Literature Review of Digital English E-Modules to Improve Students' Reading Comprehension Skills

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Abstract:. The use of digital-based e-modules has become an important innovation in English language learning to effectively improve students' skills. This literature study examines various aspects of the development and application of multimodal and gamified e-modules that can improve reading and speaking skills. This research uses the semantic literature review method to analyze various literatures. Data collection is carried out through systematic searches in various academic databases, google scholar, sciencedirect, data analysis is carried out with a semantic analysis approach which includes theme identification, coding and categorization, literature synthesis, and interpretation of results. Research shows that interactive and engaging e-modules can facilitate independent and distance learning, and overcome the challenge of limited conventional learning resources. However, successful implementation requires training for teachers and provision of adequate technological infrastructure. In addition, innovative approaches such as multimodal and gamification are instrumental in increasing student engagement. Recommendations from this study emphasize the need for collaboration between the government, educational institutions and the community to optimize the use of digital technology in English language learning in order to improve the quality and effectiveness of the learning process in a sustainable manner.

Introduction

Education in general can be understood as a planned and systematic effort to assist students in developing their intellect, character, and physical abilities. Education can also be defined as guidance or direction given by adults as an influence. The school serves as the second educational environment after the family and is a place of formal education that organizes a thorough and structured educational process. The school's responsibility is to improve intellectual intelligence and provide various knowledge to students. (Nurjanah, 2022).

The quality of human resources can be improved if the education system implemented runs according to the plan set by the government. The education system is a determining factor in the quality of human resources. The better the education system is implemented, the better the quality of education achieved. Conversely, if the education system is poor, the

quality of education produced will also decline. With a good education system, it is hoped that the objectives of education in Indonesia can be achieved. (Astutik, 2021).

One of the goals to be achieved is reading skills. According to Musyadad (2021), the main purpose of reading lessons is the ability to understand reading content. This skill is quite complex because it includes various other small skills. With reading skills, students will also develop other skills such as writing, because these two skills are interrelated. (Multifah, 2018). Reading skills are the process of obtaining information that can improve the competitiveness and quality of students in the future. (Sari, 2021). Ambarita (2021) also emphasizes the importance of reading skills, where through reading activities, a person's vocabulary will increase, knowledge will also increase, and speaking and reasoning skills will be trained, so that they can respond well to reading content. In addition, reading gives readers access to a variety of information and insights.

Reading is an interactive activity that aims to understand the meaning contained in the reading text. (Syahri, 2023). Once students have basic reading skills, they need to develop advanced reading skills. This skill is very important for students. Reading involves the knowledge and experience that the reader has, which is then connected to the content of the reading to actively form an understanding. (Broek, 2014). From this explanation, it can be concluded that students' reading skills in Indonesia are not fully developed. According to Nugroho (2024), a survey conducted by the Program for International Student Assessment (PISA) shows that the reading interest of Indonesian people is very low, with Indonesia ranking 62nd out of 70 countries. This shows that out of every thousand people, only one person has a high interest in reading. This condition is very different compared to America which has a reading index of 0.45 and Singapore 0.55. Thus, it can be concluded that the implementation of reading literacy in Indonesia has not been optimal in supporting students' reading skills.

Reading skills can be acquired in various places, generally through the learning process at school. This ability is crucial for the development of knowledge and serves as a means of communication in human life. Hendrisman (2019) states that reading skills have a major impact on the breadth and depth of one's views on various issues faced. It is considered important for knowledge development because most of the transfer of knowledge occurs through reading activities. Talwiasih (2019) adds that reading skills are an activity or cognitive process that aims to find a variety of information contained in the text.

Currently, reading skills as a discourse can improve students' cognitive and affective abilities, but the results obtained are often not in accordance with the desired expectations. This can be seen from the PISA assessment and the results of observations made by researchers at SMP Negeri 41 Lampung, which show that students' reading skills are very low. The following are the results of the teacher's assessment of students at SMP Negeri 41 Lampung, which is based on Barrett's taxonomy in Rahman's research (2020).
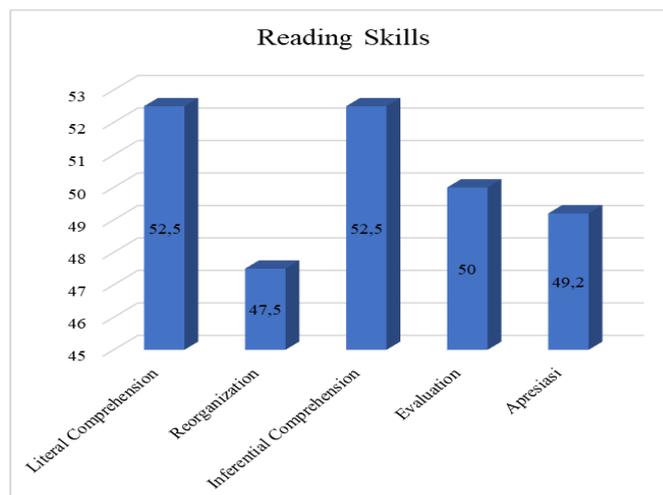
Figure 1. Observation of Reading Skills of Students of SMP Negeri 41

Based on the observation assessment of reading skill indicators conducted by teachers to students in English subjects, it was found that the average student obtained a score below the average minimum completeness criteria of 78, which was set by the English subject teacher board. This means that from the indicators that become the assessment reference, it can be concluded that the reading skills of SMP Negeri 41 students are low. These results are certainly a note for English teachers in improving students' reading skills.

English is a tool to communicate both orally and in writing, communicating can be interpreted as understanding and expressing information, thoughts, feelings, and developing science, technology and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand or produce oral and written texts that are realized in the four language skills of listening, speaking, reading, and writing. English is a foreign language in Indonesia, which is taught to students from elementary to university level. Learning English as a foreign language should be packaged in such a way that students feel happy and interested in learning it (Fitrina & Ibrahim, 2023). Research by Mubarok (2020) English as a foreign language is a challenge for learners, such as pronunciation.

The identification of the problem of declining students' English reading skills based on the researcher's observations was found. The tendency of non-variative learning methods such as utilizing printed teaching materials given to students, is the main problem of the decline in students' reading skills, then the problem of the lecture method applied by teachers during the English learning process causes students to be unable to think creatively and innovatively. The lack of learning resources is also caused by the dapodik data of SMPN 41 Bandar Lampung which was established in 2019 with 451/III.01/HK/2019. Of course, it is very early to say that SMPN 41 has adequate facilities, especially learning resources and digital-based learning media considering that SMPN 41 is a new school in Bandar Lampung City.

Based on the problem of decreasing students' English reading skills, researchers recommend the use of technological media as a learning tool to improve students' reading skills at SMP Negeri 41 Bandar Lampung, the use of e-module technological media, is a solution to improve students' reading skills, as stated by Syahputri & Dafit (2021), which states that a successful learning process requires the right teaching materials. Teachers will have difficulty in improving the quality of their learning if it is not accompanied by complete

teaching materials. Therefore, teaching materials are very important to develop as an effort to improve the quality of learning.

Furthermore, current learning carries a theme based on teaching materials that are adapted to current developments, one of which is by using E-modules. Anggreni & Agustika (2022) E-modules are electronic modules that are accessed through electronic devices such as computers, cellphones, tablets. E-modules or electronic modules are modules in digital form, consisting of text, images, or both that contain digital electronics material accompanied by simulations that can and should be used in learning (Syafa et al., 2022). E-modules are independent teaching materials to achieve certain learning objectives that are systematically arranged into the smallest learning units, then presented in electronic form where there are audio, video, animation, and navigation that make users more interactive with the program.

Furthermore, Herawati, (2023) e-modules are considered more innovative because they present complete material, especially now that students often open cellphones rather than books. This is in accordance with research conducted by (Pratiwi & Indana, 2024) with the title "Development of qr-code-based e-modules to train students' digital literacy skills on environmental change material" explaining that QR-Code-based e-modules to train students' digital literacy skills on environmental change material are said to be valid and effective to be applied to learning activities so that students can have high digital literacy skills to improve learning outcomes. Like Syahputri. (2021) The development of reading e-modules for grade 3 students of SDN 029 Pekanbaru explains that the analysis of the student response questionnaire to reading e-modules in thematic learning received a positive response which obtained an average of 83.33% which showed the category "Very Interesting Wardhana (2022) also conducted research with the title "Interactive E-Module Based on Nature Of Science (NOS) The Development of Atomic Theory to Increase the Cognitive Level of Student Science Literacy" explaining that the results of the validity of the developed e-module on each of its components, namely: content, science literacy, NoS, language, and presentation get a very valid category. Based on this explanation, this research aims to review previous studies to become the basis for developing digital English e-modules to improve students' reading comprehension skills.

Research Method

This research uses the semantic literature review method to review and analyze various studies, articles, journals, and literature sources related to the development and utilization of digital English e-modules in the context of improving students' reading comprehension skills. The semantic review method allows researchers to systematically identify themes, concepts and patterns that emerge from various relevant literature sources. The data used in this study is a collection of secondary literature obtained from various trusted sources. Such as national and international scientific journals, research articles related to e-modules. Data collection is carried out through systematic searches in various academic databases, google scholar, sciencedirect, data analysis is carried out with a semantic analysis approach which includes theme identification, coding and categorization, literature synthesis, and interpretation of results. this research uses literature that has gone through a peer-review process and has high credibility. Reliability is maintained by cross-checking between sources and using a systematic and transparent semantic analysis method.

Result and Discussion

In today's digital era, the use of technology in education is increasingly dominating, especially in English language learning. Various studies have been conducted to explore the effectiveness of using e-modules and other digital technologies in improving language skills. The journals to be reviewed cover various approaches and innovations in the development of e-modules and learning media that aim to improve students' reading and speaking skills in English. The following are the results of the author's literature review.

1. Zulfalilah, F., Darmawan, D., & Rahayu, A. P. (2025)

    This journal discusses the development of an Android-based e-module that aims to improve students' reading skills in English language learning. The research shows that the use of e-modules can increase students' motivation and engagement. The methodology used includes an experiment with a control group and quantitative data analysis. The results showed significant improvement in students' reading skills after using the e-module. The authors also provide recommendations for further development, including the integration of interactive features in the e-module to enhance the learning experience.

2. Bachrudin, S., Drajati, N. A., & Santosa, E. B. (2023)

    This journal focuses on the development of multimodal-based e-modules to support students' English speaking skills. The research highlights the importance of multimodal approach in language learning, which includes the use of text, images, audio and video. The results showed that students who used multimodal e-modules showed better improvement in speaking skills compared to traditional methods. The author also underlines the need for training for teachers in the use of this technology to maximize the potential of e-modules.

3. Litta, L., Akbar, A. A., Andu, C., & Siwi, R. P. (2023)

    In this study, the authors explored the use of flipbook maker as a digital learning media to improve English reading skills. This research shows that flipbooks can attract students' interest and make the learning process more interactive. The methodology used is a case study with qualitative analysis. The results show that students are more motivated and show significant improvement in reading skills. The author recommends using flipbooks in combination with other learning methods for more optimal results.

4. Revola, Y. R. (2023)

    This journal discusses the implementation of digital literacy in English learning design using Canva application. This research shows that the use of Canva can help students in designing interesting and effective learning materials. The method used is classroom action research with qualitative analysis. The results showed that students felt more confident and creative in designing learning materials. The author emphasizes the importance of digital literacy as a skill that must be possessed by educators in the digital era.

5. Nurjati, N. et al. (2021)

    This journal examines the development of English teaching materials during the Covid-19 pandemic using the Canvas Instructure LMS. The research shows that the use of an LMS can facilitate effective distance learning, although there are challenges in its implementation. The results showed that students who used the LMS showed improvement in reading skills. The author recommends training for teachers to optimize the use of LMS in learning.

6. Utami, I. A. (2024)

This dissertation discusses the development of a reading e-module based on gamification and contextual learning for Madrasah Aliyah students. This research offers an innovative approach in English learning by incorporating game elements to increase student motivation. The results show that gamification can improve student engagement and learning outcomes. The authors recommend implementing this approach on a wider scale to test its effectiveness.

7. Losi, R. V. et al. (2025)

This journal discusses the socialization of digital-based English teaching module development for teachers at Al-Azhar Private Junior High School in Medan. The research shows that many teachers are not familiar with the use of technology in teaching. The results show the need for training and technical support for teachers to effectively implement digital teaching modules. The author recommends cooperation between schools and educational institutions to improve teachers' capacity in the use of technology.

8. Richard F. Schmid et al. (2023)

This journal is a meta-analysis of online learning, blended learning, flipped classroom, and classroom instruction for pre-service and in-service teachers. The research provides a comprehensive insight into the effectiveness of various learning methods. The analysis shows that blended learning and flipped classroom can improve learning outcomes. The authors recommend further research to understand the factors that influence the success of these methods.

9. Adurangba V. Oje et al. (2023)

This research addresses the use of virtual reality technology in engineering education. The results show that this technology can improve students' concept understanding and practical skills. The author emphasizes the importance of integrating new technologies in the engineering education curriculum to prepare students for industry challenges.

10. Muhammet Safa Göregen et al. (2024)

This journal explores the factors that influence the retention of novice teachers in the education profession. This study used a mixed approach to detect the determining factors. The results show that support from colleagues and professional development contribute to teacher retention. The authors recommend the development of support programs for novice teachers.

From the above analysis, it can be seen that the use of e-modules and digital technology in English language learning has great potential to improve students' skills. E-modules, which are electronic-based learning modules, offer flexibility and accessibility that traditional learning methods cannot provide. Students can access learning materials anytime and anywhere, which allows them to learn at their own pace. For example, a student who has difficulty in understanding certain grammar can repeat the material as many times as necessary without feeling pressured by time. This not only improves their understanding, but also builds their confidence in using English.

In this context, innovative approaches such as multimodality become highly relevant. Multimodality refers to the use of different modes of communication, including text, images, audio and video, to convey information. Research shows that students who engage in multimodal learning tend to have better understanding and higher retention of information (Kress, 2010). For example, a study by Hattie (2009) showed that the use of videos in

teaching can significantly improve student learning outcomes. By integrating various media, students not only learn cognitively, but also emotionally, which increases their engagement in the learning process.

Gamification is also an interesting approach to English language learning. By applying game elements in an educational context, students can feel more motivated to learn. For example, learning platforms like Duolingo use a system of points, badges and daily challenges to encourage students to keep participating. Research by Deterding et al. (2011) shows that gamification can increase students' intrinsic motivation, which in turn can improve their language skills. When students feel engaged and entertained, they are more likely to invest time and effort in learning.

However, the challenges in implementing this technology cannot be ignored. One of the main challenges is the need for teacher training. Many teachers may not have the necessary technological skills to integrate e-modules and other digital tools into their teaching. A study by Ertmer and Ottenbreit-Leftwich (2010) showed that effective training can increase teachers' confidence in using technology, which has a positive impact on their teaching. Therefore, it is important for educational institutions to provide adequate and continuous training for teachers so that they can utilize the full potential of technology in learning.

In addition, adequate infrastructure is also a key factor in the successful implementation of technology in education. In many areas, especially in rural areas, access to stable internet and adequate technology devices is still an issue. This can hinder students' ability to access e-modules and other digital resources. According to a report from UNESCO (2020), the lack of infrastructure can create a larger digital divide, where students in more developed areas gain access to high-quality education, while students in disadvantaged areas are left behind. Therefore, investment in education infrastructure should be a priority for governments and educational institutions.

Although there are challenges to be faced, the potential for using technology in English language learning is huge. Further research is needed to explore the effectiveness of different methods and technologies in different contexts. For example, studies comparing the learning outcomes of students using e-modules with those using traditional methods can provide valuable insights into how much influence technology has on learning outcomes. In addition, research on the long-term impact of using technology in learning is also important to understand how the skills acquired can be applied in everyday life.

Discussion

Based on the literature review from various sources that have been analyzed, the discussion of the development and utilization of digital e-modules in English language learning generally highlights various aspects that support the effectiveness of their use to improve students' skills. Potential and Benefits of Digital E-modules in English Language Learning Electronic-based e-modules offer greater flexibility and accessibility than traditional learning methods. Students can access learning materials anytime and anywhere according to their needs, enabling independent learning at their own pace. Research shows that the use of e-modules can increase student motivation and engagement in learning, e-modules that are equipped with interactive features, such as automated tests, discussion features, or live assessments, are able to make the learning process more interesting and

interactive. The results also show that students who use multimedia-based e-modules, such as videos, images, and audio, experience significant improvements in English reading and speaking skills. In addition, the development of Android-based and multimodal e-modules also proved effective in improving specific skills such as reading and speaking. The use of interactive features in e-modules, such as automatic practice questions and diverse media can increase motivation and learning engagement.

Innovative Approaches in E-module Development This review emphasizes the importance of multimodal and gamification approaches to improve learning effectiveness. Multimodality utilizes various modes of communication (text, images, audio, video) to convey information, which significantly improves student understanding and retention. Through the use of these varied media, students not only gain knowledge cognitively, but also emotionally, which encourages them to be more actively involved in the learning process. Gamification, as an approach that integrates game elements into learning, such as awarding points, badges and challenges, increases students' intrinsic motivation. For example, platforms such as Duolingo successfully motivate students to learn continuously through a game-based reward system, thus improving their learning outcomes..

Teachers' Role and Training in E-module Implementation Although e-modules and digital technology have great benefits, the main challenge lies in the readiness of teachers to utilize the technology optimally. Some studies show that many teachers are not familiar with the use of digital technology, thus requiring adequate training and technical support. The recommendation is for collaboration between educational institutions and government agencies to organize training to develop teachers' competencies in the use of e-modules and other digital technologies. In addition, module development should involve teachers in the design process to suit the needs of students and their respective learning contexts. Adequate technological infrastructure support is also needed so that the entire digital-based learning process can run effectively.

The Role of E-modules in Overcoming Learning Problems In the context of Indonesian educational conditions, the use of e-modules and digital technology is an alternative solution to overcome the problem of lack of learning resources and monotonous learning methods. In schools that lack digital facilities, the development and implementation of multimedia and multimodal-based e-modules can improve student interest and learning outcomes, especially in reading and speaking skills. For example, the use of LMS such as Canvas can facilitate distance learning effectively, although it requires training for teachers to be optimal. Innovations such as flipbook maker and Canva apps also provide opportunities to create engaging and interactive learning media that can motivate students.

Continued Research and Development This literature review emphasizes the importance of further research to test the effectiveness of various media and approaches in developing e-modules contextually in the field. Recommendations include large-scale testing and more intensive training for educators, as well as strengthening digital infrastructure in schools.

Overall, the development and utilization of digital e-modules in the field of English language learning is very prospective and can effectively improve students' reading, speaking, and comprehension skills if supported by teacher training, adequate infrastructure, and innovative pedagogical approaches that are in accordance with student characteristics.

Conclusion

In conclusion, the use of e-modules and digital technology in English language learning offers significant opportunities to improve students' skills. With innovative

approaches such as multimodality and gamification, students can be more engaged and motivated in the learning process. However, challenges such as the need for teacher training and adequate infrastructure must be overcome for this potential to be optimally realized. Therefore, collaboration between the government, educational institutions and the community is essential to create a learning environment that supports the use of technology. With further research and proper investment, we can ensure that technology becomes an effective tool in improving English language education worldwide.

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