

Developing “ERT (English Recount Text)” Application for Teaching Writing to Tenth Grade Senior High School Students

Suci Nurjanah^{1*}
Hesty Puspita Sari¹

¹Department of English Education, Faculty of Teacher Training and Education, Universitas Islam Balitar, Blitar, Indonesia

Abstract

This study aimed to establish the potency of the ERT application as a learning tool in writing class X learners in high school. The researchers created a writing lesson application by employing research and development (R&D) design. According to the findings of class X student interviews at SMAN 1 Sutojayan and SMAN 1 Kademangan, the researcher discovered that students had writing difficulties. The study's participants were twenty randomly chosen students from the two schools and five randomly chosen teachers in Blitar Regency. The ERT Application's findings indicate that: (1) this application comprises of writing exercises and recount text material, and it comes with two guidebooks for teachers and students; (2) the validity of this application as a learning tool, with 89% of the information and 84% of the media being validated; (3) both teachers and students had favorable opinions of the ERT application as a teaching tool. While the ERT model received an overall student response of 86% and an overall teacher response of 86% in the product test findings, both groups highly agreed with ERT application. The product significantly influences how well students can produce recount texts. It is reliable and suitable for use as a teaching and learning tool.

Keywords: *Developing, ERT-Application, Writing, Recount Text*

1. INTRODUCTION

The language ability that is used in informal interactions is writing ((Allieni, 2012). It concludes that pupils are able to communicate their ideas to others via written expression like letters, and messages, or requests for communication. Additionally, the hardest skill for second language learners to acquire is writing. (Inayati et al., 2019). Besides having to coming up with and organizing ideas, it can be challenging to turn them into understandable language. One of the ways that people communicate is through writing. Writing can be used to interact with one another,

^{1*}Corresponding author, email: sucinurjanah217@gmail.com

Citation in APA style: Nurjanah, S. & Puspitasari, H. (2024). Developing “ERT (English Recount Text)” Application for Teaching Writing to Tenth Grade Senior High School Students. *JOSAR*, Vol. 9 (2): 147-159.

Received:
September, 11st 2024

Revised:
September, 21st 2024

Published:
September, 31st 2024

instead of speaking in some situations. The notion that someone wants to impart can be expressed in writing (Hertiki & Juliati, 2019).

Based on facilities and infrastructure observations at SMAN 1 Sutojayan and SMAN 1 Kademangan, the technique in writing be a one of difficult thing for students. The students need to have a firm grasp of language and tenses. If teachers examine how students learn in schools, we find that it is particularly challenging for those who are most proficient in short functional texts and monologues, such as essays that take the form of descriptions, recounts, tales, processes, and reports. Recount text is one kind of brief functional text that students need to know.

According to findings of the field study, there are four issues with writing ability: (1) English students lack interest in learning, especially in writing; (2) teachers use traditional teaching methods; (3) students lack knowledge of how to construct true and good sentences; and (4) less diverse use of media learning causes students to become bored and lose interest in learning. This problem can be solved with the use of interesting and varied learning resources.

In order to address the problem, the researcher observed to the results of other researchers' studies. Nor (Nor, 2018) conducted research on "Providing Web-Based Learning Materials (Google Classroom) for Teaching Essay Writing Course" based on data, the writer concluded The use of contemporary technology in the classroom, such as web-based learning, allows students the chance to learn more quickly with better functionality and greater satisfaction from their attendance. Humairah (Humairah, 2018) conducted research on "The Effect Of Using Edmodo Application To Foster Students' Writing Of Narrative Text" Based on the data, the writer concluded the use of Edmodo application is effective in teaching and learning narrative text give improvement to students' writing skill. Allieni (Allieni, 2012) conducted research on "An Analysis of Student's Difficulties Writing Recount Text at Tenth Grade SMAN 1 Sungai Limau" the writer concluded Based on the text provided, students' ability to write is still rated as insufficient when it comes to recount texts, with an average value of 2.3. Common writing challenges for students include the usage of language elements and a lack of vocabularies.

Based on the analysis, students often want a unique, inventive learning environment that can keep them engaged while using supportive learning resources to develop their writing skills. The researcher conducted an "ERT (English Recount Text)" application for teaching writing in Senior High School students in the tenth grade.

2. METHODS

The methodology for this study combined qualitative and quantitative methods. The findings from the interview, observation, and field note given in adescriptive fashion to show the product's efficacy and provide suggestions and thoughts about it (Virdyna, Nina, 2016), (Mccutchen, n.d.). The researcher performed this step because the quantitative version of the questionnaire results and expert validation would be presented, although the qualitative data was qualitative and placed more focus on meaning than generalization. Sugiyono, 2016: 8–9). Sugiyono (2016: 7-8) argues that it is reasonable to assert that statistics make up research data and that one of the study's objectives is to examine pre-existing hypotheses.

The researcher done the research and development where the researcher establish based on the Sugiyono (Sugiyono, 2013), the researcher created the ERT (English recount text) game to teach writing the ideas include; Finding Potential Problem, Collecting Data, Product Design and Development, Expert Validation and Revision, Teachers and Student Responses, Evaluation and Revision, Final Product and Publication.

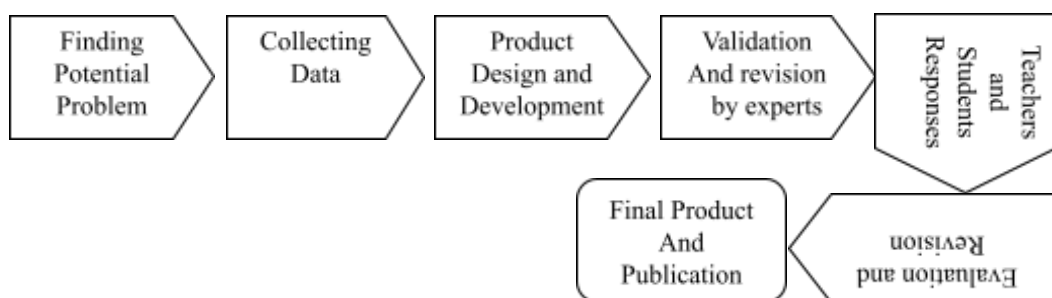


Figure 1: Framework for research and development

The beginning of the process of research and development (R&D) is to analyze potentials, issues, and solutions (Pablo et al., 2018). At SMAN 1 Kademangan, researchers conducted field literature investigations and policy studies for this study. By gathering information through interviews, records, and observations, the students of class grade tenth which included 34 students and SMAN 1 Sutojayan which included 29 students were studied. After gathering data, researchers look at the difficulties tenth graders have, particularly when it comes to writing (Selvaraj & Aziz, 2020), (Sakkir, 2020). The researcher then moved on to the product design and development stage, where the researcher designed and created the ERT-Application to help Class X SMA/Madrasah Aliyah students with their writing. The ADDIE concept was applied by researchers in their design and learning development method (Branch, 2009), (Raimes, 2017), (Pablo et al., 2018). Analyze, Design, Development, Implement, and Evaluate is the acronym for this process.

The researcher moves into the validation and revision stage after the product has been designed and developed (Richey & Klein, 2016), (Muhsin, 2017). Several qualified specialists might be enlisted to evaluate the new design product as part of the product validation process. The goal of this validation is to identify the product's flaws so that researchers can fix them before the product is manufactured. The subject matter specialists include Ms. Prapti Fitriani, S.Pd. from MA Hasanuddin, Mr. Agus Susilo, S.Pd. from Balitar Islamic University Blitar, and Ms. Miza Rahmatika Aini, S.S., M.A. Adin Fauzi, M.Pd, Ms. Diajeng Enggarwati, S.Pd from SMAN 1 Srengat, and Ms. Wahyu Fitriani, S.Pd from MA Maarif NU were additionally the original media like students' book and pupils' book.

Additionally, researchers can also utilize a questionnaire to determine how teachers and students are responding to the product. (Sugiyono, 2013), (Sugiyono, 2013) claims that questionnaires are used to collect data by asking participants to answer questions or make remarks. In the questionnaire, there are two different kinds of questions or statements: both open-ended and closed-ended investigations. Researchers employed questions the study that were supposed to yield responses to the questions

that were already known. A closed questionnaire was employed by the researcher, and it contained 23 questions for five teachers and 15 questions for 20 students.

The following method entails reviewing and revising the product with experts before it is placed into mass production (Richey & Klein, 2016), (Primasari et al., 2021), (Sari et al., 2022). When experts offer assessments and suggestions to help researchers develop and perfect the product, product revisions are carried out. The work is ready to be released for class X students after being reviewed by researchers and specialists. Currently, the researcher's output is the ERT- application, which helps students write better and creates manuals for instructors, learners, and the general public.

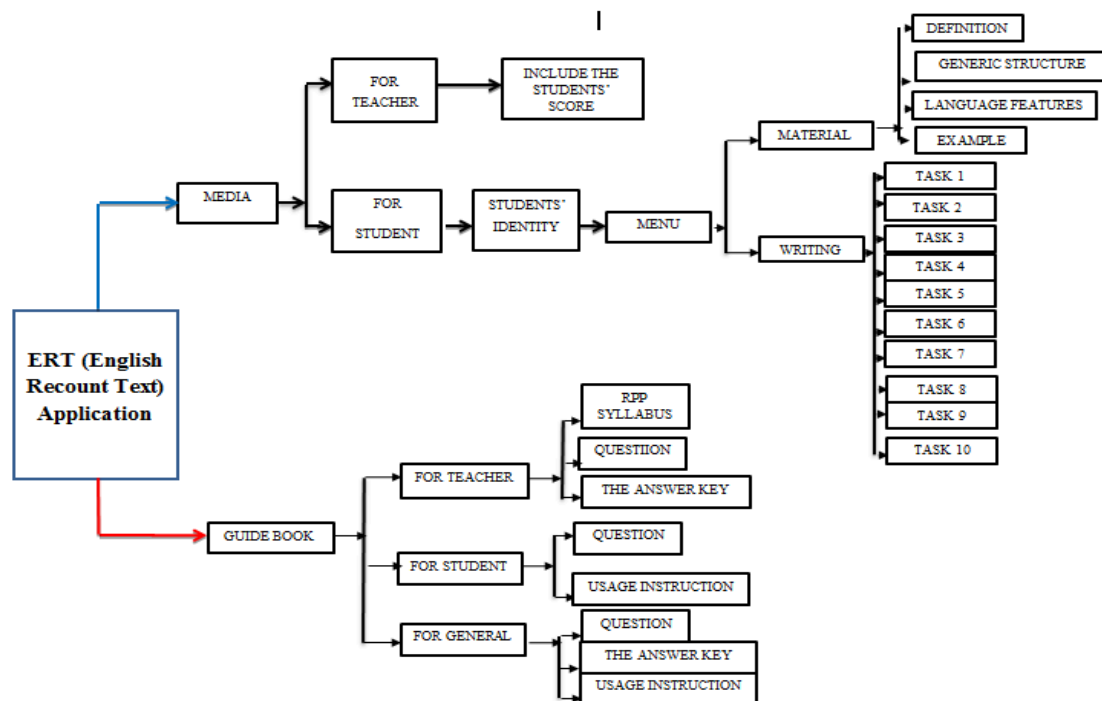


Figure 2. Hypothetical Model

3. DISCUSSION

The result of this research is “ERT (English Recount Text) Application media to contribute by helping the tenth-grade senior high school students write better. It was included:

3.1 Analysis of Potential Problem and Solution

First, the researcher checked the data collecting, searched for useful answers, and engaged in problem-solving activities. Researchers consider the development of “ERT (English Recount Text) Application media to practice students' writing skills” to be unnecessary. This media can help students learn to write, in particularly in English, Furthermore, it helps improve their writing abilities and self-confidence.

3.2 Product Design and Development

The researcher carried out a requirements analysis to determine the needs of the students. Students receive interviews from researchers as input for product development.

3.3 Product Development Result

The “ERT (English Recount Text) Application)” media was created by the researcher to help class X students write better and to assess the product's quality. The product can be deemed legitimate if expert opinion receives a score of at least 80% in the “Valid” category and responses from teachers and students receive at least 80% in the “Agree” category.

As a result of the verification by all validators, such as media and material specialists, the researcher utilized two experts in order to ensure that the media she generated was reliable. The results of this validation can be seen in the table. The average evaluation obtained an 87% rate, suggesting that learning “ERT-Application” is Very Valid.

To determine whether or however the learning materials to be used are in line with what is required researchers validate media specialists. Validation occurred the periods of August 23, 2020, and August 25, 2020. The examiner promptly distributed the questionnaire. The Table 1 below displays the findings of the media expert analysis.

Table 1. Media Validators' Findings Regarding the Use of "ERT (English Recount Text) Application as Media for Learning Writing

NO	ASPEC	ITEM	SCORE					Average	Percentage	Criteria
			A A	A	N	D A	A D			
1	Application media shapes and views	13	14	2 0	5	0	0	4,23	85%	Very Valid
2	Shapes and Views of Guide books	9	11	1 8	2	0	0	4,29	86%	Very Valid
3	Media Uses or Benefits	3	6	1	0	0	0	4,11	82%	Very Valid
Total		25	31	3 9	7	0	0	4,21	84%	Very Valid
Criteria										

The table 1 shown media validators’ finding regarding the use of ERT (English Recount Text). Based on the table the researcher concluded that the media very valid and proper to use teaching writing recount text.

Table 2. Material Validators' Findings Regarding the Use of the "ERT (English Recount Text) Application as Media for Learning Writing

NO	ASPECT	ITEMS	SCORE					Average	Percentage	Criteria
			AA	A	N	DA	AD			
1	Material suitable KI KD	3	2	7	0	0	0	4,22	84%	Very Valid
2	Material	3	2	10	0	0	0	4,22	84%	Very Valid
3	Language user	5	11	4	3	0	0	4,73	94%	Very Valid
4	Benefit	4	9	3	0	0	0	4,75	95%	Very Valid
Total		15	24	24	3	0	0	4,53	89%	Very Valid

The research data score for the subject matter expert in using the ERT (English Recount Text) application according to the data above, the application of learning tool result has average value of 4,53 and an achievement level of 90%, indicating that it is very valid.

Table 3. The validator's average result

Validator	Percentage	Average	Criteria
Material Expert	89%	87%	Very Valid
Media Expert	84%		

All Teachers' Reactions to the Use of ERT- Application as a Learning Media for Writing the five teachers from a random senior high school in Blitar were used by the researcher to conduct the teacher answers. to learn the teachers' reactions to the media, and to take place on Thursday, August 27, 2020, through Friday, August 28, 2020. The researcher provides the survey directly and through a Google form (online). Twenty students from a random senior high school in Blitar participated in the studies of student answers. to learn how students feel about the media, and to be held on Friday, August 28, 2020, through Saturday, August 29, 2020. The researcher survey is provided directly by the researcher and through a Google form (online).

Conclusions can be derived from the findings of the verification of all validators, including the answers of teachers and students as shown in the table 4 The learning "ERT (English Recount Text) Application Very Good" scored 87% on the average assessment, indicating this.

Table 4. The average respond to from both teachers and students

Validator	Percentage	Average	Criteria
Teachers' response	92%	87,5%	Very Good
Students' response	83%		

3.4 Final Product

The English Recount Text Media ERT-Application examines recount text and includes content on the topic in the form of definitions, instances of recount texts, basic language characteristics, and recount text formats. The section about writing abilities of the ERT application has progressive questions that can aid in learning. Pre-, While-, and Post-task questions are the first of multiple layers of inquiries. The students were

encouraged to learn the new vocabulary found in the Recount Text paragraph by practicing the questions before to the Pre-Task at this level, following which they could rearrange the words into a suitable phrase. The students can then start to develop orientation, events, and re-orientation by continuing the keywords that have been provided in the column at the next level of the assignment for the question, which is Whilst-Task. The final stage is called Post-Task, where students can rewrite the studied paragraphs.

Media experts, subject matter experts, student and teacher feedback regarding the usage of media in the ERT-Application for teaching and learning writing is taken into consideration when making improvements to the product. Following the revision, the final model design is as follows.



Figure 3. First Layout prototype product

The figure of the login view will appear after accessing through the taskbar with the address englishrecounttext.site and entering the username and password. In order to use the ERT app, click Sign in.

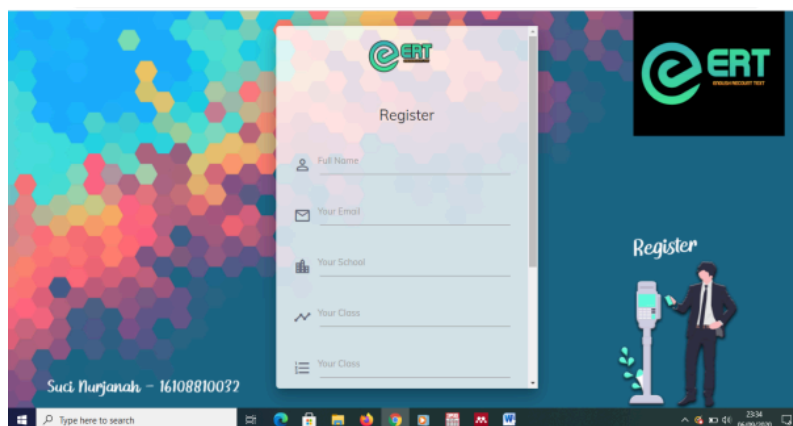


Figure 4. Second Layout

If a user does not already have an account, they can click register to create one. When finished, enter after filling in your name, email, school, and class, if applicable.

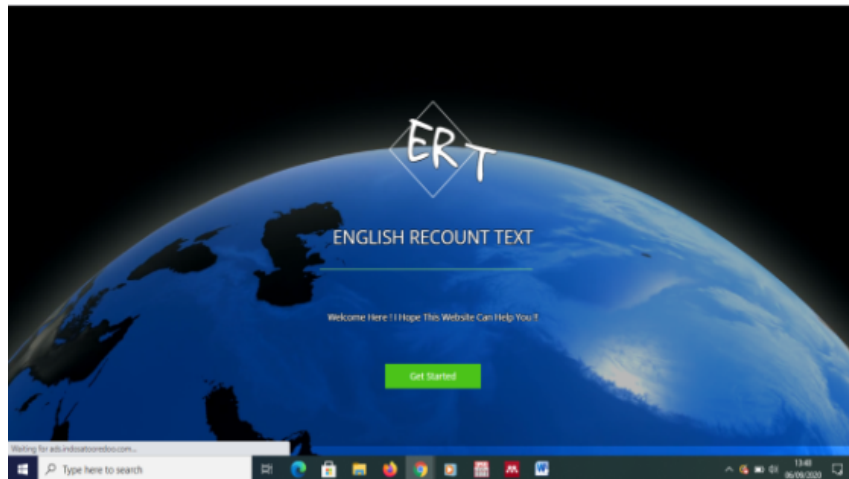


Figure 5. Third Layout

The front page of the application will appear after logging in; click Get Started to move on to the next page.

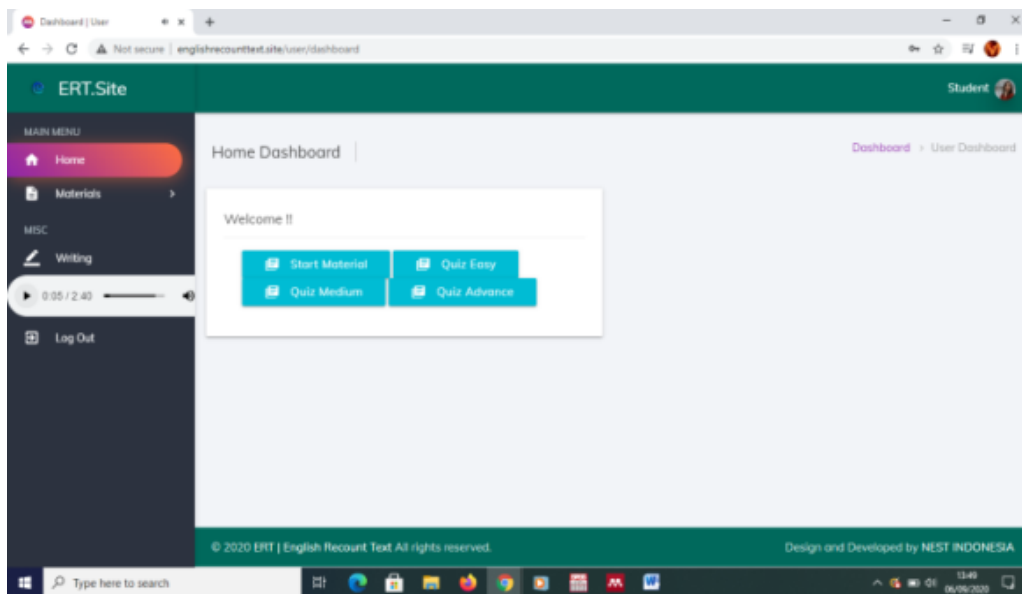


Figure 6. Fourth Layout

There is a biography when you access the home page.

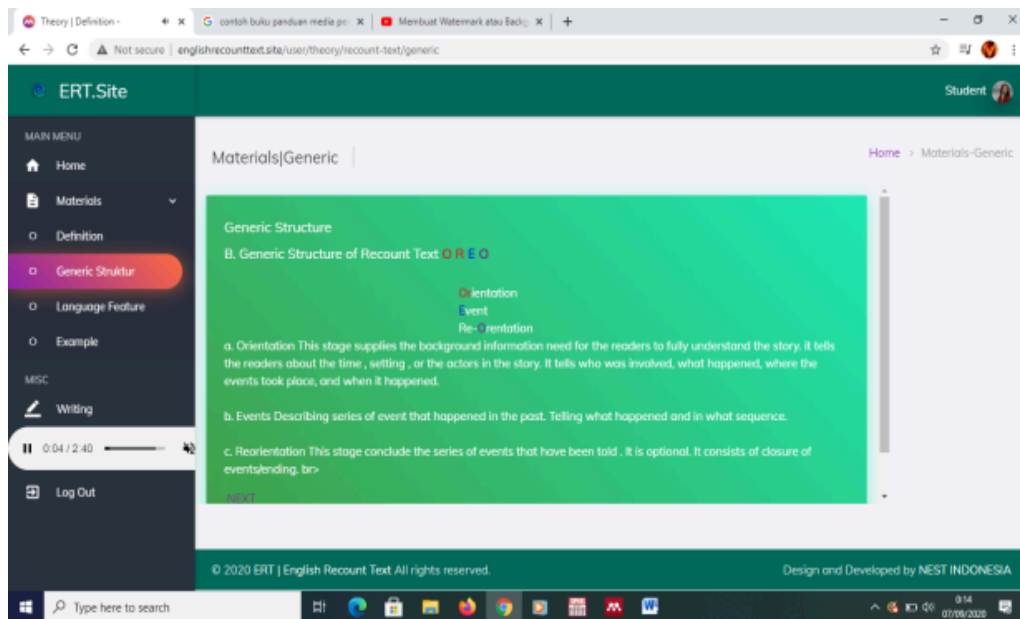


Figure 7. Fifth Layout

Click the Materials menu to get information about Recount Text, including its definition, structural aspects, characteristics, and examples Recount Text. The background music can be turned on and off using the music button setting display.

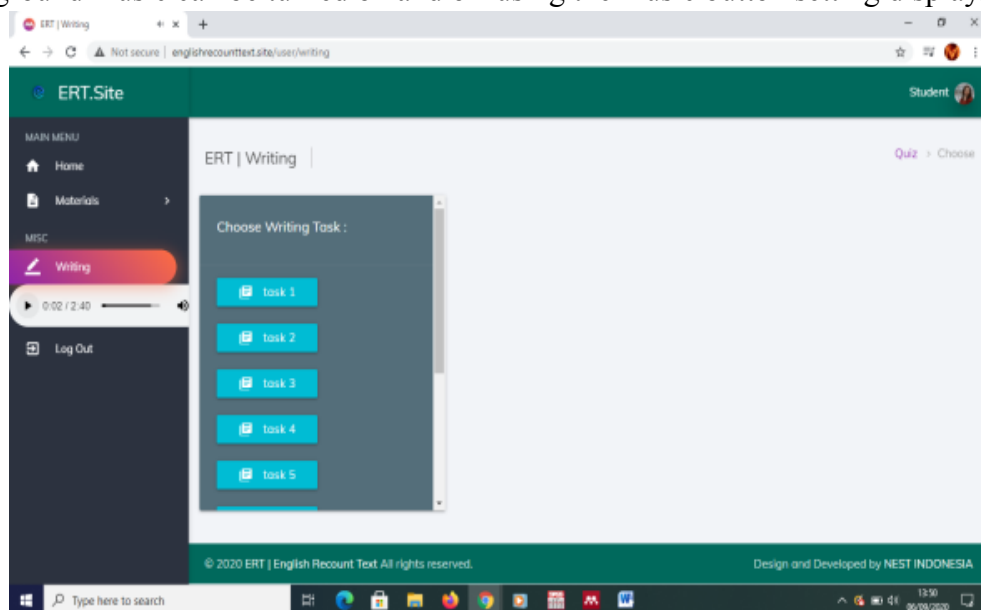


Figure 8. Sixth Layout

Enter the writing menu. There are 10 activities inside that students must do, starting with Pre-Task, Whilst-Task, and Post-Task. Please click send to move on to the next question if you have completed the questionnaire.

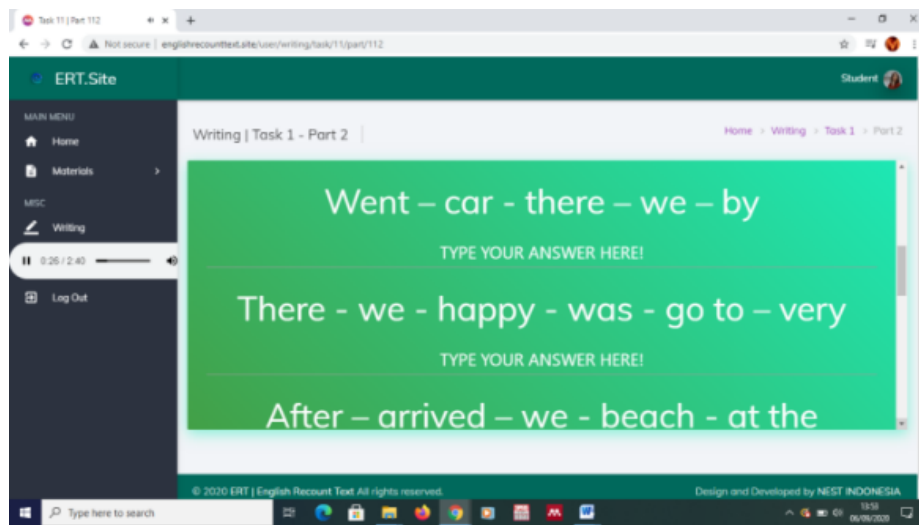


Figure 9. Seventh Layout

After completing Pre-task (Task 1), move on to Pre-task (Task 2) to work on the challenge that asks you to put words into sentences. When you're done, click the submit button.

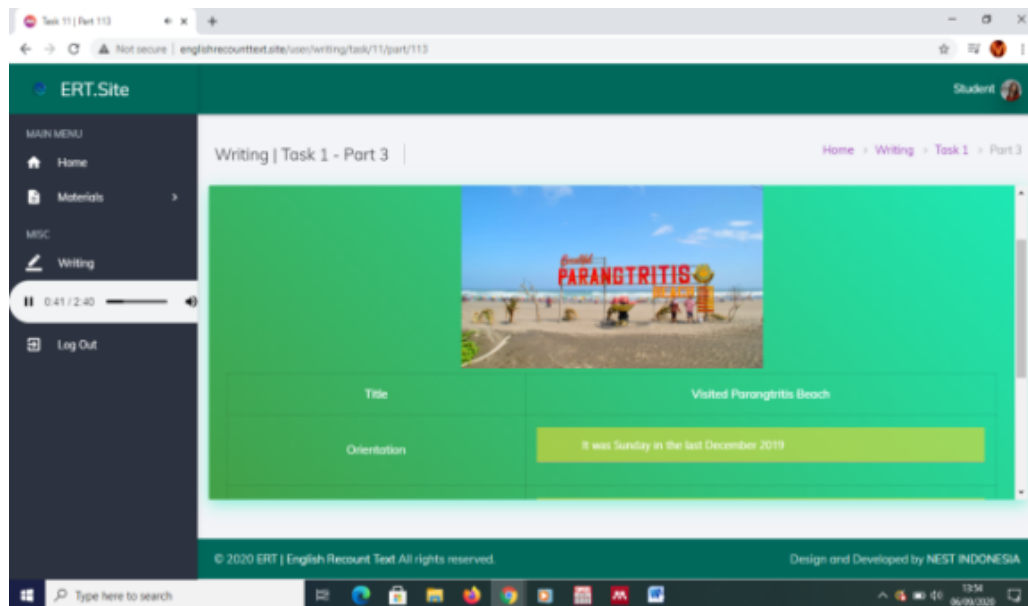


Figure 10 Eight Layout

The problem of While-Task is entered in the above view after pressing the submit button in the previous menu. In the column there are already keywords to build essays based on the created outlines that are effective sentence components.

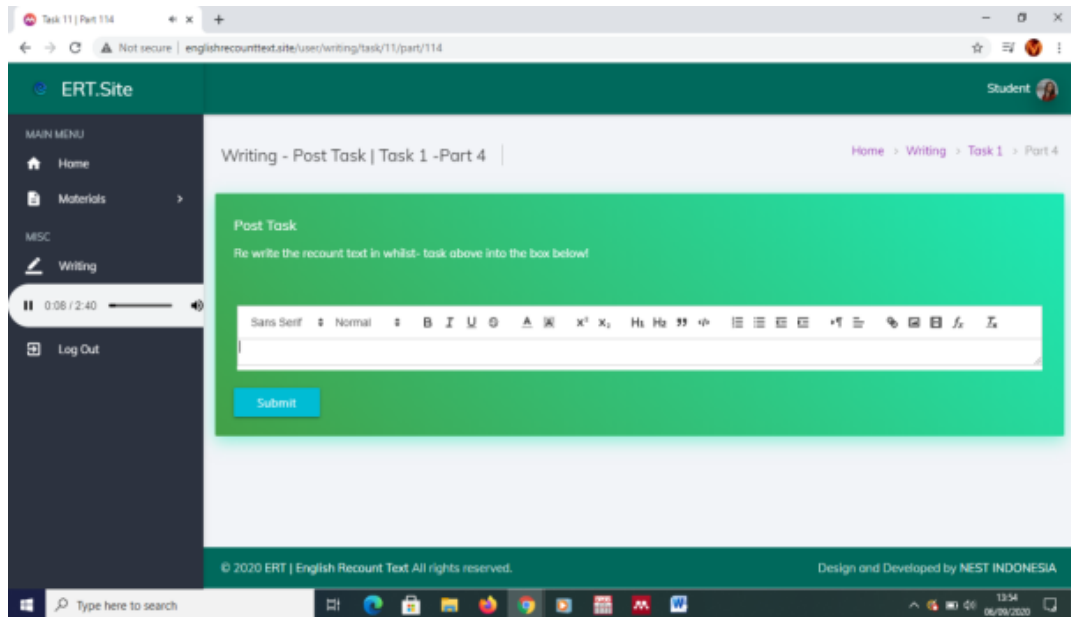


Figure 11. Ninth Layout

The post-task requires students to rewrite the paragraphs they previously learned in their own language. Students can write it in a white column, and once the assignment is complete, they can paint a send button to wrap up that level of the activity.

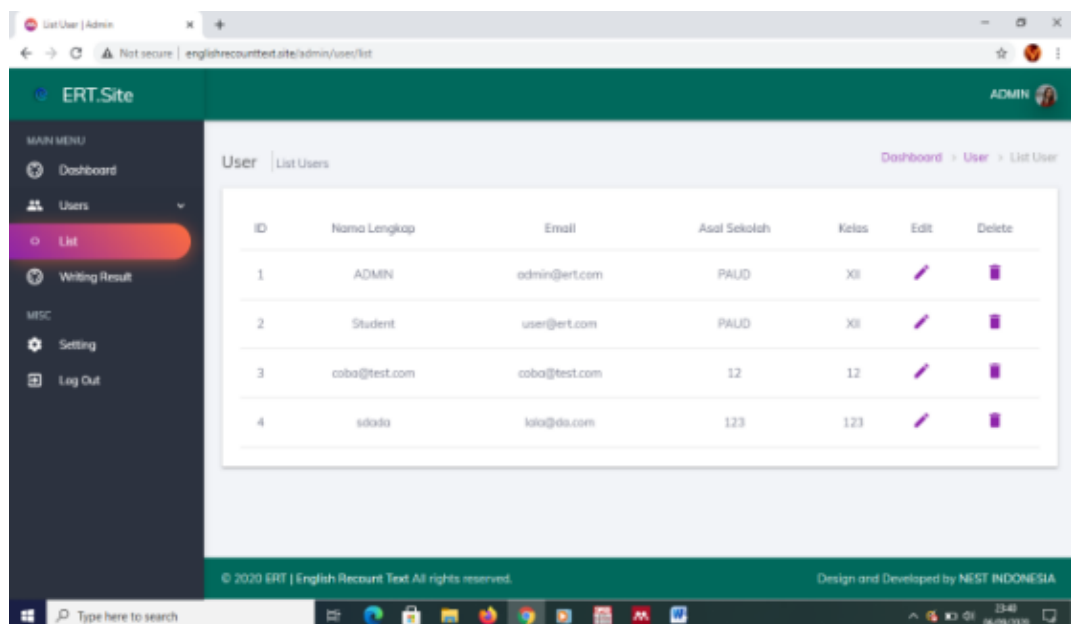


Figure 12 Tenth Layout

A panel of teachers is present in the view up top to determine who is using or viewing the program.

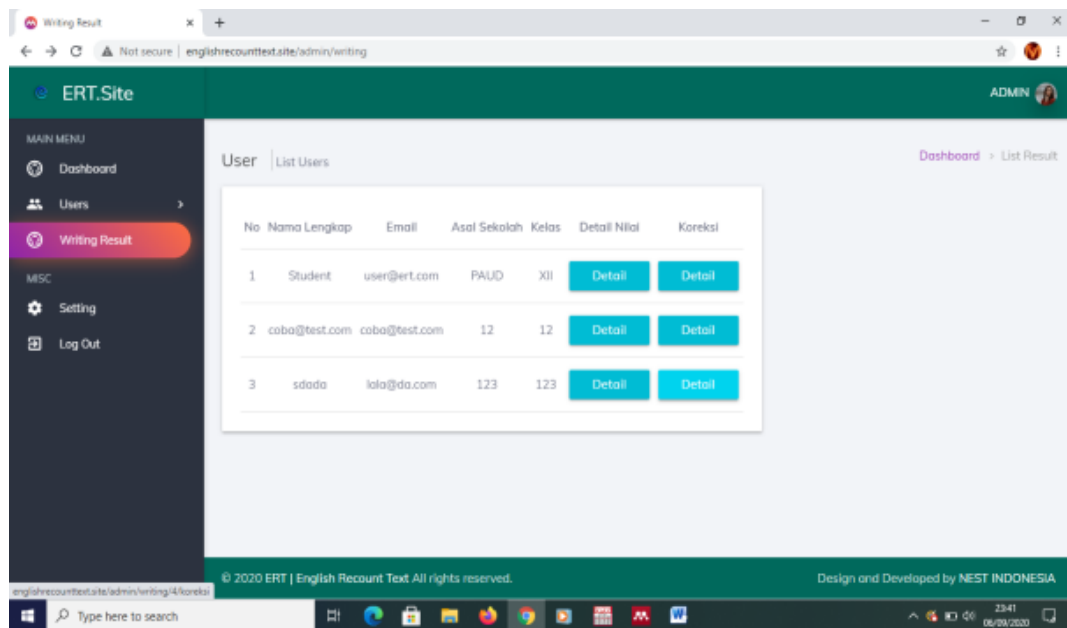


Figure 13. Eleventh Layout

A panel of teachers is shown in the above diagram evaluating each assignment that the previous student completed.

4. CONCLUSION

The study's findings led the researchers to the conclusion that the ERT-Application based on Android for teaching writing tenth grade" is a useful and suitable media for teaching writing. Six steps make up the model implementation process. Total scores are 1303 out of 1600 criterion scores, with student replies making up 81 percent of the results. Since 43 percent of the grades range from 80 to 100, and the scoring criteria suitable with this indicates that the student's reaction to the media has been quite good. The outcomes of perception tests demonstrate this product's significant impact on student writing. Overall, it can be said that the study's output, ERT (English recount Text) Media, enhances students' writing abilities.

REFERENCES

- Allieni, H. (2012). *An Analysis of Student's Difficulties in Writing Recount Text at Tenth Grade of SMAN 1 Sungai Limau*.
- Inayati, N., Abidasari, E., & W.S., K. N. (2019). the Writing and Supervision of Bright English Textbook Development for Primary School Teachers in Indonesian Context. *Englisia Journal*, 7(1), 53–68. <https://doi.org/10.22373/ej.v7i1.5592>
- Gilang Jaka Pramana, Patuan Raja, M. S. (2014). *Indirect Feedback, Teaching Writing, Writing Ability*. 7.
- Hertiki, H.-, & Juliati, J. (2019). Improving Students' Writing Skills Using Cooperative Learning At Smpn 2 Sukodono. *Journal of English for Academic and Specific Purposes*, 2(2), 36. <https://doi.org/10.18860/jeasp.v2i2.7853>

- Humairah, S. (2018). *The Effect of Using Edmodo Application To Foster Students' Writing of Narrative Text Faculty of Educational Sciences*.
- Mccutchen, D. (n.d.). *From novice to expert: Implications of language skills and writing-relevant knowledge for memory during the development of writing skill*. 3(1), 51–68.
- Muhsin, A. (2017). Improving Students' Writing Skills of Recount Text By Applying Transition-Action-Details (Tad) Strategy. *IJEE (Indonesian Journal of English Education)*, 4(2), 156–167. <https://doi.org/10.15408/ijee.v4i2.2430>
- Nor, H. (2018). Providing Web Based Learning Materials (Google Classroom) For Teaching Essay Writing Course. *English Education: Jurnal Tadris Bahasa Inggris*, 11(1), 45–58.
- Pablo, J. C. I., Candy, R., & Ph, S. L. (2018). *Writing Difficulties and Quality of Academic Essays of Senior High School Students*. 6(4), 46–57.
- Primasari, Y., Puspita Sari, H., & Sutanti, N. (2021). The Chain Writing Method In Learning Writing For Information Technology Faculty Students: The Effectiveness. *JARES (Journal of Academic Research and Sciences)*, 6(2), 49–58. <https://doi.org/10.35457/jares.v6i2.1631>
- Raimes, A. (2017). *Techniques in teaching writing*. ERIC.
- Richey, R. C., & Klein, J. D. (2016). Developmental research methods: Creating knowledge from instructional design and development practice. *Journal of Computing in Higher Education*, 16(2), 23–38. <https://doi.org/10.1007/BF02961473>
- Sakkir, G. (2020). the Effectiveness of Pictures in Enhance Writing Skill of Senior High School Students. *Interference: Journal of Language, Literature, and Linguistics*, 1(1), 1–13. <https://doi.org/10.26858/interference.v1i1.12803>
- Sari, H. P., Jauhar, A., Tajuddin, A., & Sholikhah, M. (2022). *The Effectiveness of Peer Feedback in Collaborative Writing Viewed from Self-Confidence*. July, 20–21.
- Selvaraj, M., & Aziz, A. A. (2020). *Systematic Review : Approaches in Teaching Writing Skill in ESL Classrooms*. November 2019. <https://doi.org/10.6007/IJARPED/v8-i4/6564>
- Sugiyono. (2013). *Metode Peneltian*. 38–47.
- Virdyna, Nina, K. (2016). *TEACHING WRITING SKILL BY USING BRAINWRITING*. 1, 67–77.