



DEVELOPING INSTRUCTIONAL DESIGN FOR TEACHING WRITING PROCEDURAL TEXT USING PROJECT BASED LEARNING

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Abstract

This research was aimed to develop an Instructional design in teaching procedural text using project based learning. The instructional design assisted for teaching writing for ninth grade students at SMP Negeri 2 Pontianak. This research applied development research and ADD procedure. On the analysis stage the researcher found the fundamental problems and needs of the students as well as the teacher expectation of writing material. On the designing and developing stage, the researcher collected the sources that needed and developed the instructional design. After the product assessed by the material expert, the instructional design considered as valid and applicable to use. The researcher hopes that, this product can be applied in the classroom. As for the future research, the researcher suggested to conduct the instructional design based on the needs of the students. Drawing a clear design is needed to lead a good development of product.

Keywords: Instructional Design, Procedural Text, Writing, Project Based Learning.



INTRODUCTION

Writing is one way to communicate each other. It means that we can express and share our ideas, opinion, and feeling in form of written communication. In English language learning, writing is one of language skills that must be mastered by students. Writing is a difficult skill for second language learners (Richard & Renandaya, 2002, p.303). It is because writing has some aspects such as the use of vocabulary, structure of the sentence, composition of the sentence, and grammatical rules and the students have to produce a text by using English correctly according to the grammatical correctness. Heaton (1995, p.135) stated that The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements.

In Junior High School writing is important to be mastered by the students, especially ninth grade students in SMP Negeri 2 Pontianak. They have to master some texts in writing English subject. It is related to the basic competence of curriculum 2013 that expected the students should achieve the ability to develop and produce written simple functional text in the writing English subject.

Teaching writing for ninth grade students is not a simple deal. Based on the pre observation through the non formal interview to the English teacher at SMP Negeri 2 Pontianak, the students especially in ninth grader still have a problem in writing either it is about the tenses or the sequence order of the text. They confuse about what words which appropriate for the context, what grammatical rules and structure that must be used. Beside that the students also face problems in generating any ideas in writing. As a result, it could be difficult for the students to express their idea when they write some types of text.

For the problem mentioned above, the teacher needs to help the students in developing their writing skill. The teacher needs to use new learning strategies or models in order to make the students more interested in writing and could help the students write better and also solve their problems. One of the learning models that is recommended in curriculum 2013 in teaching is project based learning. Project Based Learning is one of the effective teaching methods that have been used by many teachers around the world in their teaching process in a classroom. It is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge (Edutopia, 2016). In project based learning students gain knowledge and skills by working for an extended period of time to

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investigate and respond to an authentic, engaging and complex question, problem, or challenge (Larmer, 2016). Project based learning has a final product as a result.

So far, there are many studies about project based learning that have been conducted by some researchers. First study was conducted B.T Wang, C.W. Teng, and Y.H. Lin in 2015. The study is about applying Project Based Learning curriculum design in taiwanese classroom. Second study done by Natalia in her research (2015) proves that project based learning is also effective and suitable to the students' writing descriptive text ability using 3D magazine. In conclusion, from all of previous studies above, PjBL has a positive effect to teach writing.

In this research, the researcher made an instructional design which will be used by the teacher later in the classroom to support project based learning method. It will include some steps that will be done by the teacher and students. The product of this is instructional design for teaching writing procedural text for ninth grade students.

METHOD

This research design provides information about method, participants, procedure of research, techniques and instruments of data collecting, and technique of data analysis. In this study, the researcher will use Development Research as a method of research. In education, the researcher tends to develop materials, curricula, or strategy on learning. There are some steps on doing the research with development research method. Those steps are known as ADDIE, which stands for Analysis, Design, Development, Implementation, and Evaluation Branch (2009, p. 2).. As for this study the researcher only applied three steps, consist of Analysis, Design, and Development. In analyzing the data, there were some procedures needed to do by the researcher. For the interview data, the researcher used qualitative data analysis. There are data reduction and conclusion. The researcher discarded some information from the answer of the interview and such irrelevant information were not included. After that, the researcher concluded from all the answers to help the researcher design the product based on those information. For the evaluation data feasibility of the resulting product were determined by analysis validation results material expert, media expert. The researcher also used the qualitative to describe the result. The data is to get the feasibility of the instructional design.

FINDINGS

The purposes of this research are to describe the detail of the students' need in learning process, the teacher's need in teaching process of procedural text, to develop an Instructional Design using project based learning for teaching procedural text, and the last is to know whether the Instructional Design is suitable and can be used in the teaching and learning process.

The researcher needed to do several things to reach those purposes. Finding the detail of the students and the teacher's needs is the first, after that, researcher makes the design of the product, and the last conducts an assessment rubric for an expert to assess the product.

The analysis phase was done at SMP Negeri 2 Pontianak. The researcher conducted an interview to the English teacher in order to know the students' need in learning writing procedure text. Based on the result, for the students' lack, not all of the students have motivated in learning English. There are still many of them passive when teaching and learning conducted. It happened because most of them still in basic level. It means that almost of them only know a few words / vocabularies, know a few grammars and only understand simple expressions that are used every day. It will be more difficult for them when they face writing activities. The English teacher also said that, sometimes the English teacher used media in teaching writing. The students will be more active when the English teacher using task based learning as the method. When use that method, the teaching and learning process be more meaningful because all of them must be participate.

In the design stage, the researcher designed the prototype Instructional design. The researcher use one of the simple instructional design that is ASSURE model. It consists of step by step approaches to create a lesson that effectively integrate the use of technology and media to improve students' learning (Smaldino as cited in Ibrahim, 2015).

Table 1.1. Framework of the Instructional Design using ASSURE Model

	Steps	Explanation
A	Analyze the learners	Analyze the audience
S	States the objectives	Stating the objectives based on the Core Competence and basic competence from syllabus of SMP grade ninth
S	Select the methods, media, material	Selecting the method from the curriculum recommended Selecting the media using technology and sources from the internet such as video The materials based on the text book
U	Utilize the media and materials	Prepare the media, material, and students worksheet.

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R	Require learners participant	Asking the students participation in reading the materials, doing the discussion, doing the assessment, and doing the task or project
E	Evaluation	Evaluate the students skill through the task and project

In developing instructional design the reasearcher use the steps from ASSURE model. The first step is analyze the audience. The audience of this research is the students of SMP negeri 2 pontianak grade ninth. According to the teacher the students have varied English skill. The student also have different learning style but most of the students like the visual and verbal media.

In the second steps is states the objective of learning. In stating the objectives of learning, the researcher looks the syllabus of curriculum 2013. The researcher took the objective of learning based on basic competence and the indicators from the syllabus. The reasearcher choose chapter four “This is How You Do It” as the material. It is about procedural text. The procedural text is one of the text that must be mastered by the ninth grade students. It is compliance to the basic competence in syllabus for ninth grade that in curriculum 2013.

Table 1.2 the objective of learning

	Basic competence	Indicators/objectives
3.4	Comparing social functions, text structure, and language features of oral and written procedural texts by providing and requesting related information of food / beverage recipes and short and simple manuals, according to the usage context	<ul style="list-style-type: none"> • The students are able to identify the social function, generic structure and language features of procedural text. • The students are able to mention the social function, generic structure and language features of procedural text.
4.4	Gasp the contextual meaning of social functions, text structures, and language features of oral and written procedural text, very short and simple, in prescription and manual form.	<ul style="list-style-type: none"> • Students are able to gasp the contextual meaning of social functions, text structures, and language features of oral and written procedural text, very short and simple. • Students are able to arrange simple procedural text in recipe according to the social functions, text structures, and language features of procedural text.

The basic competence for the chapter four is consist of two. Those are related to the knowledge and skill. From these basic competence the researcher concluded the objectives for the instructional design in teaching procedural text.

The third steps is selecting the strategy/method, media and materials. In selecting the strategy/method the researcher use the recommended of learning model from curriculum 2013. That is project based learning method. Project based learning is the learner centered strategy in learning process. After choosing the strategy the researcher selects the media and materials for the instructional design. The material for the instructional design is about the procedural text. In delivering the materials the researcher intergrate the resources with the technology. Such as the use of Power Point Presentation for the materials and video for the sample of procedure text.

The fourth step is utilizing the media and the materials. In this step the reasearcher prepare all thing for teaching and learning process based on the strategy that has choosen. Those things include the preparation of the media and materials about procedural text that using power point and video for discussion, prepare the envirotnment which are the students will divided into group, prepare the learners with the student worksheet for each group to discuss.

The fifth step is requiring the learner participation. This step is related to the learning experience. The researcher has make the instruction plan for four meetings. Because of the strategey using the project based learning method so for each meeting has activities that using this method.

Table 1.3 Lesson Plan for Four Meeting Activities

Meeting	Activities
First meeting	<ul style="list-style-type: none">• Teacher opens the class and great the students.• Teacher gives the video and ask the student about the video.• Teacher tells the topic and the learning objectives.• Teacher asks the students to read the file from the Power Point Presentation (PPT) about procedural text.• Teacher asked the students to identify the social function, generic structure and language features of procedural text from the PPT slide.• Teacher gives the students sample of procedure text (a recipe) through PPT.• Teacher asks the students to identify the social function, generic structure and language feature from sample procedural text (recipe).• Teacher devides the students into group and then give task about procedure text.

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	<ul style="list-style-type: none"> • Teacher asks the students to present the result of the task in front of class. • Teacher asks the student about the difficulties from the lesson. • Teacher gives the students home work and ask to collect it in the next meeting.
Second meeting	<ul style="list-style-type: none"> • Teacher greets the students. • Teacher reviewing the last materials, tell the objectives of learning today and giving motivation. • Teacher divides the students into group. • Teacher gives another sample of procedure text recipe in jumbled sentences to each group. • Teacher asks the students to discuss about the correct arrangement the procedure text it in group. • Teacher asks the students to present the result of the task in front of class. • Teacher asks the student about the difficulties from the lesson • Teacher gives the students home work. • Teacher reflected the learning process, the student close the learning process with pray.
Third meeting	<ul style="list-style-type: none"> • Teacher greets the students. • Teacher reviewing the last materials and giving motivation • Teacher gives the students a sample of procedure text in video. • Teacher gives the students a mini project about procedure text. • Teacher gives the detail of the project that related to the project. • Teacher asks the students to discuss the plan of project with the group. • Teacher asks the student wheather anything not clear from the project instruction. • Teacher and the student close the learning process with pray.
Fourth meeting	<ul style="list-style-type: none"> • Teacher great the students. • Teacher reviewing the last materials and giving motivation. • Teacher asks the students about the project to each groups. • Teacher asks the groups to present their project infront of the class. • Teacher asks the students to discuss and evaluate the students project with other group. • Teacher and students reflected their learning process and then close it with pray.

For the students work sheet, there will be various model. But the main point of the students worksheet is to analyze and identify the idea from the text that related to procedural text. For the first meeting the students will analyze and try to identify the text structure of procedural text and the second meeting is arrange the jumbled sentence in order to make the correct procedural text. The students work sheet will be given to each member of group with two different text.

For the students individual assessment the researcher also prepare the students home work for the first and second meeting. The students home work is related to the activies in the class in each meeting. The purpose of the homework is evaluate the students undstanding from what they have learnt in the class.

For the third meeting, the teacher will give the project to the students. The activities for this meeting will be related to the project. There will be the discussion about the detail of project and the plan of the project. The teacher also ask the student what things that they don't understand related to the project. In this project teachers' role is facilitator and guider for the students. The fourth meetingwill be the time for conducting and presenting the students project.

Figure 1. Students' Project

PROJECT	
Objectives	: student will be able to identify the text structure and arrange the simple procedural text in recipe
Type	: Individual or pair work
Product	: procedure text in written and video
Duration of project	: one week
Teachers role	: as facilitator and motivator during the project
Students role	: as the doer and the creator of the video
Details	:
	➤ Choose one recipe that given
	➤ Analyze and identify the generic structure of the text
	➤ Write it down into the form given
	➤ Make a video to present the recipe

For the sixth step is evaluation. In this step the teacher will evaluate the students performance through the task and the project for each meeting. The teacher also ask the students perception about the activities that they have done in the class. Beside that the teacher also ask the student difficulties from the activities that they have faced. All these things will be done in the end of each meeting as a reflected for the activities in the class.

Expert validation is considered very important. Since, the product being developed is aimed for students' importance. Experienced expert can give the researcher many advices and suggestion to create a valid product. The researcher looked at the work of the experts who answer specific point of statement at a given point in time or within a few days at most in the context and media.

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To know the feasibility of the product, the researcher had worked together with one of the lecturer in Universitas Tanjungpura Pontianak. The indicators of content aspect validation of assessment on the product, by the expert are considered to have been fulfilled and passed. It categorized as applicable product and ready to use. For the indicators of media aspect also have been fulfilled for by the expert. The product categorized as applicable, but still there are some revision needed. The validator gave some suggestions such as the picture as media must be more colourful and more attractive. The validator also suggest that there must be a sample from the teacher as a model.

Table 4.4 Instruments for Content Expert Validation

No	Aspect	Yes	No	Note
1	The learning objectives meet the curriculum/ syllabus of Junior high school for ninth grade	√		
2	The material is appropriate to the ninth grade students	√		
3	The method is based on the learning model in curriculum 2013	√		
4	The media intergrate the resources and technology appropriately	√		
5	Provide the differentiate instruction for the students	√		
6	Provide the activities to encourage the students high level thinking	√		
7	The activities is learner centered	√		
8	The task and the project based on the needs of students in writing	√		
9	Provide the task or project to assess self knowledge	√		
10	The task or project allows the students to gain knowledge and skill by working for an extended period of time	√		

11	Using visual, auditory, read/write and kinestatic learning styles.	√		
12	In the activities teacher act as guide, advisor, coordinator and fasilitator	√		

Table 4.5 Instruments for Media Expert Validation

No	Aspect	Yes	No	Note
1	Provide simple design and clear material	√		
2	Provide clear instruction for teacher	√		
3	Provide clear instruction for students task or project	√		
4	Provide attractive picture	√		
5	Provide attractive video	√		
6	Provide clear and interesting students worksheet	√		
7	Provide clear and understandable activities	√		
8	Provide organized activites	√		
9	Provide authentic materials	√		

DISCUSSION

The researcher was developed the instructional design is to support the teaching and learning process in procedural text. This is an alternative way in teaching and learning in writing skill so that could help not only the teachers in teaching process but also the students, in order to motivate them in writing English. The researcher used development research as the method with three phases; analyzing, designing and developing. In analyzing phase the researcher found some issues that facing by the teacher and the students in teaching and learning process especially in writing. This included the lack of motivation from the students and less knowledge in vocabulary and grammar. These problems caused the students have some difficulties in learning English especially in writing. Then, in designing phase, the researcher designed a draft of the instructional design that would give solution to the problems. The draft of instructional design using Assure model to make the product easier to understand and the project based learning as the approach.. After that, the researcher developed the content of the instructional design based on the draft in the previous phase.

In this study, there is an expert involved to evaluate the product. The evaluation process was in form of the instrument that consists of 12 items for content aspects and 9 items for multimedia aspect. Based on the experts' evaluation in the instruments, the content of instructional design were fulfilling all indicators in experts' evaluation instruments, applicable, and ready to use. Beside that, They suggested some improvements on the

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products. They suggested that the media picture must be more colourful and clear, and there must be include sample which teacher as the model.

CONCLUSION

Based on the result of research findings and discussion, it can be concluded that the instructional design using project based learning method can be used for teacher in teaching writing the procedural text. It provides the ninth grade students writing activities using project based learning for procedural text. The content of instructional design was feasible for teaching and learning process for procedural text in the classroom. It was proved by the result of expert's validation. It was done by a lecturer in Teacher Training and Education Faculty of Tanjungpura University.

In fact, the researcher found that the students needed activities which could overcome their lack of motivation in writing English. The teacher also needed a strategy which could help them to overcome the students difficulties in understanding the sentences structure, the use of grammar and the lack of vocabulary. Based on those problems, the researcher got the standard of teaching and learning writing skill that the students needed and designed the instructional design using project based learning to help the teacher in teaching writing procedural text.

The design of the instructional design consisted six steps follow the ASSURE model of instructional design to make easy understand by the teacher. For the design of activities in the instructional design used Project Based Learning method. It was used to give the opportunity for the students to create knowledge and skill based on their own experiences during the group discussion and the project. In the end of learning the student have a presentation to present their task or project result to get feedbacks between the students and also the teacher.

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