THE IMPLEMENTATION OF E-MODULE IN SEMANTIC CLASS AT ENGLISH STUDY PROGRAM: STUDENTS' PERCEPTION

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ABSTRACT

E-module as a learning tool is a new experience for English students. Based on the interviewing results of monitoring and information to students, it is found that the e-module has not been yet implemented or created other than in class 1 Semantic. Therefore, it is important to know how they perceive the implementation of an electronic module in the Semantic class in the English Study Program. The research in this paper aims to investigate English students' perception of implementing the E-module in Semantic classes at the English Study Program. The research design is mixed methods (quantitative and qualitative). The data were gathered through a questionnaire and interview. Cluster random sampling was used to select the research sample, which involved 40 students. Ten students were interviewed for the qualitative data. The findings indicate that the students had a high perception of the implementation of e-module in the Semantic class. They also expect that e-module can be further developed and applied for other courses because most of them perceive e-module as a fun, complete, and total innovation in learning media that can facilitate their learning anytime and anywhere.

Keywords: ***e-module, students' perception, semantic class***

IMPLEMENTASI E-MODUL PADA KELAS SEMANTIK DI PROGRAM STUDI BAHASA INGGRIS: PERSEPSI MAHASISWA

ABSTRAK

E-modul sebagai alat pembelajaran merupakan pengalaman baru bagi siswa bahasa Inggris. Berdasarkan hasil monitoring dan informasi dari wawancara dengan siswa diketahui bahwa e-modul belum pernah diimplementasikan atau dibuat selain di kelas 1 Semantik. Oleh karena itu, penting untuk mengetahui bagaimana persepsi mereka terhadap penerapan modul elektronik pada kelas Semantik di Prodi Bahasa Inggris. Penelitian dalam tulisan ini bertujuan untuk menyelidiki persepsi mahasiswa bahasa Inggris tentang implementasi E-module di kelas Semantik di Program Studi Bahasa Inggris. Desain penelitian menggunakan metode campuran (kuantitatif dan kualitatif). Pengumpulan data dilakukan dengan menggunakan kuesioner dan wawancara. *Cluster random sampling* digunakan untuk memilih sampel penelitian yang melibatkan satu kelas yang terdiri dari 40 siswa. Sepuluh siswa diwawancarai untuk data kualitatif. Hasil temuan menunjukkan bahwa siswa memiliki persepsi yang tinggi terhadap implementasi e-module di kelas Semantik. Mereka juga berharap e-modul dapat dikembangkan lebih lanjut dan diterapkan di mata kuliah lain karena sebagian besar dari mereka menganggap e-modul merupakan inovasi media pembelajaran yang menyenangkan, lengkap, dan total yang dapat memfasilitasi pembelajaran mereka kapan saja dan di mana saja.

Kata Kunci: e-modul, persepsi mahasiswa, kelas semantik

INTRODUCTION

Technological developments are also felt in the world of education. Schleicher (2018, p. 4) states that education is a human process of preparing for a better life in the future, so it is an obligation to manage education professionally to get maximum results. In order to get top educational results, technology is expected to act as a tool that bridges and helps overcome the problems in it. Hall (2013, p. 52) suggests that the procurement and implementation of technology is a key link through which connections between the dynamics of capitalist

work and the realities of administration, teaching, and research as forms of academic work can be discovered.

Purwanto *et al.* (2007) state that e-module are sensory or learning tools that contain materials, methods, limitations, and evaluation methods designed systematically and attractively to achieve the required competencies according to the level of complexity electronically. Meanwhile, according to Pradana *et al.* (2020), electronic modules are non-printed digital-based modules and can apply multimedia principles that can support the learning process and improve student understanding in the learning process. So, an electronic module (E-module) is an electronic model of a published module, which contains materials, methods, barriers, and ways of comparing which may be studied on a computer or smartphone and designed to improve pupil knowledge.

From this study, it is clear that students' perceptions of electronic modules play a very important role in successful learning because students are the center of every learning process. Perception refers to the organization, insight, and interpretation of the environment to express and understand sensory information. It is the process by which the individual selects, organizes, and stores the information gathered from these sense organs. Slameto (2010) defines perception as a process that involves information that enters the human brain through human perception of the relationship that occurs with the environment. This relationship is achieved through the senses, namely sight, hearing, touch, taste, and smell.

Furthermore, looking from the perspective of human behavior, we know that humans have their perceptions, feelings, and attitudes towards organizational structure, management style, duties, and responsibilities to the conditions in which they do something in learning. Robbins (2010) states that perception can be defined as an individual's process of organizing and interpreting their sensory impressions based on their view of reality to give meaning to their environment, not about reality itself. Of course, perceptions affect our working relationships in many ways. They relate to individual, group, or organizational behavioral

factors. In addition, based on monitoring results and information from interviews with students, it is known that e-module has never been implemented or created other than in class 1 Semantic. Therefore, this research is intended to answer the research question, namely: what is the undergraduate English students' perception of the implementation of e-module in Semantic class at the English Study Program?.

LITERATURE REVIEW
1. Electronic module (E-Module)

Etymologically, an e-module is composed of 2 words, namely electronic and module (Sidiq & Najuah, 2020). Sidiq and Najuah further explain that the e-module is a set of learning materials that include materials, methods, limitations, and evaluations that are attractively and systematically designed to achieve the expected competencies according to their level of complexity. The E-module can be filled with materials in the form of pdf, videos, and animations, thus enabling users to learn more actively. The electronic module is a medium intended to gain knowledge about material that can be systematically designed based on a unique curriculum and packaged in units of time, which is displayed in the use of digital gadgets such as computers or androids (Sirwan *et al.*, 2021).

Pradana et al. (2020) explain that the electronic module is a non-printed digital-based module and is able to apply multimedia principles that can support the learning process and improve student understanding in the learning process. The electronic module is also called self-learning media because they come with self-study guides. It can be said that students can carry out learning activities without the presence of a direct teacher (Syamsudin, 2005).

Based on the interpretation of the definition of the module and the electronic module, there is no difference in the development principle between the conventional (printed) module and the electronic module. This difference is reflected in the physical presentation format. Generally, the electronic module is adapted to the components contained in the printing module.

2. Perception

According to Metcalfe & Mishel (1999), perception is a feeling and thought about something and a process. This means that a person can express what is on his mind. On the other hand, according to the Dictionary (2007), perception is defined as the way you pay attention to something, especially feelings. Perception processes the human senses, which generate signals from the environment through sight (eyes), hearing (ears), touch (other parts of the body), smell (nose), and taste (tongue) (Martin, 1998). This means that human perception involves the organization of the data or information obtained. In other words, the human senses and the reactions involved in the human senses occur as instincts. For example, the speed with which a person taps his eyelids when he sees an object moving rapidly in the direction of the eye, and the reaction of a person to the sound of skin touching and sharp objects are examples of instinctive behavior based on processed information. Therefore, the researchers conclude that perception is a set of processes by which a person perceives and interprets information about a particular object through experience, exposure, or other interactive methods.

Perception is the impression obtained by the individual through the five senses then analyzed (organized), interpreted, and then evaluated so that the individual obtains meaning. Robbins' opinion is more complementary to the previous opinions, namely the existence of elements of evaluation or assessment of the object of perception. Robbins (2007, p. 124-130) defines the perceptual indicators into two kinds, namely: reception and evaluation.

REASERCH METHOD
Research Design

The design of this research was a mixed method. Creswell & Clark (2015, p.1088) stated that mixed methods research design was a technique for collecting, analyzing, and blending quantitative and qualitative strategies in a take a look at or series of research to find out the issues in research. This technique was completed in a mixed way to convey a higher expertise of the conflict and research questions than if performed one at a time or one after the other. In addition, this study explained the use of e-module by English Department students for Semantic course. The researcher collected the data through a series of questionnaire and interview to find out how the students of the Department of English perceive the use of e-module for Semantic course content during online learning.

Location and Time of the Research

This research was conducted at the English Department, Riau University, Riau Province from April to September 2022 through a series of questionnaire on Google Forms and interview with several students. Questionnaire was distributed through students' WhatsApp group, while interview was conducted via google meet with English students at Riau University.

Population and Sample of the Research

The population in this research were 118 students of the fourth semester English Department Universitas Riau or batch 2019, which consisted of all Semantic classes A, B, & C. Then, the sample of this research used cluster random sampling, namely 1 class. The sample for the questionnaire was all students from one class and the sample for the interview was 10 students.

Data Collection Technique

Data collection in this study used a questionnaire and interview. The questionnaire in this study was adapted from a questionnaire designed by Victoria et al. (2018), Chong et al. (2005) & Teng et al. (2013) which was adapted to the needs of this study. The questionnaire contains 3 indicators: 1) perceived usefulness, 2) perceived ease of use, and 3) perceived satisfaction. Usability was defined as the extent to which the user perceives the information provided by the e-module. Ease of use referred to the ease of use of e-module. Satisfaction was interpreted as the pleasure they feel when they use the e-module in Semantic class. Then, the results of these questionnaire were tested for validity and reliability using SPSS. All items in the e-module questionnaire were valid and the Cronbach α was 0.953, indicating that the results of the questionnaire were reliable. Next, the researcher

conducted an interview by interviewing 10 student representatives from the same class. This interview is intended to explore students' perceptions in depth which strengthens and clarifies the reasons for answering the questionnaire. The interview used in this study was a structured interview, where each respondent was asked the same question and the data collectors recorded it.

Data Analysis

Since the data in this study were a questionnaire survey, this study used descriptive statistics to analyze the data. The researcher used the 5-point system of the Likert scale, each scale has its descriptive explanation.

Furthermore, the researcher also conducted interview using qualitative data analysis. Data analysis in qualitative research was carried out at the time of data collection, and after data collection was completed within a certain period. After the interview, the researcher analyzed the answers of the interviewees. Qualitative data analysis activities were carried out interactively and continued until complete so that the data were saturated. In line with Miles & Huberman (1994, p.10) analysis included three sports that arise simultaneously: data reduction, data display, and conclusions: drawing/ verification. The analysis steps were shown in the following figure.
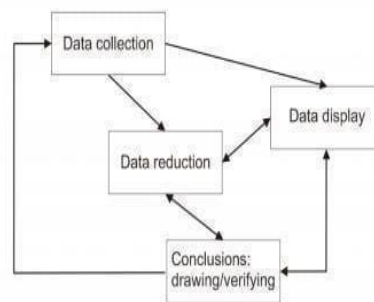

Figure 1. Components in data analysis (interactive model)

According to Miles & Huberman (1994, p. 10), data reduction was done by checking the reduction with the procedure of selecting, focusing, simplifying, abstracting, and transforming the notes that appear in written disciplinary records or transcriptions. Data display was a prepared, compressed assembly of statistics that let in the end drawing and the motion. The last step of qualitative records evaluation was conclusions: drawing/ verification. The realization drawing was analyzed continuously and tested to get a perfect final result.

RESULTS AND DISCUSSION

Perception of e-module was divided into 3 indicators; usefulness, ease of use, and satisfaction. The following were the findings of the perceptions of students of the English Department from 40 respondents from the questionnaire and interview. The presentation of the data, quantitative data accompanied by qualitative data. For qualitative data, students are marked with (S). For example, student 1 is marked with (S1), student 2 (S2), and so on.

1. **Usefulness**

Table 3. The Descriptive Statistics of English Department Students' Perception of E-module (Usefulness)

	N	Minimum	Maximum	Std. Deviation	Mean
UsefulnessQ1	40	3	5	.675	4,43 (high)
UsefulnessQ2	40	3	5	.636	4,43 (high)
UsefulnessQ3	40	3	5	.660	4,23 (high)
UsefulnessQ4	40	3	5	.687	4,20 (high)
UsefulnessQ5	40	3	5	.712	4,43 (high)
UsefulnessQ6	40	3	5	.709	4,40 (high)
UsefulnessQ7	40	2	5	.816	4,50 (very high)
Average					4,34 (high)

The usefulness component of the e-module consisted of seven indicators, namely gaining knowledge, increasing understanding, expanding the range of knowledge, increasing interest, facilitating learning, usefulness, and providing various resources. The results are presented in table 3.

Table 3 shows a descriptive measure of students' perceptions of the English Department about the usefulness of using e-module in Semantic class. The average score of the total answers of the students was 4.37 which indicates the high perception of students in terms of usefulness. The standard deviation showed a measure of the variance of the data concerning the mean (distance of the data mean to the mean). The standard deviation for each usefulness variable was 0.675, 0.636, 0.660, 0.687, 0.712, 0.709, and 0.816. This means that the variance of all data was relatively smaller because the standard deviation was smaller than the mean.

The results of the interview conducted led to two things related to the usability indicators, namely students' interest in e-module and ease of understanding of the topic in the Semantic.

Interest

There are remarks from the students, one of them is that the e-module is very interesting. The following are some of the students' expressions during the interview.

S2: That module is something new for me, so I think the module is very **interesting** for me.

S9: I feel completely **interested** with e-module in semantic class because it was different experience with other courses.

Furthermore, the students also expressed their interest in the various features in the e-module as seen from the statement below:

S1: The **YouTube video feature** in the e-module makes us not bored of learning.

S9: I like **video** because it's easier to understand something when I watch someone explain it visually. And I can pause and rewind the video if I don't understand.

S6: Ohh I like **all features** of that because I think it's connecting with each other.

It can be seen from the student's statement above. E-module is a new learning tool that can attract their interest to study a topic (S2). Then, they all know that there are many features in e-module and most of them like to use features related to audio-visual, namely video (S9). The video feature makes them more interested in using e-module to learn a topic. This can be seen when the interviewer asked them "What feature do you like the most?", 8 out of 10 students answered that they liked YouTube / videos, and 2 others liked all the features because they thought they were all related (S6).

Easy to Understand

Another point of view mentioned by the student is that the e-module made it easy to understand the topic. The students explained,

S3: The e-module that I use is **very organized**. Provide you material so I can **understand** the main point better rather than just like reading the material from another platform something.

S6: Yeah, I think it's a great learning experience that I ever use. Also, that is my first-time using e-module in my learning process and it makes me **easier to learn** that subject.

S4: When I using e-module make me **easily to understand** a topic especially I still remember with topics, speech acts in the module and I can understand easily.

It can be seen from their answers when asked about their impressions when studying with e-module in semantic class. They stated that e-module made it easier for students to understand a topic for various reasons. These reasons were: the highly organized display of the e-module makes it easier for them to understand a topic (S3), e-module helps them to learn and understand a topic more easily (S4). In addition, S4 even explained in detail that he was more likely to remember a topic because he learned it through an e-module. Finally, it can be said that the results of this interview are very in line with the results of the questionnaire that they have previously filled out which shows that students have a high perception of the usefulness of implementing e-module in the semantic class.

2. Ease of Use

The ease-of-use component of the e-module consists of seven indicators, namely easy to use, simple to use, the desire to use, can be used anytime, easy to remember, the functions are easy to use, and easy to understand. The results are presented in table 4 below.

Table 4. The Descriptive Statistics of English Department Students' Perception of E-module
(Ease of Use)

	N	Minimum	Maximum	Std. Deviation	Mean
EaseofUseQ1	40	3	5	.709	4,40 (high)
EaseofUseQ2	40	3	5	.744	4,10 (high)
EaseofUseQ3	40	3	5	.784	4,28 (high)
EaseofUseQ4	40	3	5	.677	4,60 (very high)
EaseofUseQ5	40	3	5	.781	4,43 (high)
EaseofUseQ6	40	3	5	.712	4,43 (high)
EaseofUseQ7	40	2	5	.813	4,18 (high)
Average					4,34 (high)

Table 4 shows a descriptive measure of English students' perceptions about the ease of use of using e-module in semantic class. The average score of the total answers of the students was 4.34 which indicates the high perception of students in terms of ease of use. The standard deviations for each availability variable are 0.709, 0.744, 0.784, 0.677, 0.781, 0.712, and 0.813. This means that the variance of all data is relatively small because the standard deviation is less than the mean.

Moreover, based on the results of the interview, it was observed that English students felt various conveniences and one impediment in the usage of e-module in the Semantic class. Facilities were inclusive of easy-to-apply and easy-to-access. After seeing the numerous advantages of the usage of e-module, students also explained their hopes for the destiny of e-module.

Easy to Use

Students assume that the e-module was easy to use. Here are some of the students' statements during the interview.

S4: E-module is quite **easy for me** because you can move the cursor to any tool. You can find there is explanation there. You can see there is explanation that it shares.

S3: When I use e-module, maybe there's some navigation that needs time to understand to use it, but. I use it often. I don't find it anymore, it's **very easy**.

S9: I just follow the instruction in e-module so it's **easy**.

Easy to Access

Students also revealed that e-module were easily accessible anywhere and anytime. The following are the expressions of students during the interview.

S1: E-module is efficient way of delivering courses as the resources are available from **anywhere and at any time** and can be **accessed** unlimited number of times.

S8: it helps me a lot in learning environment, spend less time to use, effective than regular module, reduce cost, **easy to access anywhere and anytime.**

S10: Like I said before, it helps me a lot in learning environment, spend less time to use, effective than regular module, reduce cost, **easy to access anywhere and anytime**.

The survey showed that many students had no difficulty at all in using the e-module and there were only a small number of students who initially felt a little difficulty in using the e-module but it was resolved after several uses (S3). Next was the navigation on the electronic module. Navigation on the e-module is very easy to use because it is almost the same as using the applications they use every day, such as sliding slides by clicking the right/left arrow. If they want to access any of the built-in features, such as videos, they simply click on the link provided and they can watch the video(S9). In addition, most students also said that e-module is very helpful for their learning because they can be easily accessed anytime and anywhere (S1, S5, S8, & S10). Overall, students agreed that the module was easy to navigate, the resources were easy to access, and the teacher's instructions were easy to understand. Thus, it can be concluded that students agree that the electronic module used in the semantic class was easy to use.

Expectations

Students have many expectations of the future of e-module, one of which is that e-module can be used in various subjects. The following are some of the students' expressions during the interview.

S2: I **hope** and the other. What is it? The other subject will be used the same e-module even though it's not using Canva. I **believe and I hope** they will be implicated in every subject.

The results of the interview showed that most of them expected and hoped that e-module will be used in other courses because they see many good effects that come from using e-module in semantic class (S2). Finally, the results of this interview were in following the results of the questionnaire that they have previously filled which showed that students have a high perception of ease of use in implementing e-module in Semantic class.

3. Satisfaction

The satisfaction component of the e-module consists of ten indicators, namely attractive, interactive interface, useful for learning, content, process, interactive features, time efficiency, results, color combinations, and organization. The results are presented in table 5.

Table 5. The Descriptive Statistics of English Department Students' Perception of E-module (Satisfaction)

	N	Minimum	Maximum	Std. Deviation	Mean
Satisfaction Q1	40	2	5	.810	4,40 (high)
Satisfaction Q2	40	3	5	.723	4,13 (high)
Satisfaction Q3	40	3	5	.586	4,38 (high)
Satisfaction Q4	40	3	5	.723	4,30 (high)
Satisfaction Q5	40	2	5	.840	4,30 (high)
Satisfaction Q6	40	3	5	.679	4,50 (high)
Satisfaction Q7	40	1	5	1.502	3,53 (high)
Satisfaction Q8	40	2	5	.723	4,13 (high)
Satisfaction Q9	40	3	5	.758	4,30 (high)
Satisfaction Q10	40	3	5	.707	4,25 (high)
Average					4,22 (high)

Table 5 shows a descriptive measure of students' perceptions of the English Department regarding the satisfaction of using e-module in semantic class. The average score of the total answers of the students was 4,22 which indicates the high perception of English students in terms of satisfaction. The standard deviation for each satisfaction variable was 0.810, 0.723, 0.586, 0.723, 0.840, 0.679, 1.502, 0.723, 0.758, and 0.707. This means that the variance of all data was relatively smaller because the standard deviation was smaller than the mean.

Furthermore, based on the results of the interview, it was found several things made English students satisfied with the implementation of e-modules in the Semantic class. This includes process, content, and time efficiency.

Process

Students are satisfied with the process of using e-module. The following were some of the students' expressions during the interview.

S3: I am completely satisfied. Because the most important is features and it's very easy to use and I just in class learning every word. So yeah, I think that's what you might be satisfied.

S4: E-module make me easy to read and make me easy to hear from You Tube because just one click accesses to YouTube.

S9: I just follow the instruction in e-module so it's easy.

Contents

Students were also satisfied with the contents of the E-module. The following were some of the students' expressions during the interview.

S7: I was satisfied with the e-module in semantic class. Because the explanation in the e-module is very detailed and understandable.

S4: I feel really satisfied because when using e-module until now I still remember about the topic speech act like locutionary, illocutionary, and perlocutionary Speech Acts. I still remember because e-module.

S10: I get a lot of information from there. I know some basic information about the material and some examples like the material of that will be clearly.

These statements are only part of the answers of all interviewed students who stated that they were all satisfied with the e-module in the Semantic class for various reasons. The first reason is that the process of using an e-module is easy. They can read, listen and understand a topic only through one platform, namely e-module (S4). In addition, learning with an e-module also helps them to more easily get various information about a topic (S10) and makes it easier for them to learn and remember the material in it (S4). This is also following the results of the questionnaire which states that students have a high perception of satisfaction.

Time Efficiency

The satisfaction section also discusses time efficiency and most of the students stated that e-module make their time more efficient. The following were some of the students' expressions during the interview.

S3: The e-module can provide not just material, but also links for YouTube and also learn more information. And we can quiz so we can know how far we understand the material. Yeah, I think it makes my time more efficient.

S10: I feel good with that, because it helps a lot in my learning environment, and also it more effective than regular module so I spend less time to use it.

On the other hand, there was also a student who stated that the e-module was just a waste of time. The following is the expression of students during the interview.

S7: No, I didn't agree because learning through e-module takes a lot of time and was not as simple as using ordinary books.

Based on the results of the interview, it turns out that many interviewed students agree that learning using an e-module does not waste time and can even make their time more efficient (S3 & S10). However, there was a student who stated that learning using an e-module was a waste of time because she felt that learning with an e-module took a long time and was not as simple as using ordinary books (S7). Based on the outcomes of student answers, it could be said that the outcomes of the time efficiency questionnaire were accurate because it indicated college students have a low belief in e-module that was stated to be a waste of time. In other words, lots of them agree that e-module learning time is more efficient.

Discussion

The finding showed that the students had the highest perception of the implementation of e-module in Semantic class in the ease-of-use category where e-module can be used to study topics anywhere students want. This point was also strengthened by the results of the interview which showed that students like the e-module because it is practical, simple, and can be used to study anywhere they want to learn just by accessing the e-module from their cellphones /computers. This implies that e-module motivate students to learn anywhere and anytime. This finding is relevant to Darmaji et al.'s (2019) study that e-module is one of the learning media that can motivate students learning. In terms of benefits, the electronic module itself can make the learning process more enjoyable, interactive, and accessible anytime, anywhere, and can improve the quality of learning (Wiyoko et al., 2014). This also supports Picton's study (2014). He claims that

the most important component of the development of student reading literacy is the use of electronic texts (such as those in e-modules), since their functionality increases from year to year. In addition, El-Seoud et al. (2014) also stated in their findings that Many studies have shown that effective use of e-learning can help increase student motivation, engagement, and attendance.

On the other hand, the finding showed that the students perceived the satisfaction category as the lowest one. This point states that studying with an e-module is a waste of time. This showed that students' perceptions of these negative things are indeed low. Many of them consider that the use of e-module in their class is valuable to them and does not waste time. In the interview, many students stated that they felt learning by using e-module can make their time more efficient because the e-module itself has provided various interrelated features and can make it easier for them to learn a topic in more depth and detail. In other words, the findings justify Laili's (2019) study that learning can be done effectively by using electronic modules because it helps students who have learning difficulties. On the other hand, there were some of them who felt that learning with e-modules is less efficient, due to inadequate networks and devices (mobile phones/computers) not because of the e-module itself, since e-module has the traits of users being capable of using it independently, unified content material, stand alone, adaptive, and pleasant (Daryanto, 2013 & Serevina et al., 2018).

The findings also showed that students felt that e-module were very helpful for learning because of the various features provided. Electronic modules (e-modules) or non-printed modules can contain many media such as visual, audio, audio visual and shared multimedia (Darmawan, 2016). The findings of the current study support Damanik et al's (2020) study. In their study, they claim that e-modules are very helpful for students in lectures because they have many tutorial content facilities that support both descriptions in text, images, and videos so that students have interest, can understand and study learning materials well and motivate them to study independently. Furthermore, there is one

special feature that students like the most and they say that it really helps them in understanding a topic, namely video/ YouTube. This finding is relevant to Purwanti et al's (2022) study that video lectures are effective in improving student learning outcomes in EFL Semantic content courses. There are several reasons: videos contain a complete collection of learning explanations (text, images and sound), videos are interesting learning media that are very accessible and can make their time more efficient and productive. This finding also reinforces Baranov & Pivovarov 's (2018) findings that video lectures are a very convenient way to get information if students are not attending lectures. On the other hand, some of them stated that they really liked all the features in the e-module because they were interrelated and indeed all of them aimed to support learning. This is something very special about the existence of e-modules in the Semantic class.

Students well because they are familiar with the internet. It's because they are Generation Z and they are familiar with the internet so they have the right skills to use technology and they live in it. In addition, the e-module itself is an interesting and simple learning tool that can support their independent learning. This result is in accordance with Watoni et al.'s (2022) study. They stated that e-modules can be an effective learning medium for students to learn independently. E-module is a coaching medium that invites students to find concepts independently (Serevina et al., 2018). These findings also support the study of Darmaji et al. (2019) which states that e-modules are designed to make it easier for students to use anytime, anywhere. Furthermore, electronic modules are teaching materials that can help students learn independently, have a communicative and two-way language that makes it easier for students to learn the subject (Laili, 2019).

CONCLUSIONS AND RECOMMENDATION

Based on the results and discussion above, it can be concluded that the English students have a high perception of the use of e-module in the Semantic class. They also hope that e-module can be further developed and applied in other courses because most of them see e-module

as a fun, and complete innovation in learning media that can facilitate students' learning anytime and anywhere. However, there are a small number of them who are still not very interested in using e-module because they think e-module are a bit difficult to use and learning with e-module is just a waste of time. However, that's only because sometimes it is constrained by inadequate networks and devices, not because of the e-module itself. Finally, it can be said that the average student is satisfied with the implementation of the e-module in the Semantic class.

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