

## Assessing the Students' Needs on the Use of E-Modules in Learning English at High Schools

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**Abstract.** This study aims to analyze the extent of students' needs for the use of e-modules in English subjects at high schools. Analyzing students' needs for learning media is a process carried out to identify the needs and characteristics of individual students to develop appropriate learning programs by utilizing suitable learning media. In analyzing students' needs for learning media, it is important to consider various factors, such as the most effective and efficient type of learning media to achieve learning goals, students' interests and preferences for learning media, and students' technological abilities. This research is quantitative and was conducted in 2023. The study sample consisted of students from three high schools in West Sumatra. The research instrument was a questionnaire consisting of 42 statements to analyze students' needs, covering three main aspects: (1) Necessities: Language aspects that students must master, (2) Lacks: Language aspects that students have and have not mastered, (3) Wants: Language aspects that students want to learn. The questionnaire used a Likert scale with four response categories: very needed, needed, not needed, and very not needed. Data were analyzed using the class interval technique to categorize the results. The findings revealed that English language skills are highly needed by students, and they are eager to master them. Additionally, English learning media is considered essential by students to support their learning process. The types of learning media students desire include: (1) Electronic learning media that can improve English language skills, (2) Media that utilizes audio-visual elements, (3) Media that is flexible, accessible anytime and anywhere. These results emphasize the importance of developing learning media that aligns with students' needs and preferences to enhance the effectiveness of English learning in high schools.

**Keywords:** Needs Analysis, Students, High School, E-Module, English

## Introduction

English is one of the international languages that most Indonesians should master, in order to be able to compete in the era of globalization. Given the growing prominence of English in the last 20 years, a strong knowledge of this language became increasingly important as children entered high school. In addition, English is a very important skill and it is recognized as being in high demand in the world of work. Therefore, graduates of High School and Vocational Schools (SMA/SMK) need to acquire English language skills in order to be able to compete in the era of globalization (OECD 2015).

However, Rozimela's (2014) research results show that students' English language skills are still low. This is caused by ineffective English language learning, which has an impact

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on students' low interest in reading and understanding. In fact, English is still considered a difficult subject to learn, so it is still a frightening prospect for most students in Indonesia. Meanwhile, students receive the same number and content of English lessons each year. They are also taught by teachers who have the same qualifications and curriculum structure.

In Indonesia, English has even been taught since children were in elementary school. Textbooks have been provided to support English learning at school. However, unfortunately the textbooks provided at schools and in various bookstores are less popular with students. They only use the textbook in class, and they are even reluctant to read it unless there is an assignment from school that forces them to open it and read it. The research results of Dewi et. al. (2018) shows that 8 out of 10 students do not choose textbooks as teaching materials in learning.

Nowadays, advances and technological sophistication put all matters at the fingertips of humans or what is known as the finger's world. Using technology wisely and indicatively can help increase students' interest and interest in reading, especially English learning materials. Therefore, teaching materials are needed in the form of e-modules to make learning activities more interesting which not only use visuals but also audio-visuals. According to Zaim and Refnaldi (2016) that innovative teaching materials can be produced by using technology. E-modules, for example, have the potential to transform traditional classrooms into limitless imaginary environmental worlds. Apart from that, e-modules are able to enable students to learn independently so that they can study anytime and anywhere without the need for intense guidance from the teacher. Students can use and study e-modules easily and efficiently.

Therefore, several studies were carried out to develop e-modules to increase students' interest and achievement in learning English, including research by Dewi et. al. (2018) shows that e-modules are effective in increasing students' interest in English lessons (interest scores increased from 68.33% to 79.7%), effective in increasing students' scores by 2.5 points (increasing pretest scores by 4, 3 points to 6.8 points at posttest).

Results of research by Darwis and Hasanah (2020) conducted on 25 students in the PGMI Study Program. The student takes English lessons at school with teaching aided by the English for Young Learner module. This research is quantitative research using a student achievement rubric to collect data. The research results showed that there was an increase in student achievement before and after using the module in learning with a score of 82.42% or in the good category. This means that the use of modules in learning English can increase student grades.

Meanwhile, the research results of Mukti et. al. (2019) regarding the development of e-modules for the Malay language learning process is also not much different. Researchers designed an e-module consisting of 4 learning modules, namely: Storytelling World module, Enjoyable Reading World module, World Enrichment Corner module, and Mind Test Land module. The research results show that this e-module can increase students' interest in learning Malay because it is designed in an interesting way. Apart from that, this interactive media also improves students' Malay language skills.

Research by Adeniyi et. al. (2019) which was conducted to see the effectiveness of implementing e-modules for students in improving their English language skills, shows that e-modules can be used as an effective tool to improve students' English language skills. Optimal use of e-modules in English language teaching has full potential to positively influence their skills.

Some of the research results above show that learning that integrates technology and information in practice can build interest and improve students' abilities in this learning. This is because the development of the digital world means that students either directly or will follow these developments. This encourages students to switch functions from using textbooks to e-modules in the hope of making it easier to help complete their activities.

A number of studies show that the use of technology such as multimedia in various methods has the opportunity to increase student interest and learning outcomes. As the results of research by Laili et. al. (2019) show that the e-module they developed is a project based on learning e-module. This e-module was developed with the help of Android so that it can be

downloaded on students' smartphones. The research results show that this e-module is effective in increasing students' interest and learning outcomes. This effectiveness can be seen from the significant difference between the pretest and post-test results. Based on the analysis carried out at the effectiveness testing stage, it is proven that the use of e-modules in the learning process can help students understand the material more quickly and increase interaction between teachers and students because students already have the material covered.

Next, Zaim and Refnaldi (2016) with their research "From Need Analysis to Multimedia Development: Using Axe-Learning in Developing Multimedia Based Listening Materials". The results of this research found that multimedia is a form of technological development that influences system changes in learning. Thus, alternative solutions can be offered to deal with the above phenomenon by designing and developing teaching materials that are suitable for teaching. One way is to design teaching materials that are close to the latest technological innovations. Considering the right teaching materials is part of managing how to teach. Thus, teachers must be creative in preparing and designing teaching materials for students.

The senior high schools that serve as the subjects of this research reflect the general learning conditions of high schools in West Sumatra. Preliminary observations by the researchers revealed that these schools generally implement national curricula, such as the Merdeka Curriculum or the 2013 Curriculum, with an emphasis on mastering English competencies as a mandatory subject. In English learning, teaching methods vary, ranging from lectures and group discussions to the use of digital technology, although its implementation is not yet uniform.

Most students exhibit high motivation to learn English, recognizing its importance for their future, such as pursuing further education or entering the workforce. However, the students' proficiency levels vary; some have a strong foundation in the language, while others struggle with certain aspects, such as speaking and writing skills. This situation highlights the diverse learning needs and the potential for technology to enhance English teaching and learning in these schools.

Based on the background above, this research needs to be carried out to analyze students' needs for the use of e-modules in English subjects in high school. This is done to find out how much students need to use the e-module.

## **Theoretical Framework**

### **The Role of E-Modules in Education**

E-modules are digital learning resources designed to enhance the teaching and learning process through interactive and multimedia features. According to Darmawan (2020), e-modules offer flexibility, enabling students to access materials anytime and anywhere, thus promoting independent learning. They also integrate various media formats such as text, audio, video, and animations, which cater to diverse learning styles (Prasetyo & Nugraheni, 2019). In English language learning, e-modules can facilitate the mastery of essential language skills, including listening, speaking, reading, and writing, while also making learning more engaging.

E-modules, or electronic modules, are digital learning resources that combine various media formats like text, images, audio, and video to create a more dynamic and interactive learning environment. As technology continues to evolve, e-modules have become an essential part of modern education, offering several advantages over traditional learning methods. Below are key roles that e-modules play in enhancing the educational experience:

1. **Flexibility and Accessibility.** One of the main advantages of e-modules is their flexibility: Unlike traditional textbooks, e-modules can be accessed anytime and anywhere with an internet connection, supporting students' ability to learn at their own pace. This accessibility ensures that students can revisit the material as needed, increasing retention and understanding. Studies have shown that the flexibility offered by e-

modules helps foster self-paced learning, promoting better academic outcomes (Pimmer et al., 2019).

2. **Enhanced Engagement:** E-modules engage students by using multimedia elements such as videos, animations, and interactive features. This approach caters to different learning styles (visual, auditory, kinesthetic), making learning more engaging and effective. Multimedia has been shown to enhance learning outcomes by appealing to diverse learner needs and making abstract concepts more concrete (Mayer, 2019). Interactive features like quizzes or problem-solving tasks increase student participation and motivation.
3. **Personalization of Learning:** E-modules offer the ability to personalize learning by allowing students to focus on areas where they need improvement. Adaptive learning technologies integrated into e-modules can adjust the difficulty of tasks based on a student's progress and performance. This personalized approach helps cater to students' individual learning speeds and needs, ensuring a more customized and efficient learning experience (Baker, 2020).
4. **Support for Independent Learning:** E-modules encourage self-directed learning, as they allow students to explore content on their own. This independence helps develop critical thinking, problem-solving skills, and responsibility for one's own learning (Garrison & Akyol, 2023). E-modules, which are designed to be self-contained, promote self-study by providing instructional content, exercises, and assessments that students can engage with without the constant need for teacher supervision.
5. **Integration of Technology in Education:** E-modules are part of the broader trend of integrating technology into education. As technology becomes more pervasive, students' familiarity with digital tools makes technology-enhanced learning both necessary and beneficial. Using technology in education has been shown to increase student motivation and engagement (Garrison, 2021). E-modules offer innovative methods of teaching that include simulations, games, and other interactive activities that traditional methods may lack.

### **Students Need**

Analysis of student needs in the use of learning media is a process carried out to identify individual student needs and characteristics in order to develop appropriate learning programs by utilizing appropriate learning media. In analyzing students' needs in learning media, it is important to pay attention to various factors such as the most effective and efficient type of learning media to achieve learning goals, students' interests and preferences for learning media, and students' technological abilities.

One theory that supports the analysis of students' needs in learning media is the cognitive theory of multimedia learning by Richard Mayer. This theory suggests that learning can be improved through the use of appropriate media by paying attention to several principles such as the modality principle, the spatial contiguity principle and the temporal contiguity principle. In analyzing students' needs in learning media, it is important to pay attention to the best way to involve students in the learning process by using appropriate media (Mayer, 2020).

In practice, analysis of students' needs in learning media is often carried out by collecting data about students' preferences for learning media, students' technological abilities, and the learning characteristics they want to achieve. The data is then analyzed to identify appropriate types of learning media and the best way to integrate them into existing learning programs. In this case, it is also necessary to pay attention to aspects of creativity and innovation in developing learning media to attract students' interest and increase learning effectiveness.

Needs analysis (NA) is a process of gathering information and it is very useful for determining the direction of learning programs more precisely so that the effectiveness of the ESP program increases. As stated by ESP experts, Hutchinson and Waters (1994), needs analysis is the first step that needs to be taken in preparing an ESP English language learning program. It's emergence in language planning can be traced back to the 1970s and it's

widespread distribution in this domain is due to its adoption by the Council of Europe's modern languages project. Originally needs analysis was derived from ESP, this may be due to the fact that the needs analysis approach is more useful when the 'needs relate to' different communication situations.

The purpose of needs analysis according to Waters and Hutchinson (1994) is:

1. To find out what language skills a learner needs to carry out an activity
2. Assists in determining whether a program meets the needs of its learners
3. To determine which learners, need additional practice in a skill
4. Identify changes in goals
5. Identify gaps between what students have mastered and what they need to master
6. Identify problems that students may experience

According to Waters and Hutchinson (1994), there are several basic components of needs analysis that are used to analyze learners' language needs, namely:

1. Target situation analysis (TSA). This component tries to identify learners' language needs in work or academic situations (Rahman, 2015). What is identified in this analysis is: identifying what tasks, activities and skills the learner must master.
2. Learning situation analysis (LSA) or Learner factor analysis. This component identifies what learners want and why they want it. What is identified in this analysis are: what factors the learner motivate them and their perceived needs in the ESP learning context.
3. Present situation analysis (PSA). What is identified in this analysis is: identifying what students have and have not mastered, in relation to the learning achievement targets they wish to achieve. This component identifies the learner's language strengths and weaknesses.
4. Means analysis or teaching context analysis. This component identifies the learning environment, such as teachers, teaching methods, existing facilities. Identified in this analysis are: factors related to what ESP teaching and it's teachers can fulfill.
5. Language audits. This component identifies language needs on a large scale such as companies, regions or countries.
6. Discourse analysis. What is identified in this analysis is: identification of the use of language used for tasks, activities and skills that learners must master.

According to Waters and Hutchinson (1994), there are two types of needs, namely Target Needs and Learning Needs. Target needs are what students or learners need to do in certain situations. In other words, what linguistic elements are needed to achieve certain communication goals. The components of the needs analysis are:

### **Target needs**

Target needs include necessities, lacks and wants. Necessities are what aspects of the language the learner must master. Lacks are what aspects of the language the learner has and has not mastered. Wants are what aspects of the language the learner wants to learn.

Hutchinson and Water (1994) also state the meaning of need in relation to language teaching as the ability to understand and/or produce the linguistic features of the target situation. Needs can be defined in at least three categories:

1. Needs as necessities. Needs as needs relate to what English language learners need to know in order to play an active role in the language they are learning.
2. Needs as desires (want). Meanwhile, needs as desires relate to personal goals, namely what is desired.
3. Need as a lack. Needs as deficiencies are related to the initial knowledge of English possessed by the learner, namely what the learner has not yet learned. Findings regarding these deficiencies are very useful for determining the starting point for teaching programs so that teaching program effectiveness will be created to achieve target needs. At the same time, being used as part of a program can help in improving various program components and making this more oriented to student needs.

Needs analysis can be carried out through questionnaires, interviews, observations, tests, authentic data collection, and case studies. This is done by carrying out this data collection from people who have authority over the learner, and from the learner themselves. However, it is important to remember that in analyzing needs, the analyst must be aware of the differences between wants and needs. According to Hutchinson and Waters (1994) a description of requests according to target situations where English will be used by learners. The result of this needs description is a description of the linguistic features needed by the learner. Apart from that, needs also produces a description of the learner's proficiency or ability to use these features.

Wants are everything about the learner himself and his perception of the ESP program. The results of this analysis produce a description of learner character, learner behavior, abilities, learning styles, perceptions about the ESP program, as well as learner expectations about the ESP program they are undergoing. Analysts must be able to align everything, but of course decisions are always based on logical results but do not negate expectations.

### **Learning needs**

Learning needs are what learners or students need to do for learning purposes. In the target needs analysis framework, there are 6 main questions, namely:

1. Why is the language needed?
2. How will the language be used?
3. What will the content areas be?
4. Who learns language with?
5. Where will the language be used?
6. When will the language be used?

### **The Importance of English Proficiency**

English is a global lingua franca essential for academic, professional, and social success. According to Crystal (2023), English proficiency is crucial for accessing higher education opportunities, global job markets, and international communication. In Indonesia, English is a compulsory subject in high schools, where students are expected to master basic and intermediate language skills (Kemdikbud, 2020). However, challenges such as limited resources and varying levels of teacher expertise often hinder effective English learning (Zein, 2019).

### **The Use of Technology in English Learning**

Technology-based learning has transformed traditional teaching approaches. The integration of e-modules in language learning not only enhances accessibility but also provides a personalized and engaging learning experience. Research by Alharbi (2019) shows that students using technology-driven media demonstrate higher motivation and improved performance in language skills. Moreover, technology helps bridge geographical barriers, especially in rural areas with limited access to physical resources (Salehi & Salehi, 2019).

### **Challenges in Implementing E-Modules**

Despite the advantages, implementing e-modules poses challenges such as: (1) Limited access to devices and internet connectivity in certain regions (Haris et al., 2020), (2) Variations in students' and teachers' digital literacy (Ningsih & Wahyuni, 2021), (3) The need for continuous teacher training to effectively utilize e-modules in the classroom (Juhary, 2019). These challenges highlight the need for strategic planning and support to ensure the successful integration of e-modules in the learning process.

The literature underscores the potential of e-modules to revolutionize English learning by addressing students' necessities, lacks, and wants. Needs analysis plays a vital role in developing learning resources that are effective, accessible, and engaging. However, challenges such as limited infrastructure and varying digital literacy must be addressed to maximize the impact of e-modules in high school education. This research builds upon these

insights to assess students' specific needs for e-modules in English learning at high schools in Indonesia.

## Materials and Methods

This research is quantitative research. The population of this study were high school students in Padang Pariaman Regency, West Sumatra. Then 3 schools were selected with the provisions of schools with the best quality criteria, 1 school with medium quality criteria, and 1 school with low quality criteria. This research was conducted in 2023.

This research is survey research using a questionnaire as a data collection tool (Sugiyono, 2016). The questionnaire included questions designed to assess students' needs for e-modules, divided into three categories: necessities, lacks, and wants. This data provides insight into which aspects of language learning students feel are most essential, which they have mastered, and which they desire to learn more about: (1) Necessities: Aspects of English that students must master (e.g., grammar, vocabulary, speaking skills), (2) Lacks: Aspects of English that students have or have not mastered yet, (3) Wants: Aspects of English that students wish to learn or improve upon.

The student needs analysis instrument used is structured according to a Likert scale pattern consisting of 4 (four) answer categories to avoid *the central tendency effect*. The instrument prepared is a mixed instrument, namely quantitative in the form of closed statements and qualitative in the form of open questions. Meanwhile, the score for each closed statement answer contained in the instrument can be seen in Table 2.6.

**Table 1.**

Needs Analysis Instrument Answer Score	
Choice	Information
SS	Strongly agree
S	Agree
TS	Don't agree
STS	Strongly Disagree

Analysis of Needs Based on the Instrument for Analyzing the Needs of Students with the Following Steps:

**Determine the score of student and teacher responses as follows (modified from Purwanto, 2010)**

$$NP = R/SM \times 100$$

Where:

- NP = Percentage score to be calculated
- R = Raw score obtained from the responses of students/teachers
- SM = Maximum ideal score for the responses of students/teachers
- 100 = Constant multiplier

**Provide the interpretation criteria for the needs analysis instrument as follows:**

**Table 2.**

Interpretation of the Needs Analysis Instrument

No	Average Score	Category
1	< 40%	Not Needed/Agree
2	40% - 55%	Slightly Needed/Agree
3	56% - 75%	Needed/Agree
4	75% - 100%	Very Needed/Agree

Source: Sugiyono (2013)

## Results and Discussion

### Results

The stage of analyzing student needs in this research was carried out by collecting data about students' important needs in learning English, the difficulties and obstacles felt by students in learning English, and students' desires in learning English. The data is then analyzed to identify appropriate types of learning media and the best way to integrate them into existing learning programs. In this case, it is also necessary to pay attention to aspects of creativity and innovation in developing learning media to attract students' interest and increase learning effectiveness.

Analysis of student needs includes *necessities*, *lacks* and *wants*. *Necessities* are what aspects of the language the learner must master. *Lacks* are what aspects of the language the learner has and has not mastered. *Wants* are what aspects of the language the learner wants to learn. Needs analysis aims to determine student needs, perceived needs, and product orientation needs.

**Table 3.**  
Student Analysis of *Necessities Indicators* (Needs)

Sub Indicator	Statement	Score (%)	Category
The main purpose	English language skills	83.19	Very needed
Settings	English learning materials relate to information on the surrounding environment	76.72	Very needed
	Adequate allocation of time/number of hours of English lessons at school	75.43	Very needed
Interaction	The English topics taught are related to everyday life	72.41	Needed
Required skills	Ability to listen <i>in</i> English	80.60	Very needed
	Speaking skills in English	84.05	Very needed
	<i>Reading</i> ability in English	84.91	Very needed
	Writing ability ( <i>writing</i> ) in English	81.03	Very needed
	Ability to remember vocabulary <i>in</i> English	78.02	Very needed
	Grammar skills ( <i>grammar</i> ) in English	75.43	Very needed

Note: Score < 40% = Not required; Score 40% - 55% = Less needed; Score 56% - 75% = Required; Score 75% - 100% = Very needed

Table 3 shows the results of student analysis on the *necessities indicators*. These results indicate that students really need English language skills (83.19%). A sufficient allocation/number of lesson hours is really needed for learning English at school (75.43%). English learning materials about environmental information are really needed by students (76.72%) with the English topics taught relating to everyday life (72.41%). Meanwhile, the English language skills that students really need are the ability to read (84.91%), the ability to speak (84.05%), the ability to write (*writing*) (81.03%), *listening* ability (80.60%), ability to remember vocabulary (78.02%), and grammar ability (75.43 %).

Meanwhile, Table 4 shows the results of student analysis on the *lacks indicator*. These results show that there are several obstacles in learning English, including: (a) current English learning only uses textbooks and the material in textbooks is difficult for students to understand, (b) the English learning media used is only visual media, (c) the exercises in textbooks are very limited, both exercises to improve listening *skills*, speaking *skills*, and *writing*. This makes students' motivation to learn English using textbooks very lacking so that students have difficulty using English in class.

Furthermore, the results of student analysis on the *lacks indicator* also show the English language skills that students have and have not mastered. The students' English skills that



are still relatively low include: (a) *listening* which is indicated by students still have difficulty understanding the person they are talking to in English, (b) Speaking skills *are* demonstrated by students still having difficulty conveying ideas or messages in English due to a lack of vocabulary in English, (c) *Reading* ability is demonstrated by students still having difficulty understanding texts in English and memorizing/remembering new words in English, (d) *Writing* skills are demonstrated by students still having difficulty writing correct sentences in English.

**Table 4.**  
Student Analysis of *Lacks* Indicators

Sub Indicator	Statement	Score (%)	Category
Constraint	English learning currently only uses textbooks	75.43	Strongly agree
	English learning media used is only visual media	65.09	Agree
	Students find it difficult to understand the material in the textbook	70.82	Agree
	Textbook exercises are very limited	72.81	Agree
	Exercises to improve listening skills <i>are</i> very limited	71.55	Agree
	Exercises to improve speaking <i>skills</i> very limited	71.12	Agree
	Exercises to improve reading <i>skills</i> are very limited	68.97	Agree
Motivation level	Exercises to improve writing skills <i>are</i> very limited	71.25	Agree
	Students don't like learning English using textbooks	75.43	Strongly agree
	Students have difficulty using English in class	71.12	Agree
	<i>listening</i> skills in English are low	69.40	Agree
	Students have difficulty understanding the person they are talking to in English	68.75	Agree
	<i>Speaking</i> ability in English low students	72.41	Agree
	Students have difficulty conveying ideas or messages in English	75.56	Strongly agree
Ability level	Students lack vocabulary in English	72.77	Agree
	Students' <i>reading</i> ability in English is low	72.41	Agree
	Students have difficulty understanding texts in English	73.68	Agree
	Students have difficulty memorizing/remembering new words in English	69.40	Agree
	Students' <i>writing</i> skills in English are low	68.53	Agree
	Students have difficulty in writing correct sentences in English	69.83	Agree

Note: Score < 40% = Disagree; Score 40% - 55% = Disagree; Score 56% - 75% = Agree; Score 75% - 100% = Strongly agree

Table 5 shows the results of student analysis on the *want indicator*. These results show that students are very interested in learning English and really want to be able to master the language. This is also supported by students' desire to be able to have *listening skills*, speaking *skills*, reading skills, and writing. To be able to master English, students have the techniques for learning English that they want, including: they really want to use electronic media in learning English, they need to study independently with learning media that is in accordance with the school curriculum, and they really need direct feedback. training and learning that has been carried out. Furthermore, to support this, students really want to have English language learning media, namely: electronic learning media to improve English language skills, media that uses audio visuals, and media that can be used and accessed anytime and anywhere.

**Table 5.**  
Student Analysis of *Want Indicators* (Desire)

Sub Indicator	Statement	Score (%)	Category
Interest in learning English	Students are interested in learning English	80.26	Strongly agree
	Students want to master English	86.64	Strongly agree
You want to master English skills	Students want to master listening <i>skills</i> in English	81.90	Strongly agree
	Students want to master speaking <i>skills</i> in English	84.14	Strongly agree
	Students want to master reading <i>skills</i> in English	81.47	Strongly agree
	Students want to master writing <i>skills</i> in English	83.75	Strongly agree
Technical learning English desired	Students want to use electronic media in learning English	80.17	Strongly agree
	Students need to study independently with learning media that is in accordance with the school curriculum	74.57	Agree
	Students need <i>direct feedback</i> on the exercises and learning they have done	77.16	Strongly agree
desired English learning media	Students need electronic learning media to improve their English language skills	78.45	Strongly agree
	Students need English learning media that uses audio-visual	78.02	Strongly agree
	Students need English language learning media that is efficient and can be used and accessed anytime and anywhere	82.33	Strongly agree

Note: Score < 40% = Disagree; Score 40% - 55% = Disagree; Score 56% - 75% = Agree; Score 75% - 100% = Strongly agree

## Discussion

Based on the results of the study, which show that a majority of students strongly need electronic learning media (e-modules) to improve their English skills, it can be concluded that the use of technology in learning is increasingly accepted and needed by students. These findings indicate that students believe it is crucial to have access to learning media that helps them understand the material in a more engaging and interactive way. As we know, English is a mandatory subject in high school and is an essential skill that students must master, both for continuing their studies and entering the workforce.

**The Need for E-modules and Audiovisual Media.** Students showed a high interest in using media that incorporates audiovisual elements, such as videos, images, and audio, which are seen as more effective in helping them understand concepts in English learning. This suggests that teaching methods that are visual and auditory can strengthen cognitive processes and help students retain information longer. According to learning theory, using multimedia (involving multiple senses) can increase student engagement and make the learning experience more enjoyable (Mayer, 2019).

**Accessibility and Flexibility of Learning Media.** Additionally, the preference for media that can be accessed anytime and anywhere reflects the students' need for flexible learning that is not limited by time and place. In the context of digital-based learning, students want the

freedom to access learning materials whenever they need, whether at home, in school, or outside of school. This also aligns with the growing trend of technology-based learning, where materials such as e-modules can be accessed online through mobile devices or computers.

**Variation in Needs Based on Skill Levels.** Although most students expressed a high need for learning media, there was variation in students' skill levels. Some students felt they needed more support in speaking and writing, while others may require more reinforcement in understanding texts or grammar. This finding indicates that each student has different needs, and thus, e-modules designed to cater to these varying needs will be more effective if they are tailored to students' skill levels and learning styles. For example, e-modules equipped with interactive exercises and instant feedback could help students who need improvement in speaking and writing skills, while text-based material and grammar exercises may be more beneficial for those who need help with these aspects.

**Limitations in Access to Technology.** However, despite the strong desire to use e-modules, not all students have equal access to technology. Some students may face challenges such as unstable internet connections or lack of adequate devices to access the electronic learning media. Therefore, when implementing e-modules, it is important to consider accessibility factors and ensure that all students can make the most of the media. As a solution, schools could provide better internet access or offer offline access to e-modules so that all students can learn without being hindered by technological limitations.

**The Importance of Support from Schools.** These findings also suggest that even though students express a strong desire to use e-modules, the success of their implementation heavily depends on support from the school and teachers. Teachers should be involved in training on how to use e-modules effectively in the learning process. Moreover, it is essential to integrate e-modules into the existing curriculum so that their use becomes part of a structured learning experience, not just an additional tool.

## **Conclusion**

Based on the findings from this research, we can draw the following conclusions:

The study revealed that a significant number of students in high schools strongly prefer and need e-modules to enhance their English skills. Students are particularly interested in learning materials that integrate audiovisual elements, such as videos, images, and audio, which are perceived as effective in supporting their understanding of English concepts. Additionally, students expressed a desire for learning media that can be accessed anytime and anywhere, reflecting their need for flexibility in learning. These findings are directly relevant to the research topic, which aims to analyze students' needs for e-modules in English language learning. The strong preference for flexible, accessible, and engaging learning tools underscores the growing importance of digital learning resources in today's educational landscape. The research suggests that integrating e-modules into the English curriculum could significantly enhance student engagement and improve learning outcomes. However, it is crucial to consider the diverse technological capabilities of students and ensure that all students have equitable access to these resources. The findings also highlight the need for teacher training to effectively incorporate e-modules into the learning process.

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