CHAPTER I

INTRODUCTION

1.1 The Background of the Study

The world in the 21st century has changed in every aspect of life. The development and advancement of technologymake humans change their habits of life.It can be said that humans cannot live without using technology. Technology is becoming increasingly important and indispensable in human life both for personal life and in professional life. Technology can help humans in communication, transportation and also in education, Fatimah and Santiana (2017:126). The use of technology in education is developing very rapidly in helping students to gain new experiences in authentic and meaningful learning that involves their efforts and behavior by providing fun lessons and an effective learning atmosphere.

In addition, it provides opportunities for students to study or work collaboratively and easily toget information to complement their learning experience. These benefits are at the core of 21st century education which must be optimized to create sophisticated learning by utilizing existing technology and maximizing the quality of students in the future.With the advancement of this era, the development of Information and Communication Technology has made computer applications in the field of education such as email, chat rooms, video conferences, discussion forums and other social networks and learning management system that can support learning activities to be more sophisticated and effective. Utilization of Information and Communication Technology in education is called Electronic Learning or so-called E-Learning.

E-Learning is the use of electronic devices, applications and internet networks as a medium in the teaching and learning process. This agrees with Clark and Mayer (2011:8), they define E-Learning as instructions delivered on digital devices such as computers or other mobile devices that are intended to support learning. This means learning that utilizes E-Learning can be done anywhere and anytime via the internet network and electronic devices. In the process, E-Learning (Electronic Learning) as a media for distance learning creates a new paradigm for some people when compared to education with the usual system as we know it before the use of technology in education. By using E-Learning, it is hoped that through the use of E-Learning media, it is able to present interactive subject matter, where students play an active role during the teaching and learning process so that students do not get bored in learning activities and the material presented is capable and deliver more effectively, especially in writing skill.

Writing is a communication skill in English that can help us convey feelings, ideas, and opinions into written form. According to Harmer (2007:112), writing is a form of communication to deliver thought or express feeling through written form. Sugianto (2015) in Sugianto IKIP Mataram state that writing is the ability to express the idea, thought and feeling by means of symbols, codes, and any other written languages which are used to convey the messages from the writer to the readers.

The student who uses writing will increase their language achieve, their vocabulary, grammar, the organization of writing and their knowledge. In conventional learning, some students are not interested in writing, they difficult to put what is on their mind into writing. Many of them do not like doing this activity

and try to avoid it because they write activities that require basic skills to express what they want to write. Based on the phenomenon, There are several factors that make students feel that writing is a very difficult activity and make their writing skills weak, internal factors such as students' low awareness of writing skills, self-confidence and student motivation. In short, writing is a very important skill for everyone to learn, as well as students at university. External factors, perhaps because of the same teaching methods that make students feel bored. Especially in writing, sometimes students lack vocabulary so that they can be hampered in doing so they are afraid of making mistakes in the wording.

In E-Learning, students often use the internet to translate writing. Sometimes students directly copy writing from other sources without changing or concluding. Before conducting the research, the writer first observed the third semester students of the Universitas HKBP Nommensen as the initial research data by giving questions during the writing process of narrative text in writing subject. The results of preliminary observation, the writer concluded that the third semester students of Universitas HKBP Nommensen state that E-Learning in writing narrative text is beneficial for them. Where the advantages are making it easier and increasing the time for good interaction between students and learning material, between students and teachers and among fellow students and allowing students to continue learning even though they are not physically present in the classroom. Writer not found a shortage of in writing narrative text. This initial research, the writer hopes there will be carried out by the teaching staff to use the maximum E-Learning media, especially on the subject of writing in writing narrative text. However, student perspective about the students' participation, accessibility,

materials, and assignment delivery, an E-Learning platform suite to their needs and conditions need to know so that the teacher can improve what will be addressed in using E-Leaning in Writing Narrative text. Therefore, the writer is interested in conducting a study entitled The Perspective of the Third Semester Students of English Department of Universitas HKBP Nommensen on E-Learning in Writing Narrative Text.

1.2 The Problem of the Study

Based on the background of the study above, the problem of this study is formulated as follow : How is the perspective of the third semester students of English department of Universitas HKBP Nommensen on E-Learning in writing narrative text?

1.3 The Objective of the Study

Based on the background and the problem above, the objective of the study of this research is: To describe the perspective of the third semester students of English department of Universitas HKBP Nommensen E-Learning media in writing narrative text.

1.4 The Scope of the Study

This study aims to explore the perspective of the third semester students on E-Learning in writing skills on narrative text, which utilizes electronic media and internet networks in its application and can be done remotely and writing is one of the communication tools where people can pour ideas, feelings and opinions.

There are several genres of writing, namely Procedure, Recount, Narrative, Description, News Item, Report, Analytical Exposition, Spoof, Hortatory Exposition, Explanation, and Discussion. In this study, Writer only focuseson narrative text and also E-Learning.Narrative text is a text about interrelated events that are presented sequentially, usually in imaginary or factual form to entertain readers, such as fairy tale, folk tale, myth, personal experience and so on. The reason the writer chooses narrative text over other writing genres is because it can be entertaining and make it even more imaginative. In this study, the writer choose the English department at Universitas HKBP Nommensen as a place of research and the semesters that run in this ood semester are semesters one, three, five, seven, and the writer only chooses third semester students as research subjects, namely 30 respondent.

1.5 The Significance of the Study

This research is expected to provide contributions and benefits to many parties, including the following :

1.5.1 **Theoretically**, the findings of this study are expected to be relevant and useful for:

1. As one of the new perspective of the research in teaching narrative text by use E-Learning.

2. As one of the new perspective in knowing narrative text and E-learning.

1.5.2 **Practically**, the findings of this study are expected to be useful for:

1. For English Teacher, the result of this study gives contribution in teaching process. By reviewing this study, teachers will have reference of the media that can be used for teaching writing.

2. For Students, the result of this study will give a new experience for them in writing, being corrected and graded digitally by using E-Learning as a Learning Management System.

3. For the Future Writer, the results of this study are expected to be a reference for further Writer.

CHAPTER II

REVIEW OF LITERATURE

2.1 Definition of E-Learning

E-Learning consists of two parts, namely "e" which is stands for electronics, and learning which means learning. So E-Learning means learning using device services / assistance electronics, especially computer equipment. Because it's E-Learning frequently called the on-line course (*E-Learning terdiri dari dua bagian, yaitu "e" merupakan singkatan dari elektronik dan learning yang berarti pembelajaran. Jadi E-Learning berarti pembelajaran menggunakan jasa/bantuan perangkat elektronika, khususnya perangkat komputer. Karena itu E-Learning sering disebut dengan online course)*, Soekartawi(2003) in Wijaya (2015:11).E-Learning is a learning system that utilizes electronic media and the internet as a tool to assist learning activities which are used to overcome the limitations of time, space, conditions and conditions in learning. This agrees with Darmawan(2014: 10)in Nurhayati (2017:42) which states that E-Learning is an internet application that can connecting educators and trainees in an online learning space. E-Learning was created to cope with educators and learners, especially in terms of time, space, conditions and circumstances.

According to Hartley (2001) in Wijaya (2015:10), E-Learning is a type of teaching and learning that is possible the delivery of teaching materials to students using Internet mediaor other computer network media. Rosenberg (2001) in Elyas (2018:5) emphasized that E-Learning is use internet technology to deliver a series of solutions that can increase knowledge and skills. Purbo in Wijaya (2015:10)

explained that the term "e" or the abbreviation of electronics in E-Learning is used as a term for any technology used to support teaching efforts via internet electronic technology.

E-Learning can be defined as a form of technology information applied in the field of education in the form of cyberspace. The term E-Learning is more appropriately intended as an attempt to create a transformation of the existing learning process in schools and colleges high into a digital form bridged by internet technology, Munir (2009: 169). Meanwhile, according to Effendi and Zhuang(2005)in Gautama and Kurniawan (2010:396),the terminology of E-Learning itself can refer to all training activities that use electronic media or information technology.

Kartasamista (2003) in Wijaya (2015:25) argued that one of the characteristics of E-Learning is its existence learning with a combination of technology and various practical applications, as well as immediate access to learning resources, to teachers and to fellow students, via the internet. The fact that there is a combination of technology with application in E-Learning learning was also stated byKartasamista(2004) in Wijaya (2015:25) which states that E-Learning integrating electronic technology and education, because of that internet use is very dominant in E-Learning. Still in line with things above according to Linde (2004:2) in Yaniawati (2012:382), E-Learning is learning in a way formal and informal which is done through electronic media such as: internet, intranet, CD-ROM, video tape, DVD, TV, Mobile, PDA, and etc.

Purbo (2002) in Multazam (2016:293) explains that the term "e" or an abbreviation of electronics in E-Learning. is used as a term for any internet

electronic technology. The internet, satellite intranet, tape/audio, interactive TV and CD-ROM are among the electronic media used by the instructor delivered 'synchronously'(at the same time) or asynchronously (at different times). E-Learning can be defined as learning that is implemented supported by electronic services such as telephone, audio, video tape, transitions satellite or computer. Thus development and choice technology for E-Learning is as follows, namely the using era printed teaching materials, an era where the use of printed teaching materials was accompanied by use of other audio and multimedia technologies.

E-Learning is a learning system that utilizes media electronics as a tool to assist learning activities. Partly large assumes that the electronics referred to here are more directed on the use of computer and internet technology, Daryanto (2013: 168) in Darmika, et.al (2017:5). E-Learning is a new learning method in the form of a combination of technology and multimedia combined with pedagogy. E-Learning is the basis and logical consequence of development information and communication technology, Sutopo (2012) in Dharmayanti, et.al (2018:163).

According to Stockley (2003) in Srivastava and Agarwal (2013:797)defines E-Learning as the delivery of learning programs, training, or education using electronic means such as computers or other electronic devices such as cell phones with various a way to provide training, education, or teaching materials. Based on the opinions above, They can be concluded that E-Learning is one of the learning models that can be applied in learning where the model is a based learning model Internet. E-Learning is closely related to information technology and communication because in its implementation using E-Learning electronic means

such as computers and other electronic media are closely tied related to information and communication technology.

It can be concluded that E-Learning is a learning system that is used by the education sector in the era of current technology development. Which E-Learning itself makes use of electronic media as well as internet network and applications that support the learning process. E-Learning is used as a tool to assist learning activities to overcome the limitation of time, space, conditions and conditions in learning.

2.2 Characteristics and Components of E-Learning

2.2.1 Charasteristics of E-Learning

Learning using E-Learning is one learning that is currently being developed in education Indonesia. E-Learning in its development and implementation has its own characteristics. These characteristics can be in the form of using electronic technology services, where teacher and student, student and fellow student or teacher and fellow teacher can communicate with relative ease.

Anderson and Elloumi (2004) in Yunita (2019:32) define that there are 4 things that have implications the use of E-Learning can be stated as follows:

a. Students must determine explicitly what is produced, so that he is can determine what is learned.

b. Students must be able to evaluate themselves whether successful or not in E-Learning. With equipped test for knowing whether the learning outcomes can be achieved, the examination is carried out on line

c. Teaching materials must have adequate stages to support them learning, whether simple or complex, is straight forward and difficult, and knowledge until application.

d. Students must be provided with feedback so they can monitor it what has been done and corrects the mistakes.

Rusman (2011) in Fadil (2010) describes E-Learning in various characteristics, including:

a. Make use of electronic technology services: where teachers and students, fellow students or even fellow teachers can communicate relatively easily without being limited by protocol matters.

b. Take advantage of computers (digital media and computer networks).

c. Using self-learning materials stored on a computer so that it can be accessed by teachers and students anytime and anywhere if they need it.

d. Make use of the learning schedule, curriculum, learning progress results and matters relating to educational administration can be viewed at any time on the computer.

Munir (2009: 170), reveals several characteristics of E-Learning, namely: "Using technology, using computer media, standalone approach, stored on computer media, process automation learning ". Each characteristic is described as follows:

a. Make use of information and communication technology services. Technology used can be the internet so that the delivery of messages and communication between learners with learners, learners with learners, and learners with learners can be done easy and fast.

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b. Utilizing computer media such as computer networks (computer networks or digital media).

c. Using an independent learning approach using E-Learning, students are required to let go of their dependence on learners because learning is not carried out live. Learners explain online learner must have the ability to learn how to learn, have discipline, be able to monitor own development, able to motivate themselves, and capable self-management. In essence, using E-Learning learners are required to be able to organize themselves in learn. Therefore, learners must be able to design E-Learning which can motivate learners. Allen explained motivating learners in E-Learning can be done through context, challenges, varied activities, and constructive feedback.

d. Learning material can be stored on a computer.

e. Utilizing computers for the learning process as well know the results of learning progress, educational administration, as well as for know a lot of information from various sources of information.

Based on the characteristics above, it is known that E-Learning development is not just presenting online course material, but must be communicative and interesting. The subject matter is designed as if students are learning in front of the teacher through a computer screen connected via an internet network. Also in learning, you must be disciplined, have self-management and you can organize situations in the learning process even though you don't learn as usual.

In summary, E-Learning needs to be created as if it were learners learning conventionally, it's just transferred to the digital system through the internet. Therefore E-Learning needs to adapt its elements usually done in conventional learning systems. For example, starting from the formulation of operational and measurable objectives, there are perception or pre test, motivating, using language communicative, clear material description. Concrete examples, problems solving, question and answer, discussion, post test, to assignments and activities the follow-up. Therefore designing E-Learning need to involve related parties, such as teacher, material expert, communication expert, programmers and other related expert.

2.2.2 Components of E Learning

The components that make up E-Learning are: E-Learning infrastructure: E-Learning infrastructure can be in the form of personal computers (PC), computer networks, internet and multimedia equipment, Hartley (2001) in Wahono (2008). Inside too there is teleconference equipment when we provide services synchronous learning via teleconference. E-Learning systems and applications: Software systems that virtualizes the learning process conventional teaching. How about classroom management, material creation or content, discussion forums, scoring systems (report cards), online examination systems and all features related to teaching and learning process management. This software system is often referred to as Learning Management System (LMS). Many LMS are opens ource so they can we use it easily and cheaply to build in schools.

2.3 E-Learning Model

There are three possibilities in the development of a learning system internet based, namely web courses, web centric courses, and web enhanced course according to Haughey in Mushlihin (2012);

a. Web course is the use of the internet for educational purposes, where students and teachers are completely separate and not face to face is required. All teaching materials, discussions, consultations, practice assignments, exams and other learning activities are delivered using the internet. In other words, this model uses distance far.

b. Web centric course is the use of the internet that uses / combines distance learning and face-to-face, functions mutually complement, in this model the teacher can provide instructions on students to study the material via the web that has been made. Students are also directed to find other materials from websites which is relevant. In face-to-face educators and students more lots of discussion about finding material that has been studied through internet.

c. The web enhanced course is the use of the internet to support it improving the quality of learning carried out in class. Function the internet is to provide enrichment and communication between students and teachers, fellow students, group members or students with other sources. The teacher's role in this are required to master the techniques of finding information on the internet, guides students to search and find relevant websites with learning materials, presenting material via web interesting and desirable.

2.4 Writing

Writing can not be separated from human being. Most people did writing in their daily activity. Some people said that writing is communication through a paper and a pen. Actually, writing in foreign language is not only in paper but also writing in internet, book, magazine, and others. Through writing people can do a lot of things. People can express their ideas and opinion, can explain something to the readers,can get many information, can still communication even it is in long distance, can dispend our hobby like write a short story, novel, or science, and many others. People can not imagine if this world without writing. In sort, writing has significant role in our live.

Writing is far from being a simple matter of transcribing a language into written symbols; it is a thinking process in its own right. Certain cognitive psychologists have described it as the most complex and demanding of all cognitive activities undertaken by human beings, White and Arndt (1994) in Diliduzgun (2013:191). There is no doubt that writing is the most difficult skill for second or foreign language learners to master. Very often, students get stuck when they have a writing task. It commonly happens because writing is a productive skill in which the ability to construct appropriate words into good sentences, knowledge about the content, grammaticality, mechanics, etc. must be absolutely mastered by learners. Richard & Renandya (2002) point out that second language writer have to pay attention to higher level skills of planning, and organizing as well as lower level skills of spelling, punctuation, word choice, andso on. The difficulty becomes more complicated if their language proficiency isweak, but in addition, Raimes (2002:309) in Diliduzgun (2013:191) stated that writing can help students learn

because it increased the material that have been taught such as grammar,vocabulary, structure, and bring the students to express their idea. However, thestudent still need a guided from the teacher as facilitator to develop their writing skill and create good written.

Moreover, Nunan (2003:88)in Yolanda and Hafizh (2014:52) stated that writing is process of thinking to find ideas, thinking how a write a good writing, how to express feeling into writing, and how to arranging the ideas became sentence and paragraph clearly. According to Brown (2001:337) in Rohma, et.al (2018:3), writing is a process of thinking in which thewritten language is the result from writers figure out and what they thoughts. It means sometimes process of thinking takes a long time, the writers are asked to explore their knowledge, experience, or memories to find and then determine a topic to write.

Based on all definition above, it can be concluded that writing is a process to express peoples' thoughts and ideas to others in written from. It can bei nformation, opinion, benefit, feeling, argument, explanation, and theories. In addition, writing is not only write a text but also a way to communication with others. Writing is an act communication between writer and reader via text.Writing is also hold important role in education, that is why students are able to master in writing skill.

There are some components of writing according to Glass (2005) in Julianto (2013) mention five aspects of good writing. They are content or ideas, organization,   vocabulary,   language   use,   and   mechanics.

1. Content

   Content or ideas is an essential aspect of writing. Content involves unity and completeness. Unity is a paragraph that explain the main idea and supporting the sentence. Meanwhile, completeness is talk about the complement of the main idea.

2. Organization

   This aspect means systematic rule to make a good paragraph. A paragraph has three primary elements. They are the topic sentence, supporting sentence and concluding the sentence. The topic sentence is the most essential sentence in a paragraph. It contains the main idea of the paragraph.

3. Vocabulary

   Vocabulary is one of an additional component that very important, where the selection of words should be suitable withthe content. It means that the writer can express their meaning or ideas exactly rather than blurs it. Thus, the reader is easier to understand the content of the writing.

4. Language use

   In writing, the writer is not only organizing their ideas butthey should pay attention to their grammar, spelling, tenses, prepositions, pronouns, articles, number and errors of theagreement. It is important to make our writing become meaningful and understandable by readers.

5. Mechanics

   Essay writing is mechanically good if the writer demonstrate the mastery of conventions, good spelling, punctuation, capitalization, paragraphing, and alsohandwriting. Mechanics are the conventions of print that do not exist in oral language just in written language. Therefore, we should be careful in writing because it   will   be   permanent.

Writing ability need process. Writing is never one step action, it is a process that have several steps Oshima and Hogue (2017:15). When writing something for the first time, someone already thinks what he/she going to talk about, how to say it, and until finishing the writing. Then re-read what has been written, also make changes and corrections, revise and write more frequently.

Oshima and Hogue (2007:21) argue that the writing process consist of several steps, they are (a) pre-write to get ideas, (b) organize the ideas, (c) write the first draft (d) revise and edit the draft, (e) write a new draft. The explanation as follows:

1. **Pre-write to get ideas**

   Pre-writing is a way to gather ideas and information. There is technique that can use to get ideas, the technique is called listing. Listing is prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. And don't stop to wonder whether the idea is good or not. Write it down until the flow of ideas stops

2. **Organize the ideas**

   Organize the ideas means on a separate sheet of paper, make a simple outline from the lists you made in the Try It Out. The instruction such as (a) Give your outline a title. (b) Write a sentence on the important point. (c) Write supporting information or main points, if there are two main points, give them letters (A and B) and if there are more, give a capital letter to every main point and save your outline.

3. Write the first draft

Write the first draft means using the outline as a guide then you write as quickly as you can without stopping to think about grammar, spelling or punctuation. Just get the ideas down on paper.

4. Revise and edit the first draft

In this step, means you improve and polish what you have written. This step also called revising and editing. First, you attack the big issues of content and organization (revising). Then you work on the smaller issues of grammar, punctuation, spelling, and mechanics (editing).

5. Write a new draft

Write a new draft means to write a clean copy with your final revisions and edits. Be sure to proofread it, fix any errors, and hand it in to your teacher along with your first and second draft. Finally, after you do all the things, you can write in paper.

2.5 Narrative Text

There are some types of writing text, one of the is narrative text. According to Novi(2016:20), Narrative Text is one of genre which tell about story. Many kinds of Narrative Texts those are interesting to learn, such as mysteries, fictions, romances, horror, fables stories, etc. Marulafau and Hafizh (2013:23) said narrative text is a kind of story text which contains the sequence of events. In addition, Kane (2000) in Latifa and Manan (2018:249) define that narrative text as a meaningful series and events written in words. It can be imaginary story or based on real incident. Spoken or written literary texts describe or explore human

experiences. The reader or listener responds in a reflective, imaginative or emotional manner. Narrative has aim to make the reader get information from the story, narrative also teach the reader about value from the stories. Narrative text used past tense to tell the stories.

There are some features of a narrative text according to Anderson and Anderson (2003) in Defrioka (2014:47):

1.   Constructing a Narrative

The steps of constructing a narrative text are :

An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.

A complication that sets of a chain event that influences what will happen in the story.

A sequence of events where the character react to the complication.

A resolution in which the character finally sort out the complication.

A coda that provide a comment or moral based on what has been learned from the story (an optional step).

2.5.1 Kinds of Narrative

There are many different types of narrative texts. It can be a combination of narratives within each of different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category. The notion of genre is to help to generate story ideas. Here are some examples of the different type (or genre) of narrative showing typical features   by   Lubis   (2016:1–14)

1. Humor

   A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure.

   1. Orientation: the narrator tells the funny characters names in unusual setting.

   2. Complication: in this part, something crazy happen.

   3. Sequence of event: there are many imaginative ideas here funny things said by characters and extraordinary things happening toordinary people.

   4. Resolution: All is well that end well.

2. Romance

   The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:

   1. Orientation : It contains hunk male and female who is looking for love, setting,Sunset, beaches, and moonlight.

   2. Complication: boy meets girl.

   3. Sequence of event: it contains the development relationship, jealously, love, hurt, pain, warm, sharing, and overcoming problems.

   4. Resolution: boy gets girl, marry and live happy ever after.

3. Historical Feature

   Here are the features of a typical historical fiction text:

   1. Orientation: a setting in the past and description of a period in history.

   2. Complication: good meets evil.

   3. Sequence of event: action related to a period in history, character lives affected by the events of history, description of live at the time.

4. Resolution: characters survive the chaos of the time (for example, the war ends).

4. The Diary Novel

This type of narrative has the text presented like diary entries. Here are the features of a typical diary- novel:

1. Orientation: main character is the narrator. Time setting is given by diary entries.

2. Complication: given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.

3. Sequence of event: diary entries tell of feelings, hopes, and happening.

4. Reorientation: the narrator tells what happens to solve the complication.

5 . Fantasy

Below are the features of a typical fantasy narrative:

1. Orientation: setting may be in another dimension with goals, witches, wizard, and so son. Hero who may has magical power.

2. Complication: evil forces affect the goodies.

3. . Sequence of event: use of magic. Action includes elves, dragons and mystical beasts, heroism.

4. . Resolution: God defeats evil forces.

6. Science Fiction

Science fiction narratives as the setting involving science and technology.Here are the typical features of the text type:

1. Orientation: a feature setting and a world with technology.

2. Complication: an evil force threatens the world.

3. Sequence of event: imaginative description. Action involves technology, science, and super invention.

4. Resolution: good defeats evil.

5. Coda: take care that science is used for good, not evil.

2.5.2 Structure of Narrative Text

There are four stages in a narrative text (and an optional fifth stage). Frequently the four steps will be repeated, increasing the suspense of the story. Able writer creating developed narrative create may play with the structure, creating far greater variety in format, CliffWatt (2008:4).

a. Orientation

The orientation may be brief or continue for several pages, allowing the writer to a visual picture of the setting, atmosphere and time of the story. Generally the main character and possibly some minor characters are introduced with some minor characters are introduced with some details about their personalities, attitudes and appearance. The details chosen (e.g. the relationship of the characters, where they live, the time they live in and what they're aiming to achieve) may be important for the later development of the story. The orientation forms the background for complication.

b. Complication

A problem or series of problems interrupt or complicate he lives of the characters. These problem help to build up the suspense and have to be resolved one at a time. Realistic stories generally have one complication, but most adventure stories will have a series to build up excitement.

c. Series of events

In this part of the story a sequence of expected and unexpected action affect the setting, atmosphere, characters or time.

d. Resolution

The resolution bring the series of events to a close and resolve the main problem, challenge or situation that the story is based on. The main character has to act to resolve the situation in a believable way to stop a disaster occurring. There may be a temporary resolution resolving some of the problems and at a later stage a final resolution.

e. Reorientation/Coda

The usual pattern of life return but change have taken place or knowledge has been gained from the experiences. This may be written in the form of moral or coda, e.g. in a fable.

2.5.3 Characteristic of Narrative Text

There are several characteristics of narrative text according to Foster (2014:178):

1. Communicative Purpose of Text

Entertaining the listeners or readers which is related to real, imaginary or complex events that lead to a crisis, which is ultimately finds a solution.

2. Text Structure

a. Introduction of character, time, and place;

b. Conflict development;

c. Conflict resolution;

d. Coda: changes that occur in characters and lessons that can be learned from the story.

3. Linguistic Characteristics

a. Certain noun as pronoun for certain people, animal and object in the story, for example: stepsisters, housework, etc.

b. Time connectives and conjunctions to sort events, for example: then, before that, soon, etc.

c. Adverbs and adverbial phrases to indicate the location for events, example: here, in the mountain, happily ever after, etc.

d. Action verbs in past tense: stayed, climbed, etc.

e. Saying verbs which mark utterances such as: said, told, promised, and thinking verbs which mark the thought, perceptions or feelings of characters in the story, for example: thought, understood, felt, etc.

2.6 Previous Research

Research on the application of E-Learning media in learning has been done, reviewed, and researched by experts in the last decade. There are some previous research use by the Writer in this study. The first previous research is a thesis entitled *"Implementasi E-Learning Berbasis Kelase Sebagai Sumber Belajar"* conducted by Yunianto(2015), *Program Studi Teknologi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Semarang*. The purposes of this research are :
1. To know how to plan the implementation of E-Learning as a learning resource at *Bagimu Negeriku* Vocational School Semarang, 2. To know the implementation of the use of E-Learning as a learning resource at *Bagimu Negeriku* Vocational

School Semarang and, 3. To know the evaluation and follow-up of E-Learning implementation at *Bagimu Negeriku* Vocational School Semarang. The result of the research show that Kelase-based E-Learning implementation planning as a learning resource at *Bagimu Negeriku* Vocational School Semarang has received support and policies from the school had even planned it beforehand. The application of Kelase-based E-Learning as a learning resource at SMK Bagimu Negeriku Semarang is classified as a supplement and complementary learning function but can motivate teacher and student to improve their abilities and understanding of learning materials by utilizing information technology; SMK Bagimu Negeriku Semarang does not yet have a specific evaluation system for the implementation of Kelase-based E-Learning for learning new evaluation are carry out from the multimedia department where the department evaluate the result that have been done or done in E-Learning. In this research, Writer use interview, observation and documentation in technique of collecting data. This research use qualitative research.

The similarities of Rahman research with this study is discuss E-Learning as its main subject. The difference between Rahman research with this study are the purposes of each research, in Rahman research want to know how the plan of implementation , to know the implementation of use of E-Learning, and the evaluation and follow-up use of E-Learning and also the technique of collecting also difference with this study. This research applied in SMK and the Writer do the study in University. This research focuses on E-Learning based on kelase as a source of learning for students and evaluation for school in E-Learning use. The

Writer focuses on how the E-Learning in narrative text. The Writer use this study as a reference how the E-Learning in the learning process.

The second thesis entitled*"Efektivitas Media E-Learning Terhadap Keterampilan Menulis Bahasa Arab"* conducted byFitriyani (2013), *Program Studi Pendidikan Bahasa Arab, Fakultas Bahasa dan Seni, Universitas Negeri Semarang.* The purposes of this research want to know the effectiveness of improving students' writing skills after using E-Learning media for learning Arabic at SMA Islam Sudirman Ambarawa with the research design, namely Experimental, by comparing the result of the experimental group that given treatment with the control group that not given treatment. In this research, the Writer use test in technique of collecting data. The data analysis technique use is hypothesis testing. The result of the study indicate an increase in the test that given (pre-test and post-test) and the accepted hypothesis is working hypothesis in which learning use E-Learning media is more effective in Arabic writing of class XI students at SMA Islam Sudirman Ambarawa.

The similarities of Fitriyani research with this study is to know the effectiveness of E-Learning media. The difference between the research with this study is the genre, in the research focuses on Arabic writing and this study focuses narrative writing. In research design, instrument and data analysis technique are different in the implementation. This research applied in Senior High level and the Writer do the study in University. The Writer use this study as a reference to find the effectiveness of E-Learning in writing.

The third thesis entitled "A Study on the Student's perspective on the effectiveness of using E-Learning" Samsuri, et.al (2014).In this study the writer get

the result that most of the respondents were exposed to E-learning and among the reasons they preferred to learn via e- Learning was it provided them greater flexibility to select either instructor-led or self-study courses and enabled them the flexibility to learn at any place and time. They also agreed that one of the disadvantages of using e-Learning was it would reduce the need for face to face interaction with their friends.

The similarities of Samsuri research with this study is to know the perspective of students of E-Learning as a learning media. The difference between the research with this study are the research of Samsuri want to know the perspective of the effectiveness of E-Learning, determine the advantages and disadvantages of E-Learning media and in this study want to know the the perspective of students on E-Learning in writing narrative text. This research applied in Senior High School and the Writer do the study in University. This study use difference technique of collecting data, research design with the research.

The fourth thesis entitled "The Effectiveness of Using Schoologyon Students' Achievement in Writing Narrative Text of Second Grade Student at SMAN 1 Tulungagung"conducted Wulandari (2018), English Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute (IAIN) of Tulungagung. In this study, the Writer wanted to know the effectiveness of Schoology on the students' achievement in writing narrative text. This research uses a quantitative approach with pre-experimental one group pretest and posttest design. The population that take is eleven grade student. In analyzes the data by use paired samples T-test with SPSS Windows 16.0. This research use hypothesis, and alternative hypothesis is accepted that means there is significant different score

after use schoology and the result is schoology is effective and can be use as an alternative media in teaching writing narrative text.
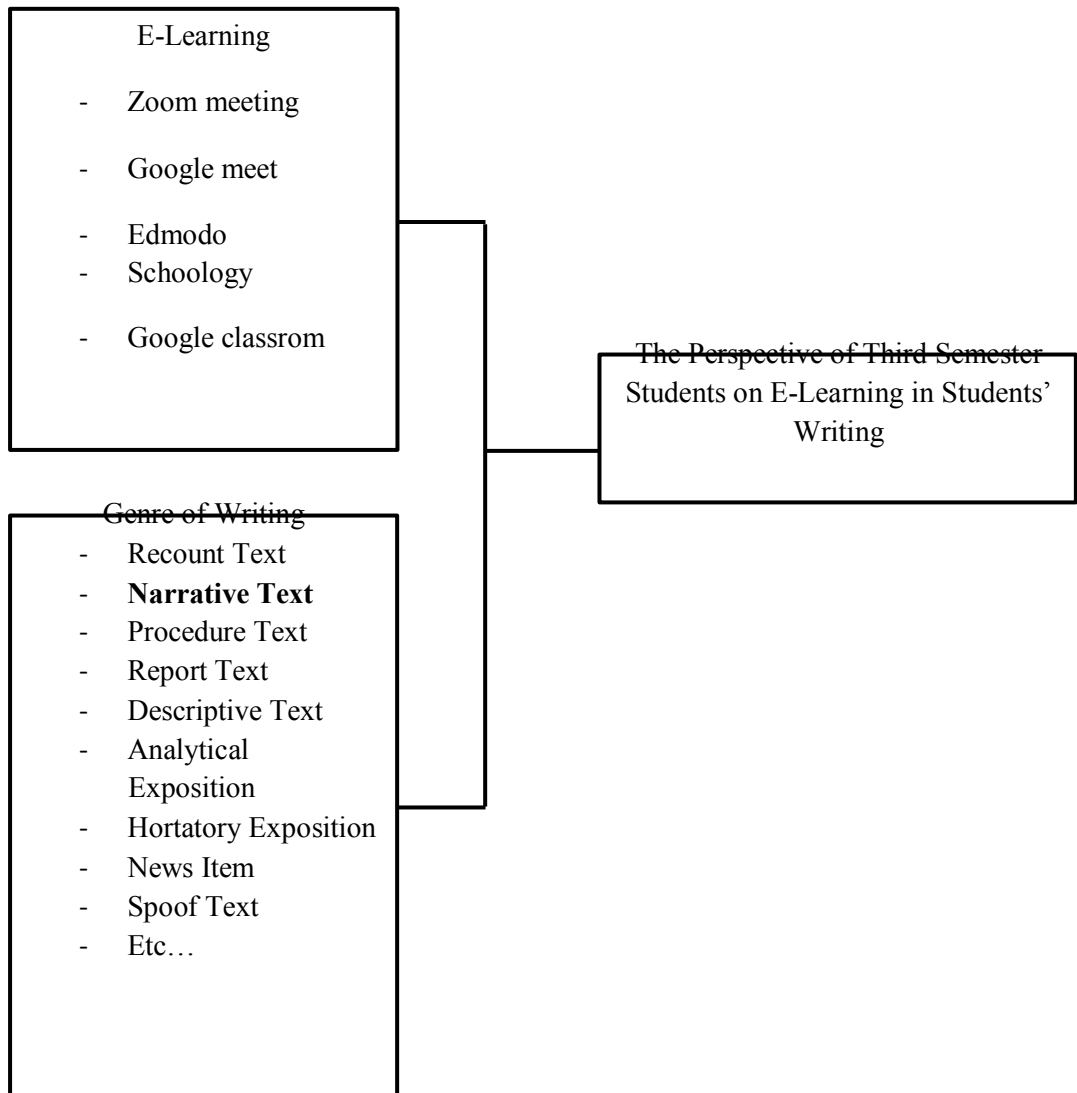
The similarities of Wulandari research with this study is to know the effectiveness of E-Learning in writing narrative text but in a specific that is by use schoology application. The difference between the research with the study are the research of Wulandari want to know significant difference on students in writing narrative text before and after implement schoology and this study want to know the effectiveness of E-Learning in writing narrative. This research applied in Senior High level and the Writer do the study in University. This research and the study do by Writer use difference research design, technique of data collecting, sample, instrument and data analysis.

Based on the previous research above, it can be concluded that learning by utilizing electronics and internet networks can be seen from several aspects because it is in accordance with the increasingly advanced times and the level of technological advancement that is increasingly sophisticated and capable and technology is increasingly advanced, increasingly complex so it is interesting to learn who is study it in accordance with their respective scientific fields. For example, starting from the level of excellence, website design, user readiness, curriculum, learning, to its application and so on. In this study, the equation with the previous research above is both using E-Learning media in their respective learning, either by utilizing applications such as schoology or kelase and the web and previous research using experimental as the research design. And the difference between this study and previous research is that this Writer wants to know how effective the use of E-Learning media is in writing narrative text,

because many teacher have use this media in learning both face-to-face and face-to-face. non-face-to-face meeting (distance learning). And this study used a qualitative design and a questionnaire to find out the answer to the Writer's question.

2.7 Conceptual Framework

With the advancement and development of technology in the world, it will change all aspects of life, including in the field of education. The use of technology in education is called E-Learning. E-Learning it is a learning system that uses electronic media and internet networks and can be done remotely. Using E-Learning is expected to improve students' abilities, especially in writing narrative text. Narrative writing activities are less interesting for some students because there are many rules that must be followed and are expected to be more imaginative. Therefore, with the use of E-Learning, especially in writing narrative text, students perspective also needs to be seen. The conceptual framework of the research can be seen as follows:

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┌─────────────────────────┐
│        E-Learning       │
│                         │
│   -  Zoom meeting       │
│                         │
│   -  Google meet        │
│                         │
│   -  Edmodo             │
│   -  Schoology          │
│                         │
│   -  Google classrom    │
│                         │
└─────────────────────────┘          ┌────────────────────────────┐
                                      │  The Perspective of Third  │
                                      │  Semester Students on      │
                                      │  E-Learning in Students'   │
                                      │  Writing                   │
┌─────────────────────────┐          └────────────────────────────┘
│     Genre of Writing    │
│   -  Recount Text       │
│   -  **Narrative Text** │
│   -  Procedure Text     │
│   -  Report Text        │
│   -  Descriptive Text   │
│   -  Analytical         │
│      Exposition         │
│   -  Hortatory Exposition│
│   -  News Item          │
│   -  Spoof Text         │
│   -  Etc…               │
│                         │
└─────────────────────────┘
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Figure 2.1 Conceptual framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, Writer would applied qualitative research design. According to Ary (2006:419), Qualitative research investigated the quality of relationships, activities, situations, and materials. It focused on understanding the context and attempts to explained the intentionality of behaviors. Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural setting); referred to as a qualitative method because of that data collected and the analysis is more qualitative in nature *(Metode penelitian kualitatif sering disebutmetode penelitian naturalistik karena penelitiannya dilakukan pada kondisi yang alamiah (natural setting); disebut sebagai metode kualitatif karena data yang terkumpul dan analisisnya lebih bersifat kualitatif)*, Sugiyono(2010:8)in Yunianto.

According to Siyoto and Sodik (2015:27) defined that qualitative research is a research that is more artistic (less patterned) and is called an interpretive method because the research data is more concerned with the interpretation of the data founded in the field which produced data in the form of written and spoken words from people. Qualitative research methods can be defined as a research method used to examined a population or sample in particular, data collection using research instrument, data analysis. From some of these explanations, it can be concluded that qualitative research is a research procedure that prioritizes description words and not numbers, where the writer act as a research instrument.This qualitative research was used to understand the actions of the

subject and object under study through the techniques qualitative research such as interviews or in-depth questionnaires and documentation. Because to get results from in-depth research on the effectiveness of E-Learning in writing narrative text for students would better if done by means of interviews or providing questionnaires and documentation.

3.2 Research Subject

According to Siyoto and Sodik (2015:63), research subjects are those who have a certain quantity and characteristics set by the writer for study and then draw conclusions by the writer *(Subjek penelitian adalah yang memiliki kuantitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya oleh peneliti).* Futhermore, it can be concluded that the research subject is closely related where the research data source is obtained and the place where the data is obtained. In this study, the writer chose the 3rd semester student majoring in English education at Universitas HKBP Nommensen as the subject. The subject was chosen because they were studying narrative text in the current writing subject using media of E-Learning. And not only Universitas HKBP Nommensen which used media of E-Learning, almost all educational institutions used media of E-Learning, the writer chose that place because during the pandemic, it is very difficult to obtained permit from other educational institutions for fear of received guest. In addition, Universitas HKBP Nommensen is as one of the educational institutions, the writer also studied in that place, it would make it easier for the writer to get a permit to be able to do research in that place. The technique of taking the subject in this study using purposive sampling.

Purposive sampling is a technique of sampling data sources with certain considerations. These particular considerations, for example, that person is considered to know best about what we are expect, or maybe they would be easier the writer explores the objects of the social situation under study.

3.3 Data and Source of Data

Research data are all facts and figures that can be used as material for compiling information Arikunto (2002: 96) in Makplus (2016). According to Agustina in Makplus (2016), data is information about something that has often happen and is in the form of a collection of facts, figures, graphs, tables, pictures, symbols, words, letters that express thoughts, objects, and conditions and situations. Thus, data are all known or perceived facts and figures relating to place and time.

The data source is the location where the data / subject is being used or where the data is obtained from, Arikunto in Asik Belajar (2019). And if the Writer used a questionnaire or interview in the data collection technique, the data source is called the informant or respondent that is, people who respond or answer the Writer's questions, both written and oral questions.

So, the research data in this study are the answers of the questionnaire from and interview the subject and the data source is the students in semester 3.

3.4 The Instrument of Collecting Data

The instrument is a tool that writer used to collect research data. This agree with Siyoto and Sodik (2015:75), that research instrument are important work in

the research step, but collected data was even more important, especially if the writer used a method of prone to the entry of the subjective seal of the writer. Therefore, even though data collectors appeared to be only data collectors, they must still met certain requirements, namely those who have sufficient expertise to do so.Writer also would used instrument in the form of questionnaire and interview guideline in the form of Google form.

3.5 The Techniqueof Collecting Data

The data collection technique is the most strategic step in research, because the main purpose of research is to get data. Without knowing the data collection technique, the Writer would not get data that meets the established data standard. Sugiyono (2013:224). In this study, Writer would chose a questionnaire and interview as a technique for collecting data. Sugiyono (2013:142), The questionnaire was a data collection technique that is done in a way give a set of questions or a written statement to the respondent to answer (*Kuesioner merupakan teknik pengumpulan data yang dilakukan dengan cara member seperangkat pertanyaan atau pernyataan tertulis responden untuk dijawabnya*). The data collection steps are as follows: (1) The Writer determined the subject of the study as a source of data. In this study, the data source chosen by the Writer are the 3rd semester students at Universitas HKBP Nommensen,(2) Determined the technique of taking the subject, whether random or non-random. In this study, Writer used random, (3) In this study, Writer will used an instrument by filling out a questionnaire and answer the interview, (4) After the data has been collected, the data would be analyze using data triangulation.

3.6 Technique of Analyzing Data

Data analysis is the process of organized and sorted data into patterns, categorized and basic description units so that themes can be found and work hypotheses can be formulated as suggested by the data, Siyoto and Sodik (2015:120). The job of data analysis in this case to organize, sort, classify, code and categorize it. In this study, writer used a questionnaire as a technique in collecting data. Qualitative data analysis proposed by Miles and Huberman is principally carried out simultaneously with the data collection process (*Analisis data dalam penelitian kualitatif dilakukan pada saat pengumpulan data berlangsung*). Data analysis technique include three stages, namely: the stage of data reduction, data display and conclusion or verification, Miles and Huberman (2014).

a. Data Reduction

Data reduction is a process of selecting, concentrating attention, abstracting and transforming rough data from the field. This process last throughout the research, from the beginning to the end of the study. The product of data reduction is a summary of the notes.

In this process, the Writer collected data through the initial process, namely determining the research subject as well as the place of research, a questionnaire and interview based on categorization in accordance with the research problem, then developed data sharpening through further data search.

b. Data Display

Data presentation in qualitative research, data presentation can be done in the form of brief descriptions, charts, relationship between categories, flowchart and the like. The most frequently used to present data in qualitative research is narrative text. In this step, after collected the data the writer analyze and calculate the average to find out how effective the used of E-Learning in writing narrative text

c. Conclusion or Verification

Inference or verification, the initial conclusion is still temporary and if the conclusion is presented in the early stages, supported by valid and consistent evidence when writer return to the field and collect data, then the conclusion put forward is credible conclusion.

3.7 Data Triangulation

In this study, Writer would used triangulation data to double-check the validity of the data. Sugiyono (2013:241), Triangulation in credibility testing is defined as checking data from various ways and times. According to Setiyadi (2006:246), Triangulation is combination of two methods or more incollecting the data about the attitude of the subject of the research. Because the attitude of human being is quite complex, the use of a single method in collecting the qualitative data is often considered not enough.Validity is the degree of accuracy of the data happens to the object of research with the power that can be reported by an investigation. There are six kinds of triangulation, there are:

1. Triangulation of time

   Triangulation of time has two form, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in the same timewith the different group but in the longitudinal, data collection carried out bythe same group with different time.

2. Triangulation of place.

   In triangulation of place to make the data collection moreaccurate, it can be done usingdifferent place for similar data.

3. Triangulation of theory.

   In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.

4. Triangulation of method

   In triangulation of method, the researcher used the different method for collecting similar data.

5. Researcher triangulation.

   In researcher triangulation, for collecting the same data, it was done by some people.

6. Triangulation of methodology.

   In triangulation of methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative, so the writer collected the both of data from those approaches.

   From those types of triangulation, the writer will use triangulation of time to get the validity of data from the same data with different theory. The writer use

this triangulationbecause this triangulation is most suitable used to do this research

if compared with the other triangulation.