Teacher’s Practicality Results

Indicator	Percentage Score	Category
Ease of Use	93.6	Very Practical
Engagement & Motivation	91.9	Very Practical
Effectiveness in Learning	87.4	Very Practical
Practical Fit	94.8	Very Practical
Overall Practicality	97.1	Very Practical
Average Total	94.0	Very Practical

The indicator-level results show that all practicality aspects ease of use, engagement and motivation, effectiveness in learning, practical fit, and overall practicality consistently obtained mean scores within the very practical range. This pattern suggests that teachers perceived the e-module as highly functional, supportive of instructional needs, and capable of facilitating efficient grammar learning activities. The uniformly high scores across indicators also reflect the module’s coherence in design, clarity of navigation, and alignment with teachers’ expectations for supplementary learning resources.

Overall, the teachers’ evaluations confirm that the developed e-module demonstrates strong practical value for instructional use. Their consistently positive responses indicate that the module is not only operationally feasible but also pedagogically supportive and user-friendly, making it a suitable supplementary resource for basic English grammar instruction in private learning settings. This evidence further strengthens the product’s readiness for classroom implementation and reinforces its relevance to the learning context targeted in this study.

2. The Practicality from students’ response

To complement the teachers’ evaluation, the students’ perceptions were also analyzed to determine the practicality of the e-module from the learner perspective. The students assessed the module using the

same set of indicators. They are ease of use, engagement and motivation, effectiveness in learning, practical fit, and overall practicality. In addition, the practicality test involving twenty-one (21) students was carried out to assess the usability and overall effectiveness of the e-module from the learner’s perspective. Their responses were tabulated to obtain both the overall practicality score and the indicator-level scores, which provide detailed insight into how the e-module supports their learning experiences.

The following table presents the aggregated practicality score obtained from the students.

Table 4. The Result of Practicality from Students

No	Users	Total Score
1	Student 1	90
2	Student 2	87
3	Student 3	91
4	Student 4	88
5	Student 5	89
6	Student 6	86
7	Student 7	98
8	Student 8	83
9	Student 9	94
10	Student 10	94
11	Student 11	95
12	Student 12	90
13	Student 13	93
14	Student 14	99
15	Student 15	98
16	Student 16	92
17	Student 17	89
18	Student 18	96
19	Student 19	96
20	Student 20	89
21	Student 21	93
Total Score		1925
Percentage Score		91.6
Category		Very Practical

The overall practicality score obtained from the students is 91.6, which falls into the very practical category. This result indicates that the e-module is perceived as highly usable, accessible, and supportive of their learning needs. A score within this range suggests that students find the features easy to navigate, the content engaging, and the activities helpful for understanding the material. The consistently high score reflects that the e-module successfully meets the practical expectations of students and can be effectively integrated into their learning process.

In addition to the overall practicality score, the analysis also included a breakdown of student responses across each practicality indicator. This detailed presentation provides a clearer picture of how the e-module performs in specific dimensions such as ease of use, engagement and motivation, effectiveness in learning, practical fit, and overall practicality. The following table summarizes the practicality scores for each indicator as evaluated by the students.

Table 5. Students’ Practicality Results

Indicator	Percentage Score	Category
Ease of Use	91.6	Very Practical
Engagement & Motivation	90.2	Very Practical
Effectiveness in Learning	91.1	Very Practical
Practical Fit	93.5	Very Practical

Indicator	Percentage Score	Category
Overall Practicality	91.4	Very Practical
Average Total	91.6	Very Practical

As shown in the table, all indicators received high scores, reinforcing the conclusion that students consistently perceived the e-module as highly practical across all assessed aspects. These results confirm that the e-module delivers a positive and effective user experience from the students' perspective.

Overall, the practicality evaluation from students demonstrates that the e-module is highly feasible for classroom and independent use. With consistently high scores across all indicators, the findings confirm that the e-module successfully supports learners' engagement, usability, and effectiveness in understanding the material. These results further validate that the product is ready for broader implementation with only minimal refinement needed.

Overall, the practicality evaluation of the developed e-module based on responses from both teachers and students. It demonstrates a consistently high level of practical use. The teachers' evaluation yielded a score of 94, categorized as very practical, indicating that the e-module is easy to use, supports instructional activities effectively, and aligns well with classroom needs. Similarly, the students' evaluation resulted in a score of 91.6, also falling into the very practical category, reflecting strong usability, engagement, and support for independent learning.

DISCUSSION

The practicality level obtained in this study aligns with Nieveen's (2010) concept that a practical educational product must be usable and effective in real-life instructional settings. The practicality evaluation adds another layer of confirmation about the effectiveness of the e-module. Teachers and students both assessed the product's usability, clarity, and suitability for real learning contexts. The very high practicality score from teachers suggests that the e-module integrates easily into existing classroom routines, requires minimal instructional adjustment, and supports teaching objectives. Teachers perceived the module as efficient, straightforward, and supportive of lesson delivery which are the core characteristics of practical implementation.

The students' ratings also show very high practicality. Their responses indicate that the module was engaging, easy to navigate, motivating, and helpful for understanding grammar content. This suggests that the module successfully addressed the learning challenges identified during the needs analysis. Students' positive perceptions strengthen the argument that the module not only meets theoretical and pedagogical standards but also resonates with learners' preferences and cognitive needs. The findings indicate that the e-module supports both teachers and learners in facilitating grammar instruction. For teachers, it reduces the burden of material preparation and provides structured digital content; for students, it increases motivation and comprehension through interactive exercises and multimedia features.

Furthermore, this result corresponds with studies by Arsyad (2020) and Yusuf (2022), who found that digital modules increase learning effectiveness, especially when integrated into blended learning systems. The use of Moodle as the delivery platform also aligns with 21st-century learning principles emphasizing flexibility, collaboration, and technological literacy. The convergence of practicality ratings from the two groups is significant. It reflects the module's ability to function effectively across different user roles such as teachers as facilitators and students as active learners. This alignment supports the pedagogical statement that instructional materials must be both teacher-friendly and learner-centered in order to achieve long-term adoption and impact.

CONCLUSION

The study concludes that the e-module of Basic English Grammar is highly practical as a supplementary material for English course students in Pekanbaru. The practicality scores from both

teacher and students averaging 93% indicate that the e-module meets all practicality indicators such as clarity, organization, interactivity, and design. The Moodle-based module not only supports independent learning but also enhances grammar comprehension among beginner-level SMA students.

Future research is recommended to evaluate the effectiveness of this e-module in improving learning outcomes and to explore its adaptability for other English skills such as reading and writing.

ACKNOWLEDGMENT

The author expresses deep gratitude to the English teacher and thirty students from a private English course in Pekanbaru for their active participation in this research. Appreciation is also extended to the expert validators for their constructive feedback on content, language, pedagogy, and media design throughout the e-module development process.

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