A THESIS

STUDENTS' LEARNING OUTCOMES IN WRITING NARRATIVE TEXT AT THE TENTH GRADE OF MA AL-MUSTAQIM PAREPARE THROUGH E-BOOKS

BY

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REG. NUM. 16.1300.171

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2022

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements

for the Degree of SarjanaPendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM

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Thesis

As a Part of Fulfillment of the Requirement for the Degree of

Sarjana Pendidikan (S.Pd)

English Education Program

Submitted by

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REG. NUM. 16.1300.171

to

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TARBIYAH FACULTY

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Parepare, 1 Desember 2021

The Researcher

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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The Title of Skripsi	: Students' Outcomes In Writing Narrative Text At The Tenth Grade Of MA Al-Mustaqim Parepare Through E-Books.

Stated this thesis is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare,1st Desember 2021

The Researcher

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ABSTRACT

Khadijah Abdullah: Students' Outcomes In Writing Narrative text at the tenth grade of MA Al-Mustaqim Parepare through E-Books (Survived by Nanning and Ismail Latief)

The purpose of this research was to find students' outcomes in writing narrative text at the tenth grade of MA Al-Mustaqim Parepare through E-Books.

Learning English, most of the material really needed pictures and descriptions, which were impossible to draw them one by one because this wasted a lot of time both in learning and teaching process and in preparing them. So it is needed a source of information in the learning.

E-Book (electronic book) became a trend that helped in increasing readership, this is a positive thing in helping the condition of education in our country. Because the price of books is getting more expensive and usually limited supplies and time to borrow books from the school library make some students reluctant to buy books or read in the library. while books are tools that help students learn.

This research used descriptive quantitative design, The population of this research is all the ten grade students of MA Al Mustaqim Parepare. There are two classes of ten grade those are XA and XB which are 30 students. The research used total sampling technique, the sample of this research was consisted 30 students.

The result of this research indicated that 14 students were in good classification, then in excellent classification there were 9 students and in fair classification there are 7 students. It means that students learning outcomes in writing narrative test through E-Book were very good.

Keywords: Writing, Narrative text, E-Books.

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CHAPTER I

INTRODUCTION

A. Background

One of the problems related to the world of education in our country is the weak learning process. States that learning that has been taking place in the classroom has not been able to attract attention so that students can feel bored with the material presented by the teacher. In English subjects, for example in narrative text lessons, there are several concepts that require something that is able to attract students' attention so that students don't feel bored and more easily understand the material that has been delivered. One thing that is needed is an interesting learning resource.[1]

According to Sanjaya, learning resource is anything around the environment of a learning activity that can be used functionally to help optimize learning outcomes. Optimization is not only in the form of learning outcomes, but also in the aspect of student interaction with various sources that can stimulate students with a variety of sources that can excite students to learn and accelerate understanding and mastery of the field of science they are learning. Learning resources in education and training, Percival and Ellington in a quote from the Sitepu book argue that learning resources used in education and training are a system consisting of a set of materials or situations that are created on purpose individually. This learning resource is called educational media or instructional media. Percival and Ellington stated that even situations such as simulations or role-

[1]Solikhin, "*Perbandingan Hasil Belajar Siswa yang Menggunakan E-book dan Buku Paket pada Materi Ekosistem di Kelas X MAN Buntet Pesantren Cirebon"* (Cirebon: IAINThesis, 2013).

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playing can be used as learning resources. In the learning process, the learning resource components may be used singly or in combination.[2]

Along with the times, now there has been a learning resource developed from books, namely electronic books or commonly abbreviated as e-Book. An electronic book (E-Book) is an electronic form of a book with features similar to traditional printed books with computerized highlights that can offer assistance perusers such as video, animation, and the voice of Korat and Shamir in Moody's (2010). Meanwhile, according to Sanjaya and Restiyowati (2012), they state that: E-Book is a textbook converted into digital format, where E-Book functions as a learning environment that has applications containing multimedia databases with various instructional resources that store multimedia presentations on topics in a book.[3]

E-Book (electronic book) is becoming a trend that helps in increasing readership, this is a positive thing in helping the condition of education in our country. Because the price of books is getting more expensive and usually limited supplies and time to borrow books from the school library make some students reluctant to buy books or read in the library. while books are tools that help students learn.[4]

Learning English, most of the material does require a media as a source of information. No exception with Descriptive text material, this material really needs pictures and descriptions, which is impossible to draw them one by one because this will

[2]Silabus.web.id, *"Pengertian Sumber Belajar Menurut Para Ahli"*, (https://www.silabus.web.id/pengertian-sumber-belajar-menurut-para-ahli-pendidikan/, access on 04th April 2021).

[3]Adytya Wahyu Prasetyo, *"Pengembangan Buku Electronic (E-Book) untuk Pembelajaran Ekstrakurikuler Wajib Pramuka di SMK Negeri 11 Semarang"*, (Semarang: UNNESThesis, 2017).

[4]Solikhin, "*Perbandingan Hasil Belajar Siswa yang Menggunakan E-book dan Buku Paket pada Materi Ekosistem di Kelas X MAN Buntet Pesantren Cirebon"* (Cirebon: IAINThesis, 2013).

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waste a lot of time both in learning and teaching process and in preparing them. So it is needed a source of information in the learning.

MA Al Mustaqim itself is a boarding school-based school where the majority of students are students and there are many other needs related to books. Because in general, students are more emphasized in buying books than textbooks. Because of the same obligation between studying books and E-Books so that the concentration of students is divided and books usually take more time to learn than general subjects in school. Besides that, the price difference is quite far between textbooks and books far enough so that they are even more considering buying books.

E-books can also save both money and space because E-Books can be downloaded for free and are also softcopy so that e-books are quite appropriate to be used as teaching materials in this day and age. It's just that learning using e-books requires other devices, such as a computer laboratory or multimedia room, which of course most high school levels already exist.[5]

Based on the description above, the researcher interested in conducting research on the effect of using e-books on student learning outcomes because the narrative text material is quite difficult to explain to students because it requires a more in-depth and detailed explanation of the text or image that you want to describe. Pictures series have variety of connected composite images that are stitched together to create a sequence or sequence. This allows students to write a coherent and systematic narrative text. Image sets even have color images. It helps interested students make their plans by writing a narrative text. Students have an imagination about the images they see. The pictures inspire the students in expressing their concepts into paragraph. Picture series will be

[5]Solikhin, "*Perbandingan Hasil Belajar Siswa yang Menggunakan E-book dan Buku Paket pada Materi Ekosistem di Kelas X MAN Buntet Pesantren Cirebon"* (Cirebon: IAINThesis, 2013).

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effective towards students` writing ability in narrative text as a result of the students have motivation to extend their potential in writing narrative text when they imagine the pictures.

Based on this information, the researcher will apply learning using eBooks on narrative text material. The research to be conducted is entitled "STUDENTS' LEARNING OUTCOMES IN WRITING NARRATIVE TEXT AT THE TENTH GRADE OF MA AL-MUSTAQIM PAREPARE THROUGH E-BOOKS".

B. Research Question

Based on the background previous, the researcher formulated problem statement as follow:

How are the students' outcomes in writing narrative text at the tenth grade of MA Al-Mustaqim Parepare through E-Book?

C. Objective of the Research

Object of the research is as follows:

To know how are the students' outcomes in writing narrative text at the tenth grade of MA Al-Mustaqim Parepare.

D. Significant of the Research

The researcher hopes that the results of this study can be used for the following purposes:

1. For the researcher, to add more knowledge about discourse study especially about this research.
2. For students, it helped students to increase writing ability especially in narrative text and their interest to be more active in teaching learning process.
3. For the teacher, the result of the study can be used as an alternative teaching technique to improve students' writing ability.

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4.For the next researcher, the result of this research can be used as previous research in his/her research.

5.English department, the result of this research study will be an input of English material.

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BAB II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

1. Solikhin in his research about "Various teaching materials or learning resources offered to teachers, are not well utilized, especially by Biology teachers, so that the achievement of the goals shown by students is not in line with expectations. EBook teaching materials and textbooks are learning tools that teachers can use in delivering Biology material. This eBook teaching material is a fun new learning resource. This eBook presents subjects to students with practicality in learning. Based on the results of interview with one of the biology teachers and students at MAN Buntet Pesantren Cirebon, the biology learning process in this school usually uses LKS teaching materials by inserting textbook teaching materials occasionally. This is not enough to improve student learning outcomes. This study aims to examine the learning outcomes of the ecosystem using eBook teaching materials and learning using textbook teaching materials. eBooks themselves are books in electronic form or softcopy, while textbooks / lessons are the writings of an author or a team of authors compiled in research based on the curriculum or interpretation of the applicable curriculum. Learning outcome is the level of mastery achieved by students by participating in educational and methodological programs in according to educational goals set through the cognitive aspect. Ecosystem is an environmental unit that interacts/

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reciprocally with its environment. This research was conducted at MAN Buntet Pesantren Cirebon with a population of all class X. The sample class X.5 as the experimental class and X.6 as the control class. This research was conducted from 23 April to 23 June 2012, using an experimental method with a pretest-posttest randomized control group research design and data collection techniques using a test. From the research results, it was obtained the learning outcomes of the student ecosystem using eBook teaching materials and textbook teaching materials. The average value of ecosystem learning outcomes, the experimental class that uses eBook teaching is 54 at the pretest and at the posttest is 74, while the control class with an average of 50 at the pretest and at the posttest is 71. between classes using eBooks and textbooks.[1]

2. Aminatul Mukaromahin, her research about "Analisis Perbandingan Buku Sekolah Elektronik (Bse) Dengan Non-Bse Fisika Sma Kelas X Berdasarkan Science text book Rating System (Strs) Pada Aspek Kriteria Isi,Organisasi Buku, Dan Indeks Serta Glosarium", This study aims to describe the results of the analysis by the STRS instrument to assess BSE and non-BSE textbooks to reveal the quality assessment results of BSE and non-BSE physics books, and to test whether there are differences in the quality of BSE and non-BSE books if analyzed by STRS. This research involves 3 elements of quality which are described in several sub-criteria. The design of this study is a content analysis with an evaluative approach. The subject of this research is a textbook of Physics for grade X SMA which includes Electronic School Book (BSE) and

[1] Solikhin, "*Perbandingan Hasil Belajar Siswa yang Menggunakan E-book dan Buku Paket pada Materi Ekosistem di Kelas X MAN Buntet Pesantren Cirebon"* (Cirebon: IAINThesis, 2013).

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non-BSE books from 3 publishers, namely: Erlangga, Tiga Serangkai, and Cempaka Putih. The focus of this research is to describe the aspects of the difference in quality between BSE and non BSE Physics books for SMA based on content criteria, book organization, and the index and glossary of the STRS. The instrument used was an adaptation of an instrument made by Collette T. Alfred & Chiappetta L. Collette, namely the Science Textbook Rating System which was published in his book entitled Science Instruction in the Middle and Secondary Schools. The making of the book assessment instrument is accompanied by indicators in each sub-criteria that are modified as needed. Analysis of the difference data was performed using nonparametric statistics with the Chi Square test. This study concluded that based on validation with content validity and comparison with the BSNP assessment instrument, the STRS instrument met the criteria to describe the quality of BSE and non-BSE textbooks. The four textbooks analyzed were categorized as good to very good and suitable for use. The results of the analysis proved that there was no significant difference in the quality of the four books analyzed. Based on the results of the 2 test analysis, it was found that χ 2 for the content criteria was 4,150; for the criteria for book organization 1,783; and for the index and glossary criteria of 0.316. All calculation results are smaller than χ 2 with 5% error percent and dk 3 from the table of 7,815, so it can be said that there is no difference between BSE and non-BSE textbooks for content criteria, book organization, and index and glossary.[2]

[2]Aminatul Mukaromah, "*Analisis Perbandingan Buku Sekolah Elektronik (Bse) Dengan Non-Bse Fisika Sma Kelas X Berdasarkan Sciencetextbook Rating System (Strs) Pada Aspek Kriteria Isi,Organisasi Buku, Dan Indeks Serta Glosarium"* (Yogyakarta: UNYThesis, 2016).

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3. A. Sukma Auliyah in her research about "Increasing Students Interest in Learning English through Cooperative Blended-learning Strategy at class X of SMKN 1 Pinrang". There are several challenges that students in this category face in teaching and learning. Because learning English is not just passing information from the teacher to the students, it makes it very tedious for students to follow the research on the learning problem.

   This research is a classroom action research that aims to increase students' interest in learning English through cooperative blended learning strategies. The sample consisted of 22 students of class X Multimedia 3 of SMK Negeri 1 Pinrang academic year 2019/2020. The study consist of two cycles. Each cycle consisted of two meetings. The data were collecctd in this study through an interview, an observation checklist, a questionnaire, and a test.

   The research results showed that the students' progress in learning English is achieved it signed by: a) Most of students gradually got good grades at the end of each cycle. The Minimum Proficiency Criterion – *Kriteria Ketuntasan Minimal (KKM)* of the English lesson was 75 (seventy five). The students' mean score in pre-test was 60.5. The mean score in the first cycle was 72.7. The mean score in the second cycle was 84.9. b) Students' responses to increase students' interest in learning English cooperative blended learning strategies were positive. The data showed in score 79.94% which means "Excellent". c) Students' participation in observational checlist show that the level of students participation gradually increase from the first cycle into the second cycle.

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The suggestion from this research is that teachers are expected to use alternative learning methods such as blended learning using WhatsApp media as in the case of the covid-19 pandemic.[3]

B. Some Pertinent Ideas

1. Definition of Learning Resource

According to Prastowo, Learning resources are basically everything, be it objects, data, facts, ideas, people, etc. that can lead to the learning process. For examples textbooks, modules, student worksheets (student worksheets), realia, models, markets, banks, museums, zoos and markets.[4]

AECT (Association for Education and Communication Technology), learning resources are all sources that include data, people and items used by students either individually or in a combined form, usually in informal situations, to provide ease of learning. These sources include messages, people, materials, tools, techniques and settings. Messages are information conveyed or transmitted by other elements in the form of ideas, lessons, facts, meanings, values and data. People are humans who act as seekers, storage, manager and presenter of messages. Material is a certain form that contains a message to be presented using tools or materials without any supporting tools. This material is referred to as media or software or software. Tool is a device used to convey messages stored in materials. This tool is called hardware or hardware, such as slide projectors, film projectors, OHPs, and others. Technique is defined as a systematic procedure or reference prepared to use equipment, people and the

[3]A. Sukma Auliyah, *"Increasing Students Interest in Learning English through Cooperative Blended Learning Strategy at Class X of SMKN 1 Pinrang"*, (IAIN Parepare: Skripsi, 2020)

[4]Samsinar S, *"Urgensi Learning Resources (Sumber Belajar) dalam Meningkatkan Kualitas Pembelajaran"*, (Bone: IAIN Bone Jurnal, 2019), p. 196.

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learning environment in a combined and coordinated manner to convey messages or learning materials. Finally, the setting or environment, namely the situation around the learning process takes place. There are two kinds of backgrounds, namely the physical and non-physical environments. Physical environment such as buildings, schools, libraries, laboratories, homes, studios, meeting rooms, museums, parks, and so on. Meanwhile, the non-physical environment, such as the arrangement of the study room, the ventilation system, the noise level of the learning environment, the weather and so on (AECT, 1994).[5]

Based on some of the definitions above, it can be understood that learning resources are various or all sources in the form of data, people, methods, media, places where learning takes place, which are used by students to make learning easier.

2. Electronic Book (e-book)

a. Definition of Electronic Book

Digital textbooks are electronic versions of written books that have been popularized in education. Many related studies have confirmed the benefits of victim digitalization textbooks for ESL learners. This study was conducted to explore the effectiveness of digital textbooks in improving learners' English skills, in addition because learners and scholars are switching to digital textbooks. Quantitative study with fifty-seven participants is a real empirical analysis applying post-test management cluster design before test. There were 2 groups of participants (trial and control), this study was conducted by randomizing the participants, preliminarily administering, processing, performing post-test, data analysis and decoding result. This

[5]Samsinar S, *"Urgensi Learning Resources (SumberBelajar) dalam Meningkatkan Kualitas Pembelajaran"*, (Bone: IAIN Bone Jurnal, 2019), p. 196.

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analysis shows that although the data is not normally distributed, the information is also biased. Therefore, the independent test in this study used Wilcoxon's signed rank test. The result shows that the price t is 0.030, less than 0.050. The treatment was remarkably effective in this study. In other words, this study shows that digital textbooks have completely contributed to the success of English learners, as evident in the superior performance of the experimental group compared with the control group. Then, the qualitative study of this study interviewed 3 participants and a teacher. Most of the participants were of the same opinion that digital textbooks make a positive contribution to its ESL category.[6]

E-books in Indonesian are electronic books or digital books. If books generally consist of a collection of paper that can contain text or images, then electronic books contain digital information which can also be in the form of text or images. In short, an e-Book is a digital version of a book. As a means of supporting the concept of E-Learning, E-Books still have to meet the textbook requirements according to the provisions of the National Education Standards Agency (BSNP). According to Shiratuddin (2003), E-Book is defined as follows:

"E-books or electronic books are textbooks that are converted into digital format, e-books also have the meaning of a learning environment that has applications containing multimedia databases of instructional resources that store multimedia presentations on topics in a book."[7]

[6]Maria Puspa Sari, Digital Text Book: A State of The Art Learning Resource to Increase Learner's Achievement (http://journal.unj.ac.id/unj/index.php/aksis/article/view/12934, access On April 07th 2021)

[7]Adytya Wahyu Prasetyo, *"Pengembangan Buku Electronic (E-Book) untuk Pembelajaran Ekstrakurikuler Wajib Pramuka di SMK Negeri 11 Semarang"*, (Semarang: UNNESThesis, 2017).

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Another definition of E-Book, namely Korat and Shamir in Moody's defines an electronic book (E-Book) as an electronic form of a book with features similar to traditional printed books with advanced highlights that can offer assistance perusers such as video, activity, and sound. Meanwhile, according to Sanjaya and Restiyowati, it is stated that: E-Book is a textbook that is converted into digital format, where E-Book functions as a learning environment that has applications containing multimedia databases with various instructional resources that store multimedia presentations on topics in a book.[8]

According to Zhang, In its development, the E-Book has made many changes to be more interactive, which is then called interactive E-Book. Using interactive media such as E-Books allows student-centered learning activities and provides interaction between students and E-Books.[9]

b. Function of Electronic Book

Function of E-Books as learning media that can increase learning productivity and as a tool for educators in making learning more effective and efficient. According to Fatah, some functions of E-Books media are able to increase learning productivity. The learning process cannot be separated from learning resources in the form of reading books such as e-Books. The E-Book is also an unlimited reference, so it doesn't stick to one learning resource. E-Book helps educators to streamline and streamline their learning time. Educators are bothered if they have to carry a lot of reading books in their heavy physical form.

E-Books within the style of digital information are terribly straightforward to hold in several files, so educators don't run out of learning materials for students. E-Books will cut back the burden on educators in presenting information, the data offerd through E-Books is a lot of concrete and

[8]Adytya Wahyu Prasetyo, *"Pengembangan Buku Electronic (E-Book) untuk Pembelajaran Ekstrakurikuler Wajib Pramuka di SMK Negeri 11 Semarang"*, (Semarang: UNNESThesis, 2017).

[9]Adytya Wahyu Prasetyo, *"Pengembangan Buku Electronic (E-Book) untuk Pembelajaran Ekstrakurikuler Wajib Pramuka di SMK Negeri 11 Semarang"*, (Semarang: UNNESThesis, 2017).

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permits individual learning as a result of it doesn't rely on the information provided by educators, students can learn consistent with their needs, abilities, abilities and interests, learning more directed, can provide direct knowledge of the results of reading, permitting the availability of broader information to students.

Based on palukomputer.com the function of E-Book is like any other book, where its main function is as a learning medium (to seek knowledge from E-Books or share knowledge to E-Books). You can get a lot of knowledge from the E-Book that has been made by many people. And some of these E-Books are even distributed free of charge with various types of E-Books.[10]

c. Kinds of Electronic Book

Wiji Suwarno mentioned that there are eight kinds of E-Book on the market today, namely:[11]

1) Plain Text (Plain Text), is the simplest format that can be seen in almost any software using a personal computer.
2) PDF format. The pdf format has the advantage of print-ready formats. The shape resembles the actual shape of the book. In addition, there is a search function, table of contents, image download, external links and multimedia.
3) JPEG. Like other image formats, the JPEG format is large relative to the textual information it contains, so it is popular not only for e-books that contain a lot of text, but for other types of media. comics have dominant image proportions.

[10]Adytya Wahyu Prasetyo, *"Pengembangan Buku Electronic (E-Book) untuk Pembelajaran Ekstrakurikuler Wajib Pramuka di SMK Negeri 11 Semarang"*, (Semarang: UNNESThesis, 2017).

[11]WijiSuarno, *"PerpustakaandanBuku"*, (Yokyakarta: Ar-Ruzz Media, 2011), p. 60

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4) LIT, is a format of Microsoft Reader that adapts the text of an e-book to the width of the screen of the mobile device used to read it. This format has the advantage of an easy-to-read font.
5) HTML. In this HTML format, images and text can be adjusted. Text and image layout can be adjusted, but sometimes results on screen are not suitable for printing.
6) DOC. The Docx format is a format of Microsoft Word that is very popular and widely available on the internet today, this format is very widely used due to the large number of MS Word users and the relatively small output file, besides the font more variety makes it very popular.
7) Open electronic book package format, this format is also known as Flip Book OPF. OPF is an XML-based e-book format created by an e-book system. E-books in this format are known as FlipBooks which is a rendering software that renders 3D flippable books. There is an ongoing project trying to make this OPF format readable by a standard Internet browser (e.g. Mozilla, Firefox or Microsoft Internet Explorer) without the need for additional hardware (software, plugins). Currently, to view e-books in OPF format to get an idea of how to open the actual book (flip experience), slideshow software is required.[12]

d. Advantages and Disadvantages of Electronic Book
   1) Can be ordered immediately, downloaded and used immediately, this is different from printed books that need to be purchased at bookstores or ordered.

[12]Cut Sarah, *"Pemanfaayan E-book Sebagai Sumber belajar Mahasiswa STKIP Bina Bangsa Gersempena Banda Aceh"*, (*Banda Aceh*: UIN Ar-ranity, 2018).

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2) The second generation of electronic books had the ability to move or color.
3) Text can be searched automatically as well as cross-referenced using hyperlinks.
4) A reading device can contain several titles, is easy to carry and even the storage capacity can be increased when using external storage media.
5) Has a light so that it can be read in dark places.
6) Has the ability to go to the last part that has been read.
7) E-books have unlimited production so there is no such thing as "out of prints".
8) E-book production does not require ink paper and so on.

Besides the advantages, the electronic books also has disadvantages including:

1) Reading requires electronics as well as software.
2) Requires electrical power
3) The reading tool will be easily damaged, for example when it falls.
4) Electronic books tend to get corrupted due to a software or hardware error.
5) Electronic books are more susceptible to theft than printed books.
6) Easily hijacked and then distributed on the internet without the author's permission.
7) If e-books are stolen, lost or damaged, it is highly likely that all of their contents will be lost.

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8) Less comfortable to use.[13]

3. Writing

a. Definition of Writing

Writing is an English language ability that requires students to symbolize and extend their personal concepts in written form. Many students feel confused about how to start writing a paragraph or have difficulty constructing a certain type of text. Being able to write well can be difficult even for professionals. In terms of writing ability, students must be able to create their ideas in writing. It's not interesting enough for students anymore. They have no inspiration or ideas to write. When students write something down while gathering things like facts and concepts, it causes them to discover something new. They know they will make important discoveries by writing. However, students tend to have trouble starting to write. Many students know that they will solve the problem if they can just start and move on. They have all kinds of strategies for continuing to write, especially for first drafts because all students revise their first drafts. As students revise their writing, it's time to reflect on their draft and possibly get feedback from others that they're open to revision. According to Clouse, when you correct your writing, you remember that it is actually rewriting. The researcher has experience in working and redoing the manuscript many times. With each revision, know that you are acting like an experienced researcher.[14]

[13]Farli Elnumeri (Dkk), *Senarai Pemikiran Sulistyo Basuki: Profesor Pertama Ilmu Perpustakaan Dan Informasi Di Indonesia,* (Jakarta: Ikatan Sarjana Ilmu Perpustakaan Dan Informasi (ISIPII)), hal.216.

[14]Barbara Fine Clouse, A Trobleshooting Guide for Researchers, (New York: McGaw-Hill, 2005), p. 4

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Another linguist, Hyland (2004: 09), explains that writing is a way to share personal meanings. Everyone has their own opinion on this topic. They will then share their views on a topic with each other. One person's opinion may differ from the opinion of others. It depends on their beliefs. Therefore, when forming their opinions (ideas), people should make them understandable and acceptable.[15]

For final students, students have to take notes on their assignments, report and complete the teacher's assignments. It can also be an indicator that they are informed. It is important for students to master the researcher's writing skills. If they don't master it, it will be difficult for them to share anything in written form with their teachers or friends.[16]

b. Components of Writing

Jacobs et al (1981: 31) point out five significant components in writing. These are content, organization, vocabulary, language use and mechanics.

1) Content

The content of the article must be clear so that the reader can understand the message conveyed and draw information from it. To have a good content article, its content must be consistent and complete. This

[15]Dzaky Mubarak Fasya, " IMPROVING THE GRADE VIII STUDENTS' WRITING SKILL OF NARRATIVE TEXT THROUGH DICTOGLOSS AT SMPN 1 MUNGKID, MAGELANG IN THE ACADEMIC YEAR OF 2014/2015", (Yogyakarta: a Thesis Universitas Yogyakarta, 2015).

[16]Dzaky Mubarak Fasya, " IMPROVING THE GRADE VIII STUDENTS' WRITING SKILL OF NARRATIVE TEXT THROUGH DICTOGLOSS AT SMPN 1 MUNGKID, MAGELANG IN THE ACADEMIC YEAR OF 2014/2015", (Yogyakarta: a Thesis Universitas Yogyakarta, 2015).

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term is often referred to as unity and completeness, becoming the hallmark of a good article.

2) Organization

In writing organization, the researcher focuses on how to organize and arrange ideas in chronological order. They should also present their ideas in order from start to finish. There are many approaches to arrange or kind posts. This corporation is typically identified as an order.

3) Vocabulary

Vocabulary is one of the aspects of language for learning to write. During the writing process, the researcher always thinks about combining words into sentences and then combining sentences into paragraphs until a text is created. Therefore, mastering word choice can help us develop our writing.

4) Language

The use of language in writing includes the correct use of the rules of language or grammar. It focuses on verbs, nouns, and agreements. Specific nouns and strong verbs give the reader an idea of the description. This particular noun can be characterized using an adjective modifier, an adverb, and a participle. The supplement can be a sentence. There are many possibilities for errors in verb usage and placement errors are very common. However, mistakes in writing and work are very serious, and because we have the opportunity to re-read and correct what we have written. We must avoid errors in verb form, subject consent and pronoun agreement in the case of a noun and a pronoun.

5) Mechanics

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The writing mechanism handles capitalization, punctuation, and spelling appropriately. This aspect is very important because it makes the reader immediately understand or realize what the researcher intends to express unequivocally. Using support mechanisms in the article will make it easier for readers to understand the ideas conveyed by other messages stated in the article.

- Capitalization

The use of capitalization in the text helps clarify ideas. If sentences are capitalized correctly, meanings are unclear and misunderstandings arise. In addition, proper capitalization helps readers distinguish one phrase from another.

- Punctuation

It can be used as a unit of meaning and hints at how those units are related to each other.

- Spelling

There are three important rules to be followed in the correct use of spelling. That is adding suffixes, plural construction and manipulation errors in words.[17]

4. Narrative Text

a. Definition of Narrative Text

Anderson and Anderson (1997: 8) state that narrative text is a piece of text that tells a story and that in doing so effectively entertains and informs the reader or listener. Meanwhile, Percy of Permana and Zuhri (2013:2) states

[17]Sri Sepianita, "INCREASING THE STUDENTS' WRITING SKILL THROUGH ROUNDTABLE TECHNIQUE AT THE SECOND YEAR STUDENTS OF SMPN 1 SINJAI TENGAH", (Makassar: UIN Makassar, 2010).

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that narrative is a form of essay that tells a story or a sequence of events in which they occur. Its purpose is to give meaning to an event or series of events by telling a story. From these statements, it can be inferred that the narrative text is about a story. The story consists of events presented to amuse the reader or listener. Therefore, narrative texts are written for the purpose of entertaining readers.

According to Ayres (2008), narrative texts are a form of discourse that has been fixed by writing. Meanwhile, Parera (1993:5) states that a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. In addition, Keraf (1989: 136) states that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time. From these opinions, Narrative text can generally be a product of text that is developed and linked to become a story that happened at some point in the past.[18]

Also, according to Regina et al., say that narrative passages describe a sequence of events in the present tense. Storytelling of the past is just as popular, if not more.[19] This means that when students write a narrative passage explaining a series of events, they should use the present tense. And when students write a narrative, they should use the past tense consisting only of sentences related to the topic. Also, according to Langan, he said that

[18]Devigantri Agusta, " IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE TEXTS USING SHORT ANIMATED STORIES AT CLASS VIII C OF SMPN 2 SANDEN, BANTUL IN THE ACADEMIC YEAR OF 2013/2014", (Yogyakarta: a Thesis Universitas Yogyakarta, 2015).

[19]Regina L. Smalley, Mary K. Ruettten, and Joann Rishel Kozyrev, Refining Composition Skills: Academic Writing & Grammar, (Boston: Heinle Cengange Learning, 2012), p. 48.

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storytelling is telling stories, whether we tell one story or many related stories. Through storytelling, we unravel a narrative by recounting something that happened to us in detail. In the story we tell, we present the details in the order in which they happened.[20] It means that, if the story is detail, the reader will be able to see and understand just why the researcher felt that way.

b. Generic Structure of Narrative Text

Derewianka (1990: 32) states that the steps for constructing a narrative are:

1) Orientation, in which the researcher tells the audience about who the character in the story is, where the story takes place, and when the action happens.

2) Complication, where the story is pushed through a sequence of events, in which we would normally expect some kind of complication or problem to arise. It wouldn't be so exciting if something unexpected didn't happen. This complication will involve the main character(s) and will often serve (temporarily) to them, in order to achieve their goals. Stories reflect the complexities we face in life and tend to reassure us that they can be worked out

3) Resolution, In a "satisfying "narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering.

[20]John Langan, College Writing Skills with Reading, (5th Ed), (New York: McGrawHill, 2000), p. 195.

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Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are:

1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place.
2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story.
3) Sequence of events, where the characters react to the complication.
4) Resolution, where the characters finally solve the problem in the complication.
5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

In addition, Koffman and Reed (2010: 1) state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

Based on the statements above, it can be concluded that the generic structures of narrative texts are:

1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened.
2) Complication where the researcher tells how the problem arises, sometimes something unexpected events will happen.

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3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The researcher can conclude that resolution is the end of a story.[21]

5. Learning Outcomes

a. Definition of Learning Outcomes

To provide an understanding of learning outcomes, it will be described first in terms of language. This definition consists of two words 'result' and 'study'. In KBBI results have several meanings:

1) Something that is held by business, 2) income; acquisition; fruit. While learning is change behavior or response caused by experience.[22]

According to Nana Sudjana, learning outcomes are a result of process learning by using a measurement tool in the form of a structured test in a planned manner, both written tests and oral tests as well as action tests.[23] Nana Syaodih Sukmadinata states that learning outcomes are the realization or expansion of a person's potential skills or capacities.[24]

From the definition above the researcher can concluded that learning

[21]Devigantri Agusta, " IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE TEXTS USING SHORT ANIMATED STORIES AT CLASS VIII C OF SMPN 2 SANDEN, BANTUL IN THE ACADEMIC YEAR OF 2013/2014", (Yogyakarta: Skripsi Universitas Yogyakarta, 2015).

[22]Language Center Compilation Team (Mendikbud), *Kamus Besar Bahasa Indonesia.* (Jakarta: Balai Pustaka, Ed. 3, vol. 4, 2007), p. 408 & 121.

[23] Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algasindo) p. 20

[24] Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan*, (Bandung: PT Remaja Rosdakarya, 2003), p. 102

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outcomes are: students' abilities obtained after going through learning activities, because Learning is a process of someone trying to get something changes in behavior. Changes in behavior can be in the form of changes in character or behavior knowledge, from not knowing to knowing. To get good results maximally, there is a process that must be passed by students, namely learning.

b. Kinds of Learning Outcomes

Several kinds of learning outcomes according to Bloom in education can be classified into 3 groups as follows:

1) Cognitive realm.

With regard to learning outcomes which consist of aspects of knowledge, understanding, synthesis, analysis, application and evaluation. Learning outcomes can be taken from student worksheets and evaluation results end. In the evaluation aspect, students can work on worksheets as well as the questions given by the teacher.

2) Psychomotor realm

Regarding the learning outcomes of skills and abilities Act. In this psychomotor realm with the material students can be skilled and able to make observations made in the environment around.

3) Affective Realm

Learning outcomes can be taken from discipline or accuracy in completing the task, the courage to express opinions, honesty, openness in accepting opinions and having a sense of want to know. In this study, the

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researcher used the cognitive domain because It is important to apply this domain to the method of articulation. With the application of this realm, it will be easier to study.[25]

c. Factors Affecting Learning Outcomes

Factors that affect learning outcomes are things that can affect the good and bad of learning outcomes. In learning, a lot one factor that influences it. Of the many factors that affect learning outcomes, can be classified into 3 types.[26] They are:

1) Learning stimulus factors

What is meant by learning stimuli here is everything outside individual who stimulates the individual to react or learning act. Stimulus in this case includes material, affirmation, fiber atmosphere of the external environment that must be accepted or studied by the student.

2) Learning method factors

The teaching method used by the teacher is very affect the learning methods used by students. With In other words, the method used by the teacher raises significant difference to the learning process.

3) Individual factors

Individual factors have a very large influence on learn someone. As for these individual factors regarding the following:

- Maturity

[25] Sudjana, *Dasar-dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algasindo) p. 20
[26] Wasty Soemanto, *Psikologi Pendidikan* (Jakarta: PT Rineke Cipta, 1998), p. 113

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- Chronological age
- Gender
- Experience
- Mental capacity
- Physical and mental health conditions
- Motivation

In contrast to Nana Sudjana who said that basically the factors that affect learning outcomes there are two kinds, namely:

1) Internal factors

That is a factor that comes from the individual himself. Internal factors include physiological, psychological, interests, talents, motivation, maturity, and others.

2) External factors

External factors or factors that come from outside the individual. Which includes external factors, among others, environmental factors family, school and community environment.[27]

[27] Nana Sudjana, *CBSA: Cara Belajar Siswa Aktif dalam Proses Belajar Mengajar*, (Bandung: Sinar Baru Algensindo, 1996), p. 6

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C. Conceptual Framework

Conceptual framework of this research as follow:

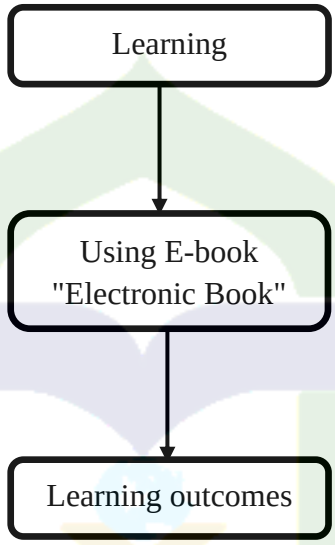

Figure 2.1

D. Operational Definition of Research

1. E-book is an electronic version of a printed book that can be read on a personal computer or other device specially designed for reading e-books (Danang, 2009).
2. Writing Narrative Text, Narrative passages often arrange events in chronological order, going from the first to the last. This means that the narrative presents events in chronological order from the first to the last. Here is a good narrative passage, coherent and consistent according to the. (Regina et al., on their book Refining Composition Skills: Academic Writing & Grammar).
3. Learning outcomes are changes in overall behavior, not just one aspect of human potential. According to Suprijono (2013:7)

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BAB III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher used descriptive quantitative design. Descriptive quantitative research is used to describe, explain, or summarize various conditions, situations, phenomena, or various research variables according to events as they are which can be photographed, interviewed, observed, and which can be disclosed through documentary materials.[1]

B. Location and Duration of the Research

The location and duration research taken place at MA Al Mustaqim Parepare. This research focused at the ten grade of MA Al Mustaqim Parepare in academic 2020/ 2021. The researcher used descriptive quantitative design that have several times to collected and analysis data.

C. Population and Sample

The population of this research is all the ten grade students of MA Al Mustaqim Parepare. There are two classes of ten grade those are XA and XB which are 30 students. The research used total sampling technique, the sample of this research was consisted 30 students.

D. Instrument of the Research

To collect data from the students, the researcher gave test to find out the students` writing skill of the Tenth grade students of MA Al Mustaqim Parepare. The researcher instruction the students to explain a picture series about “Cinderella” for several minutes and the researcher to measure their ability in writing skill.The

[1] Burhan Bungin, *Metodologi Penelitian Kuantitatif: Komunikasi, Ekonomi, dan Kebijakan Publik Serta Ilmu-Ilmu Sosial Lainnya*, Jakarta: Kencana, 2005, p. 48-49.

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student explains about "Cinderellaby with their own words". In collecting data the researcher focus on content, organization, vocabulary and mechanic, and grammar of the students writing skill.

E. Procedure of Collection Data

In this research, data is all information that is directly gathers from the research subject[2]. The researcher gave the test for the students to see students' learning outcome in narrative text at the tenth grade of MA Al-Mustaqim through E-Book.

F. Technique of Data Analysis

1. Scoring the students on writing

In scoring the written test, the cumulative score ranging from 0-100. To know the students achievement in writing ability, there are some criteria that is considered. According to Brown there are five components scale name: content, organization, vocabulary, language use and mechanic.[3]

Table 3.1 the classification of students' writing test scoring rubric[4]

Classification	Score Level	Criteria
Content	30-27	Excellent to very good: knowledge, substantive development of topic, relevant to assigned topic.
	26-22	Good to arrange: some knowledge, of subject, adequate range, limited development of topic, but lack details.

[2] Suharsini Arikunto, Procedure Penelitian(Jakarta: PT.RinekaCipta, 1997)P.177.

[3] Arthur Hughes, Testing for Language Teachers, Second Edition (Cambridge: Cambridge University Press, 2003),p. 104.

[4] J. B Heaton, Writing English Language Test (London and New York: Longman Group UK Limited, 1991), P. 146.

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	21-17	Fair to poor: limited knowledge of subject, the title substance, inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression ideas clearly stated/supported succinct, well organized, logical, sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out. Limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non fluent, ideas confused or disconnected, lacks logical sequencing.
	9-7	Very poor: does not communicate, no organized.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage.
	17-14	Good to average: adequate rang, occasional errors of word/idiom form, choice, usage, meaning not confused or obscured.

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	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, and usage, etc.
	9-7	Very poor: essentially translation, title, knowledge of English vocabulary.
Language use	25-22	Excellent to very good: effective complex construction, few errors agreement, tense, number, word order/function, articles, pronouns, preposition.
	21-18	Good to average: effective but simple/complex construction, minor problem in complex construction, several errors of agreement, tense, number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured.
	17-11	Fair to poor: major problem simple/ complex construction: frequent errors of negation, agreements, tense, number word/function, articles, pronouns, preposition, and/or fragments, deletion, meaning confused.
	10-5	Very poor: virtually no mastery of sentence contributions rules. Dominated by errors, does not communicate, or not

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		enough to evaluate.
Mechanics	5	Excellent to very good: demonstrated mastery conventions. Few errors of spelling, function, capitalization, paragraphing.
	4	Good to arrange: occasional errors of spelling, function, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

2. The Classification of the Students' Score

Table 3.2 the classification students' score.[5]

Classification	**Score**
Excellent	86-100

[5]Suharsimi Arikunto, Dasar-Dasar evaluasi Pendidikan (Edisi Revisi) (Jakarta: PT. Bumi Aksara, 2005),p.245.

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Good	71-85
Fairy	56-70
Poor	41-55
Very Poor	<40

3. To get the mean of students' writing score uses the formula:[6]

Table 3.3 Students' scoring of test

Score =	Students' correct	X100
	The total item	

a. Finding out the mean score by using the following formula:

$$Mx = \left(\frac{\sum x}{Nx}\right)$$

In which:

Mχ = *Mean*

χ = *Total score*

Nχ = *Number of students*

b. To get the class percentage which passes the KKM, uses the formula:[7]

[6]Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakarta: Raja Grafindo Persada, 2008), p.81.

[7]Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakarta: Raja Grafindo Persada, 2008), p.43.

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$$P = \frac{F}{N} X\ 100\%$$

P = Percentage

F = Frequency

N = Total number of students

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BAB IV

FINDINGS AND DISCUSSION

A. Findings

The result of this study was the grading of the students' test. It aims to find answers to research questions. The researcher has set up a test to know the student's learning results when writing a narrative paragraph.

1. Students' Learning Outcomes in writing narrative text through E-Book

a. The students' score in test

The researcher gave test to know the students' learning outcomes in writing. Every member got the picture and explained it then the researcher found out the result of students' writing narrative text based on the criteria of writing skill which are content, organization, vocabulary, language use and mechanics. The result was shown in the following table:

Table 4.1 the students' writing score in test based on writing narrative text

No	Name	Class	Content	Organization	Vocabulary	Language use	Mechanic	Score
1	JI	X.A	24	14	13	17	3	71
2	SIKA	X.A	23	14	14	16	4	71
3	NS	X.A	25	13	15	18	4	75
4	AN	X.A	23	14	14	16	3	70
5	KM	X.A	21	12	15	17	3	68
6	NL	X.A	23	13	13	16	3	68
7	IST	X.A	24	12	13	17	4	70
8	NM	X.A	24	13	14	18	4	73
9	NF	X.A	24	14	13	17	4	72

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10	NH	X.A	27	18	17	17	4	83
11	NNN	X.A	21	13	13	17	3	67
12	NRR	X.A	27	19	18	19	4	87
13	NAR	X.B	26	18	16	17	4	81
14	MD	X.B	27	17	18	23	4	89
15	MT	X.B	28	19	18	21	4	90
16	FT	X.B	29	19	18	21	5	92
17	ABA	X.B	27	16	17	21	4	85
18	WH	X.B	26	15	13	17	3	74
19	MZM	X.B	27	17	18	22	4	88
20	MA	X.B	26	16	17	22	4	85
21	AD	X.B	27	19	19	22	4	91
22	MRS	X.B	28	19	18	23	4	92
23	MAA	X.B	28	18	19	22	4	91
24	AS	X.B	24	17	16	21	3	81
25	RH	X.B	21	14	15	17	3	70
26	KD	X.B	24	16	13	19	4	76
27	HK	X.B	23	15	12	18	3	71
28	RD	X.B	24	17	17	18	3	79
29	WN	X.B	21	12	11	17	3	64
30	HN	X.B	24	18	15	17	4	78
	Total		**746**	**471**	**462**	**563**	**110**	**2352**

from the table above shows the students' writing narrative text scores based on the assessment rubric in the previous chapter, it showed that the highest score of 30 students on the content criteria was 1 person, the score was 29, on the organization criteria there was 5 students got score 19, then on the vocabulary criteria there was 5 students got score 19, while on language use criteria there was 2 people got score 23 and on mechanic criteria the average student got a score of 4, of which there were 18 students.

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After knowing the students' score in test on the criteria of writing skill which are content, organization, vocabulary, language use and mechanics. The following table below is to know students' speaking score in test:

Table 4.2 the students' writing score in test

No	Name	Test of students			
		KKM	Total Score (X1)	$(X1)^2$	Classification
1	JI	70	71	5041	Good
2	SIKA	70	71	5041	Good
3	NS	70	75	5625	Good
4	AN	70	70	4900	Fairy
5	KM	70	68	4624	Fairy
6	NL	70	68	4624	Fairy
7	IST	70	70	4900	Fairy
8	NM	70	73	5329	Good
9	NF	70	72	5184	Good
10	NH	70	83	6889	Good
11	NNN	70	67	4489	Fairy
12	NRR	70	87	7569	Excellent
13	NAR	70	81	6561	Good
14	MD	70	89	7921	Excellent
15	MT	70	90	8100	Excellent
16	FT	70	92	8464	Excellent
17	ABA	70	85	7225	Good
18	WH	70	74	5476	Good
19	MZM	70	88	7744	Excellent
20	MA	70	85	7225	Good
21	AD	70	91	8281	Excellent
22	MRS	70	92	8464	Excellent
23	MAA	70	91	8281	Excellent
24	AS	70	81	6561	Good
25	RH	70	70	4900	Fairy

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26	KD	70	76	5776	Good
27	HK	70	71	5041	Good
28	RD	70	79	6241	Good
29	WN	70	64	4096	Fairy
30	HN	70	78	6084	Good
Total			**2352**	**186656**	

From the table above showed that the average students were in good classification with 14 students. Then in excellent classification there were 9 students and in the fair classification there are 7 students.

The table above showed about students' writing narrative text skill score in test. To find out the students' writing score in test by dividing members' total score with maximum score, after that times with 100. Found on the table above about students' writing in test we can know frequency of the classification score by looking the following table:

Table 4.3 the rate percentage of the frequency of test

No	Classification	Score	Frequency Of Test	Frequency Of Test
1	Excellent	86-100	9	30%
2	Good	71-85	14	47%
3	Fair	56-70	7	23%
4	Poor	41-55	-	0%
5	Very Poor	<40	-	0%
Total			**30**	**100%**

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As the explanation in table above, the average score of students' writing skill. Most of students were on good classification with percentage was 47%, excellent classification were 30% and fairy classification were 23%. The total score in test was 2352. It had shown that the students' writing skill in test was high. There were 4 students did not pass the KKM. The following are the process of calculation to find out the mean in test.

Mean score of the test:

$$M\,x = \frac{\sum x}{Nx}$$

$$M\,x = \frac{2352}{30}$$

$$M\,x = 78.4$$

Based on the result of test. The data shows that the mean score of the test was 78.4. From the analyzing it could be seen that almost of 30 students writing skill was excellent and good score.

B. Discussion

Based on the result data analysis, mean score of students writing skill was 78.4 and most of students passed the KKM. There were 24 students passed the KKM, 2 students were right on KKM and 4 students didn't pass the KKM. It means that students learning outcomes in writing narrative test was very good, another hand based on the students' responses because most of students were easy to understand the material by using E-Book.

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After conducting the research, the researcher found that the students seemed to be really enthusiastic about writing a narrative text using a series of images. So they enthusiastically answered the test.

According to Nana Sudjana, learning outcomes are a result of the learning process by using a measurement tool in the form of a structured test in a planned manner, both written tests and oral tests as well as action tests.

Nana Syaodih Sukmadinata states that learning outcomes are the realization or expansion of a person's potential skills or capacities.

Based on the statement of the researcher in previous chapter, it said that there were many students' needs related to books and students more emphasized in buying E-Books then text book. Because of the same obligation between studying text book and E-Book so that the concentration of students were divided and book usually take more time to learn than general subject in school. Besides that, the price difference is quite far between textbook and E-Book far enough.

Meanwhile, Parera (1993:5) states that a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time.

In the test, the researcher designed the test as good as possible by choosing familiar picture series which was Cinderella to see students' learning outcome in writing narrative text trough E-Book.

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Keraf (1989: 136) states that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time.

More ever, based on the researchers' statement learning outcomes are students' abilities obtained after going through learning activities, because Learning is a process of someone trying to get something changes in behavior. Changes in behavior can be in the form of changes in character or behavior knowledge, from not knowing to knowing. To get good results maximally, there is a process that must be passed by students, namely learning.

It is relate with Nana Sudjanas' statement in previous chapter, several kinds of learning outcomes can be classified into 3 groups as follows:

1. Cognitive Realm

   With regard to learning outcomes which consist of aspect of knowledge, understanding, synthesis, analysis, application and evaluation. Learning outcomes can be taken from student worksheets and evaluation results end. In the evaluation aspect, students can work on worksheets as well as the question given by the teacher.

2. Psychomotor Realm

   Regarding the learning outcomes of skill and abilities act. In this psychomotor realm with the material students can be skilled and able to make observations made in the environment around.

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3. Affective Real

Learning outcomes can be taken from discipline or accuracy in completing the task, the courage to express opinions, honesty, and openness in accepting opinions and having a sense of want to know. In this study, the researcher used the cognitive domain because it is important to apply this domain to the method of articulation. With the application of this realm, it will be easier to study.

As a result, the researcher can drew conclusion that students' learning outcome in writing narrative text through E-Book were very good. It supported by statement of Nana Sudjana.

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BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the study, the researcher put forward following conclusion:

The researcher of data analysis test showed that most of students were in good classification which were 14 students, then in excellent classification there were 9 students and in the fair classification there are 7 students. Mean score of students writing skill in narrative text was 78.4 and most of students passed the KKM. There were 24 students passed the KKM, 2 students were right on KKM and 4 students didn't pass the KKM. It means that students learning outcomes in writing narrative test through E-Book were very good.

B. Suggestion

Based on the research, researcher gives some suggestion as follow:

1. The teacher has to know many ways to teach English so that make learning process will be running well and enjoyable.
2. It suggested to the English teacher in MA Al-Mustaqim to use E-Book and good media in learning process because with familiar and good media it can help students to express their ideas and feeling confidently.

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APPENDIX

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VALIDASI INSTRUMENT PENELITIAN PROPOSAL SKRIPSI

NAME OF STUDENT : KHADIJAH ABDULLAH
STUDENT'S REG. NUMBER : 16.1300.171
FACULTY : TARBIYAH
THE TILTE OF SKRIPSI : STUDENTS' LEARNING OUTCOMES IN WRITING NARRATIVE TEXT AT THE TENTH GRADE OF MA AL-MUSTAQIM PAREPARE THROUGH E-BOOKS

INSTRUMENT

1. TEST

WRITING NARRATIVE TEST

Name :
Nis :
Class :

Write a narrative text using the pictures series with the title "Cinderella"!

Requirement:

Make a narrative text based on these picture series. They are some requirements:

a. Minimal three paragraphs
b. Each paragraph consists of eight sentences

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c. You may use two pictures in a paragraph

d. You must think the cohesive, unity, and clarity in your writing

Parepare, 03 May 2021

Approved by Examiner Commisions,

Consultant	Co-Consultant
Dra. Hj. Nanning, M.S.Pd.	Drs. Ismail Latief, M.M.
Nip. 196805232000032005	Nip. 196312071987031003

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DOKUMENTASI

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CURRICULUM VITAE

Khadijah Abdullah, the researcher was born onJanuary 22th 1998 in Parepare, Parepare City, and South Sulawesi. She is the second child from sixin her family. Her father's name is Abdullah Hamzah. and her mother's name is Fatimah. She has 2 brothers and 5 sisters, the first brother name is Imam Mustaqim, third sister is Muzdhalifah AB, the fourth sister is Syarifah Hafifah, the fifth brother is Ibnu Qasim and the last sister is Ummi Qalsum. She started her elementary school at SD Negeri48 Parepare. She finished her elementary school in 2010. In the same year, she continued her study to junior high school of Mts As'adiyah Putri II Pusat Sengkang and finished in 2013. In the same year, she continued her study to MA Al-Mustaqim Kota Parepare and finished in 2016. She decided to continue her study in S1 English Education Program of Tarbiyah department at STAIN Parepare in 2016 and changeto IAIN Parepare at 2018. The researcher completed her study by submitted on tittle **"Students' Learning Outcomes In Writing Narrative Text At The Tenth Grade Of MA Al-Mustaqim Parepare Through E-Books"**

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