

EFL TEACHERS' INSTRUCTIONAL DESIGN IN TEACHING DESCRIPTIVE WRITING THROUGH ASYNCHRONOUS LEARNING AT JUNIOR HIGH SCHOOL

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Abstrak

Teknologi merupakan alat yang dapat meningkatkan banyak aspek kehidupan lainnya seperti bisnis, ekonomi, pendidikan, kesehatan, dan lain sebagainya. Manfaat penggunaan teknologi dibidang pendidikan adalah guru dan peserta didik dapat menggunakan internet untuk berbagi pengetahuan baru, berkomunikasi, dan mempraktikkan studi mereka. Mengajar menulis secara online adalah tugas yang menantang bagi para guru. Desain pembelajaran yang akurat harus didasarkan pada pendekatan teoritis yang sesuai. Desain pembelajaran seharusnya menjadi teknik interaktif untuk perencanaan, memilih strategi yang efektif untuk mengajar dan belajar, memilih teknologi yang relevan, mengidentifikasi media pendidikan dan mengukur kinerja. Karena situasi tersebut, tujuan penelitian ini adalah untuk mengetahui bagaimana guru EFL merancang pengajaran asinkron dalam pengajaran menulis deskriptif di sekolah menengah pertama. Penelitian ini menggunakan desain inkuiri naratif, wawancara semi terstruktur digunakan untuk mengumpulkan data. Temuan menunjukkan bahwa melakukan desain pembelajaran asinkron dalam menulis deskriptif tidaklah sederhana yang dibayangkan. Guru melakukan berbagai langkah dalam mempersiapkan dan menerapkan instruksi desain dalam proses pembelajaran seperti analisis kebutuhan karakteristik siswa, analisis materi dan media, dan analisis tujuan pembelajaran.

Kata Kunci: Pembelajaran Asinkron, Guru EFL, Desain Instruksional, Pengajaran Menulis

Abstract:

Technology is a tool that can improve many other aspects of life such as business, economy, education, health, and so on. The benefit of using technology in education is that teachers and students can use the internet to share new knowledge, communicate and practice their studies. Teaching writing online is a challenging task for teachers. Accurate learning design must be based on an appropriate theoretical approach. Learning design should be an interactive technique for planning, selecting effective strategies for teaching and learning, selecting relevant technology, identifying educational media and measuring performance. Because of this situation, the aim of this research is to find out how EFL teachers design asynchronous teaching in teaching descriptive writing in junior high schools. This research uses a narrative inquiry design, semi-structured interviews are used to collect data. The findings show that carrying out asynchronous learning design in descriptive writing is not as simple as imagined. Teachers carry out various steps in preparing and implementing design instructions in the learning process, such as analyzing student needs and characteristics, analyzing materials and media, and analyzing learning objectives.

Keywords: Asynchronous Learning, EFL Teacher, Instructional Design, Writing Teaching

INTRODUCTION

In the 21st century, technology has become one of the essential technologies for teaching and learning. They can access easily through social networks because technology is a tool that could improve many other aspects of life such as business, economy, education, health, and so forth. The benefit of using technology in education sectors is that teachers and learners can use the internet to share new knowledge, communicate, and practice their studies. English teachers can use online learning platforms to teach online.[1] According to Khusniyah & Hakim, the English teachers and the students may be helped by using E-studying systems as a studying medium to achieve sufficient and efficient online learning goals.

Teaching writing online is a challenging task for teachers. Students have difficulty expressing their idea. These skills can only be acquired if a student masters some writing techniques, such as how to gather ideas for what they will write about, how to express them in a series of sentences, how to organize them chronologically and coherently, and how to review and revise the composition until it is well-constructed [3]. Thus, writing skill is essential to expressing ideas and forming letters of a word into a good sentence. Some texts can be written in a writing activity. One of them is descriptive text. Descriptive text is the text that describes something. It explains what or who a person, place, animal or thing. The students usually faced difficulty in writing descriptive text. They didn't know how to start to describe something, the students were lack of vocabulary, the students were lack of grammar, and the students did not learn how to use punctuation and mechanic.

Furthermore, an accurate instructional design should be founded on the appropriate theoretical approach. According to branch & Kopcha (2014) as mentioned in González & Quiroz (2019) instructional design is supposed to be an interactive technique for planning outcomes, choosing effective strategies for coaching and learning, selecting relevant technologies, identifying educational media and measuring performance. Moreover, stated that instructional design is a framework through which the teacher takes the planned learning and teaching activities to a lesson.

In previous studies, observed instructional identification design strategies for a practical E-learning experience. The results show that teaching strategies are based on various factors, such as students, knowledge and experiences, subject matter, and learning environment. Conducted a study investigating English teaching strategies to reduce online teaching obstacles inside secondary school. The findings showed that English teachers applied several

techniques to minimize online teaching obstacles in teaching English using the E-learning platform.

Based on the study above, it is exciting and essential to study how teachers apply instructional design in writing descriptive text through an asynchronous meeting. This current study wants to find out the issue related to teachers' designing and conducting online instruction. However, teachers face some problems in teaching during online learning. The teacher should adapt the new system from offline classes to online classes for teaching and learning. That sudden transformation forced teachers to get used to a new system. Therefore, the anxious feeling must be solved before successfully implementing an asynchronous learning classroom. Due to the situation, the objective of this present study is to find out and describe the application of EFL teachers' instructional design in writing descriptive through asynchronous learning which the teachers in junior high school directly experience.

METHOD

This study use a narrative inquiry design. Narrative inquiry design is used to portray and learn deeper about EFL teachers used asynchronous instructional design in writing descriptive text. A narrative inquiry technique appears the best match for this study because it examines human experience through life-story interviews, oral histories, picture-voice ventures, biography, or other narrative methods of human experience [15]. This study was investigate a teacher who teaches at a junior high school in Cikarang Utara. A semi-structured interview is used because the researcher needs to give the respondent adequate flexibility and let the respondent answer based on an interview question [16]. The researcher used thematic analysis from Braun & Clarke to analyze the data.

LITERATURE REVIEW

Instructional design

Instructional design is a framework through which the teacher takes the planned learning and teaching activities to a lesson [5]. According to Merrill , instructional design is an artwork of creating and growing education reports that make learning more efficient, effective and fun for students. Overall, instructional design is the systematic development of educational specifications and the use of learning and instructional idea to ensure the quality of education.

Asynchronous learning

Online learning involves face-to-face methods and distance education methods. Thereby online learning can be conducted as synchronous and asynchronous. Asynchronous learning is a general term used to describe learning, instruction, and a form of education that can be performed anywhere and anytime. In Asynchronous, teachers and students do not have limitations such as time and place when delivering the course and need several tools to support the learning process [9]. Asynchronous tools that enable English teachers to teach writing through asynchronous learning can be the various online sources. Still, English teachers frequently choose friendly media, such as Google Classroom, Edmodo, Youtube, and other applications. Google Classroom is aimed at simply creating, distributing, and grading assignments [10]. Moghavvemi, Sulaiman, Jaafar, & Kasem (2018) proved that Youtube was effective as one learning tool for teaching-learning that helped students to discover new information and learn; moreover, Youtube also elucidated the student in answering the problems or questions related to the course.

Writing descriptive text

Writing is one of the language skills that contain many language elements, including diction, grammar, spelling, punctuation, etc. Bryne (1997) stated that writing produces a sequence of sentences arranged in a selected order and connected collectively in specific ways. Writing is the process write an idea in a paragraph. In doing good writing, there are stages that a writer must pass. According to Harmer (2004), there are four elements in the writing process: planning, drafting, editing, and final version.

In writing activity, some texts can be written; one of them is descriptive text. Descriptive text is describing a particular person, place or thing. Descriptive writing attracts the sense, so it tells how something looks, feels, smells, tastes, and sounds [14]:61.

FINDINGS AND DISCUSION

This chapter presented the findings based on research purpose in teachers design online instruction, the research findings presented two parts including need analysis and learning media.

Need analysis in Designing Asynchronous Instruction

Need Analysis in language teaching can be defined as a systematic process which helps teachers to collect information and get an accurate and complete picture of their students' needs and preferences. This research found teachers analyze several points such as analyzing student characteristics, analyzing learning objectives, and analyzing media.

Teachers analyze students characteristic in teaching based on student understanding about the material and their interest in their learning while the teacher present the material. To know the student understanding and interest, the teacher conducts a need analysis on students to find out the characteristics of students and their needs in learning. As the transcript below.

Participant : Just like face-to-face learning in general, Mrs. Designs online learning based on student characteristics to make learning more fun and easy to understand when delivered to students

Participant : Yes First, look for texts that can be used as references for students. Second, pay attention to what media will be needed to support this learning. Third, analysis student based on their characteristic

That is similar to Syafitri, Ahmad, & Al-Baekani (2021) stated that in designing online instruction, the teacher was deeply aware of the comfort and the happiness of the students in learning. The teacher needs to be willing to follow students' desires through what method they wanted to learn. It was because the students' characteristic is one of the important factors that needed to be understood by the instructor and the teacher should apply the design instruction that is appropriate for them. In addition, the teacher should be aware of the effectiveness of the learning method that made the students are interested.

Furthermore, the teacher should provide the interesting media and material to gain the student attention, it based on the transcript.

Participant : This is something that is quite difficult but I still try my best to keep online learning interesting to follow by providing interesting Youtube links to watch, accompanied by questions that I made myself with rewards if the child can answer the questions correctly.

In developing online instruction is needed for a teacher to help the learning system become more interesting and effective. It had a similar statement to Merrill (2012) that instructional design is the process of creating and developing educational experiences that make learning more efficient, effective, and fun for students. The selection of materials and media for online learning also needs to be considered. It additionally helps the students to keep interested in online learning.

The teacher also set a learning objective in designing instruction. Learning objectives also known as learning outcomes are essential for effective learning. Robert, Miller, & Gronlund (2019) states that it helps to articulate what students should be able to do as a result of the instruction and consequently aid in designing more effective instruction planning, activities, and assessments. As the transcript below

Participant : The objective is that students can identify, describe and write descriptive text correctly

In teaching writing descriptive text, a teacher should carefully consider what students should learn and be able to accomplish from the instruction. The student are able to identify generic structure of descriptive text, describe and write descriptive text correctly.

Learning media in teaching asynchronous

The teacher uses technology and facilitates the students' communication and interaction. Asynchronous tools that enable English teachers to teach writing through asynchronous learning can be various online sources. However, English teachers frequently choose friendly media, such as Google Classroom, Google form, Youtube, and other applications.

Participant : I should pay attention to what media will be needed to support this learning. I use Google Classroom because it's easy to use

From the interview transcript, it was illustrated that media as a learning tool can support the teacher to conduct the learning process. As stated by Basilaia, Dgebuadze, Kantaria, & Chokhonelidze in conducting online learning style, learning media or applications may be quite beneficial in assisting the teaching-learning process. Besides, in choosing the media or the application that is suitable for the student, teacher gave the students choice to choose the comfortable media or the application that they wanted to use. Google Classroom is aimed at simply creating, distributing, and grading assignments [10].

CONCLUSION

This current study concluded the result based on the findings and discussion related to EFL Teacher Design in Conducting Asynchronous Instruction in Teaching Descriptive Writing. Need analysis became an important factor before the teacher designed her online instruction. The teacher needed to understand students' characteristics in design instruction. It is because students' characteristics became one of the factors that had to be understood by the teacher to achieve maximum learning in the class. The selection of materials and media for online learning also needs to be considered. It additionally helps the students to keep interested in online learning. The teacher also set a learning objective in designing instruction. In teaching writing descriptive text, a teacher should carefully consider what students should learn and be able to accomplish from the instruction.

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