

CHAPTER 1

INTRODUCTION

1.1 Background of Study

During this era of digitalization, there has been a notable and important change in the way we study. Writing skills continue to be the primary basis for students to enhance their English proficiency. Therefore, it was essential to equip pupils with the necessary skills to effectively communicate in spoken and written English. Teachers must cultivate pupils' self-confidence, enabling them to properly tackle the problems of globalisation in the future. The middle school English curriculum was designed to equip students with the necessary skills to effectively communicate in both spoken and written forms, enabling them to address everyday matters with proficiency. Mastery of the four essential skills—listening, speaking, reading, and writing—was vital for students. Many students found writing to be challenging because it is a talent that requires productivity. In order to write sentences or paragraphs effectively, pupils must have a comprehensive vocabulary, a strong understanding of grammar, and utilise appropriate rhetorical tactics for the desired style of content.

Suparno (2008) shared his viewpoint on writing, which involves using visual symbols to convey understandable language to others. Therefore, one could deduce that writing entailed the act of articulating ideas or concepts through active and productive engagement with graphical

symbols, including letters and numbers, to ensure comprehension by others.

Komaidi (2008) outlined several advantages associated with writing abilities including: creating a feeling of desire to know curiosity and training sensitivity in seeing the reality around us. Apart from that, activities in writing increased insight and knowledge about what was written and created. Someone was trained to organize thoughts and arguments coherently, systematically, and logically. From this opinion, it could be concluded that through a person's writing activities, one could find out their ability to argue or organize ideas well and systematically. Writing also fostered a high level of curiosity towards something new, which could automatically enrich one's insight and knowledge of what was written. Even by writing, someone could use language in an orderly and measured manner.

While writing played a crucial part in intellectual advancement, it was not without its share of challenges. Allington's (2011) research findings underscored that the primary obstacle hindering students' writing proficiency is the insufficient allocation of time dedicated to practicing writing abilities. This had a significant effect on their proficiency in vocabulary and their limited comprehension of technical writing. When students were prompted to showcase their writing abilities, they encountered challenges in furnishing specific facts and compelling arguments to bolster the central concept they had articulated.

Based on the results of observations at SMPN 1 Tanjungpinang, it

was found that many students in class VIII were less able and less interested in learning with textbooks. Students studied the material only when their teachers urged them to study at certain times, for example, before giving exercises to students.

Furthermore, their sole learning resources consisted of English textbooks and government-issued LKS, which were severely restricted in quantity and variety. This situation resulted in a deficiency of input acquired by pupils in generating output in both written and verbal formats.

They encountered challenges in producing written and spoken compositions, even when these compositions were based on real-life occurrences or personal narratives. In this instance, the researcher aimed to develop an electronic module that specifically focuses on recount texts as a captivating educational tool for students to enhance their proficiency in creating recount texts.

E-modules can encompass many elements such as audio, music, quizzes, and video, whereas printed modules generally consist of images, tales, and graphics. Consequently, students have the ability to retrieve educational resources from any location and engage in self-directed learning. By facilitating active student participation, it also alters their approach to reading and comprehending the information. The product is created as an interactive module that incorporates an online quiz, dynamic images, music, and videos to provide additional assistance. Furthermore, the design of the product was based on Curriculum Merdeka.

Given the aforementioned background, it was imperative to create interactive educational resources that were engaging, user-friendly, and efficient for the purposes of instruction and learning. These interactive educational resources can be utilized to enhance students' motivation in comprehending the topic matter.

1.2 Identification of the Problem

Drawing from the context provided in the preceding study, the researcher pinpointed several issues as outlined below:

1. Students found English difficult and the textbook is not attractive.
2. Teachers still used conventional learning strategies.

1.3 Limitation of the Problem

In order to accomplish the established objectives, the researcher dedicated their efforts to creating an electronic module tailored for Grade 8 students at SMPN 1 Tanjungpinang. The module's main focus was on producing written material that closely matched the content of the eighth-grade curriculum. Currently, the results of this study have not advanced to the stage of being shared with others, but are still limited to the process of being developed.

1.4 Research Questions

1. How was the e-module in the teaching recount text in eighth grade designed?
2. How was the validity of the e-module in teaching recount text in eighth grade?

1.5 The Objectives of the Study

The study was aimed, as outlined by the researcher, are as follows:

1. To design an e-module for teaching recount text in eighth grade.
2. To know the validity of an e-module for teaching recount text in eighth grade.

1.6 Significances of the Study

This consideration proved beneficial for teachers, students, and researchers alike, as outlined below:

1. For Student

This research provided engaging learning exercises that motivated students to learn to recount text.

2. For The Teacher

The outcome of this inquiry was advantageous and designed to help teachers improve students' interest in learning to recount text.

3. For Other Researchers

This research could inspire other researchers to conduct relevant studies to provide new learning materials.

1.7 Specification of Product

An e-module outline for 8.5 students of SMPN 1 Tanjungpinang was followed:

1. The outline of the learning material is an e-module centered on recount text. Since the material had a significant impact on students' reading

skills, it was used to instruct eighth graders.

2. The planned e-module was supported by pictures, audio, colorful design, videos, and quizzes.
3. The design of the electronic module utilized the 4D model by Thiagarajan.

1.8 Definition of Key Term

1.8.1 E-Module

E-modules are a combination of text, video, images, audio, and quizzes that contained recount text material and allow students to learn independently.

1.8.2 Writing Skills

Writing skills involved the ability to utilized written language for the purposed of conveyed thoughts, emotions, or sentiments from the past through written expression.

1.8.3 Recount Text

A recount text is a type of literature that recounts a singular narrative, action, or event to the reader, focusing on retelling past events or experiences.