

Development of E-Module for Writing Negotiation Texts Assisted by Flipbooks for Grade XI High School Students

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Abstract

Learning to write negotiation texts is an essential skill that students must master. This research aims to develop an e-module for writing negotiation texts through flipbook media based on contextual learning and to evaluate its effectiveness on students' learning interest and outcomes in class XI of high school. The research method used is Research and Development (RnD). The sample consists of 72 students divided into two classes: an experimental class using the e-module and a control class employing conventional teaching methods. The analysis technique applied in this study refers to the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). This approach ensures that each phase of the module development is conducted systematically and planned. The results of hypothesis testing indicate that the e-module for writing negotiation texts assisted by flipbook media significantly improves students' interest and learning outcomes. The average learning outcomes of students in the experimental class show much higher scores compared to the control class. The discussion reveals that the developed e-module is not only effective in enhancing students' writing skills but also successfully boosts their learning interest. Feedback from expert validation and the practicality test results support the sustainability of using the e-module as an innovative learning aid.

Keywords: *e-module, negotiation text, flipbook*

Introduction

Improving the quality of education is crucial for sustainable development and as part of empowering the nation's life. Education serves as the foundation for human life, bringing social change and ensuring equal access for all individuals. Education must evolve over time, as it becomes a preparation for facing increasingly complex life challenges. Education in Indonesia has experienced development in creating various learning designs, both in strategies and methods. Educators are demanded to achieve high learning objectives, while students also have the responsibility to actively understand the material. In this context, teachers play the role of facilitators to design engaging learning experiences, helping students discover knowledge in enjoyable ways.

Hasan (2021) states that educational media functions as a tool that can stimulate students' thoughts and attention. The use of media such as flipbooks can spark interest in learning and create a more enjoyable learning atmosphere. A flipbook is a simple and flexible interactive electronic book that can be accessed anytime through the web (Anjali, 2022). E-modules as digital learning media allow students to learn independently. Technological innovations in e-modules, such as flipbooks, provide a

more engaging learning experience with features like animations, videos, and hyperlinks. Flipbooks allow students to digitally flip pages, creating a dynamic reading experience (Ramdania, 2013). With easy access, students can learn outside of the classroom, supporting the development of digital literacy, which is important in the era of the Fourth Industrial Revolution.

Previous research indicates that flipbook-assisted e-modules are effective in various language skills. However, many e-modules still take the form of static PDFs, which are less visually appealing. Contextual learning emphasizes the connection between teaching material and real-life situations, allowing students to apply competencies in everyday scenarios. In writing negotiation texts, students are expected to express their thoughts and ideas clearly. Writing skills, as one aspect of language, require a good understanding of structure and language. This research focuses on writing skills concerning negotiation texts that are included in the basic competence (KD) in the school curriculum.

Based on observations, there is a low writing ability among students, attributed to a lack of interest and unengaging teaching methods. Therefore, an alternative approach is necessary. The contextual learning approach, through Indonesian language education, is expected to help students communicate fluently both verbally and in writing. The researcher is interested in developing contextual flipbook-based teaching materials, intending to bring the real world into the classroom. These teaching materials are expected to help students connect their existing knowledge with real-life applications. As a result, it is hoped that writing negotiation texts will be more effective, allowing students to address problems faced in real situations.

Jauzaa (2018) argues that teachers, as facilitators, guide students to apply contextual writing skill learning effectively. However, limitations in learning resources have been found, leading to students' poor comprehension of the lessons. The development of a flipbook e-module is expected to address these limitations by presenting material interactively. This e-module will include examples of negotiation texts in video format and interactive exercises. Through this research, it is hoped that flipbooks can be a solution to enhance student motivation and writing ability, particularly in understanding the structure and how to write good negotiation texts.

This research aims to support students in becoming more skilled writers by utilizing technology for more engaging and efficient learning. It is expected that this e-module can contribute to improving the quality of education and students' writing skills, as well as having a positive impact on classroom learning. This study aims to achieve several important objectives. First, it seeks to identify and develop an effective design for negotiation text writing e-modules assisted by flipbooks for eleventh-grade high school students. Second, it aims to assess the quality of the e-module in enhancing the writing skills of eleventh-grade high school students. Lastly, it also analyzes students' responses to using the flipbook-assisted negotiation text writing e-module in the learning process in eleventh-grade high school. Thus, it is hoped that this research can contribute to enhancing the quality of writing education in schools.

Method

This research was conducted at SMA N 1 Kepenuhan Hulu, with the implementation timeframe starting from October 2023 to January 2024. The method used in this study is Research and Development (R&D), aimed at producing more effective educational

products by adapting the development steps of the Borg and Gall model. The applied model is 4D, which includes the stages of Define, Design, Develop, and Disseminate.

In the Define stage, a needs analysis is performed to understand the characteristics of learners and the learning process, along with formulating appropriate learning objectives. The Design stage includes the preparation of test standards, selection of media, and initial design. In the Develop stage, the e-module product is evaluated by experts, including experts in media, material, and language, before being tested on students. Finally, the Disseminate stage involves user analysis and the selection of strategies and media to convey the product.

The subjects of the research consist of the population of eleventh-grade students, divided into two classes, XI MIPA and XI IPS, totaling 72 students. The entire population serves as the sample for the study using census sampling due to the small number. The data used in this research includes qualitative and quantitative data. Qualitative data is obtained from expert responses, while quantitative data is obtained from product assessments. Instruments used include observation sheets to evaluate learning, interview guidelines to explore the views of educators and students, and assessment questionnaires to gather expert opinions on the developed product.

Data collection techniques are carried out through observation, interviews, and questionnaires. Observations capture the learning situation directly, while interviews aim to identify challenges faced during the learning process. Questionnaires are used to measure the validity of teaching materials from the perspective of experts and to obtain feedback from students and teachers about the product.

Data analysis adopts qualitative and quantitative approaches. For qualitative analysis, the model developed by Miles and Huberman is used, which includes data reduction, data presentation, and conclusion drawing. Meanwhile, quantitative analysis uses a Likert scale to assess teaching materials, where the evaluation results are categorized into several classifications such as "Very Good" and "Good."

Results

The improvement of students' abilities in writing negotiation texts, this research aims to develop an interactive and engaging flipbook-assisted e-module. This e-module is expected to facilitate more effective and enjoyable learning for eleventh-grade students in high school. The development consists of several stages, each outlined as follows:

Analysist Stage

In the analysis stage, the researcher evaluates the students' needs and the existing learning conditions, including the challenges in writing negotiation texts. Through interviews with students, the researcher identifies problems faced, such as many students not mastering the basic structure of negotiation texts, difficulties in using appropriate vocabulary, and limited understanding of the cultural context of negotiation. This analysis serves as the basis for formulating comprehensive information, which will be used in developing an appropriate and effective e-module to enhance writing skills in negotiation texts.

After analyzing the problems, the next step is to conduct a needs analysis to identify what students need to improve their writing skills. The researcher uses a questionnaire distributed to students to gather information regarding their understanding of negotiation texts, desired teaching methods, and types of materials deemed most helpful. The questionnaire results indicate that the majority of students feel the need for

clearer explanations about the structure and essential elements of negotiation texts, as well as relevant examples applicable to everyday life. Many students also desire the use of interactive media such as videos and audio-based exercises to enhance engagement in learning. With this information, the researcher can design an e-module that includes theory, practical examples, exercises, and supporting materials that align with the students' experiences and desires, thus significantly contributing to improving their writing skills.

Design Stage

After the analysis stage, the design of the e-module is conducted based on the results of the analysis. This design process includes structuring the module, selecting the material, and incorporating interactive elements designed to increase student engagement. The beginning section of the e-module consists of an attractive cover page, containing the title, relevant illustrations such as images of negotiation meetings, as well as an introduction that includes a preface, table of contents, learning objectives, and an overview of the importance of writing negotiation texts. Additionally, this e-module provides writing activities and evaluation quizzes to assess students' understanding of the material studied.

The content section of the e-module focuses on units of negotiation text writing material for eleventh-grade students at SMA N 1 Kepenuhan Hulu, presented in the form of flipbook-assisted teaching materials. Here, the material includes explanations about negotiation texts, their structure, and important elements to consider, presented with a white background and black text for optimal readability. The e-module also presents relevant examples of negotiation texts with analyses regarding the utilized structure. In the closing section, there is information about the reference sources used in composing the e-module, accompanied by a brief biography of the compiler that explains their background and experience in education and negotiation. This closing section uses orange colors with black text to ensure readability, complemented by a photo of the compiler as a personal touch.

Development Stage

In the development stage, the previously designed e-module is technically assembled using flipbook software to create engaging and easily accessible content, allowing students to learn in an innovative way. The development process includes needs analysis, design, content development, and testing, where each stage plays a crucial role in ensuring that the final product effectively meets the students' needs. The researcher then explains the steps taken in the development of the e-module, focusing on the content, design, and teaching methodology to support the writing of negotiation texts. The initial part of the e-module includes an attractive cover containing important information such as the title, grade level, and negotiation theme. The introduction contains a preface, glossary, and concept map that provide an overview of the material to be studied, including learning objectives and material structure. Meanwhile, the content section is designed to provide a comprehensive understanding of writing negotiation texts skills, complete with module identity, lesson plans, and explanations of various types of negotiation texts and the appropriate use of language in context. Each component is designed to encourage students to apply the knowledge acquired and enhance their writing skills interactively.

Table 1. Results of Design Development Based on Validator Suggestions

No Komentar/Saran

Sebelum Revisi

Setelah Revisi

1 Include Learning Outcomes (LO) in writing that consists of writing, planning, conveying ideas, and presenting

IDENTITAS MODUL	
A. IDENTITAS MODUL	<ul style="list-style-type: none"> Identitas guru : Ta Firi Astuti, S.Pd Satuan : SMA Negeri 1 Kepenuhan Hulu Pembelajaran : XI/Genap Kelas/Semester : Bahasa Indonesia Mata pelajaran : 4 x 45 menit
B. KOMPETENSI AWAL	<ul style="list-style-type: none"> Pengalaman dan/atau Keterampilan atau Kompetensi Prasyarat : 1. Memiliki kemampuan menulis gagasan, pikiran, pandangan, arahan/atau pesan tertulis untuk berbagai tujuan secara logis, kritis dan kreatif dalam bentuk teks negosiasi
C. PROFIL PELAJAR PANCASILA	<ul style="list-style-type: none"> Profil pelajar pancasila yang berkeadilan

IDENTITAS MODUL	
A. IDENTITAS MODUL	<ul style="list-style-type: none"> Identitas guru Satuan Pembelajaran/Kelas/ Semester Mata pelajaran Alokasi waktu : Ta Firi Astuti, S.Pd : SMA Negeri 1 Kepenuhan Hulu : XI/Genap : Bahasa Indonesia : 4 x 45 menit
B. KOMPETENSI AWAL	<ul style="list-style-type: none"> Pengalaman dan/atau Keterampilan atau Kompetensi Prasyarat : Memiliki kemampuan menulis gagasan, pikiran, pandangan, arahan/atau pesan tertulis untuk berbagai tujuan secara logis, kritis dan kreatif dalam bentuk teks negosiasi
C. CAPAIAN PEMBELAJARAN	<ul style="list-style-type: none"> Menulis merencanakan, menyampaikan ide, dan menyajikan

One of the suggestions received from experts was to clearly include Learning Outcomes (LO) in writing within the e-module. These Learning Outcomes encompass specific objectives that students should achieve after completing the module, such as the ability to compose negotiation texts with the appropriate structure, use suitable vocabulary, and apply effective communication techniques.

2 Include Project-Based Learning (PBL) or Project-Based Learning (PJBL)

IDENTITAS MODUL	
A. IDENTITAS MODUL	<ul style="list-style-type: none"> Identitas guru : Ta Firi Astuti, S.Pd Satuan : SMA Negeri 1 Kepenuhan Hulu Pembelajaran : XI/Genap Kelas/Semester : Bahasa Indonesia Mata pelajaran : 4 x 45 menit
B. KOMPETENSI AWAL	<ul style="list-style-type: none"> Pengalaman dan/atau Keterampilan atau Kompetensi Prasyarat : 1. Memiliki kemampuan menulis gagasan, pikiran, pandangan, arahan/atau pesan tertulis untuk berbagai tujuan secara logis, kritis dan kreatif dalam bentuk teks negosiasi
C. PROFIL PELAJAR PANCASILA	<ul style="list-style-type: none"> Profil pelajar pancasila yang berkeadilan

Penugasan Mandiri	
1. Buatlah kerangka teks negosiasi dengan tema "Ganti Ragi" sesuai dengan struktur yang sudah kalian pelajari!	
2. Kembangkanlah kerangka teks negosiasi yang sudah kalian buat menjadi sebuah teks negosiasi yang lengkap!	

Integrating PBL/PJBL into the e-module will provide a more engaging and in-depth learning experience for students, as well as help them better understand the relevance of writing negotiation skills in a broader context.

No 3
Komentar/Saran
Include a
Writing
Assessment
Rubric

Sebelum Revisi

IDENTITAS MODUL	
A. IDENTITAS MODUL	1. Nama Modul: S.Pd 2. Nama Guru: SMA Negeri 1 Kepenuhan Hulu 3. Kelas Semester: XI/Gesaf 4. Mata pelajaran: Bahasa Indonesia 5. Alokasi waktu: 4 x 45 menit
B. KOMPETENSI AWAL	1. Memiliki kemampuan menulis: pengetahuan dan ketrampilan atau kompetensiPrasyarat
C. PROFIL PELAJAR PANCASILA	1. Mandiri: memiliki prilaku atau pengembangan diri dan prestasinya dan didasarkan pada pengetahuan, sikap, keterampilan, dan kemampuan yang diadopsi dan berakhlak yang baik serta memiliki sikap yang baik dan kreatif dalam berkreasi dan berinovasi

Setelah Revisi

RUBRIK PENILAIAN KEMAMPUAN MENULIS SISWA		
Indikator Penilaian	Jawaban	Skor
Mengidentifikasi teks negosiasi yang terdapat pada uraian	1. Menemukan 2 atau lebih identifikasi teks negosiasi	2
	2. Menemukan 1 kategori kata	1
	3. Tidak menemukan kategori kata	0
Mengklasifikasikan ciri-ciri teks negosiasi	1. Mengklasifikasikan 2 ciri teks negosiasi dengan benar	2
	2. Mengklasifikasikan 1 ciri teks negosiasi dengan benar	1
	3. Salah dalam mengklasifikasikan ciri teks negosiasi dalam tabel	0
Mengidentifikasi struktur teks negosiasi	1. Tepat dalam mengidentifikasi struktur teks negosiasi	2
	2. Tepat dalam mengidentifikasi kesalahan atau memperbaiki mengidentifikasi struktur teks negosiasi	1
	3. Tidak melakukan identifikasi	0
Membuat teks negosiasi dalam bentuk tanya jawab	1. Mampu dan tepat membuat teks negosiasi dalam bentuk tanya jawab	2
	2. Mampu dan tepat membuat teks negosiasi dalam bentuk tanya jawab	1
	3. Tidak melakukan identifikasi	0
Jumlah skor		8

Adding a writing assessment rubric in the negotiation text writing e-module is an important step to provide clarity to students about the criteria that will be used to evaluate their work. This rubric can help students understand which aspects need improvement and what is expected of them in the writing assignment.

After the development process, the e-module was tested through validation by experts in content, language, and media. The validation results showed that the e-module was rated very good in terms of content and design. Language experts provided feedback to improve language use and the relevance of the material, while media experts assessed the visual appearance and interactive elements designed to enhance students' learning experience. The researcher utilized the suggestions and feedback from these validation results to revise the product, ensuring that the e-module produced is more effective in enhancing writing skills for negotiation texts. Therefore, this e-module is expected to be not only informative but also user-friendly and capable of increasing students' motivation to learn to write.

Implementation Stage

After the e-module was developed, the next step is implementation. In this subsection, the researcher describes how the module is applied in the classroom context, including the teaching methods used and students' reactions during the learning process. The first stage involved a limited trial to assess the implementation and effectiveness of the designed e-module. The limited trial is a crucial part that must be conducted during the development stage after the product design is completed. The assessment of the limited trial was conducted using a questionnaire. The limited trial was carried out in three phases: practical testing, one-to-one testing, and small group testing.

Results of Practical Testing

The results of the practical testing response questionnaire will be presented in Figure 4.4 below. This graph illustrates the evaluations provided by experts regarding the developed e-module, offering an overview of the extent to which this e-module can be applied in the context of writing negotiation texts in eleventh-grade high school classes. The feedback from these respondents is highly valuable for assessing the effectiveness and readiness of the e-module as a learning aid for students.

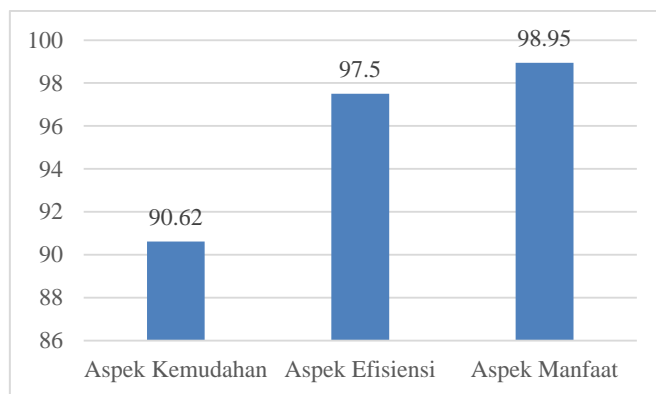


Figure 1. Practicality Testing

Based on the graph above, it shows that the overall average score of the practical testing is 95.69, categorized as very practical. The aspect of accessibility has an average score of 90.62, also categorized as very practical. Overall, the results of this practical testing indicate that the developed e-module for writing negotiation texts has met the expected criteria, making it suitable for use by students. This high score signifies that the e-module is easy to access and understand, providing significant benefits in the learning process. It also demonstrates that the e-module can effectively support students in developing their negotiation text writing skills. Positive feedback from educational expert respondents indicates that this e-module is ready to be implemented in eleventh-grade high school classrooms, providing a strong foundation for enhancing the quality of education in writing.

Results of Small Group Testing

The small group testing was conducted with 36 students using a student response questionnaire consisting of 21 questions. The responses from participants regarding the booklet based on the ethnobotanical values of Siak weaving patterns can be seen in the following figure.

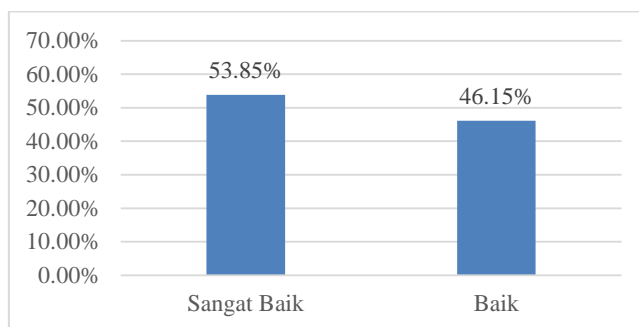


Figure 2. Small Group Testing

Based on the graph above, it shows that 53.85% of students expressed a very positive reception toward the developed e-module for writing negotiation texts. With more than 50% of respondents rating this module in the "Very Good" category, it indicates that the e-module not only meets expectations but also succeeds in providing a satisfying learning experience. The percentage of 46.15% in the "Good" category also suggests that while there may still be areas for improvement, the e-module already provides significant benefits and support for students in learning to write negotiation texts. Overall, the results of this test demonstrate that the e-module has the potential for broader implementation in the learning process, with positive feedback from the small group tested. This data provides a solid foundation for continuing the development and

refinement of the e-module, as well as increasing student engagement in their learning process.

Evaluation Stage

The final stage is evaluation, where the researcher assesses the effectiveness of the e-module that has been implemented. This evaluation process includes data collection from students and teachers to determine the impact of the e-module on improving negotiation text writing abilities.

Student Interest in Learning

Data collection on student interest was conducted using a student interest questionnaire for both control and experimental classes. The analysis of the questionnaire results was carried out by scoring each statement item provided at the end of the learning process. The experimental class had 36 students, and the control class also had 36 students. The results of student interest can be seen in the following table:

Table 2. Results of Student Learning Interest for Control and Experimental Classes

Kelas	Pretest		Post test	
	Nilai	Kriteria	Nilai	Kriteria
Kontrol	71,11	Sedang	68,93	Sedang
Eksperimen	78,47	Tinggi	88,33	Sangat Tinggi

The results of the research show a comparison between the control group and the experimental group. Initially, the pretest score of the control group was 71.11 with a "Medium" criterion, while the experimental group had a higher pretest score of 78.47 with a "High" criterion. After the intervention, the post-test score of the control group reached 68.93 (with a "Medium" criterion), while the experimental group increased to 88.33 with a "Very High" criterion.

To measure the average increase between the pretest and post-test, the N-gain index was used. The control group showed an N-gain of -0.12, categorized as "Low". Meanwhile, the experimental group achieved an N-gain of 0.33, which falls into the "Medium" category. These results indicate that the experimental group experienced a more positive improvement compared to the control group.

Furthermore, it is known that the category criteria also provide an overview of the success level of an improvement. Although the experimental group has an N-gain categorized as "Medium", this is still considered a significant improvement from the initial "High" level. Overall, the results show that the experimental group benefitted more from the intervention or the applied teaching methods. While the pretest score of the experimental group was higher, the improvement seen in this group indicates the effectiveness of the intervention, while the control group experienced a decline. Further analysis may be needed to measure the statistical significance of the differences.

Learning Outcomes

After the implementation of the negotiation text writing e-module, it is important to evaluate students' learning outcomes as an indicator of the module's effectiveness. This evaluation process measures not only the increase in negotiation text writing skills but also provides insights into students' understanding of the material taught. Through the analysis of learning outcomes, the researcher can determine the extent to which the e-module was successful in achieving the established learning objectives.

These results include comparisons between scores before and after the use of the module, as well as an in-depth analysis of the aspects that show progress. Thus, the information obtained will be useful in illustrating the impact of the e-module on students' writing abilities and serves as a basis for further improvement in the development of teaching materials in the future. The learning outcomes of students in the experimental and control classes can be seen in the following table:

Tabel 3. Learning Outcomes

Kelas	Pretest		Post test	
	Nilai	Kriteria	Nilai	Kriteria
Kontrol	60,74	Rendah	64,81	Sedang
Eksperimen	65,55	Sedang	81,48	Sangat Tinggi

The table above shows the students' learning outcomes, divided into two classes: the control class and the experimental class. In this table, the pretest and posttest scores for each class are listed, followed by the assessment criteria based on those results. The control class had a pretest average score of 60.74, categorized as "Low." However, after the application of the negotiation text writing e-module, the posttest score for the control class increased to 64.81, falling into the "Medium" category. This indicates an improvement, although not significant, suggesting that the previous teaching methods may not have been effective enough to enhance students' writing abilities.

On the other hand, the experimental class, which used the e-module as an aid, achieved a pretest score of 65.55 with a "Medium" criterion. However, in the posttest, the average score of the experimental class increased significantly to 81.48, which falls into the "Very High" category. This improvement indicates that the developed e-module has successfully enhanced students' writing skills significantly.

Results of Hypothesis Testing on Learning Interest

To see the impact of the flipbook media-assisted negotiation text writing e-module on students' learning interest, a t-test was conducted as follows:

Tabel 4. Hypothesis Testing 1

Variabel	T Hitung	T Tabel	Sig
Minat Belajar Kelas Eksperimen	3,909	1,674	0,000
Minat Belajar Kelas Kontrol			

Based on the calculation results of the independent sample t-test, the calculated t-value is 3.909 with a significance level of 0.000. Therefore, it can be concluded that $t_{hitung} > t_{tabel}$ ($3.909 > 1.674$) and the significance value is less than 0.05 ($p = 0.000 < 0.05$). This indicates that there is a significant difference in learning interest between the experimental class and the control class. In other words, this suggests that there is a significant difference in students' learning interest between the experimental class using the e-module and the control class that does not use the e-module. Overall, these results demonstrate that the use of the flipbook media-assisted negotiation text writing e-module can significantly enhance students' learning interest. This finding supports the argument that the introduction of innovative teaching methods, such as e-modules, has the potential to increase student engagement and motivation in the learning process. With the increased learning interest, it is expected to positively impact students' academic results and writing skills.

Results of Hypothesis Testing on Learning Outcomes

Table 5. Results of Hypothesis Test 2

Variabel	T Hitung	T Tabel	Sig
Hasil Belajar Kelas Eksperimen	5,759	1,674	0,000
Hasil Belajar Kelas Kontrol			

Based on the results of the independent sample t-test calculation, the calculated t-value is 5.759 with a significance level of 0.000. Therefore, it can be concluded that $t_{hitung} > t_{tabel}$ ($5.759 > 1.674$) and the significance value is less than 0.05 ($p = 0.000 < 0.05$). This indicates that there is a significant difference in learning outcomes between the experimental class that used the e-module and the control class that did not use the e-module. The significance value (Sig) of 0.000, which is well below the threshold of 0.05, provides a strong basis for rejecting the null hypothesis. This implies that the application of the flipbook media-assisted negotiation text writing e-module is effective in improving students' learning outcomes. Overall, the results of this test show that the use of the e-module not only positively impacts students' learning interest but also significantly enhances their learning outcomes. These findings underscore the importance of innovation in teaching methods, such as the use of media-assisted e-modules, in achieving better and more effective learning objectives.

Discussion

The research results indicate that the developed e-module is effective in enhancing students' writing skills. Validation conducted by experts has shown high scores in the "Very Good" category, suggesting that the content, design, and methodology applied in the e-module meet the expected quality standards. Additionally, the practicality tests conducted with educational experts support these findings, with an average score reaching a very practical level.

The t-test results demonstrate that the use of the e-module significantly increases students' learning interest in the experimental class. With a calculated t-value of 3.909, which is far higher than the t-table value of 1.674, along with a significance value of 0.000, these results confirm that students are more motivated and interested in learning to write negotiation texts when using the e-module. This can be attributed to the interactive features offered by the flipbook media, which make learning more engaging and enjoyable.

The results of the second hypothesis test indicate that students using the e-module experienced significant improvements in learning outcomes, with a calculated t-value of 5.759 and a significance value of 0.000. This improvement not only highlights the effectiveness of the e-module in teaching but also suggests that when students are motivated to learn, they tend to achieve better results in knowledge and skills acquired. This is consistent with learning theories that emphasize the importance of motivation in achieving optimal learning outcomes.

The use of the negotiation text writing e-module assisted by flipbook media shows great potential in the educational context. By adopting this innovative teaching method, teachers can enhance student engagement and make the learning process more effective. These findings provide a foundation for the development of similar teaching materials in other contexts, which can support the improvement of students' competencies across various subjects.

Based on the results of this study, it is recommended that module developers and educators consider the use of interactive media in teaching. Additionally, efforts to continuously update the e-module content to align with students' needs and the latest developments in education are also important. Further research could be conducted to explore the impact of e-modules in broader contexts or on other learning subjects.

Conclusion

Based on the research results and discussions outlined previously, this study successfully produced an e-module for writing negotiation texts applied through contextual flipbook media for eleventh-grade high school students. This e-module is designed to provide a learning experience that is relevant and connected to real-life situations, enabling students to better understand the concept of writing negotiation texts within a practical context.

The quality of the developed e-module has been tested and verified through a validation process by experts, indicating that the module meets the expected development standards. With a focus on negotiation text writing skills, the e-module's success in providing a contextual approach makes it an effective and engaging learning aid for students.

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