CHAPTER I

INTRODUCTION

1.1.   Research Background

Module is one of the important teaching materials. Teaching material is one of the crucial components in English teaching packages. The teacher give the material to the student while learning process in the classroom. Teaching material is to increase students' interest while learning process and it should be interesting (Kane et al., 2016). The teaching material comes from learning object providers. There are some substances into a few kinds as follows printed materials, Audio materials, Audiovisual, and interactive teaching materials. Teaching material should be used for teachers and students. Furthermore, teaching material help teachers and students in their learning activities.

However, e-module is interactive teaching material and it gave a solution during covid-19, because it was used by smartphone, computer, and it can be accessed without internet data. E-module designed innovatively and attractively because there are audio learning, learning animation, images, video, and exercises that have feedback instantly (Dewi et al., 2019). Furthermore, E-module is a teaching material in an electronic model. It means E-module can be accessed on our smartphone and computer. Also, it's different from a module. In the e-module, we can access an online form, also offline form that included interesting videos, pictures, interactive quizzes, and it's different from a module that uses printed material.

Moreover, e-module can be applied to students because of the positive criteria. The positive criteria are user-friendly, self-instruction, stand-alone, and adaptive. According to Murdianto et al. (2021), the learning that using e-module are students more active and construct themselves in learning descriptive texts in English class.

E-module had good criteria while learning process. Also, Saraswati et al. (2019) stated that students can study independently and be more active. In the Covid-19, students were charged with studying at home. Teachers share the material and students got it on their phones. Although, teachers have to make sure they conduct the class during online learning in the right way.

Furthermore, the teaching materials in the e-module include some examples of questions, quizzes, and video links. According to Evenddy et al. (2021), the e-learning module in the 3D flipbook version is overall good, especially in teaching material, and appropriate to be used to facilitate students in learning process. Not only because of Covid-19 but also because of the 5.0 revolution where the activities used technology.

Students were interested to learn e-learning material in the form of an e-module, especially in English lessons in online learning. When students start learning English in school they have encountered others for example watching videos, games, etc (Bunting et al., 2021). The E-module was designed to answer the problem of e-learning (Eliyasni et al., 2021). Trilestari & Almunawaroh (2021) stated that electronic modules, interactive e-module/electronic book as one of the solutions in teaching online learning.

Based on 2013 Curriculum, there is report text in English course. Report text is one of material in English learning course. The report text is a factual text. Furthermore, the factual text is relate to the daily activity, things, and phenomenon around us. The facts provided in report text should be based totally on scientific data, therefore it's hard for the students to write report text without data (Retnowati, 2017).

The problems that the researcher found in SMPN 11 Tanjungpinang were the English teacher faced the problems in ninth grade during online learning. The problems were the student uninteresting, getting a bad score, lack of media and teaching material, also less response from the students. Not only that, the teacher could design modules but he makes in a simple one. The teacher could make an e-module just in a Pdf model without pictures, and video. So, students were not interested to read and understand the material, especially in report text. The scant of learning media made student face the problem while learning report text (Septiana et al., 2020).

It made online learning, especially in report text not running optimally. The teacher was used the WAG, zoom, and google meet during online learning process. Furthermore, the teacher hoped the media and the good teaching material that made students interesting to learn English online learning, especially in the report text.

However, not only the teacher faced the problems but also the students faced the problem during online and hybrid learning. Hybrid learning demands

students to study independently with the teacher as a tutor. They accessed the material on their smartphone and computer. The pandemic is the demand for electronic transformation for teaching and studying activities (Trilestari & Almunawaroh, 2021).

The students do not understand the material, especially in the report text. One of the genres in English lesson that should be capable at grade ninth grade is report text (Retnowati, 2017). It's because the learning process is just in WAG, zoom, and google meet. The students were difficult to get the material easily. They were bored with their learning process from the application they usually used. Also, the report material was not related to their environment and their daily activity or around them. Furthermore, they want more explanation about the material.

Based on the analysis above, the researcher was developed English material, especially in report text at ninth grade using an e-module by flipbook with an interesting pictures and design. Moreover, the e-module was designed with canva and flip PDF professional application. E-module was added by videos, audios, and hyperlinks to add the quizzes, which is used to support students to be active and involved in the learning process. The material was related to daily activity or their environment. So, student can explain and study the report text easily. Also, e-module can be accessed by smartphone with online (using link), also offline (without internet data) mode so that the student got it easier.

1.2. Research Problem

The problem can be formulated based on the background is as follow. How was English E-module for teaching report text at grade 9 developed?

1.3. Research Objective

The research objective is to develop an English e-module for teaching report text at the ninth grade that made students understand in learning report text and students get the material easily.

1.4. Specification of Product

Product specifications expected in this research are as follows.

a. The researcher was used Canva and Flip PDF professional application to design e-module.

b. E-module involves report material with videos, audios, colorful pictures, and hyperlinks in the quizzes.

c. There were some buttons like home, next, and back to switch the pages.

d. The material accordance with basic competence and textbook.

e. The material accordance with daily acitivity and the environment.

f. The English e-module was developed based on the syllabus and curriculum 2013.

g. E-module can be accessed online (using link) also offline (without internet data).

1.5. Research Significance

The researcher tried to develop an English e-module for teaching report text at ninth grade. The research gave benefits for groups or individuals. The benefits are as follows

1. Theoretical Significance

The theoretical significance of this research was hoped to give more knowledge in developing an English e-module for teaching report text at ninth grade.

2. Practical Significance

This research is beneficial for teachers, students, and other researchers. They are as follow:

a) For teachers

This research can be an innovation in the learning process. It will facilitate the teacher to teach the student and can be one of teaching material in online learning.

b) For students

This research can increase independent and interest students in their learning process. This research made students got and understand the material easily, especially in the report text.

c) For other researchers

This research can be a reference for the next researchers to develop the English e-module problems, especially in the report text.

1.6.   Assumption and Limitation

The assumptions and limitations in this research are as follows

1. Assumption

   a. E-module can be used in the online learning process or hybrid in the school.

   b. The product can be used even without an internet quota.

   c. E-module consists of report material for ninth grade based on basic competence and 2013 Curriculum.

   d. The report text related to the student daily activity and environment.

   e. The product can be used at ninth grade in SMPN 11 Tanjungpinang.

2. Limitation

   This research was limited by ninth grade of Junior High school in SMPN 11 Tanjungpinang. However, there was no report text e-module using flip page in ninth grade. Furthermore, the teaching material of this topic is still a little. Also, the report material is not based on the student activity and environment. The researcher decided to focus on develop report text teaching materials in the form of an e-module flipbook.

1.7. Definition of Key Term

1. Development

Development is a process of developing and providing research results in the form of processes, products, designs, and validation by experts.

2. E-module

E-module is electronic teaching material that accrued colorful picture, text, animation/video, interactive quiz that will help teacher and student in learning report text for grade 9 while learning activity in the classroom.

3. Flipbook

Flipbook is a three-dimensional book that can flip the page on a monitor (smartphone, laptop, etc).

4. Report text

Report text is an English material that provides the natural and non-natural phenomena that describe the factual and detailed information.