

CHAPTER 1

INTRODUCTION

Background of the Research

English is one of the dominant languages used globally in the fields of education, business, commerce, science, law, tourism, international relations, health and technology. Learning English gives students the opportunity to communicate with people of all over the world from different cultural backgrounds. Recently, the government has mandated the adoption of a new curriculum known as curriculum merdeka in education in Indonesia. This curriculum provides opportunities for students to open insights related to themselves, social relations, culture, and job opportunities that are available globally. Learning English helps students for international interaction, it is needed to build relationship to people from other countries and understand different ways of culture. Learning English is focused on strengthening the ability to use English in six language skills, such as, listening, speaking, reading, viewing, writing, and presenting in an integrated manner, in various types of text. The minimum learning outcomes for these six English language skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

One of the characteristics of the English subject in this curriculum is the learning process that focuses on students. Tyler (1949), the learning process must be focused on efforts to change the behavior of students, for example, such as students who were unable to master English to be able to use English on the six language skills in various types of texts. General English learning is focused on students' language skills according to the stages of development of language skills. General English learning includes elements of receptive skills, one of which is productive skills, namely writing. Writing is the ability to convey, communicate ideas, express creativity and

creates various genres of written texts, in an effective and understandable way and can be of interest to readers with the right grammar structure and linguistic elements.

Learning materials are crucial to the teaching of the English language. It offers everything needed for every teaching and learning process so that the students and teachers may encourage and support language development. English textbook was potentially been the only students access to language in the classroom. Most teachers often use textbook as a primary resource book for ideas and instructional activities as well as giving guides for what they do.

According to Tomlinson (2007, p.2), There are many different types of educational resources available, including cassettes, films, CD-Rooms, dictionaries, readers, workbooks, exercises that can be photocopied, newspapers, and grammar books. The teachers and students can use them to provide language-related knowledge and experiences in ways that will encourage and support language learning. The materials can be used to instruct the students about the target language, lead the students in language practice, give the students more knowledge of the language in use, inspire them to use the language, and help in their language learning. Some of students are not focused and interested in the learning process. Students experience difficulties with the material written in the book. Some students don't really focus and not active in the classroom activity because they are considered too boring on the learning process. developing learning materials using electronic books is one effort that can help to increase student interest in the learning process.

In pursuit to revolutionize the learning experience for junior high school students and foster a more engaging environment for enhancing writing skills, the researcher undertook the development of an electronic book (e-book) using the versatile features of Flip PDF Professional. This innovative approach aims to infuse creativity and motivation into the learning process by

presenting interactive and captivating learning materials within the e-book platform. By leveraging technology to craft this resource, the intention is to inspire students, making the acquisition of writing skills not only educational but also enjoyable and stimulating.

Identification of the Problems

English learning materials have a very important part in the teaching and learning process in the classroom. Schools need English language materials that can fulfill the needs of students to increase their interest in learning based on new curriculum merdeka and students motivation in learning especially in improving English writing skills. However, the researcher have identified several problems with the use of learning materials in the teaching and learning process at SMP N 1 TAPA

Limitation of Problem

This research is focus on developing English learning material using flip PDF professional in Writing skill for Grade VII in SMP N 1 Tapa based on curriculum in Indonesia.

Formulation of the Problems

Based on the limitation of problem above, the researcher formulated the problem as follows:

1. What are the difficulties of students in learning English?
2. What supplemental tool can be developed to address the difficulties?
3. What is the result of validation of experts on the supplemental tool?

Purpose of Research

The purposes of this research as follows:

1. To investigate the difficulties of SMP N 1 Tapa Grade VII students in learning English
2. To find out the supplemental tool that can be developed to address the difficulties by the

students

3. To develop and validate the supplemental tool by using flip PDF professional for Grade VII students

Product specification

This product is contain an electronic book powered from flip PDF professional application, the material include sounds, pictures, and text. This electronic book discuss about Learning Material in developing junior high school students' in writing skill.

Significances

There are some expected benefits of this study. The first is for Grade VII students of SMP N 1 Tapa to use this product to develop their English writing skill so that it can be fulfill their knowledge and ability for their future education. Second is for the English teachers to use the English material to be learned and then they can use developed materials to teach the students.