

# Developing Basic Writing Module: Paper Based and Android Based Operating System for Second Semester at University of Muhammadiyah Gresik

Nur Alfin Karimah  
Universitas Muhammadiyah Gresik, Jawa Timur, Indonesia  
Jl. Sumatra No. 101 GKB Gresik  
E-mail: alfin.nur@gmail.com

Received: July 10, 2019

Accepted: August 17, 2019

Published: August 31, 2019

doi:10.7575/aiae.ijels.v.1n.1p.1

URL: <http://dx.doi.org/10.7575/aiae.ijels.v.1n.1p.1>

## Abstract

The objective of this study is to develop Basic Writing module, both paper based and digital form for second semester English Education Department student at University of Muhammadiyah Gresik. The principle of discovery learning is used as the design of module content based on SCL (Student Centred Learning) approach for realizing active learning environment. This research uses Research and Development (R & D) as the design. The development model is adapted based on Branch (2009) model. It covers five steps of ADDIE (Analyze, Design, Develop, Implement, and Evaluate). To collect the data, the researcher used some instruments, i.e. interview question list, need analysis questionnaire, experts judgment questionnaires, and student response questionnaire. The results of this study are: 1) The students use English in general context. In Basic Writing subject, they need minimum requirements in writing that cover spelling and diction to be conveyed in sentences or even paragraph. They are also expected to be able to write simple sentence to complex sentence and produce different genre of paragraph writing, i.e. exposition, narration, and description. 2) Generally, the students' lack in writing is generating supporting sentences to be developed in an academic paragraph. 3) The materials that have been developed are arranged in eight chapters that cover about simple sentence to complex sentence, topic sentence, controlling idea, and supporting sentences, concluding sentence and outline, developing simple academic paragraph, review and revise paragraph, descriptive paragraph, recount paragraph, and peer-editing. 4) The module is facilitated by Android application as the supplement. The eligibility level of the product from media expert is 80.95 that includes in Good category; meanwhile, the eligibility level of the product from material expert is 96.19 that includes in Very Good category. Data from students' response towards the product of this study is 85.40 that includes in Very Good category.

**Key words:** Basic Writing, learning material, digital module, Android, learning media.

## 1. Introduction

The productive skill which requires learner to produce plain argument and giving consideration effect to the reader as the result of his thinking in written form is writing (Lucantoni, 2002:35; Desy, 1976). According to Brown (2007:391) the common products of writing are the result of sequence stages, i.e. thinking, drafting, and revising which need specialize skill that cannot be achieved naturally. Oshima and Hogue, 1998:3 claim that writing as a process, not a product. Because after learners finish their first draft, they will fall into rotation process: review, revise, and do it again.

In higher education, especially in University of Muhammadiyah Gresik, one of the prerequisite subjects is *Basic Writing*. Otte and Mlynarczyk (2010:78) defines Basic Writing as one of the writing college courses which provides access to the freshmen for increasing their ability in composing writing product.

How to choose the appropriate words relate to the particular idea and work those vocabularies into one sentence are seemed like „simply“ thing, but it is not experienced to all basic writers (the citation for inexperience or beginner students who enroll in Basic Writing course (Horner, 1994)). Kassner (1999) finds that sometimes student feels frustrated because she is failed to make the words flow and sound good even she has rewritten it. Also, she may have lots of the idea, but she does not know how to write it. In addition, Kassner (1999) finds that basic writers have lack in generating and developing idea by showing few specific details for supporting the main idea and dealing with good paragraph



structure organization. Shaughnessy (1976) gets both of grammatical error and undeveloped paragraphs are two common problems which are experienced by basic writers.

As impact, Rabideau and Brossell (1995) states that the essential focus of Basic Writing course in higher education is helping inexperienced writers to improve their writing through wider practice because they feel stuck to start writing, express idea clearly, and do revision for what they have been written are the constant problems encountered by basic writers.

Through of the Basic Writing existence, it gives the real evidence about a course which has designed to help learners become proficient writer in college level (Adams, 1993). Furthermore, Perry (1963) believes that learners should be taught the way of thinking both of inside and outside of their field. Consequently, it can be concluded that Basic Writing gives a chance for the learners to get better understanding in using the perspective of academic and non-academic world to be practiced and developed in written form without any barriers between those perspectives (Lu and Horner, 2000). Although Perry's analysis has been written in many years ago, it is still relevant to be applied for the learner today (Lipson's quotes (2012) inside the *College Years: an publication of the Harvard's student essay collection*). In addition, Gilyard (2000) calls Basic Writing course as a place that provides the authentic voice of student development.

Relates to the general overview about Basic Writing above, to write „something“ learners need particular material theoretically to compose an academic paragraph. Inside of its process, the way of learners deploy their reasoning can be presented based on their own experience (first-hand) or based on second-hand experience through several sources, such as book, encyclopedia, etc (Desy, 1976). To be pertinent with writing source, there was no Basic Writing module at University of Muhammadiyah Gresik while the researcher followed this subject. The participants got the material from lecture's presentation, material photocopy from lecture's book, online sources, and sometimes from e-book in Pdf form. The current existence of Basic Writing module for second semester English Education students at University of Muhammadiyah Gresik is not available yet. Their sources are based on lecture's explanation and textbook by Ann and Hogue (1998). Fact if knowledge is increase as many as sources that have been obtained, the development of Basic Writing module as additional learning sources is necessarily needed. Module as a part of teaching learning process is hoped to be able to ease students in comprehending learning material independently which is organized systematically and in interesting way. Nardo and Hufana (2014) state that learners are possible to get some advantages by using module in their learning, such as maintaining their focus and attention towards the material that they learn through different types of activities, making learners have independent learning, and giving learners good perspective about self-study.

To get better view for the module, the researcher looks for a gap from the previous Basic Writing books and writing module which were composed by some experts. The Basic Writing book by Reid (1996) comprises of eight chapters which are arranged with different topics entitle Family, Home, Country, Culture, Travel Experience, First Impressions First Problems, Adjustments & Solutions, and Similarities & Differences. This book has numerous paragraphs which are followed by grammar exercise, questions relates to the specific detail of the paragraph and its main idea, writing planning format, including some topics and questions where the answer should be exist inside of paragraph (refers to the supporting details), and writing task, both individual and group project (peer editing). The lack of this book is not explained the structure organization of paragraph explicitly. Before students practice their writing, they are asked to comprehend structure organization of paragraph by themselves based on the examples of the paragraph which have been read, do its exercises, and following the writing project instruction. The researcher assumes that without obvious rules of paragraph structure organization, basic writer may have lack guidance in composing academic paragraph.

Tyner (2008) writes a Basic Writing book with six chapters inside it, i.e. Writing from Experience, Writing about Relationship, Writing about Opinions, Writing to Compare, Writing about Problems and Solutions, and Writing about issues. The basic elements of writing process inside it are prewriting, writing first drafts, doing revisions, final editing, and writing review. This book provides numerous reading texts in all process of writing as input or reference for the students before they practice the writing process exercise in each chapter. The other features inside of this book are the explanations about mechanical aspect and grammar. This book has a few explanations towards the structure of paragraph organization. According to Uehling (2003), the level of writing ability can be determined based on the students' paragraph organization. It can be assumed that wider explanation about paragraph organization is necessarily needed.

The real example of module development is conducted by Nardo and Hufana (2014) who construct it for students in Technical Writing subject. The link literature of the developmental study may be indirect, but it should be relevant to the foundational theory of the project like procedural model and factors which cause development process in the other situations (Richey and Klein, 2005). The result of evaluation shows that their modules have lacks in its materials and exercises. The improvement of Technical Writing module materials is conducted based on the students' and expert's suggestion. Its activities or tasks are added and modified to enrich student's written output. At the final development, the modules are evaluated fit to the curriculum and rated good by the students and excellent by the English teachers so that it can be used as reference in Technical Writing subject.

Based on the previous Basic Writing books, the researcher develops Basic Writing module which contains theory and practice cover Basic Writing proficiency which should be mastering by basic writer as Shaughnessy (1976)

and Gebhard (1996) pointed out, such as the process of developing idea into paragraph, working with unity and coherence relates to the structure paragraph organization, and using the punctuation mark in appropriate context.

In this globalization era, the development of technology has significant impact towards learners' life, especially the usage of Smartphone. Sarrab et al (2012) reveals that the role of mobile phone nowadays is not only used as communication tool but also as supporting tool in education area through of hardware support and numerous application. Camera, as one of the hardware supports in Smartphone, contributes in receiving learning process. Learners usually use this hardware for capturing lecture's materials explanation on the whiteboard, lecture's Power Point Presentation (ppt) and other important documents. Then the most application are used by learner are bilingual dictionary application to look for the meaning of difficult words and web browser as standard application to access internet.

Following the growth of technology development role in education above, it elicits idea to develop module that is facilitated by Android application to give fresh contribution in Basic Writing field. The researcher develops it into digital form which is able to run in Smartphone based on Android operating system with some reasons. First, Android stands as open-source of operating system for mobile which is supported by Google (Lee and Salman, 2012). It means that the developers have free authority to develop application which is available for general vendor hardware manufactures as long as the devices are supported by Android (Lee, 2011). Second, according to Hanafi and Samsudin (2012) mobile application which is developed based on Android operating system is more effective and efficient because it can be produced fast and categorized into user friendly which refers to the application is easy to learn, use, and understand. They also point out that Android application has a plus point in Android market rivalry because it can work virtually in PC (Personal Computer) through Android Emulator. Specifically, comparing the usage percentage of iOS, Window, or Symbian operating systems based on the researcher's survey, most of learners at University of Muhammadiyah Gresik use Smartphone device with Android as operating system.

In addition, the result of need analysis shows that the students obtain the material directly from the lecturer. To reach the goal of education with learning outcome basis, inside of teaching learning process should change the way in implementing learning paradigm, i.e. from Teaching Centred Learning (TCL) to Student Centred Learning (SCL). Supporting the way in implementing SCL learning paradigm, the researcher adapts the principle of discovery learning as the design of module content to realize active learning as it is stated by Castronova (2000) discovery learning is active learning where the student is formed to develop higher-skill in building deep understanding towards the material major concepts. The general steps of discovery learning according to *Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan - Kementrian Pendidikan dan Kebudayaan* (2012), Andriyani (2007), and Riyanto (2009) are stimulation, problem statement, data collection, data processing, verification, and generalization.

As the product of this study, the researcher develops Basic Writing module (paper based) that is facilitated by Android application for second semester students who enroll in Basic Writing subject on English Education Department at University of Muhammadiyah Gresik as additional learning source. When the digital Basic Writing module complete, it will be available in [www.dropbox.com](http://www.dropbox.com) as media sharing which is provided by the researcher so that learners can learn Basic Writing materials in anytime and anywhere after they install it in their Android Smartphone.

### The Definition of Basic Writing

Otte and Mlynarczyk (2010:78) define Basic Writing as one of the writing college courses which provides access to the freshmen for increasing their ability in composing writing product. Nordquist (2015) states that Basic Writing is pedagogical terms of writing for the students who are perceived to be unprepared for courses in freshmen composition. At University of Muhammadiyah Gresik, the aim of Basic Writing course as one of the prerequisite subjects in English Education Department is designed to introduce students for the minimum requirements needed by students in writing.

## 2. Methods

This study is addressed to develop Basic Writing module for English Education Department students at University of Muhammadiyah Gresik as additional learning sources to increase basic writers' knowledge in composing their academic paragraph. The module is written in paper based. In addition, following the growth of technology the module is supported by .apk (Android Application Package) as learning media. The researcher hopes that the product of this study could increase learners' knowledge in composing academic paragraph and elicit their interest in learning Basic Writing subject. Supporting the goal of this study, the researcher uses R & D (Research and Development) research design as Borg and Gall (2003:541) reveal that R & D is approach of research which can be used to developing product for improving education.

### Steps of the Study

In R & D study, there are various Instructional Design (ID) models. The researcher adapts ID model from Branch (2009) that consists of five generic phases, i.e. Analysis, Design, Develop, Implement, and Evaluate. To make the model is applicable with this study the researcher modifies the model as presented in Figure 9. The procedure of each step is presented in table 3.1.



**Table 3.1: Research and Development Procedures**

<b>Concept</b>	<b>Procedure</b>
1. Analyze Conducting need analysis towards Basic Writing subject and respondents.	a. Analyzing learners' need. b. Analyzing the imbalance learning process. c. Analyzing basic competence of Basic Writing subject. d. Identifying required learning sources. e. Determining instructional goal.
2. Design Determining the goal of learning.	a. Composing learning objectives. b. Composing learning activities. c. Composing learning exercises. d. Designing user interface.
3. Development Generating and validating learning sources.	a. Making lesson plan. b. Developing materials content. c. Developing supported learning media. d. Conducting formative revision.
4. Implementation Preparing the learning environment and engaging the students.	a. Conducting try out for the developed learning sources.
5. Evaluation Conducting the last improvement based on the data obtained both before and after implementation	a. Conducting summative evaluation.

The procedure above was implemented as the guidance for the researcher in conducting this research. Further explanation about the steps of ADDIE model could be explained as follows.

### 3. Findings

The process of instructional design ADDIE (Analysis Design Development Implementation Evaluation) has been implemented to support the Research and Development (R & D). The final product of this study is Basic Writing module (paper-based) that was supported with Basic Writing application as learning media.

#### Basic Writing Module

The module covers the materials of Basic Writing course that are written based on the basic competences that have been stipulated in *RPS (Rencana Pembelajaran Semester)*. The way to design the tasks was adjusted based on the result of students need analysis. It contains eight chapters that discuss about: 1) Simple sentence, compound sentence, and complex sentence. 2) Topic sentence, controlling idea, and supporting sentences. 3) Concluding sentence and outline. 4) Developing simple academic paragraph. 5) Review and revise expository paragraph. 6) Descriptive paragraph. 7) Recount paragraph. 8) Peer-editing. In each chapter contains seven activities. Those activities are: 1) Starting point. 2) Beyond the question marks. 3) Let's think. 4) Share your idea. 5) Verify your opinion. 6) Compelling the principle. 7) Exercise.

The example of Basic Writing module can be seen in Figure 63. The cover of chapter 6 contains chapter title, chapter topic, GIO (General Instructional Objectives, and SIO. The chapter title is *"It Looks Good"*. The chapter topic is *"Descriptive Paragraph"*. The goal of learning in this chapter is written in GIO to represent the basic competence, i.e. *student are able to identify characteristics of descriptive paragraph and write and develop it own*. To ease the lecturer proves the goal of learning, the SIO is constructed. In this chapter, the SIO covers four indicators. Those indicators are *understanding the elements of descriptive paragraph, understanding the device to make effective description,*

*understanding the device to make effective description, understanding the way to achieve coherence in descriptive paragraph, and developing descriptive paragraphs.*

The first principle of discovery learning step, stimulation, is represented by *activity 1: starting point*. The students are asked to read descriptive paragraphs to stimulate them about the material that they will learn. Then in *activity 2: beyond the question marks* as representation of problem statement step, students are given some problems to be solved about the meaning of descriptive paragraph, the elements of descriptive paragraph, the device to make effective description in descriptive paragraph, and the device to achieve coherence in descriptive paragraph. The student can do it in group. The aim of this chapter is to state the hypotheses or temporary answer or understanding towards the problems that have been asked.

To check whether or not the student hypotheses that have been made at the previous activity are right, they prove it by doing some tasks in *activity 3: let's think* as representation of data collection step. In group, the students are asked to analyze the elements of descriptive paragraph, the device to make effective description, and the device to achieve coherence. Individually, students are asked to write descriptive paragraph as closely as possible based on their outline. In *activity 4: share your idea*, as representation of data processing step, students process and interpret all of the information that has been obtained from the previous activity to get the valid result. They are asked to make group presentation and individual consultation.

*Activity 5: verify your opinion* represents the fifth step of discovery learning, i.e. verification. In this activity, students get explanation relates to the example of descriptive paragraph, the device to make effective description, and the example of the device to achieve coherence based on the paragraphs in activity 1. The last activity, *activity 6: compelling the principle* as representation of generalization step, gives explanation to the students about the discussed material. To assess students understanding towards the discussed material, they can do some exercise in *activity 7: exercise*.

#### 4. Conclusion

Based on the research finding and discussion, the research conclusion can be drawn as follows. The existence of Basic Writing module that is supported by Android application is hoped to be able to be meaningful additional learning sources. Also, it is used to solve the problem that is faced by the learners in developing academic paragraph, especially in composing the supporting sentences. Basic Writing module is developed based on discovery learning principle, i.e. stimulation, problem statement, data collection, data processing, verification, and generalization. Basic Writing application that has been developed is oriented to the Android operating system. The application is easy to be operated and has features to facilitate independent learning, such as the summary of the material for each unit and exercise that are programmed with information gap and multiple choice forms. Those exercise models provide feedback relates to the users' answer. In multiple choices form, the sound effect is adjusted based on feedback notification (wrong or right answer). Also, the vibration effect is included to support the right answer. The application provides menu choice, easy operated navigation buttons, consistent user interface, attractive colour composition, and contains multimedia object, including texts, sound, and pictures that are supported to the material presentation.

The eligibility level of the product according to media expert includes in "Good" category; meanwhile, the eligibility level of the product according to material expert includes in "Very Good" category. The eligibility level of the product according to English Education Department students who enrolled in Basic Writing subject at 2015/2016 period includes in "Very Good" category.

The developed products of this study give innovative contribution in Basic Writing subject. The previous Writing module and books were developed in paper based only. In this research, the paper based module is facilitated with Android application as supplement. However, the application is only support for Android high version.

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