

# CHAPTER I

## INTRODUCTION

This chapter outlines the foundation of the research, including the background, problem statement, research objectives, scope and limitations, the significance of the study, and definitions of key terms. Each of these aspects is discussed below:

### 1.1 Background of Study

Writing is one of the essential language skills that enables students to express their thoughts, feelings, and ideas effectively. In the context of English as a Foreign Language (EFL) classrooms, writing skills often present a significant challenge due to learners' limited vocabulary, grammar mastery, and confidence in constructing coherent texts. This challenge becomes more evident when dealing with narrative texts, which require not only linguistic competence but also creativity and understanding of text structure.

When the first Covid-19 case was confirmed in Indonesia in early March 2020, the government quickly shifted all school learning activities to a distance learning format. This change aimed to prioritize public health and safety by encouraging all daily activities, including education, to be carried out from home. This policy brought significant changes and challenges to the education sector. To maintain the continuity of teaching and learning, educators and the government implemented various strategies. Teachers adapted by using platforms like WhatsApp, Google Classroom, Zoom, Google Meet, and other digital tools. These measures were crucial in helping Indonesia's education system stay on track and remain competitive globally.

In recent years, the integration of technology in education has gained momentum, offering innovative tools to enhance language learning. One such tool is the electronic worksheet (e-worksheet), which combines interactive content with guided instruction. E-worksheets can support writing development by providing engaging prompts, immediate feedback, multimedia support, and structured activities tailored to students' needs (Saputri et al., 2018). Their digital format aligns with the learning styles of today's digital-native students and can be accessed flexibly inside or outside the classroom. Furthermore, schools have adopted a blended learning approach, combining both online and face-to-face learning. One effective method to make learning more engaging and innovative is the use of student worksheets (LKPD). Today, LKPD can be developed in electronic formats that include not just content, but also engaging visuals and videos to boost students' comprehension. Technological advancements have transformed traditional worksheets into digital ones accessible via smartphones or PCs.

As Rahman and Firman (2020) point out, it's essential that learning materials, including LKPDs, are designed by considering the characteristics of the students, subject matter, and school environment. LKPDs encourage students to actively participate and engage in the learning process. This type of active learning helps students gain hands-on experience beyond mere knowledge. Teachers now have a wide range of resources from textbooks and activity sheets to media tools to support their teaching.

Despite the growing adoption of digital tools in education, students in class XI of senior high schools still face difficulties in writing narrative texts. These issues include organizing ideas logically, developing coherent paragraphs, using appropriate tenses, and employing descriptive language effectively. Traditional teaching methods often fail to engage students and do not provide enough individualized feedback or interactive practice opportunities. However, many teachers still rely heavily on textbook exercises and passive learning methods, which can limit student engagement and skill development. This gap in instructional strategy necessitates a shift toward more interactive and student-centered approaches like e-worksheets.

To address these challenges, this study explores how e-worksheets can improve students' writing skills, particularly in crafting narrative texts. E-worksheets may offer solutions through structured scaffolding, visual prompts, gamified activities, and instant feedback mechanisms. As Rahmawati and Fatimah (2022) state that digital learning tools can significantly enhance student motivation and language production when appropriately designed and implemented. The focus on narrative text is vital because this genre not only appears frequently in the curriculum but also plays a critical role in fostering creativity, sequencing skills, and personal expression. This study is needed to explore how digital tools can be leveraged to support such outcomes effectively.

Previous studies have examined various digital tools in writing instruction. Ardianti et al. (2021) found that students who used digital media performed better in narrative writing tasks compared to those using traditional methods. Meanwhile, Rugaiyah et al. (2024) emphasized that e-learning tools increased student engagement and self-efficacy in writing. However, much of the existing research has not focused specifically on e-worksheets as a tool to improve narrative writing in senior high school contexts. Some studies have addressed grammar or vocabulary learning via e-worksheets, but comprehensive research on writing skills especially narrative structure, cohesion, and creativity remains limited.

The literature on the direct effects of e-worksheets on enhancing high school students narrative writing abilities is noticeably lacking. The majority of research has ignored the unique linguistic and structural requirements of narrative texts in favor of concentrating on other genres or general writing skills.

With an emphasis on narrative text development in class XI of a senior high school, this study attempts to investigate how effective e-worksheets can improve students' writing abilities. After utilizing e-worksheets as a teaching tool, it aims to assess gains in vocabulary, organization, grammar, and general coherence.

This study, titled “**The Use of E-Worksheet to Improve Students’ Writing skills on Narrative Text,**” aims to meet those objectives.

## **1.2 Statement of Problem**

From the background described, the research question is:

1. Does e-worksheets improve students’ writing of narrative text?

## **1.3 Purpose of The Study**

Clearly stating the objective is essential for guiding the research. Based on the problem statement above, this study aims to:

1. To examine whether the use of e-worksheet has a significant effect on students’ writing skills on Narrative Text.

## **1.4 Significance of the Study**

This research is expected to provide several contributions:

1. For Schools

The developed e-worksheet can assist in English teaching and serve as a reference for teachers designing digital teaching materials.

2. For the English Department

This research can offer insights into using digital tools like comic strips in writing classes and help faculty design more effective curricula for English education.

3. For Future Researchers

The study can serve as a useful reference for further research and development in the field.

## **1.5 Scope and Limitation**

This study focuses on the effectiveness of e-worksheets for teaching narrative texts, based on the Merdeka Curriculum. It is limited to XI-grade students at Senior high schools.

The researcher evaluates the use, challenges, and potential solutions regarding e-worksheets in this context.

### **1.6 Definition of Key Term**

1. E-Worksheets: Digital worksheets designed to offer interactive, engaging activities that enhance student learning (Herlina et al., 2025).
2. Digital Technology: Tools that encourage student engagement and creativity in writing, offering immediate visual feedback (Anggito and Sartono, 2022).
3. Narrative Text: Text aimed at entertaining readers by recounting past events, whether real or imaginary.
4. Teaching: The act of facilitating learning through adaptive and interactive methods (Thornton and McAuliffe, 2006).
5. Teaching Materials: Structured resources that support learning by including materials, strategies, and assessments to develop students' skills.

