

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theoretical foundation supporting this research. It includes discussions on teaching materials, the functions of learning materials, e-worksheet as teaching materials, description of narrative text in IX Class. Each point is explained in the sections below:

2.1 Teaching Materials

Teaching materials or instructional materials are vital tools that support the learning process in schools. These materials can include everything from textbooks and digital media to visual aids and even people such as guest lecturers. Their main purpose is to help students grasp concepts more effectively. Bušljeta (2013) defines teaching materials as collections of resources that can be used during the teaching-learning process. These can be physical, like books and posters, or digital, like online videos and educational apps. Even human resources, such as guest speakers, fall under this category.

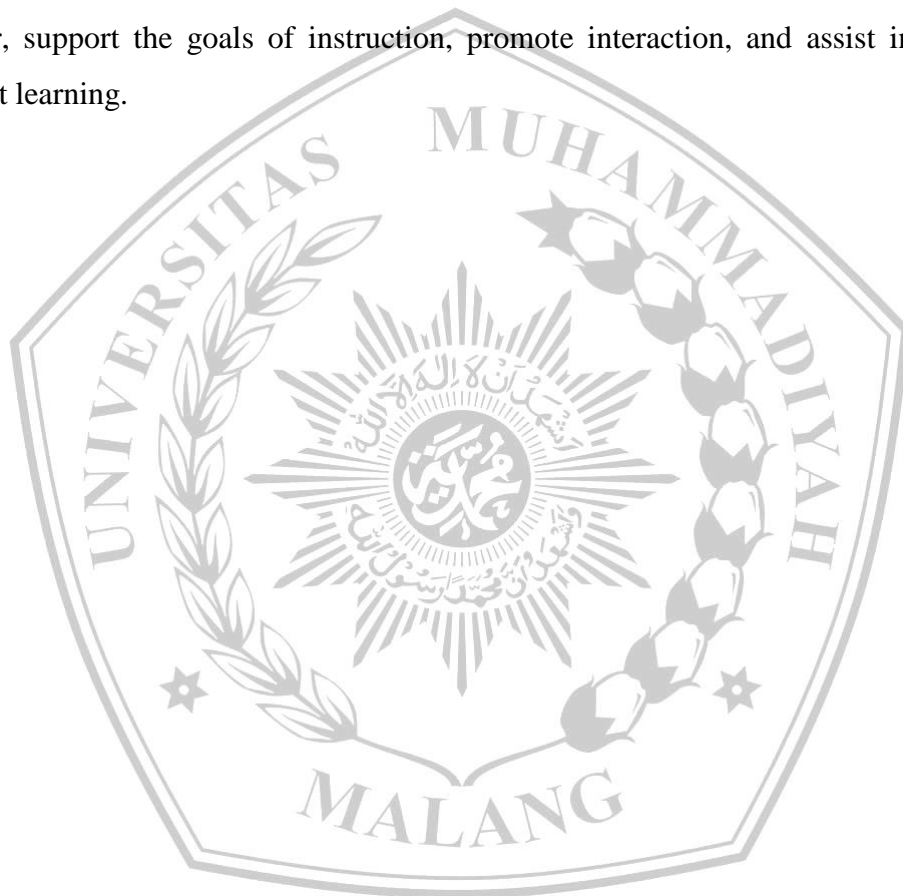
Koehler and Rosenberg (2006) developed this model, and it has been significantly expanded in recent years. TPACK explains that effective digital teaching materials must integrate technology, pedagogy, and content knowledge. This supports the use of e-worksheets by ensuring that their content is educationally sound and technologically effective. The integration of these three domains Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK) is fundamental to the design of effective digital teaching materials.

Content Knowledge (CK) refers to the teacher's expertise in the subject matter. In the context of narrative writing, this includes understanding the structural elements of narrative texts such as plot, character development, setting, and theme. Pedagogical Knowledge (PK) encompasses the understanding of instructional strategies, including how students learn and how best to support their learning through methods such as modeling, scaffolding, and formative feedback. Technological Knowledge (TK) involves familiarity with digital tools and platforms that can be used to facilitate and enhance learning, such as e-worksheets, online collaboration tools, and multimedia resources. In the context of writing instruction, the TPACK framework supports the use of e-worksheets as a means to enhance students' engagement and performance in narrative writing. When designed with TPACK in mind, e-worksheets do more than replicate traditional paper-based materials; they offer interactive and multimodal experiences that can improve understanding and skill development. For instance, features such as embedded prompts,

interactive text fields, and immediate feedback mechanisms can provide individualized support and motivation, while maintaining a strong alignment with pedagogical approaches and content standards.

According to Lamon et al. (2020), Constructivist approaches suggest that students learn best by actively constructing knowledge. E-worksheets support this by allowing learners to manipulate content, engage with scenarios, and reflect on their understanding. Active learning techniques like problem-solving and collaborative learning have become increasingly vital in digital material design.

In summary, teaching materials help enhance student engagement, make lessons clearer, support the goals of instruction, promote interaction, and assist in evaluating student learning.



2.2 Fuction of Teaching Materials

Teachers play a key role in choosing and utilizing high-quality learning resources. According to Emidar and Indriyani (2023), effective teaching materials are essential for achieving the learning objectives set in the curriculum Djamdjuri et al. (2021) emphasize that well-designed instructional content leads to a more productive learning experience. If the materials used fail to meet standard criteria, it can hinder the effectiveness of education.

Moreover, Djamdjuri et al. (2021) states, that learning materials should support not just daily instruction but also the broader competencies outlined in the curriculum. Teachers are expected to create and adapt these materials in line with national educational standards to ensure optimal student learning (Silaban et al., 2018).

Good teaching materials serve as complete sources of knowledge. They can also be adjusted to match students' developmental levels, making the learning process more targeted and meaningful (Emidar and Indriyani, 2023).

To summarize, teaching materials are core elements in the teaching and learning process. They help structure lessons, improve engagement, allow for evaluation, and provide room for customization according to students' needs.

2.3 E-Worksheet as Teaching Materials

Alfiana (2023) describes e-worksheets as digital platforms designed to help teachers develop interactive learning materials. These tools support various question formats, such as drag-and-drop, matching pairs, and multiple-choice, all of which can be completed online. E-worksheets not only make learning more engaging but also simplify grading for teachers due to automated feedback.

Recent developments in educational psychology, particularly Cognitive Load Theory (CLT), provide additional theoretical support for the use of e-worksheets. CLT posits that instructional materials should be designed to manage working memory load effectively to optimize learning (Leppink & van den Heuvel, 2015). In the context of e-worksheets, this theory emphasizes minimizing extraneous cognitive load through clear layout, logical sequencing, and multimedia elements that align with learners' cognitive capacities.

These e-worksheets turn traditional printed worksheets into interactive digital formats. Students can complete tasks online and submit them directly to teachers for instant grading. The visual elements in e-worksheets like images, comic strips, and posters can also aid students in understanding vocabulary and abstract concepts, particularly in

English. Visualization helps learners grasp meanings more clearly, as it links language to real-life contexts.

By incorporating visuals, immediate feedback, and interactive activities, e-worksheets can reduce unnecessary cognitive effort and allow students to focus on the intrinsic aspects of the material such as narrative text structure and vocabulary use. This aligns with the design principle that supports learning efficiency and deeper understanding.

Compared to conventional printed materials, these digital worksheets aim to create a more enjoyable and accessible learning experience. Students benefit from real-time feedback, and the interactive nature helps maintain their interest and focus.

2.4 Description of Narrative Text Material in clas XI

The importance of narrative texts in language learning can also be examined through the lens of the Transactional Theory of Reading and Writing, as expanded by (Barzilai & Zohar, 2012). This theory emphasizes the dynamic relationship between the reader and the text, where meaning is co-constructed through personal experiences, cultural context, and emotional responses.

In modern classrooms, narrative texts are not just read but experienced, allowing students to interpret and reconstruct meaning based on their own perspectives. This approach fosters deeper engagement and comprehension, particularly when narratives are interactive or connected to students' lived realities, such as through e-worksheets or multimedia formats.

2.4.1 Purposes of Narrative Text

Narrative texts serve several purposes, including:

- Entertainment: Capturing the reader's attention with creative storytelling.
- Information: Delivering messages or lessons, often based on real or imagined events.
- Emotional Connection: Helping readers relate to characters and different viewpoints.
- Persuasion: Shaping opinions through compelling stories.

2.4.2 Structure of Narrative Text

Narratives are usually organized into specific sections to guide the reader through the story:

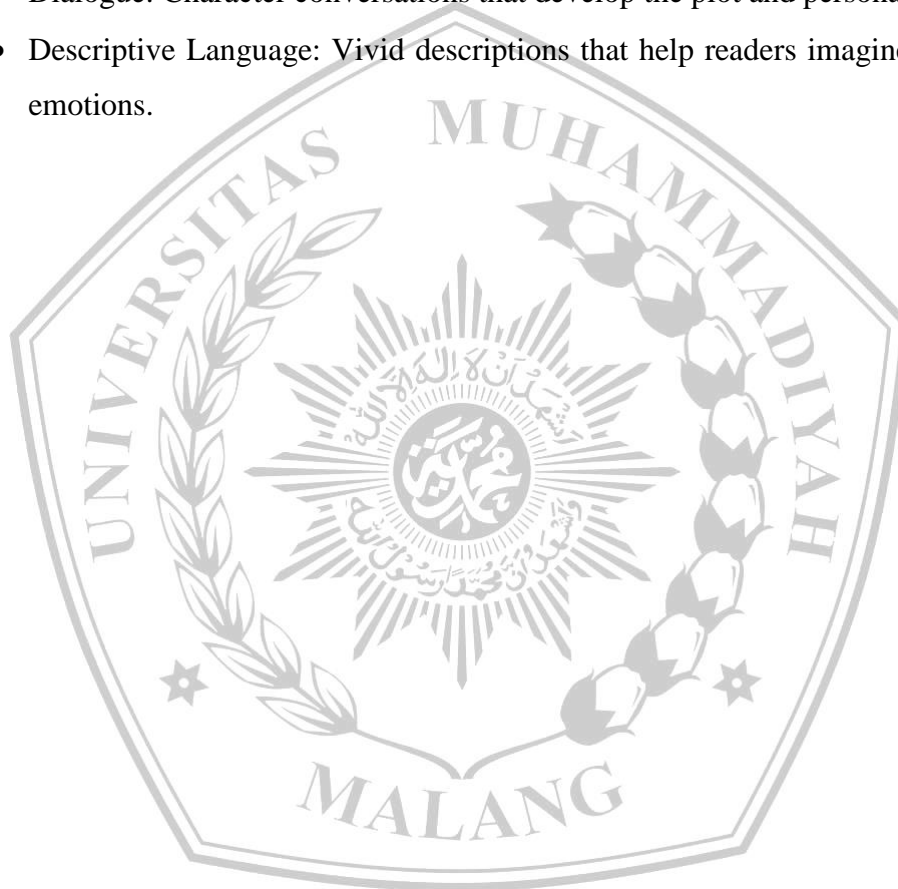
- Orientation: Introduces characters, setting, and the beginning situation.
- Complication: Highlights the conflict or main issue.

- Rising Action: Builds tension leading up to the climax.
- Climax: The peak moment where conflict reaches its height.
- Falling Action: Events that follow the climax and begin to resolve the conflict.
- Resolution: The final part where the problem is solved and the story concludes.

2.4.3 Characteristics of Narrative Text

Some key traits of narrative writing include:

- Chronological Order: Events unfold in the sequence they occur.
- Point of View: Usually told from a first- or third-person perspective.
- Dialogue: Character conversations that develop the plot and personality.
- Descriptive Language: Vivid descriptions that help readers imagine scenes and emotions.



2.4.4 Types of Narrative Text

Narratives come in many forms, depending on their focus and intent:

- Fictional Narratives: Invented stories like novels and fairy tales.
- Non-Fictional Narratives: Real accounts such as memoirs or biographies.
- Descriptive Narratives: Stories rich in detail, often used in travel or experience journals.
- Anecdotal Narratives: Short personal tales that highlight key moments or lessons.
- Scripted Narratives: Composed mainly of dialogue, like plays or screenplays.
- Epic Narratives: Long poems about heroic adventures, like Beowulf or The Iliad.
- Fables and Parables: Simple stories meant to teach moral or spiritual lessons.

