

CHAPTER I

INTRODUCTION

A. The Background of the study

.Writing is one of the skills that need further concern, among others, though writing deals with a mixture of concepts, vocabulary, and grammar. Apart from speaking, writing is more complex and complicated to learn, since there are many aspects of writing that need to be learned, such as organization, mechanics, and grammar. Writing requires more than just creating words and phrases, but in writing, students should be able to combine words and phrases that are grammatically related. In addition, students should also have adequate vocabulary and proper dictionary to make writing easier to understand, and the message can be clearly conveyed to the reader. Harmer (2004:31) states, "Writing encourages students to focus on accurate use of language, and because they think that, as they write, it will provoke language development as they solve the problems that writing puts in their minds." In English writing, students must understand grammar in order to make it easier to understand their writing. Therefore, in order for words to become one good sentence, the text often needs a different tense, depending on the text that they are going to write.

The writing skill is complex, ranging from grammar mastery to the selection of appropriate words, sentence order, and the generation of ideas to write. Writing is a difficult skill to teach because it requires mastery of not only grammatical and rhetorical devices, but also conceptual and judgmental elements. Students write

papers and answer questions on tests, scientists write reports on their work, teachers write evaluations of their students, people make lists to remember what they must do, some of us keep diaries to remember what we have done, salesmen write messages from the field to the office, and we write notes and letters to keep in touch. Writing is useful for a variety of reasons.

Learning English at school should develop language practice on writing skills based on these main difficulties. Writing ability is essential because mastering the English language requires people to be able to produce text in both spoken and written form. In the teaching of English, writing has always been a part of the curriculum. Writing ability will assist students in mastering the other skills. When students are afraid or shy to express themselves verbally, they can write down what they want to say on paper to express their thoughts and feelings.

According to the syllabus of curriculum 2013, one of the genres that the students learned at Senior High School is narrative text. The narrative text is a text that tells the story of something fictional, and only in the form of essays by the writer. The use of narrative text itself has a number of purposes, such as entertaining, teaching, telling, conveying the experience of the author, or as a tool for the creation of the reader's imagination. Examples of narrative texts such as legends, fairy tales, or fables that are legendary in all parts of the world, while narrative texts are usually imaginative, some narrative texts are also factual.

Basic Competence	Indicators
3.8 Distinguish social functions, text structure, and linguistic elements of several oral and written narrative texts by providing and asking for information related to folk legends, simple, in accordance with the context in which they are used	3.8.1 analyzing written narrative texts related to folktale. 3.8.2 linking social functions, text structure, and linguistic elements of written narrative text. 3.8.3 comparing the social function of text structure, and linguistic elements of written narrative text related to folktale.
4.8 Capturing contextual meanings related to social functions, text structures, and linguistic elements of narrative, oral and simple written texts related to folk legends	4.8.1 Analyze the contextual meaning of written narrative texts regarding folktale. 4.8.2 Reviewing the contextual meaning of social functions, text structures and language elements of written narrative text.

Table 1.1. The Basic Competences of Narrative Text in grade 10 Senior High School

Based on the preliminary observation of tenth grade students at Global Prima National Plus School that was by giving questioner to the students about what their difficulties on learning English. There are several question that the students must answer so that the researcher know what difficulties that the students face in learning English, they are:

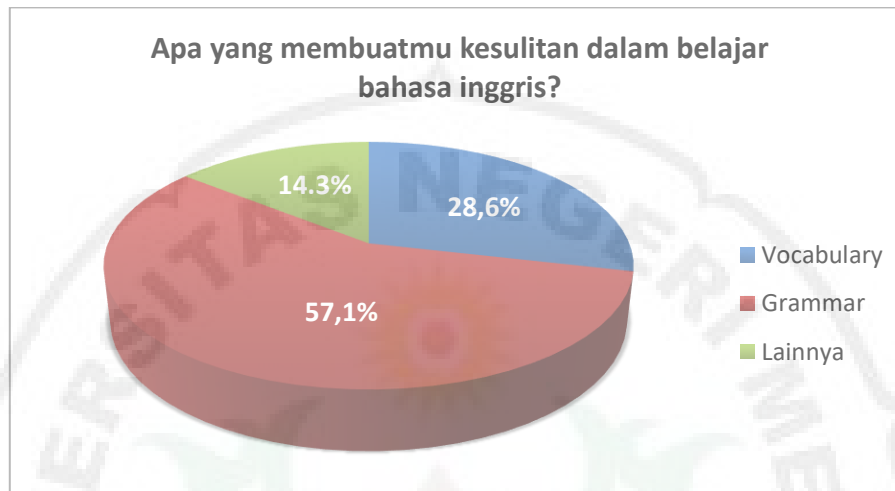


Figure 1.1. Diagram of the difficulties faced by students

From the diagram above we can see what the difficulties that the students face in learning English. From 14 students who answered the questionnaire, 8 of them or about 57,1% said that they had difficulty in grammar. And 4 of them or 28,6% said that they had difficulty in vocabulary. And the rest about 14,3% said that they had difficulties in tenses and others.

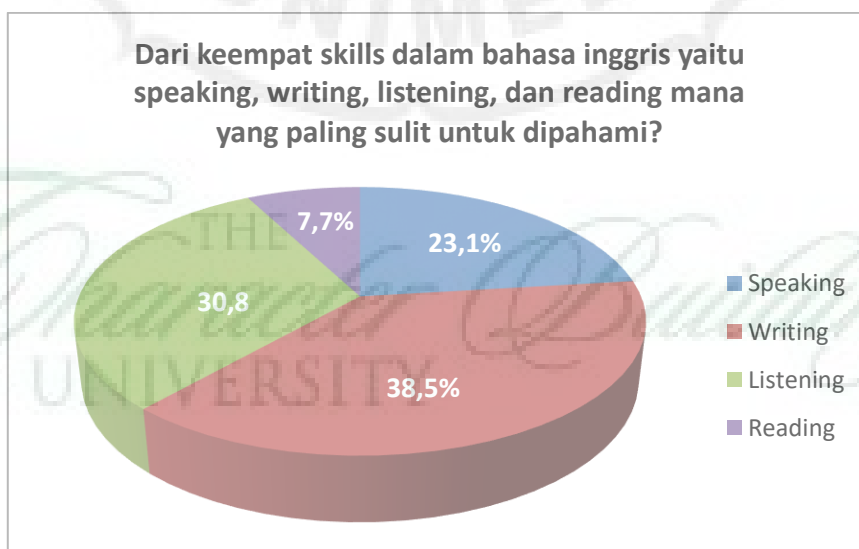


Figure 1.2. Diagram of the most difficult English skills according to students

From the diagram above we can know what the most difficult skills according to the students. The most difficult according to the students is writing, it is about 5 from 14 students said writing is the most difficult. And the second one it is about 4 from 14 students said that listening is the most difficult according to them. And speaking is about 3 from 14 students said speaking is the most difficult. And the rest is about 1 from 14 students said that reading is the most difficult.

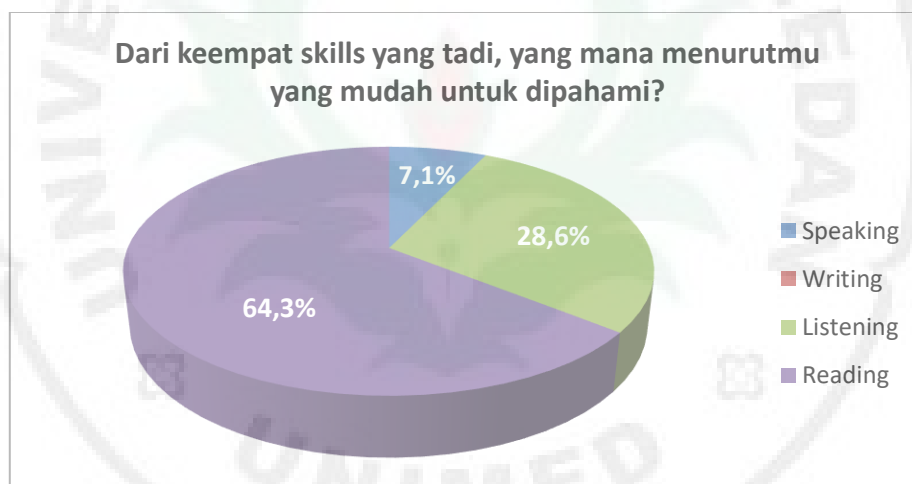


Figure 1.3. Diagram of the easiest English language skills according to students

From the diagram above we know what skill is the easiest according to the students. There are about 64,3% or 9 from 14 students said that reading is the easiest English skill. About 28,6 percent or 4 from 14 students said listening is the easiest skill in English. And the rest is about 7,1 percent or 1 from 14 students said that speaking is the easiest one. And there are no one said that writing is easiest skill in English.

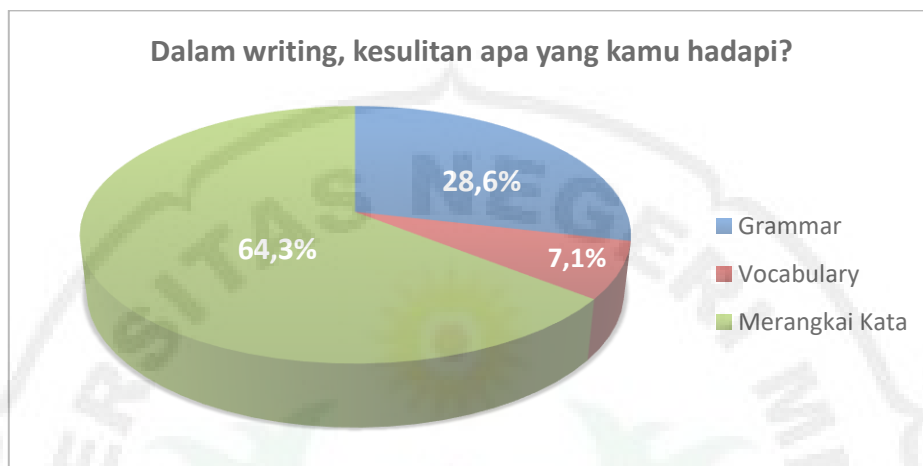


Figure 1.4. Diagram of the difficulties students faced in writing

From diagram above we can see the most difficulties that the students faced in writing is arranging word into a good sentences or paragraph. It is about 64,3% or 9 from 14 students said arranging word is the most difficult that the faced in learning writing. And about 28,6% or 4 from 14 students said that grammar in the most difficult that they faced in writing. And the rest of them about 7,1 % or 1 from 14 students said that vocabulary is the most difficult that they faced in writing.



Figure 1.5. Diagram of the use of interesting media in learning English

From the diagram above we know that the teacher rarely using interesting or interactive learning media. About 64,2% or 9 from 14 students said that their teacher not use interesting or interactive media and the rest of them about 35,7% or 5 from 14 students said that their teacher sometimes using interesting media.

From the data obtained, it is necessary to make efforts to improve the development of teaching materials, in this case an interactive e-book to further increase students' interest in English learning materials. The use of appropriate learning media in the teaching learning process can have an impact on students' achievement in language learning, particularly writing skill in English. It is consistent with Nana Sudjanas' (1991:2) statement that “learning media” in the learning process “gives advantages to make learning more appealing, learning material more clearly defined, and learning methods more varied.” Furthermore, Hamalik, as cited by Azhar Arsyad (2009:15), "states that the use of media in the learning process will be able to arouse desirability and proclivity to study and even carry out the influences of psychology to the students.

In this day and age, using technology cannot be separated from daily life. So many aspects of life require technology, particularly in the teaching and learning process. Technology can assist teachers and students in the transfer of knowledge. The advancement of technology has made it possible to create a variety of methods for teaching English. Doris Holzberger and friends (2013) defines digital learning as delivery of learning content and teaching methods via the Internet in the form of digital media (e.g., text or images); and, the learning content and teaching methods

provided are to enhance student learning and aim to increase teaching effectiveness or personal knowledge and skills. In general, Kaklamanou and friends (2012) says that computer and network media technologies are used in learning situations, including synchronous and asynchronous network learning, to overcome time, location, and schedule constraints and achieve learner-centered individual learning.

Mullamaa (2010) argues that current knowledge of technology literacy and information sources are restricted in both print and electronic formats. Information and Communication Technology (ICT) can be used effectively to help classroom events, community assignment and thereby facilitate student-centered learning. In this case, electronic book (*e-book*) that made by using Flip PDF Professional comes up as an alternative in helping students in learning English especially in writing skill. The only solution to this problem was the design of an electronic book which is attractive, not only presents text and pictures, but can also show video and play audio as a media that is interesting and creative in guiding students in writing.

The use of the Flip PDF Professional program becomes more interesting and easier for students to understand. Flip PDF Professional can also create PDF files like Magazine, Digital Magazine, Flipbook. Using this application, the media display may be more diverse, and not just text, pictures, videos, and audio can also be embedded in this media to make the learning experience more interesting. The researcher will design own pictures and text about narrative text. The researcher will be designed *e-book* using several applications and software that are on the computer such as; Flip PDF Professional and HTML 5. In order to be able to assist in the process of making

interactive *e-book* that are simple and attractive as learning media in Senior High School.

According to Henny Johan and Friends (2019), Flip PDF Professional has the advantage of being more visually appealing, as well as having learning videos and interactive quizzes. Electronic teaching material products developed with Flip PDF Professional have a very valid quality and a very good response. R. Seruni and friends (2019) in their research says that students are more active in expressing opinions, critically making ideas, and constructing their own knowledge with an explanation of the material contained in the e-module during the learning activities using the flip PDF Professional. Students work independently to solve problems and analyze the solutions they come up with. They each provide each other with an analysis of the arguments presented by group members. This learning process can teach students how to construct knowledge correctly and improve their critical thinking abilities.

In the field of education, in Indonesia, for examples, the students from Elementary School, Junior High School, Senior High School, are encourage to know technology earlier. The use of interactive e-book as digital media in teaching writing can motivate the students to learn English easily and interestingly. Consequently, it can improve the students' achievement. Thus, it is clearly that developing the interactive e-book by using Flip PDF Professional as digital learning media for writing narrative text can help students in tenth grade senior high school in learning English

B. The Problem of the Study

Based on the background of the study, the problem of the study is formulated as the following: “How is The Development of Interactive Electronic Book Using Flip PDF Professional as Digital Learning Media for Writing Narrative Text in Grade X Senior High School?”

C. The Objectives of the Study

Based on the problem of the study above, the objectives of the study in this research is to “Develop Interactive Electronic Book Using Flip PDF Professional as Digital Learning Media for Writing Narrative Text in Grade X Senior High School.”

D. The Scope of the Study

There are many factors related to this study, but this study focus on writing skill especially narrative text. There are many digital learning media, but this study is limited on developing interactive e-book using Flip PDF Professional in learning writing narrative text for tenth grade student of Global Prima Senior High School in even semester of academic year 2020/2021.

E. The Significances of the Study

The findings of the study are expected to give theoretical and practical contributions, as follows:

1. Theoretically, the findings of the study will extend and enrich the horizons in theories which related to the areas and how to develop the media that being used in writing narrative text for Senior High School students

2. Practically, the findings of study can be the recommended writing media for the students of Global Prima National Plus School Medan, as it motivates their enthusiasm and willingness to study and create a product in writing. Besides, it will easy for the teacher to achieve the goal of teaching and learning process. Additionally, this research can assist teachers in developing interactive digital media in this digital age so that students can further develop their abilities, particularly in the area of English language acquisition. For schools, this research may also aid in the development of interactive digital media for other lessons, making learning more interesting and understandable for students.

