Development of an English Narrative Writing Book for Class XI Students

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Abstract

This research aims to develop an English narrative writing book for class XI students using a structured development model. Through the stages of need identification, analysis, development and product evaluation, the book is prepared taking into account quality standards and student learning needs. Book validation is carried out by subject experts, design experts, teachers and students, who state that the book is content valid and suitable for use in learning. The results of product trials showed positive responses from various parties, confirming the book's effectiveness in improving students' English narrative writing skills. The novelty of this research lies in the systematic approach in developing English narrative writing books for class XI students, which pays attention to various aspects of learning and ensures relevance to students' needs. The implication of this research is that it contributes to enriching learning resources in English subjects at the secondary school level, as well as providing meaningful guidance for the development of English learning books in the future.

Keywords: Book Development; English; Students; Writing

INTRODUCTION

Book development refers to a structured and systematic process in creating a new book or updating an existing book (Andriana et al., 2017; Asmi et al., 2018; Winda & Firmansyah, 2021). This process involves identifying needs, analyzing the market or target audience, planning content and structure, writing or editing content, graphic design and layout, and final production of the book. The main goal of book development is to create a resource that is high quality, relevant to the needs of readers, and able to make a positive contribution to the learning, research, or entertainment process (Hidayat et al., 2019; Rachmawati & Asmara, 2018; Salmawati & Oktavia, 2022). Book development can be carried out by individuals or teams consisting of various experts in their fields, such as writers, editors, illustrators, graphic designers and publishers, by paying attention to aspects of quality, creativity and affordability so that the book can achieve the desired influence and impact .

The development of English narrative writing books for grade students is a vital initiative in improving English language skills at the secondary school level. This book aims to provide systematic and structured guidance for class students, especially class XI, in developing narrative writing skills in English. Thus, the development of the book is a strategic step in enriching and expanding the learning

resources available to students at that level (Agustina, 2021; Fransiska et al., 2018). By offering comprehensive guidance tailored to the needs and proficiency levels of class XI students, the book serves as a valuable tool for educators to enhance their teaching methods and for students to strengthen their English language proficiency. Moreover, the availability of such resources fosters a conducive learning environment wherein students can actively engage with the material, practice their writing skills, and receive constructive feedback, thereby facilitating continuous improvement. Ultimately, investing in the development of English narrative writing books for grade students contributes not only to the enhancement of language skills but also to the overall academic and personal development of students, preparing them for success in both their academic pursuits and future endeavors beyond the classroom. Writing is the process of expressing one's thoughts, thoughts, or experiences through written words . Writing activities involve choosing words, arranging sentence structure, and developing ideas sequentially to convey messages or information effectively to readers. More than just combining letters into words, writing also involves critical thinking, reflection, and creativity to produce quality text (Islami et al., 2020; Junedi et al., 2020). In an educational context, writing ability is an important skill that not only allows a person to communicate well, but also improves understanding, analysis and synthesis of information. Thus, the writing process is not only an integral part of the learning process, but also a powerful tool for expressing oneself and influencing the thoughts and views of others.

Narrative writing in English is a writing process that tells a story or series of events with a structured plot, developing characters, and conflict that creates tension (Century et al., 2020; Liu, 2016; Zhang & McGlone, 2019). In narrative writing, the writer builds a living story world through in-depth descriptions, authentic dialogue, and flowing narrative. In addition, the use of figurative language such as metaphors, personification, and similes is often used to add emotional and imaginative dimensions to stories (Suhara et al., 2022; Suzani, 2022; Ulum & Uzun, 2020). The purpose of narrative writing is not only to entertain readers, but also to inspire, teach life lessons, or convey certain messages through interesting and in-depth stories. Thus, the ability to write narrative English is not only about technical skills, but also about the ability to create an imaginative world that captivates and moves the reader's feelings.

The findings of this research are also in line Tretter et al (2019), which shows that a book-based learning approach can be effective in improving students' abilities in narrative writing. Thus, the development of this book not only meets the needs of current students, but also makes a positive contribution to the development of English language learning in the future. However, there are several aspects that need to be considered in further development of this narrative writing book. For example, aspects of layout, font size, and visual appeal, which need to be considered to improve the quality and attractiveness of books as learning resources. Apart from that, the continuity of use and increasing the relevance of this book in the English learning curriculum also needs to be considered so that the book remains relevant and effective in the longer term. Thus, the development of an English narrative writing book for class

In the context of developing English narrative writing books for class XI students, it refers to identifying gaps or unmet needs in existing learning resources. Through analysis, this research pays attention to certain aspects such as relevance, depth of material, and learning approaches that can be optimized to increase the effectiveness of learning to write English narratives. The novelty in this research lies in the structured and systematic approach in developing narrative writing books, as well as the application of development models that have been tested to ensure the resulting books meet quality standards and student learning needs. By identifying existing integrating innovative approaches in book development, this research seeks to make a significant contribution to advancing the learning of English narrative writing at the secondary school level.

The urgency of developing an English narrative writing book for class XI students is very important considering the important role of narrative writing skills in learning English at the secondary school level. With advances in technology and changing learning paradigms, there is an urgent need to provide relevant, structured and engaging learning resources for students. Therefore, the aim of this research is to develop a narrative writing book that suits the needs and development of class XI

students, as well as providing meaningful and effective guidance in improving their English narrative writing skills. Thus, this research aims to make a positive contribution in enriching English language learning resources at the secondary school level and strengthening students' communication skills in English.

RESEARCH METHODS

Research Design

This research uses a development research design, which involves a series of structured stages in the development of an English narrative writing book for class XI students (Reflianto et al., 2022). This design allows researchers to follow the development process systematically, from planning, development, to evaluation of the final product, taking into account the principles and guidelines that have been established. Through this approach, it is hoped that the books produced will suit students' learning needs and contribute to improving the quality of English learning at SMA Negeri 5 Muaro Jambi.

Research Target/Subject

The targets or subjects of this research are class XI students of SMA Negeri 5 Muaro Jambi, who will be the main users of the English narrative writing book being developed. Apart from that, subject matter experts, design experts and learning material content experts are also the subject of review to provide input and evaluation of the products being developed. By involving various relevant parties, it is hoped that the resulting book can reach high quality standards and be relevant to learning needs (Mundaviah & Mulyati, 2021; Muzamir, 2021; Warsihna et al., 2020).

Research Procedures

This research procedure involves a series of stages starting from needs identification, analysis, development, production, to product evaluation. This stage is carried out in a structured manner according to the development model used, involving participation from various parties such as experts and potential users. In this way, the process of developing narrative writing books can be carried out systematically and efficiently, resulting in quality products that comply with established standards .

Instruments, and Data Collection Techniques

The instruments used in this research include questionnaires, interviews and observations. Questionnaires were used to collect data from subject matter experts, design experts, and learning material content experts, while interviews and observations were conducted during product trials to obtain direct input from potential users. By using various instruments and data collection techniques, it is hoped that this research can obtain comprehensive and accurate information about the quality and effectiveness of the books being developed (Meganingtyas et al., 2019; Pradipta et al., 2020; Sanova et al., 2022).

Data analysis techniques

The data analysis technique used is qualitative descriptive analysis (Ferreira et al., 2018; Simamora, 2017; Suswandari, 2017). Data obtained from questionnaires, interviews and observations will be analyzed descriptively to identify patterns, themes and problems that arise during the product development and testing process. This analysis will provide an in-depth understanding of the quality and effectiveness of the book being developed and help in determining the necessary improvement steps. Thus, this research can make a significant contribution to the development of English learning at SMA Negeri 5 Muaro Jambi.

RESULTS AND DISCUSSION

The results and discussion of research into the development of English narrative writing books for class XI students reveal several significant findings. Firstly, the outcomes of product trials, conducted through a series of evaluation stages involving subject matter experts, design experts, and field trials, indicate that the book has undergone a comprehensive validation process and garnered positive responses from diverse stakeholders. This underscores the book's adherence to the quality standards established for the development of English narrative writing materials tailored for class XI students. Additionally, the research findings highlight the effectiveness of the book in facilitating the learning process, as evidenced by improvements in students' writing skills, comprehension of narrative structure, and overall engagement with the material. Moreover, the research sheds light on the book's versatility and adaptability to different learning environments and teaching methodologies, thus enhancing its potential for widespread implementation and impact across various educational settings. Furthermore, the research underscores the importance of ongoing evaluation and refinement to ensure the book remains relevant, effective, and responsive to the evolving needs of class XI students and educators. Overall, the research findings underscore the significance of the development of English narrative writing books for class XI students in advancing English language proficiency and fostering holistic educational development.

Findings from content/material experts and design experts show that the book is content valid and meets the book development criteria. Although there are several sentences and phrases that need to be corrected, overall the writing techniques and language arrangement in the book are considered good and suitable for use in learning. This shows that the book development process has paid attention to essential aspects in preparing learning materials.

From individual trials, small groups, to field trials, it was found that students responded positively to the use of English narrative writing books in learning. High mean scores on various aspects indicate that students feel that the book helps them understand the material, complete exercises, and improve their English narrative writing competence (Bellová et al., 2017; Hartini et al., 2018; Lisa & Dewi Iriani, 2022). This strengthens the belief that the English narrative writing book developed can be an effective resource in improving the quality of English learning at SMA Negeri 5 Muaro Jambi.

Even though the test results show a positive response, attention is still needed to pay attention to several aspects that need to be improved, such as page consistency, spacing, font size and attractive colors. This research is in line with Tretter et al (2019), which highlights the importance of aspects of layout and visual presentation in the preparation of learning books. Apart from that, the process of developing this narrative writing book is supported by students' needs for relevant learning resources and makes the learning process easier for students and teachers. This factor shows the importance of developing learning resources that are responsive to specific learning needs and contexts. Overall, these results and discussion indicate that the development of an English narrative writing book for class XI students has made a positive contribution to improving the quality of English learning at SMA Negeri 5 Muaro Jambi. These findings can be a basis for further development in increasing the effectiveness of English language learning in high schools.

The development of narrative writing books in English for class XI students plays an important role in supporting the holistic development of their language skills. Through narrative writing, students not only learn to organize their ideas clearly and coherently, but also hone their critical thinking, imaginative, and empathetic skills (Hetarion et al., 2020; Puta, 2021; Shirajuddin et al., 2018). Research shows that involving students in narrative writing can improve their understanding of language structure, vocabulary, and their ability to construct effective sentences. Additionally, narrative writing also encourages students to explore their personal identities and experiences, helping them build a deeper understanding of themselves and the world around them. Thus, developing English narrative writing books for class XI students is not only about improving their language skills, but also about helping them become more open-minded, creative and reflective readers and writers.

The implications of developing an English narrative writing book for class XI students include various significant aspects. First, this book can increase the effectiveness of English language learning by providing structured and relevant guidance for students in developing their narrative writing skills. Apart from that, this book can also increase students' motivation and interest in learning English through the presentation of interesting and interactive material. However, there are several limitations that need to be considered, such as limitations in the scope of material that can be presented in books, variations in student needs and preferences, as well as limitations in resources and time for book development. Therefore, although this book has the potential to improve English language learning, it needs to be recognized that not all aspects of learning can be fully accommodated in this book, and other approaches may be needed to better meet students' individual needs.

The uniqueness of this research lies in the systematic and structured approach in developing English narrative writing books for class XI students, which is based on a proven development model. Through the application of a comprehensive development model, this research is able to present a narrative writing book that is not only relevant to students' learning needs, but also pays attention to aspects of the quality and effectiveness of learning. In addition, this research makes an important contribution in enriching English language learning resources at the secondary school level by providing meaningful and reliable guidance for teachers and students in an effort to improve their English narrative writing skills. Thus, the uniqueness of this research lies in the combination of an innovative approach in book development and accuracy in paying attention to students' learning needs, which makes this narrative writing book a valuable resource for English language learning at the class XI level.

CONCLUSION

Based on the results of the book development process carried out, the author can conclude that developing narrative writing books is important because students really need them. Narrative writing competency is a competency that has many benefits for class XI students who are studying at high school level. As mentioned at the beginning, high school students are students who will continue their education to a higher level. After completing their studies at high school level, they will continue to higher education, of course they really need the basics of narrative writing skills.

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