

DESIGNING INSTRUCTIONAL MATERIALS FOR TEACHING AND LEARNING WRITING RECOUNT TEXT THROUGH EDMODO PLATFORM

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Abstract

This research aims to design instructional materials for teaching and learning writing recount text through the Edmodo platform to tenth-grade students of SMA Kristen Abdi Wacana Pontianak. This instructional material was designed based on the teacher's interview, analysis of the current syllabus, and the English textbook. The researcher applied ADDIE as the research model. In this research, the researcher only implemented three phases which are analyzing, designing, and developing (ADD) without implementing and evaluating phase because of time limitation. The materials and tasks were indicated the teaching and learning focus only on writing recount text. This instructional was designed including learning through digital learning media. Thus, some of the materials and tasks were provided on the Edmodo platform. The main structures of the instructional are the books' cover, preface, syllabus, basic competence and indicator competence, learning goals, material, and task. The researcher used expert validation to make sure that the material was usable. It revealed that the interpretation result of the product was very good. Besides, these instructional materials which were designed indicate that it is workable as the teaching materials in SMA Kristen Abdi Wacana Pontianak.

Keywords: *ADDIE instructional materials, Edmodo, recount text, writing skills*

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INTRODUCTION

In this 21st century, teaching and learning activity should be supported by technology. Technology is used as a medium for teachers to do innovation in the teaching-learning process. Especially in teaching and learning English, the use of technology is no longer a new phenomenon. In this current situation, the students are millennial students and they are very familiar with every kind of technology. Therefore applying technology is not a big issue for the students. On the other

hand, technology is also trusted to provide language learners with a great number of possibilities to enhance language learning [Dudeney and Hockly \(2007\)](#). In the teaching and learning process, the use of technology in the form of digital learning media commonly to attract students' attention. Teachers design the materials through digital media then apply them in the classroom.

Teaching English in Indonesia is an obligation subject to carry on in 2013's curriculum. According to the English syllabus apply at senior high school the basic and the standard competence is students need to perform their written product than the teaching and learning materials for 10th grade is a simple and short recount text in the form of oral and written. However, students need to have the ability to produce good written products. There are still many students who have low writing proficiency.

Based on the information from the English teacher of the tenth-grade science students of SMA Kristen Abdi Wacana Pontianak mention that several reasons make students have difficulty writing recount text those problems are: a). Students are not able to write the orientation part completely, b). Students are not able to write events in chronological order correctly, c). students are not able to write sentences using past tense appropriately, d). Students are not able to enhance their ability on writing recount text. The teacher commonly uses limited learning media and those media are not able to attract students' attention.

In learning to write, students can start with recount text since this kind of text is easy to learn. Recount text can improve students writing skills. However, applying interactive multimedia such as digital learning media would be more effective to help students improve their writing skills. Due to previous problems, Edmodo offers a brilliant way of teaching and learning stages. Using technology in writing classes provides opportunities for students to hand their written work to the teacher without the need for any face-to-face interaction [Shams-Abadi et al \(2015\)](#). Here is the way how to learn with the Edmodo platform.

Regarding the ideas above, there is a previous study researched applying Edmodo as the teaching media. [Fauzi \(2017\)](#) entitled "the effect of Edmodo on students' writing skill in recount text". With 9 students as the samples result finding shows that using Edmodo was effective to teach recount text. The study attempts to contribute to the improvement of teaching writing by maximizing the use of ICT tools. Using Edmodo, both students and teachers can have a safe online environment to conduct a more effective and sustainable teaching and learning process.

Referring to all paragraphs above the researcher is inspiring to design instructional materials for teaching writing a recount text through the Edmodo platform to tenth-grade students of SMA Kristen Abdi Wacana Pontianak in academic years 2020/2021. The purpose of this research was to designing

instructional materials for teaching and learning writing recount text through the Edmodo platform for tenth-grade students of SMA Kristen Abdi Wacana Pontianak. Furthermore, to answer the question How does the designing of instructional materials for teaching and learning writing recount text through the Edmodo platform for tenth-grade students of SMA Kristen Abdi Wacana Pontianak? To support this research, the writer used some theories which relate to the aspect of the research.

METHODOLOGY

In conducting this research, the researcher used R n D as a research method. According to [Sugiyono \(2014\)](#), research and development is a method used to produce a certain product, and test the effectiveness of the product. Additionally, [Gall, et. al \(2003\)](#) stated that basic research and development have two main objectives, they are: (1) to develop a product and (2) to test the effectiveness of the product. The objective of this study is to design instructional materials for teaching and learning writing recount text through the Edmodo platform. Meanwhile, the researcher took the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model as her research procedures. However, the researcher only uses three phases which are analyzed, design, and develop without implementation and evaluation. Due to not doing the implementation phase because of time limitation, the researcher was not able to do the evaluation phase. However, evaluation could still be done in development phase to reach the success of product design.

Analyzing

In this phase, the researcher analyzed the data which has been collected from the teacher through structure interview and from the current syllabus. By having this process the researcher could identify the performance gap and the needs of the teacher and the students. Besides, the researcher also investigated the major problem face both by the teacher and the students during the process of writing recount text teaching and learning in the classroom. Furthermore, the researcher reviews the materials of the current syllabus learned by tenth-grade students. The syllabus applies at SMA Abdi Wacana Pontianak was the curriculum 2013.

Designing

In this phase, the researcher started to construct the design of instructional material for teaching and learning writing recount text through the Edmodo platform based on the result of collected data from the analysis phase. The researcher started to create the first draft of the instructional materials. The researcher also designs the cover both the front and the back, acknowledgment, learning goals, and others. The researcher made a draft of some important point that should be input on the instructional materials as follow:

- The researcher was designing the layout with colorful and animated pictures to attract students' attention and motivation on the teaching-learning writing

recount text. The researcher uses Microsoft word as the tool for designing the layouts. Those layouts are cover (front & back), acknowledgment, table of content, syllabus, basic and indicator competence, learning goals, materials, and other writing tasks.

- The researcher was designing the topic of the materials more focused on learning about recount text and the task more focus on writing tasks.

Developing

In this phase, the researcher develops the supporting tools based on the design being drafted to make sure that the product could produce the merits of work. The researcher took action on modifying, editing, and completing the layout, the materials, and the task. The researcher also includes the use of Edmodo in this phase which like the researcher has been a plan to upload some tasks on Edmodo. The final draft was named "Instructional Materials for Teaching and Learning Writing Recount Text through Edmodo Platform".

Informant

The informant was the English teacher of tenth-grade students of SMA Abdi Wacana Pontianak because he knows well about his students' learning problem. The informant shared about his teaching experience and he faced students' problems especially on learning writing recount text. The English teacher also is the respondent in this research.

Technique of data collection

In this stage, the researcher was interviewed to know the needs of both the teacher and the students. Based on the need for the research, the researcher interviewed ten open-ended questions to get the information needed since it can be used to reduce the possibility of bias and facilitate the organization of data being collected Cohen et al (2000). Moreover in the process of interviewing the researcher considered using Bahasa Indonesia to promoting positive responses towards the interview and maximize the agreement between the researcher and the interviewer.

Instrument of data collection

The researcher applies an interview sheet as the tool in collecting the data from the respondent based on ten open-ended questions that had been listed by the researcher beforehand.

Expert Validation

To improve the acceptability of the product, they were not merely being justified by the researcher. The researcher looks for another opinion and suggestion from the university lecturer and an English teacher at SMA Kristen Abdi Wacana Pontianak through a validation checklist. By managing this process, it will be possible for the researcher to get a professional judgment toward the product being design. The richness of its result could help the researcher to decide

whether the product design had been appropriate or not the tenth-grade students of SMA Kristen Abdi Wacana Pontianak.

Data Analysis

There were two types of data being collected in this research. The researcher decides to analyze them each in different ways.

Analysis of the Structured Interview.

In analyzing the data from the interview there were actual procedures that need to follow by the researcher there are data reduction, data display, and data conclusion drawing or verification. The researcher used Miles and Hubermans' (1994) model of qualitative data analysis. But because the researcher only interviewed so there were only the data reduction and conclusion. In data reduction, the researcher discarded some information from the answers of the interviewer. Such irrelevant information would not be included.

After that, the researcher concludes from all the answers to make sure that the product of the research is useful and suitable for the need and problems mention in the interview phase.

Analysis of the Validation Cheklist

On the other hand, the data from the experts' validation were analyzed in a quantitative method by finding out how much the agreement percentage. To measure the levels of agreements toward the product, the researcher designed and developed the form of validation checklist based on the guideline from [Dickey and Carey \(2015\)](#). There were three coding frequency were providing those are "No", "Some", and "Yes" as the measurement code using for calculating the checklist result from the experts.

Table 1. Coding frequencies for the expert validation

Coding Frequencies	Sores
No	0
Some	2
Yes	3

Based on the result of experts validation checklist, the researcher then use formula below to gather the percentage and see how the interpretation of the product design was.

$$P = \frac{\text{result score}}{\text{amount of point X amount of categories}} \times 100$$

P: Percentage

Table 2. The level of expert perceived products quality (from Harry Walker)

Percentage (%)	Interpretation
0 - 25	Bad (revise)
26 - 50	Poor (revise)
51 - 75	Good
76 - 100	Very good

FINDINGS AND DISCUSSION

The findings consist of the result of the analysis phase, the design of instructional materials, and the development of instructional materials. Then, all the data from the research finding are discussed in the research discussion. The goal of this research is to design and develop appropriate instructional materials for teaching and learning writing recount text through the Edmodo platform. It is intended to support teaching material for the tenth-grade students of SMA Abdi Wacana Pontianak in the academic year 2020/2021. To reach the goal, the writer needs to find detailed information on students' and teacher's needs, make the design, and develop the product based on all the data that has been collected.

Finding from Analysis Phase

The analysis phase was the researcher did the analysis to gather information regarding the tenth-grade English learning material, specifically on writing recount text. The analysis phase was done by interviewing the teacher and observing the syllabus and the English textbook. Based on the result of the interview the researcher got several points: the teacher told that in learning English students are less in writing skills. They like to do role play in speaking skills rather than write a text. The next point was the students faced difficulties in learning recount text. Students did not pass the target learning on parts of social function, generic structure and language features of recount text by that case students got a low score on learning.

After reviewing the syllabus the researcher found that one of the materials for tenth-grade students was recount text telling about personal experience. The skill focus was to perform the writing skill, which means tenth-grade students need to know about how to write a good recount text. Unfortunately, the researcher found that this book, the English textbook has been printed using only black ink for the text and pictures, and other things inside the book. While the background of the book was gray means that this book is less in pay students' attention or learning, the only cover has color. The researcher assumed that this book was less in motivating students to learn.

In the conclusion of this analysing phase, it was necessary to have interactive materials with interesting learning media to attack students' attention and help them to solve their learning problems especially on learning writing recount text. The media which is used was the Edmodo platform, instead of learning by the

book it would be better if the student may learn through their mobile phone or laptop.

Finding from Designing Phase

The designing of instructional materials aims to improve students writing skills on recount text through the Edmodo platform in the designing phase, the researcher first designed the first draft of instructional materials. To design the draft, the researcher collected the materials based on the syllabus while tasks were based on the English textbook. The first draft was design based on several points: the syllabus review, the English textbook, and the structure of instructional materials. The researcher design the materials referring to the current syllabus. The researcher first review the syllabus and arranged the order of material and task based on the learning activities on the syllabus. The main material contains on the syllabus was recount text in form of oral and written telling about past events. Social function, generic structure, and language feature also become one of the main materials.

The researcher selected some tasks and lessons from the English textbook then design the materials and tasks orderly. One of the text has been chosen with the title "My Idol" this text telling about the writer's personal experience with her favorite Idol. Then another text the researcher used was the text which the researcher created by herself. In designing the task, the researcher using the first text to guide students 'knowledge social function of recount text. Furthermore, for the second text, the researcher created the task focus on students' learning about generic structure and language features of recount text.

Finding from Developing Phase

In the developing phase, the researcher started to develop the instructional material based on materials, tasks, and structure of the instructional that have been collected in the designing phase. The findings from the development phase were about the result and form of instructional materials. Based on the structures of the instructional materials, it has five main parts those are: cover, syllabus, list of activities, materials, and task. Therefore, in this development phase, the researcher developed those five structures of the instructional materials using Microsoft Word and the layout was colorful, attractive, and interesting to motivate students in the teaching and learning process.

Finding from Validation Checklist

The validation checklist consists of several criteria to be considered by the expert. The experts were the university lecturer and the English teacher at SMA Kristen Abdi Wacana Pontianak. In analyzing the scoring from the validation, the researcher used a rating scale. The researcher evaluated and observed the sample of teaching material by using those following criteria. There were 33 points had include on the validation table. The experts check all criteria with No, Some and Yes coding frequency. The result finding from experts' validation checklist after

being calculated shows that the percentage of instructional materials design was 91% - 95% and the interpretation was "Good" to "Very good". Both of the experts explained that the final products were applicable and there is no revision.

CONCLUSION AND SUGGESTION

The designing of instructional materials for teaching and learning writing recount text through the Edmodo platform was develop using the ADDIE model. The instructional material was design based on the teacher's interview, the current syllabus, and English textbook analysis. The researcher believes that the designing of instructional materials would be very effective in improving students writing skills on recount text. The product was designed on a colorful layout, besides that, the role of digital learning media would guide students' attention and motivation in the teaching and learning process.

The researcher wishes that the instructional materials can be implemented directly in the classroom and the evaluation phase can be done normally. Therefore the researcher could develop more task which can foster English learning especially for learning writing skills.

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