

Developing *WIND* Media to Facilitate Students in Writing Short Descriptive Text

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Abstract

Writing is one of complex skills should be master by students. The problems face by students could make them difficult to master it. However, students assume that writing is difficult, boring, and exhausting activity. This condition will make ineffective learning. Other problem is the students are difficult to generate and to develop the ideas which make them feel difficult to start their writing project. Thus, the teacher needs a new way to ease the students learning. Suitable media which can help students to write easily should be made. The purpose of this study is to develop media named “Wheel Instruction and Cards” or “WIND” media. This media aims to facilitate students in writing descriptive text. This study is using modified R&D model from Dick and Carey. This study will explain the process of developing media and also include the students’ responses toward the implementation of the media.

Keywords: *writing, media, WIND, descriptive text*

Abstrak

Menulis adalah salah satu keterampilan yang sulit yang harus dikuasai siswa. Siswa beranggapan bahwa menulis adalah aktivitas yang sulit, membosankan dan melelahkan. Kondisi ini dapat membuat pembelajaran tidak efektif. Permasalahan lain yang dihadapi siswa adalah mereka kesulitan untuk menghasilkan dan mengembangkan ide yang akan membuat mereka merasa kesulitan untuk memulai aktivitas menulis. Maka dari itu, guru membutuhkan cara baru untuk mempermudah siswa dalam belajar. Salah satu cara adalah dengan menggunakan media yang sesuai dengan level siswa. Tujuan dari penelitian ini adalah untuk mengembangkan media bernama “Wheel Instruction and Cards” atau “WIND”. Tujuan dari pembuatan media ini adalah untuk memfasilitasi siswa dalam menulis teks deskriptif. Penelitian ini menggunakan model penelitian dan pengembangan yang dimodifikasi berdasarkan teori Dick dan Carey. Penelitian ini akan menjelaskan proses pengembangan media dan termasuk juga respon siswa terkait penerapan media.

Kata Kunci: *menulis, media, WIND, teks deskriptif*

INTRODUCTION

With the role of English as an International Language and as a Lingua Franca, it is reasonable that English education becomes important in many countries, especially in Indonesia. English becomes a tool to communicate among the countries. It is hardly surprising in this globalization era, people should acquire English in order to understand global issue and to find knowledge of business, technology, and sciences especially from western countries (Bohdanská, 2012). Thus, English is important not only used in education field but also used in wide knowledge of the universe (Reddy, 2016).

Mastering English means students are able to master both receptive and productive skills of English; those are listening, speaking, reading and writing. Based on 2013 Curriculum, the purpose of English education in Indonesia is to enable students to communicate either in spoken or written form (Permendikbud, 2016). Writing is one of the most complex skills for student to master because it is different from spoken language, as it necessitates the readers or the listeners to understand and interpret what has been written (Nik, Hamzah, & Rafidee, 2010). According to Handayani & Harha (2016) writing is one of the language skills expressed one’s ideas in written

form. It means that writing is a difficult skill to be acquired. Although this skill is difficult to learn, it should be taught to students, especially junior high school students.

Writing skill is taught to junior high school student so they can learn to write sentences correctly. Based on the textbook for junior high school that is "When English Rings the Bell", the students should be able to create simple sentences correctly. In addition, they should decide the topic that they want to write, and should improve their writing techniques (Handayani & Harha, 2016). It means writing cannot be produced immediately. Thus, the students should find the topic, try to understand the topic and find some information about the topics to create the written text (Wardani, Basri & Waris, 2014). There are a lot of texts that should be acquired by junior high school students. One of the texts is descriptive text (Permendikbud, 2016). Students are demanded to understand and to create a short description of people, animal and thing (Permendikbud, 2016).

In reality, students assume that writing is difficult, boring, and exhausting (Telaumbanua & Al Hafizh, 2013). According to Ngabut (2003) as cited in Sari, Refnaldhi & Rosa (2013), one of common problems in writing is vocabulary aspect. Students are difficult to generate and develop the idea (Wardani, Basri & Waris, 2014) which make them feel difficult to start their writing project.

Based on those reasons, it is common when their teacher is asking the student to do the writing activity and they are getting bored easily. Furthermore, when the students are given usual activity or technique in teaching writing, they are not only bored but also will be in low interest in writing skill. From that problem, the teacher should give various activities to make them interested in learning English (Ruis, Muhyidin & Waluyo, 2009). According to Ogano (2012), the teacher can encourage students in learning by using various activities in classroom.

The students' engagement should be built to keep their motivation in learning writing. To build the students motivation, the teacher should be creative and innovative in managing his/her class, in developing the appropriate teaching materials, and in choosing the appropriate media (Ruis, Muhyidin & Waluyo, 2009). Moreover, the teacher's role is very important to make the learning more alive (Ruis, Muhyidin & Waluyo, 2009). It means that the students' enthusiasm in learning decides how far the successful of learning process. Therefore, writing activities that enjoyable and meaningful should be offered to student, thus one of them is by using media.

Media are used to deliver information. In education field media are tools to deliver English materials to learners in order to reach the effective teaching and learning process (Naz & Akbar, 2008; Taywo, 2009; Nurkhatun, 2011). By using media, the students can be more interested and understood the subject easier than usual way, so they are not getting bored with the monotonous technique (Nurkhatun, 2011).

Based on the explanation above, this research will focus on developing "Wheel Instruction and Cards Media" in seventh graders student to facilitate them in writing descriptive text. The way to facilitate the students' writing is by offering some instruction and rule to gain vocabulary, picture and sentence in order to create simple descriptive text. This media are design from the "Wheel Fortune Media" and the previous research about "spin-a-story writing prompt" by Mahendra and Rosa (2014) and "Influenced Wheel Fortune game to students' writing Hanzi ability" by Wahyuni (2017). Thus, this study will apply "WIND" in learning English. Optimistically this media can help the students to stimulate responses for the development of writing, especially in recalling the vocabulary in which they can convey their idea to write a sentence easily. Therefore, this study will focus on developing "Wheel Instructions and Cards" media to facilitate students in writing descriptive text for seventh junior high school.

METHOD

The research used research and development approach adapting from Dick and Carey model (Dick, Carey & Carey, 2015). There are ten components of the systems approach model by Dick and. In this research, the steps of developing media were combined and reduced into some steps because the main steps could be simplified. The adapting model of research and development procedures used was seven steps, those were (1) Conducting Product Analysis and Analyzing Learners and Context, (2) Writing the Goals of the Product, (3) Developing and Selecting Materials of the Product, (4) Designing and Conducting Formative Evaluation of the Product, (5) Revising the Product, (6) Designing and Conducting Summative Evaluation of the Product, (7) Final Revision of the Product. The adapting model of research and development procedures used could be seen in figure 1.

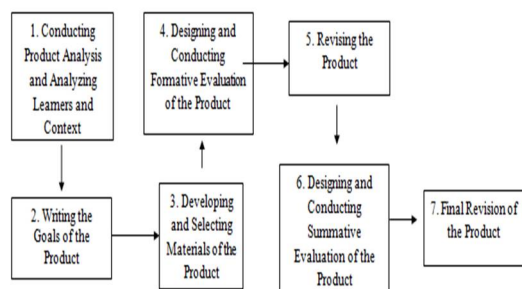


Figure 1 The adapting research and development's model

There were two experts who validate the media developed. They are media and materials expert. The material expert was an English teacher of junior high school in SMPN 28 Surabaya and the media experts was a lecturer of Education's Technology at State University of Surabaya. The appearance and content of the media get assessed and validated to know whether the media is appropriate to use in the classroom learning or not. To fulfill the development, the medium was tested to find out the evaluations. There were two evaluations. The first was formative evaluation which was conducted on April, 12th 2018 at SMPN 28 Surabaya. In this testing, whole students of VII-F were involved in the activities and 6 students were chosen randomly as a representative of each group in order to conduct the interview for knowing their responses toward the media. The second was summative evaluation which was conducted to students of VII-G and four students were chosen to be interviewed.

The questionnaire, observation checklist, and interview were used to gather the data needed. The questionnaire was used for validating the media to both material and media experts. The questionnaire used was semi-structure questionnaire in which the questionnaire was about the question of the materials and the design of media which are validated by the experts. The questionnaire for material expert contained the questions about material appropriateness and media applicability for the students. In addition, the questionnaire for media expert contained the question about the design of the media and the appropriateness of the media's layout. Observation checklist was used to observe students' activities and the atmosphere during teaching learning process in order to know whether there was an error in the developing media or not. The interviews were conducted to know the students and teacher responses toward the media implementation.

In analyzing the data of questionnaire, observation, and interviews results, the three steps by Ary et al (2010) were used. Those were organizing and

familiarizing; coding and reducing; and interpreting and representing. In first step the researcher should become familiar with the data through reading and rereading notes and transcript. The result of observation and interviews were read and transcript into words. The second step was coding and reducing. This was the core of qualitative analysis and included the identification of categories and themes and their refinement. Coding was about developing concepts from the raw data. The most common approach was to read and reread all the data and sort them by looking for units of meaning—words, phrases, sentences, subjects' ways of thinking, behavior patterns, and events that seem to appear regularly and seem important. In this step the researcher categorized the students' responses from interviews' transcript into the same pattern. For instance, when the students' responses were "I can enjoy use the media" and "the media make me fun" thus the students' responses can be categorized into "students' interest". The last step was interpreting and representing the data where the data was represented into a narrative passage and it was interpreted to clarify the findings for research question with the theories existed. It means the data which were the results of the observation and interviews were presented to know whether the results were suitable with the theory supported. Then the results from all the data were used to consider in revising the final media. The analysis of the questionnaires from experts was used to revise the product. Hence, the observation and interview result were analyzed to know the implementation of the media and the students' responses.

FINDINGS

1) Conducting Product Analysis and Analyzing Learners and Context

This step was conducted to find out the information related to students and materials. To conduct instructional analysis, were analyzed the syllabus and basic competence of descriptive text in seventh grade which was related to writing skill. From the analysis, the material that should be learnt by students was simple descriptive text where the students should create the text in form of short description.

In addition, to analyze the students' characteristic, the observation done based on teacher's opinion towards the students when they had the learning process and the students' activities in the classroom. The problem from classroom observation was less of vocabulary mastery which affected on the creating the description. They were confused to gather the idea because of the lack of vocabulary mastery.

In order to solve the problems it was developed and implemented the media named “WIND (Wheel Instruction and Card) Media” combined with game to facilitate students in writing descriptive text. In developing the WIND media, the data from observation were included in the media.

2) Writing the Goals of the Product

The goals of the product were designed based on the instructional analysis from the first step where the focus of the goal was writing skill related to descriptive text which enables students to generate their idea and arrange the text. From the first step it had been created the specific objectives; those were 1) the students are able to describe thing around them, 2) the students are able to create simple descriptive text. In addition, there were some questionnaires to validate the media and the material in order to verify whether the media was suitable or not for the students.

3) Developing and Selecting Materials of the Product

The media was developed by considering the objectives of the performance. The media had been designed on how to use it before the media tested. There were some components should be developed, those were the wheel board which contain instruction, theme cards, instruction sheet, and description sheet. The development was done to match the descriptive text materials with the basic competence and syllabus.

The media fitted to four to five students in one group. They should work together to complete the playing but there were two sections where the first section they should do instruction independently then in the second section they should work together to complete the playing. There were four instructions in the wheel board those were “give three adjectives about it”, “draw it”, “use it in a sentence”, and “say three items about it”. In order to play the media they should take one theme then spun the wheel by turn. If the wheel stopped the arrow would pointed out to one of the instruction in the wheel. The player did the instruction by writing it in the instruction sheet. For example, the first student should be chosen for starting the game by taking one card which contained a certain theme. Then she/he should spin the wheel until the wheel stopped and the arrow pointed out certain instruction in the wheel board. Next she/he should do the instruction and write it in the instruction sheet. If she/he could not do the instruction, just write the theme in the instruction sheet. The students take turn spinning the wheel with the same theme. As the rule, each instruction only could be done twice in one theme (only two students who can get the same instruction in

one theme) and others should spin it again. When one theme was finished, so the second theme could be run by deciding who would take the second theme. The second theme will be run like the first theme. After done with two themes by turn, the instruction should be discussed in a group and make a short description of each theme.



CANTEEN

HOUSE

INSTRUCTION SHEET

Name : _____
Id.No : _____

Sentence	3 Adjectives
3 Items	Draw it

Picture 1 The preliminary form of WIND media

4) Designing and Conducting Formative Evaluation of the Product

In the formative evaluation, the data were collected through validation from both media and material experts, observation and interviews. The review from material expert is based on the material expert's validation and assessment of the material presented in the WIND media. The assessment of the material focused on the material's appropriateness for seventh grades students. Based on the questionnaire, it showed that the material presented in the media was appropriate with the students' level of seventh graders. Both of the language level and difficulty level were suitable with the basic competence and syllabus of descriptive text. However, there was a suggestion about theme cards; she said that the number of theme cards should be added, since, there were only three themes provided to each group. In addition, the rule should be simplified using common vocabulary. Overall, the material expert said that the WIND media could facilitate the students in learning English, especially for writing skill.

This review is based on the media expert's assessment and validation of the product's draft made from the preliminary design. The assessments of this product were focused on the appearance and design. The data gathered by distributing questionnaire to the media expert showed that the WIND media could be use for facilitating students in learning English. In addition, some revisions were needed in order to create a suitable media for seventh graders. The suggested revisions were the color used on the wheel board base and instruction sheet; the material used on the wheel board and theme cards; the packaging; and manual instruction book.

The data gathered from observation checklist showed that the students were interested on the media. They could understand the instruction after explained orally. Most of them were unproblematic in doing the instruction from the wheel, since there were only five to seventh students who asked about the meaning of the words. However, they tended to take long time to think about the answer, thus there should be time limit for them to answer. All of the six interviewees stated that the media played was pleasurable and engaging because they never did it before. They also revealed that the media could help them to learn English, especially descriptive text.

5) Revising the Product

The revision of the media was made based on the data gathered from experts' validation, and field testing in the formative evaluation stage. The revisions were (1) The number of theme cards should be added; (2)

The rule should be simplified using clear instruction; (3) the wheel board based and instruction sheet should use more attractive color and design; (4) the material used on the wheel board and the theme cards of the media should be well-preserved; (5) the packaging needed to make the media secure; and (6) manual instruction book also should be added.

In addition time limit was settled in order to make it effective. The time given to answer each instruction gotten was thirty seconds. The student next to the player should count the time in order to make the timing run. Therefore, if there was a player who had turn to do the instruction could not do or answer the instruction, he/she was decided unsuccessful to do it.

6) Designing and Conducting Summative Evaluation of the Product

In this stage, the media was only played by four students who were different from the previous students. In the formative evaluation, students of VII-F were the participants, but in the summative evaluation the participants were changed to students of VII-G because to know the whether the revision media was more effective or not. In this evaluation, the explanation of the rule was given clearer after they given times to read for a moment. They stated that they understood well. When playing the media they seem excited. They were impatient to take turn in spinning the wheel and did the instruction in the wheel board. After that, they work in a group to make the description from chosen theme. Otherwise, the students infrequently open the dictionary to find the right word in arranging the short description because they already had words gathered before.

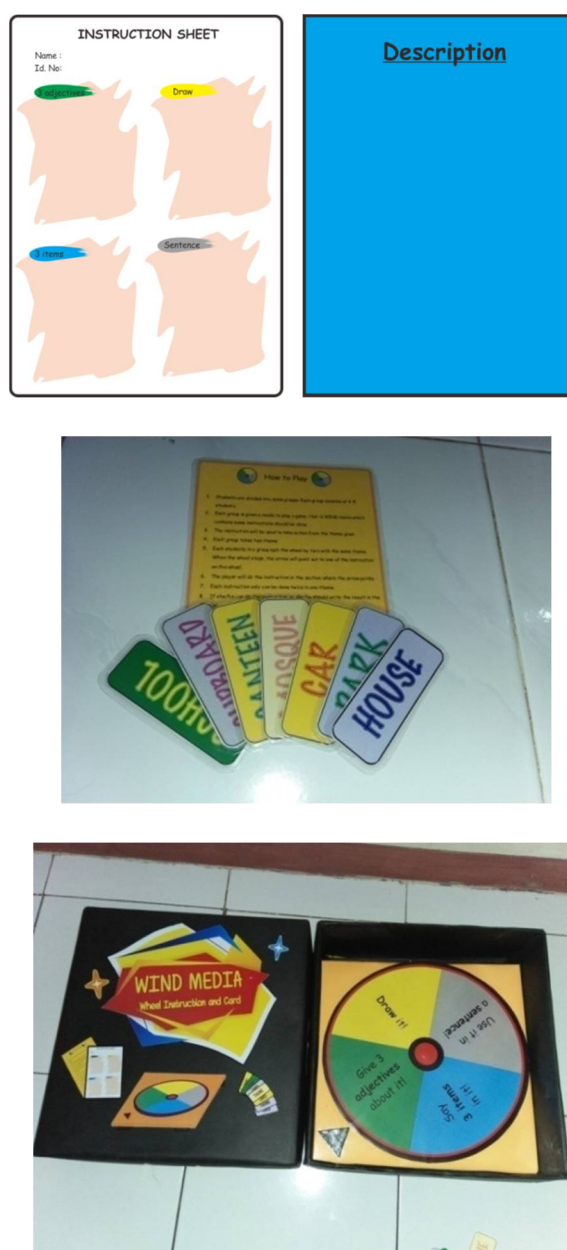
The interviews were conducted to four students. The interviews were done to know their responses about the revised media which there were also seven questions asked to them. All of them stated that the media played was enjoyable because they never did it previously and it could help them to learn English, especially descriptive text. They did not have problem in understanding the rule because they were given time to read and they got explanation more detail. However, the problem faced when they read the instruction was the unknown vocabulary. All of them mention that there was no difficulty faced in running the media except one student who had difficulty of vocabulary aspect. Nevertheless, after he was explained more he could understand well. Moreover, all of them stated that they wanted to use media again to help them learning English, because they usually use textbook to learn.

The teacher was also interviewed. There were seven question asked to her. She revealed that the

media was extremely good for students by considering that the students need new atmosphere in learning English. The students could be more relaxed but still in learning atmosphere. She added that the theme of card should be added in order to get various descriptions.

7) Final Revision of the Product

In this step the media was finally revised. The final appearance of the media the box was any small changing. The box was formed thinner than before, thus it could be efficient in storing it. In addition, in the cover of the box was added a small place to make sure the card, manual book and other sheet tidy. Therefore it would be easy to checked and cared. The final Wheel Instruction Media form can be seen in picture 2



Picture 2 The final product of WIND media and package

DISCUSSION

The research was done to develop media education that was “Wheel Instruction and Cards” or “WIND” media. The use of WIND media is to facilitate student in creating descriptive text by stimulating students in gathering their ideas. However, this medium is limited to facilitate students in writing descriptive text. There were seven steps in developing the media which used Dick, Carey & Carey (2015) model.

There are some criteria should be considered in choosing media, those are practically, student appropriateness, and instructional appropriateness (Reiser & Dick, 1996 in Ruis, Muhyidin & Waluyo, 2009). The finding from validation by material expert proved that the material used in the medium was suitable for the seventh grade students in which the material was agree with basic competence of Curriculum 2013. The language used in the material including in the instruction of using media was appropriate with students’ level of seventh graders. In addition, the medium was already trial to the seventh grade students. Therefore, the medium can be implemented in the classroom activity.

Besides, educational game should cover 5Es as explained above; those are enjoyable, educational, English promoting, engaging and easy to use (Hill, Sumarningsih & Lestari: 2013). The responses of the students from implementing the media showed that they were enjoyed and concerned in running WIND media. They stated that the medium also eased them to arrange descriptive text. Thus, those responses pointed out that the media has completed the requirement of educational game.

Students assumed that writing was difficult, boring, and exhausting (Telaumbanua & Hafizh, 2013). The finding showed that all students were enthusiastically involved to use the language while using the media and indicates that the problem of boredom and exhaustion can be coped with using the media. The students also found that they were easily done the activity using the media than common learning. Therefore, the media can facilitate their learning and reduce boredom in English learning. In addition, pleasurable aspect in playing game using media, established a relaxing and welcoming atmosphere in the classroom (Sigurðardóttir, 2010). The students were enjoyed playing WIND media that pointed out they were enjoyed in learning.

Generally, the data gathered from media and material experts; the evaluation and developing medium show that Wheel Instruction and Cards or

WIND media can be used as a medium to facilitate students in writing descriptive text.

CONCLUSION AND SUGGESTION

Based on the discussion in the previous chapter, it can be concluded that the Wheel Instruction and Cards Media has been successfully developed through following the systematic step of R & D. The media produced is appropriate to be used as a learning writing medium. Based on the expert validation, it showed that the media was applicable to facilitate learning English. The Finding of the observation and interview conducted to students showed that the media could ease students in their learning writing descriptive text. In addition, the students stated that using Wheel Instruction and Cards media was interesting in learning. As known that using media can help teachers to deliver their learning material, thus it is suggested to use this medium to facilitate students in classroom activity. For further development of WIND media, it is essential to pay attention more in the instruction order in the wheel board. It can be develop in order to gain more idea from the students.

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