

## Developing E-Module of English Speaking Material Based on Merdeka Curriculum Using ISpring Suite 11 Application

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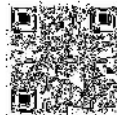
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### ABSTRACT

Penelitian ini bertujuan untuk merancang dan mengembangkan bahan ajar dalam bentuk EModules Speaking sebagai alat bantu pembelajaran alternatif untuk meningkatkan keterampilan berbicara siswa kelas 10 SMA Kurnia Jaya. Metode perancangan dan pengembangan yang digunakan adalah metode Penelitian dan Pengembangan (R&D) dengan model ADDIE. E-modul Berbicara, uji validitas dilakukan oleh 2 ahli media dan 2 ahli materi, serta uji kelayakan dilakukan oleh 1 guru untuk menguji kelayakan penggunaan e-modul. Hasil penelitian menunjukkan bahwa e-module ini memenuhi kriteria validitas dan cocok untuk digunakan dalam proses pembelajaran berbicara bahasa Inggris, dengan persentase validitas ahli media sebesar 89% (sangat valid) dan validitas ahli materi sebesar 93% (sangat valid). E-module ini juga memenuhi kriteria kepraktisan dengan skor uji kepraktisan guru sebesar 88% (sangat valid). E-Module Berbicara diuji dalam dua percobaan, kelompok kecil dan kelompok besar. Percobaan kelompok kecil, yang dilakukan dengan 8 siswa, mencapai persentase 91,25% (sangat tinggi). Sedangkan uji coba kelompok besar, yang dilakukan dengan 29 siswa, mencapai persentase 90% (sangat tinggi). Tanggapan positif siswa terhadap E-Module Speaking menunjukkan bahwa media pembelajaran ini dapat digunakan sebagai alat untuk meningkatkan keterampilan berbicara siswa.

*This research aimed to design and develop teaching materials in the form of E-Modules Speaking as an alternative learning tool to improve speaking skill of students at the 10th grade of SMAS Kurnia Jaya. The design development method used the Research and Development (R&D) method using the ADDIE model. In the early stages, a needs analysis was conducted to gather students feedback regarding current learning methods. The E-Module Speaking was then created based on the analysis and design stages. After the E-module Speaking was developed, a validity test was carried out by 2 media experts and 2 material experts, and a practicality test was carried out by 1 teacher to test the feasibility of using the e-module. The results of the research show that this e-module was included in the valid criteria and was suitable for use in the process of learning to speak English, with a media expert validity percentage of 89% (very valid) and a material expert validity of 93% (very valid). It also fulfilled the practicality criteria with teacher practicality test scores of 88% (very valid). The E-Module Speaking was tested two trials, a small group and big group. The small group trial, conducted with 8 students, achieved a percentage of 91,25% (very high). Whereas, the big group trial, conducted with 29 students achieve a percentage of 90% (very high). Students positive responses to the e-module speaking show that this learning media can be used as a tool to improve students' speaking skills.*



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## INTRODUCTION

In the era of rapid globalization, English has become one of the most widely spoken languages in the world. It has served as a bridge of intercultural, ethnic, and social communication worldwide. Indicates that English was not only used by native speakers but has been widely adopted by the international community (Mukminin et al., 2017). Mastering English was necessary for individuals who want to improve their competitiveness in the global market. English is often used in various fields, from business and education to research. In education, English was often taught as a second or foreign language in many countries. However, there are problems that make someone unable to understand English. Many people think that English was a complex language to learn because the way it is pronounced and written is different. Even so, there are still many people who want to learn English for certain purposes. However, not everyone was able to master it well (Isdaud et al., 2017).

In Indonesia, English language learning has become integral to the education curriculum. Many educational institutions incorporate English into their curriculum from primary to tertiary levels. The importance of English in education was limited to increasing access to a broader range of academic resources, but it can also help students in their future career achievements. This has led to various efforts to optimize English learning in schools, such as developing a more flexible curriculum, utilizing technology in the teaching-learning process, and improving teacher competence through training programs (Utami & Suswanto, 2022).

Comprehensive mastery of English involved four main interconnected and essential skills for effective communication, ranging from receptive to productive abilities. Comprehensive English proficiency involves four main skills that are interrelated and essential for effective communication, ranging from receptive to productive abilities. These four skills include speaking, listening, reading, and writing. Among the various English language skills, speaking was often a challenge for most students in Indonesia. Based on Sreena (2018), Speaking skills are essential for effective communication. From an early age, students must be trained to master this skill to convey thoughts and ideas. Speaking skills are also closely interrelated with other language skills, thus forming a comprehensive communication ability. Speaking involves pronunciation, grammar, fluency, and contextual understanding that must be developed simultaneously. According to Zhang (2009), a significant number of English language learners found speaking to be the most challenging skill. This difficulty stemmed from the spontaneous nature of conversations, which offered little opportunity for preparation, real-time thought, or immediate correction of utterances. Consequently, many learners perceived speaking as the most formidable hurdle. Broadly, the speaking difficulties encountered by language learners focusing on the linguistic aspect, these problems related to the practical application of language skills. Various studies consistently indicated that insufficient vocabulary, weak grammar command, and inaccurate pronunciation were common linguistic barriers students faced when attempting to speak English (Randu Farhani et al., 2020; Wahyuningsih & Afandi, 2020; Widyasworo, 2019).

This was also experienced by one of the educational institutions of Kurnia Jaya High School to developing students' potential in improving speaking skills, especially among 10th-grade students. Initial observations, conducted through an interview with Ms. Salistia Rohma Diyanti, S.Pd., an English teacher, revealed several significant challenges faced by students. These obstacles included students' lack of self-confidence when communicating in English, limited vocabulary mastery, and difficulty in constructing complex sentences accurately. The implications of these challenges were evident, as seen in students' minimal active participation in class discussions and their struggle to convey ideas effectively during English lessons. This phenomenon indicated a gap in students' speaking competency that needed further investigation.

The interactive E-module was an innovative solution to overcome these challenges and improve the English-speaking skills of Kurnia Jaya High School students. E-modules offer greater flexibility and personalization. With features such as pronunciation exercises, conversation simulations, and instant feedback, e-modules can help students overcome obstacles. Integrating e-modules in various learning activities and support from multiple parties further strengthened the effectiveness of using e-modules in achieving learning objectives. Looking at the current curriculum development, the Merdeka Curriculum, which emphasizes varied and flexible intracurricular learning, has opened up new opportunities for developing E-Modules. As emphasized by Supriatna et al.,(2023), the Merdeka Curriculum provides space for teachers to be creative and choose teaching aids that suit student needs. Based on Mustadi et

al., (2023), E-module was a digital learning tool specifically designed to teach about language politeness. Or it can also be interpreted as an interactive digital textbook designed to help students learn about how to speak politely and courteously. E-modules are one of the learning alternatives that students can learn independently and effectively. Based on this problems, the researcher wanted to develop an interactive E-module as an innovative solution to overcome the challenges and improve the English speaking skills of Kurnia Jaya High School students. The E-module offers great flexibility and personalization that can be accessed through an application on Android. The application was designed to support students' learning by presenting materials that focus on speaking. This application also provides features such as a variety of new vocabulary, conversation practice, conversation videos and interesting discussion exercises.

## **METHOD**

Based on the problems outlined above, the type of research used in this study is developmental research that produces products in the form of learning media. This study uses the research and development method (R&D). Each product developed requires different research procedures. The product developed in this study is an E-Module Speaking at SMAS Kurnia Jaya. Where the development model used in this study is the ADDIE development model, which consists of 5 stages that were then modified into 4 stages, namely Analysis, Design, Development, and implementation of the final product.

The research procedure used in this research is the ADDIE development model. The procedure for developing learning media using ISpring suite 11 consists of the following 4 stages:

1. **Analysis Stage** At this stage, an analysis of the need for learning media development is carried out. Based on the analysis stage, initial observations are made of teachers and students regarding speaking skills. The data obtained is used to design e-module-based learning media for student speaking.
2. **Design/planning stage** The results of the previous stage paved the way to proceed to the next stage, which was the design stage or the design of learning media. This stage involved the design of the E-Module Speaking learning media based on the results of the first stage (analysis). This stage also included determining the elements that needed to be included in the developed media in accordance with the content aspects of the teaching to be carried out.
3. **Development Stage:** a) Developing the learning media design. This stage involves selecting appropriate images, arranging the images according to the layout and design of the material, and quizzes. b) Developing the appearance and content of the material in the learning media. At this stage, the appearance and content of the material in the learning media using Google Classroom e-learning are arranged systematically in accordance with the predetermined learning strategy. c) Creating a media feasibility test instrument. d) Before being used to collect data, the instrument must be validated so that the data collected is truly the data needed. This validation was carried out by giving the instruments that had been created to the supervising lecturer. The instruments were then checked for errors, such as ambiguous or incomplete sentences. The instruments then went through a revision stage to be corrected. The results of the revised and validated instruments will then be used to collect data. e) Once the instruments are deemed valid, the next step is to test the product by two media experts by distributing the media feasibility test instruments that have been validated by the supervising lecturer in order to collect data. f) If there are corrections, the product is revised and then retested until no further corrections are found by the media experts.
4. **The fourth or final stage is the implementation stage.** This stage aims to produce the final product based on the previous stages. The initial product results were then tested by students in two stages: The initial product results are then tested by students in two stages, namely a small group trial involving eight students, followed by a large group trial involving one class of 29 students. These trials are conducted by students to assess the suitability of the developed media. Based on the results of these student trials, if there are still shortcomings, revisions are made in accordance with the suggestions provided by each student. After the revisions are completed and the results of the student trials are deemed satisfactory, the final product is produced. Based on the results of these student trials, if there are still shortcomings, revisions are made according to the suggestions given by each student. After the revisions are completed and the results of the student trials are obtained, the feasibility results are determined.

Data Collection Instruments. Data was obtained through research instruments in the form of questionnaires. The questionnaires in this study aimed to measure the quality of media developed by media experts and students as material for evaluating the learning media developed. The instrument for assessing the feasibility of the Kelaskita online e-learning media learning media uses the Likert scale. The Likert scale is a scale used to measure the attitudes, opinions, and perceptions of an individual or group regarding social events or phenomena (Riduwan, 2008: 12). The Likert scale has a gradation of answers from very positive to very negative as follows: very good (score 5), good (score 4), fair (score 3), poor (score 2), very poor (score 1).

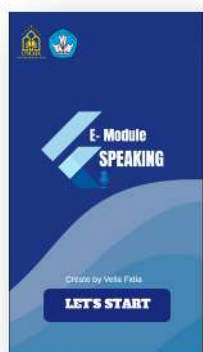
The data analysis techniques used to manage data from expert reviews and trials in the development of the Student Development course media used descriptive statistical analysis and qualitative descriptive analysis.

## RESULTS AND DISCUSSION

Results of research and development of Android-based learning media “E-Module Speaking” using the ADDIE model in accordance with the following steps: Analysis stage. From the results of interviews with one of the teachers at Kurnia Jaya High School, it was stated that there was no learning media that focused on student speaking, and speaking was the biggest obstacle for students due to difficulties in speaking or limited vocabulary. Learning media, especially speaking materials, are expected by teachers and students to not only contain material, but also practice questions and games so that they attract students' interest in learning. Based on this needs analysis, the researcher was motivated to develop a product in the form of Android-based learning media, “E-Module Speaking,” which can meet the needs of teachers and students.

Design stage. Researchers will develop learning media that attracts students' interest and helps them improve their speaking skills. The material to be used in the “E-Module speaking” media is in accordance with the student textbook “Work and Progress Grade X”. At this design stage, the researcher has detailed several activities to be carried out, including (1) reviewing the Basic Competencies, determining the indicators and learning objectives to be achieved (2) creating media specifications, (3) compiling validation instruments to be tested by validators involving media experts, subject matter experts, and practitioners (teachers).

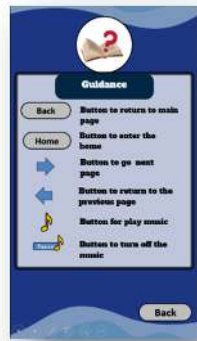
Development stage. Researchers have prepared product tools in the form of Android-based learning media in accordance with the designed model structure. In this stage, researchers conduct two activities, namely: (1) designing the “E-Module Speaking” learning media, (2) conducting validation tests carried out by media experts, subject matter experts, and teachers. The learning media design that has been compiled will then go through a trial phase. The aim is to determine whether the design is suitable for use in supporting the learning process. At this stage, the validators assess the suitability of the product, which is then improved according to the suggestions and recommendations of the experts. The design of the “E-Module Speaking” learning media is as follows:



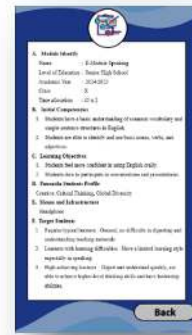
Picture 1. Display Design ( Splash Screen)



Picture 2. Home Display Page



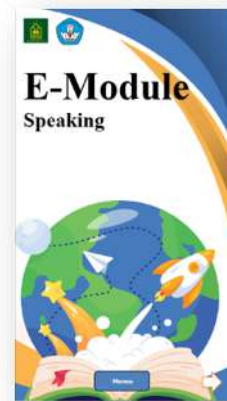
Picture 3. Display design ( Guidance )



Picture 4. Display design ( About )



Picture 5. Display design ( Profile/Developer )



Picture 6. Display design Cover Page



Picture 7. Display design ( Maker Team )



Picture 8. Display design ( Chapter Title )



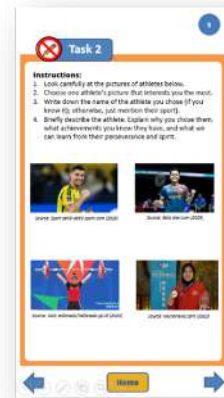
Picture 9. Display design ( Material)



Picture 10. Display design ( Vocab/grammar)



Picture 11. Display design ( Conversation and video)



Picture 12. Display design ( Games)



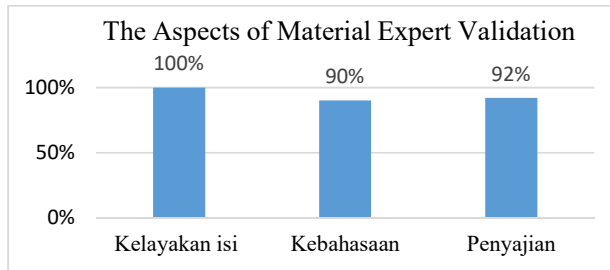
Picture 13. Display design ( Glossary)



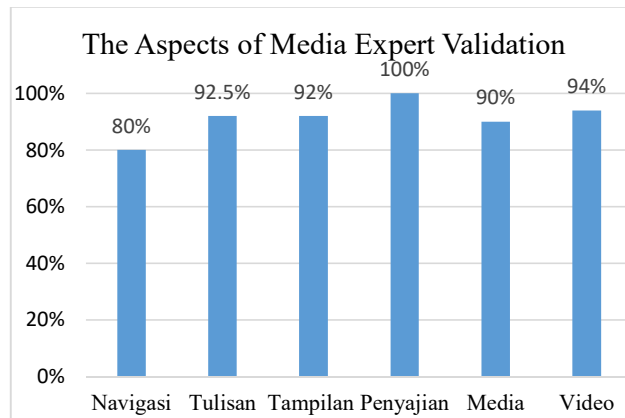
Picture 14. Display design ( References)

After completing the stages of planning and designing the “E-Module Speaking” media, the media design results must first undergo validation testing by subject matter experts, media experts, and

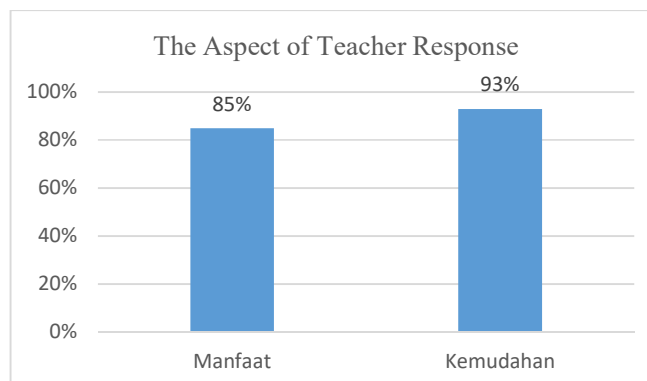
practitioners (teachers). The following is a description of the validation results by experts and practitioners, which can be seen in the following graph:



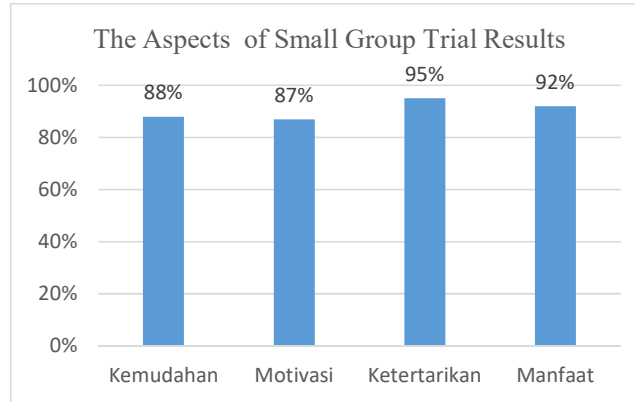
The Aspects of Material Expert Validation, shows the expert's ratings for the teaching material. Overall, the results are extremely positive across all categories. The highest score was achieved by the Content Feasibility (*Kelayakan isi*), which received a perfect rating of 100%. The other two aspects also scored very well: Presentation (*Penyajian*) was rated at 92%, and Linguistics (*Kebahasaan*) scored 90%. These high scores confirm that the material is excellent and highly validated by the expert.



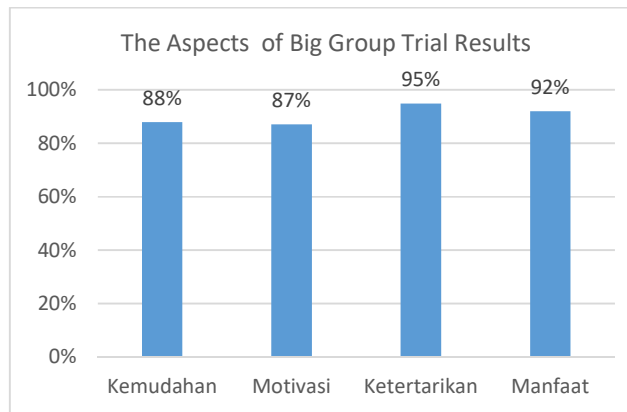
The Aspects of Media Expert Validation," presents the validation scores given by the media expert across six distinct aspects of the product. The overall results indicate a very high level of validation across all criteria, with scores ranging from 80% to 100%. The highest rating was awarded to the Presentation (*Penyajian*) aspect, which achieved a perfect score of 100%. This is followed closely by Video at 94%, Writing (*Tulisan*) at 92.5%, and Display (*Tampilan*) at 92%. The Media aspect received 90%, while the Navigation (*Navigasi*) aspect was rated the lowest, though still high, at 80%. In conclusion, the validation process confirms that the media component is highly feasible and effective.



The Aspect of Teacher Response, illustrates the results of the teacher response questionnaire, which measures two key aspects of the product: Benefit and Ease of Use. The data shows that the teachers' response was overwhelmingly positive. The aspect of Ease of Use (*Kemudahan*) received the highest score at 93%, indicating that the teachers found the product very simple and straightforward to use. The Benefit (*Manfaat*) aspect also received a high rating of 85%. Overall, the high percentages confirm that the product is considered highly beneficial and exceptionally easy for the teachers to implement.



The Aspects of Small Group Trial Results," illustrates the highly positive findings from the student trial in a small group setting. The results show high scores across all four measured aspects, with the highest rating belonging to Interest (*Ketertarikan*), which achieved 95%. The students also gave a high rating to Benefit (*Manfaat*) at 92%. The aspects of Ease of Use (*Kemudahan*) and Motivation (*Motivasi*) were also very well received, scoring 88% and 87%, respectively. These results confirm the product's effectiveness, demonstrating that students found the material highly interesting, beneficial, easy to use, and motivational.



The Aspects of Big Group Trial Results," presents the findings from the product trial involving a larger group of students. Similar to the small group trial, these results are overwhelmingly positive across all four measured aspects. The highest score was recorded in the Interest (*Ketertarikan*) aspect, reaching 95%. This was closely followed by the Benefit (*Manfaat*) aspect, which scored 92%. The remaining two aspects, Ease of Use (*Kemudahan*) and Motivation (*Motivasi*), also received very high ratings of 88% and 87%, respectively. These consistently high scores across the large group confirm the product's overall feasibility, appeal, and effectiveness when implemented on a wider scale. Thus, this e-module speaking media was very suitable for use in the English learning process that focuses on improving students' speaking skills.

## CONCLUSION

Based on the results of the research described above, and considering the issues raised in the problem statement, the following conclusions can be drawn:

1. The development of learning media for speaking skills for students has resulted in teaching media developed using a combination of the ADDIE development model, which consists of five stages that have been modified into four stages, namely Data collection and analysis (Analysis), Media planning (Design), Media development (Development), and Implementation of the final product.
2. The results of the feasibility test of the learning media for the student development course that has been developed are declared “very feasible” for use in learning in class X SMAS Kurnia Jaya based on the results of the learning media validation conducted by the two media experts covering several aspects. The validator team consists of lecturers selected by the Head of the English Education Department.

## ACKNOWLEDGMENTS

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