

CHAPTER I

INTRODUCTION

A. The Background of Study

The UNESCO Institute for Lifelong Learning emphasizes the importance of quality teaching and learning materials, stating that they play a crucial role in ensuring that learning is relevant, engaging, and effective (UNESCO, 2020). So, it is possible to infer that the provision of teaching materials and educational methodologies that are dynamic, conducive and easily accessible is necessary for the optimal development of student potential, and student potential will also emerge if assisted with a number of teaching materials or tools that support the ongoing process of interaction.

Sudjana et al. (2016) defined teaching materials as a collection of systematically organized written and unwritten materials that align with the curriculum requirements while meeting the students' needs. This approach aims to foster a conducive learning environment and support students in obtaining alternative teaching materials beyond textbooks, thereby facilitating teachers in delivering lessons effectively. They are important in teaching and learning activities in schools to achieve the goals, "learning objectives". Furthermore, the success to achieve learning objectives is mainly determined by the teaching-learning process and the development of teaching materials used by teachers (Frymier & Shulman, 2009). In other words, the effectiveness of the teaching-learning process is crucial in achieving learning objectives, and this process

should be supported by high-quality teaching materials. Therefore, students will experience changes in knowledge, understanding, skills and attitudes.

A student worksheet is a learning instrument that plays an important role in learning. Prastowo (2012) stated that students' worksheet is printed teaching material in the form of sheets containing material, summaries and instructions that must be carried out by students. In this case, the tasks have been adjusted to the basic competencies that must be achieved. Wulandari et al. (2021), emphasized that the role of student worksheets is very large in the learning process because it can increase student activity in learning and its use in learning can help teachers direct their students to find concepts through their own activities. Besides, student worksheets can also develop skills, increase student activities and can optimize learning outcomes.

It is expected that the existing students' worksheet as a part of learning that will be done is capable enough to help with subject matter because it is equipped by sets of exercises and evaluations to assess student understanding. Students are also expected to be enthusiastic and interested in working on them. However, in reality based on my PLP 2 at SMA Negeri 2, I found out that student worksheet is not always used in learning, and for students who cannot be separated from their gadgets, printed worksheets in monochrome are less appealing. The requirement to buy the printed worksheet is also one of the reasons the students are reluctant to study, they often use this as an excuse not to work on the assignments given by the teacher. In addition, the teacher claimed that the worksheet for grade ten had not yet been developed for this particular semester and are expected to develop the

instrument and materials related to students' needs and interests according to the material concerned.

As Soehendro (2006) stated in the content standard of elementary and secondary education that in senior high school, there are twelve text types that students are expected to write. One of them is narrative text. Researcher are interested in conducting research and development with this text material because this type of text itself is very popular, but can be tricky. In addition to being a study material, this text is also often present as a question in various tests, ranging from school exams, national exams, to TOEFL, etc. As such, it is important for students to develop their comprehension skills in order to succeed academically and beyond.

Additionally, based on the researcher's experience on PLP 2, teaching in tenth-grade SMA Negeri 2 Medan, there are many students who struggled with narrative text since they often mistaken for other types of text, such as descriptive or expository text, due to their similar structures and language features. Some also had difficulty comprehending the text, particularly in terms of locating the main idea, locating supporting details, identifying generic structure, language features, as well as speaking with correct intonation and pronunciation.

What needs to be considered in developing teaching instruments in schools is the characteristics and needs of students, which require more student participation and activation in learning (Subagyo, 2020). Through initial observations made to tenth-grade students of SMA Negeri 2 Medan, learning at

school takes place only conventionally, using simple media such as textbooks. The teacher distributes material taken from the book to students which is then accompanied by giving assignments. In addition, the assessment that is applied at the end of the lesson is often sourced directly from the teacher which is given randomly and occasionally from the textbook or worksheets. Students often lose interest in learning easily, so they need more interesting learning resources to keep them engaged.

Students show a lack of interest due to the monotonous design and repetitive layout of worksheets causing them to quickly lose focus, they acknowledge that they often rush through assignments without grasping the content they are studying. Hence, enhancing the current learning and knowledge system is crucial to make it more engaging and effective.

Along with that, the researcher provides preliminary data through the initial interview with the English teacher of SMA Negeri 2 Medan. In the interview, I asked the teacher about some questions regarding the learning situation in the classroom, such as the media and instruments the teacher typically uses, the challenges that students often experience in learning English, particularly in narrative texts and teacher and student preferences in the use of media in class, etc. the result of the interview indicate that, even though it may be challenging for students to comprehend the instructions without adequate media, teachers sometimes rely on printed books and worksheets to support classroom learning. When learning narrative texts, students may experience problems, especially if the media used in the classroom is inadequate. Afterward, the teacher claimed that

additional media, such as videos or pictures, are very helpful to promote learning, especially in learning narrative text. And since students nowadays are attached to their smart phones, the teacher claimed that technological aids to studying are necessary.

Below is the picture of students' worksheet used in teaching and learning process:

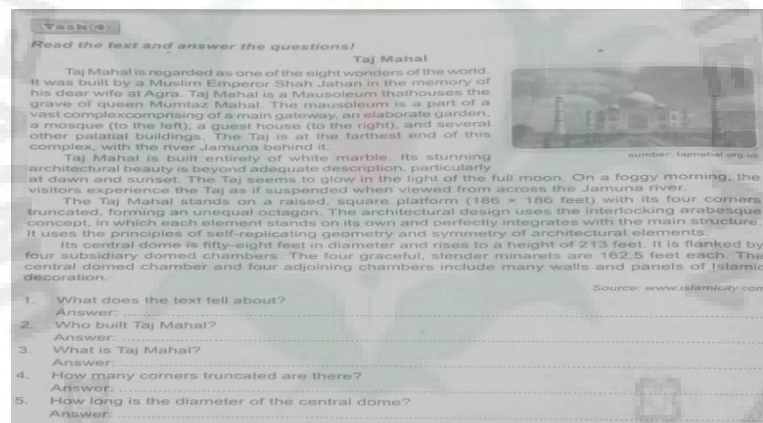


Figure 1.1 The Display of students' worksheet

Based on this circumstance, the researcher deemed it crucial to find a solution to this issue by utilizing innovative and interactive software to develop one of the students' instructional materials. Therefore, student worksheet that is converted into electronic-based using Heyzine is identified as a potential solution to address the existing gaps.

According to Erawati et al. (2022), Heyzine is a digital publication platform that allows the creation of learning materials such as worksheet in digital or electronic formats. Heyzine also offers flipbook features that allows readers to read and view digital books just like reading physical books. With many

interactive features that can be customized by teachers such as turning tactile pages, and embedding multimedia, teachers can also customize how students enjoy reading effects such as reading magazines, catalogs, or books in digital format.

Related studies by Arifin (2014), regarding how English teachers should be able to learn how to design and develop multimedia material by combining and utilizing various computer programs. Hence, not only textbook has the opportunity to be developed into a good learning media, E-worksheets also have the potential to evolve into effective educational resources.

In addition, research carried out by Felitasari and Rusmini (2022) used E-worksheets to improve students' science process skills and collaboration on the chemistry subject. The results of this study indicate that these products can help students understand the concept of learning, improve their ability to carry out scientific activities and have the opportunity to be developed into good learning media. Further research was also taken by Widiyanti and Nisa (2021) who conducted research on the development of teaching materials based on platform which resulted in increased student involvement in the learning process with the use of technology.

Many studies have been conducted in the development of E-worksheets, but very few of them using Heyzine as an aid, especially in English narrative material. And even if there is a study conducted on Heyzine, it is solely for the development of teaching materials and in this way, my research is different. Thus, the researcher decided to develop an E-worksheet using Heyzine

in narrative text lessons for tenth-grade students at SMA Negeri 2 Medan, with the hope that the use of E-worksheet is able to change the learning conditions for the better and enrich students' learning experiences.

B. The Problems of Study

Based on the limitations of the problems that have been stated, the formulation of the problem is as follows:

1. How is the feasibility of the existing worksheet on narrative text material for tenth-grade students of SMA Negeri 2 Medan
2. How is the E-worksheet developed using Heyzine on narrative text material for tenth-grade students of SMA Negeri 2 Medan

C. The Objectives of Study

Based on what has been stated, the objective of this study is as follows:

1. To analyze a product, the existing worksheet on narrative text material for tenth-grade students of SMA Negeri 2 Medan
2. To develop the E-worksheet on narrative text material for tenth-grade students of SMA Negeri 2 Medan

D. The Scope of Study

Based on what has been stated, the researcher will develop an E-worksheet using Heyzine. The worksheet that will be developed will only focus on narrative text (Legend) material for tenth-grade students of SMA Negeri 2 Medan. The skills covered is speaking.

E. The Significance of Study

The significance of this research will be classified into two, theoretically and practically.

Theoretically, this research is expected to provide more information as to extend and enrich the horizons in theories related to the areas of the development of E-worksheet in narrative text.

Meanwhile, practically, the significance of this research are:

1. For the students, this research is expected to provide them a new worksheet in learning narrative text, that can later be used by students to study independently with or without teacher guidance, to make them interested in answering the questions and accepting the materials well, resulting to deeper understanding of narrative text.
2. For the teacher, this research is expected to be a reference to encourage teachers to develop new worksheet that suits their students' needs, especially in teaching narrative text through a platform called Heyzine.
3. For the researcher, this research is expected to provide data, resources and references for them in the developing worksheet cases.

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