DEVELOPING ENGLISH WRITING MATERIAL IN RECOUNT TEXT BASED ON BLENDED LEARNING FOR GRADE X COMPUTER NETWROK ENGINEERING

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ABSTRACT

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This study aims to develop English writing material for grade X Computer Network Engineering at SMK Negeri 2 Binjai based on Blended Learning. This study was conducted by Research and Development study (R & D) Design through six phases; gathering information and data, analyzing the data, designing new material, validating by expert, revising and final product. It was conducted at SMK Negeri 2 Binjai in grade X, Computer Network Engineering Department students which is consist of 34 Students. The instrument of collecting data was observation, questionnaires, interview. Based on the data, I has gotten that from the students book material in writing material are not appropriate with their major or needs. Then, there is writing material that should be developed based on syllabus and their need. the appropriate of blended learning can be a solution for students to having a critical thinking. It also about the ways of applied technology in learning English especially in writing material. In analyzing students need, the questionnaires

distributed for 34 students and also conducting the interview to the teacher. After the material has been design, the writing material has finished. The product have been validated by expert. The result show 86,1% from the English lecturer and 90,7 % From English teacher. It means that the writing material book for Computer Network Engineering Department are categorized as "relevant" for the students at SMKN 2 Binjai.

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INTRODUCTION

A. Background of the Study

English is an important subject that should be learnt for every educational institution in the word. Now days, English as a foreign language for each country in the world. Most of them used English as the way of communication and getting information. Teaching English is needed in order to access some information in English. So that is why English should be learnt with the best strategy of teaching to get the knowledge and information which is needed in order to support learners in learning English.The four skill in English as a foreign language that the student should master are listening, speaking, reading, and writing. One of

the most difficult skill is writing, especially for students, because they have to be mastery in writing skill.

Writing is a good support for the other skill of listening, speaking and reading. As the basic level, writing is an act of committing words or ideas to some medium. It means that writing is a skill that should be mastered, because it can be usefully and support for the skills of listening, speaking and reading. To help students be a mastered of writing skill is need to appropriate writing material in learning English writing by develop the material in recount text.

Recount text is one of genre of texts. That is one of text that to be taught to Junior High school students. Recount text is a text to retell the event and experiences in the past. To teach all of the genre, specially recount text is needed to suppose learning activity specially in writing. In this case, being a selective English teacher and have a good motivation is needed to make students exciting to write and enjoying teaching and learning process. In teaching learning process, good strategy is needed to support teaching learning activity in classroom. While e-learning is changing the face of higher education, its variations are complicating research and development. A common set of terms and definitions of online and blended learning compiled for the Online Learning Consortium is an attempt to classify most of the varieties. These definitions simplify the institutional take on online and blended learning in terms of geographical accessibility. Blended learning is a good strategy for teaching learning process because Blended learning combines online and contact activities needed to support each other in achieving the desired learning outcomes.

B. Problem of the Study

Based on the background above the problem of study is formulated as follow "How is recount text writing material developed based on blended learning to fulfill the needs of grade X students of Computer Network Engineering at SMKN 2 Binjai?"

C. Objective of the Study

Based on the formation of research problem, the Objectives of the study is To develop the Recount Text writing material based on blended learning to fulfill the student need of grade X students of Computer Engineering Network at SMKN 2 Binjai.

REVIEW OF RELATED LITERATURE

A. Writing Skill

According to Geiser & Studley (2001) Writing is an important component of both academic and professional success undertaking that requires writers to coordinate a number of cognitive and knowledge skills. These skills include discourse awareness, linguistic abilities, goal setting, socio cultural knowledge, and memory management strategies. Writing is the important activity because it could be a way of delivered human mind and thinking about some information, message, or others things. That is why, When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other references material to help them. So, Writing encourage students to focus on accurate language use because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

B. Genre

According to Ann (2003) Genre based writing, particularly becomes the essence of writing subject in both curriculums. The genre based writing views writing as a product and process. By product, writing has its own typical features and characteristics such as communicative purpose, rhetorical structure, linguistic features, style, and readers (Hyland, 2003;Knapp and Watkins, 2005; Dirgeyasa, 2015). The French word genre, meaning 'type' or 'kind', when applied to English literature, has been used to denote literary categories (such as types of novel, or short story) involving categorization of texts in terms of arranged of structural and stylistic features. Subsequently other non print media, such as film, stage drama and graphic art have appropriated the term genre as a categorizer of creative outputs. In the last few decades, genre has also been applied to categories of non literary written texts, sometimes for the purpose of characterizing the features of such texts for the teaching of writing. For example, news paper editorials, letters, obituaries and different types of academic text shave also been identified as genres.

C. Recount Text

According to Knapp (2005;224), recount text, basically it is written out to make report about an experiences of a series related to the event. A recount text is written out to inform an event or entertain people. It is a text function as tell telling in the accident in the past.

Recount tell "what happened". The purpose of recount text is to inform or entertain the readers (siahaan and shinoda, 2008) it is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitudes and feeling, usually made by narrator about the events.

D. The Strategy

In teaching learning activity, the strategy is needed to ensure quality of education. According to Lee & Im (2014) One of the most common tensions in higher education institutions (HEIs) is related to deciding which teaching methods and learning environments should be used to ensure quality and expand coverage. Each of the existing modalities (face-to-face, virtual, and blended) have their advocates, though often arguments for or against a given methodology are often based on what is in fashion at the moment.

While traditional lecturing still constitutes the primary teaching activity in higher education, it is seriously being reconsidered as an effective learning space because active classes have been shown to produce better learning outcomes (Freeman et al.,2014).Those active pedagogies (among others) include group problem-solving, tutorials, peer instruction, and studio or workshops in class time.

E. Learning Material

Learning materials are one of the most important components of the instructional process. Richards (2001, p.251) emphasizes that instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In the case of inexperienced teachers, materials may also serve as a form of teacher training. For learners, learning materials may provide language exposure to the specialized genre. Besides, they may motivate learners through providing achievable challenges and interesting contents, and provide a resource for self study outside of the classroom. The lack of learning materials which meet the students" needs leads to the poor language performed by the learners. Most of them find that it is difficult to use and produce the foreign language.

F. Material Development

According to Tomlinson, materials development refers to anything which done by writers, teachers or learners to provide source of language input and to exploit those source in ways which maximize the likelihood of intake (1998). In developing materials, unit of tasks are also need to be arranged. Nunan (2004, p.1) draws a basic distinction between real world or target tasks and pedagogical tasks. Target tasks refer to uses of language in the world beyond the classroom; while pedagogical tasks are those that occur in the classroom. A pedagogical task involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. (Nunan, 2004, p.4) Content in every material has been graded in different ways. The content that is easier are placed in the beginning then followed by that which is more difficult and the most difficult are placed in the last part or chapter. Grading has been described in the following way: the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation will affect the order in which words, word meanings, tenses, structures, topics, functions, skills etc. are presented. In other words, to interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, the material should be appropriate with their specific major or specific need in their specific purpose.

G. Recount text in Blended Learning

Blended learning is a strategy support by digital technology and competence based in education. Several publications discuss the possibilities and challenges associated with this trend. They show the usefulness of Blended Learning in making learning more meaningful both at the personal level and at the social level (Hew & Cheung, 2014).

H. English for Specific Purpose

According to Hutchinson & Waters (1987) define ESP as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. They suggest that, the foundation of ESP is the simple question: Why do these learners need to learn a foreign language?" The answer to this question relates to the learners, the language acquired and the learning context, and thus establishes the primacy of need in ESP. Need is defined by the reasons for which the students is learning English. These purposes are the starting points which determine the language to be taught. Thus, needs analysis is the first step in developing the materials. Needs analysis was introduced into language teaching through ESP movement. Need analysis is directed mainly at the goals and content of the course (Nation & Macalister, 2010, p.24). Similarly, Nunan (1999, p.149) defines needs analysis assets of tools, techniques, and procedures for determining the language content and learning process for specified group of learners. It examines what the students know already and what they need to know. Need analysis makes sure that the course will contain relevant and use things to learn. Good need analysis involves asking the right questions and finding answers in the most effective ways.

RESEARCH METHODOLOGY

This research was a research and development study (R & D). Borg and Gall (2003, p.569) define educational R & D an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. The research procedure of this study modifies the R & D model

proposed by Borg and Gall (2003) and designing course procedure proposed by Masuhara (1998).

The modification of those two models was used to develop the learning materials and presented as following, Tomlinson (2008, p.321) states that based on the research studies in materials developments, many local materials do provide comprehensible connections to the culture of the learners. Walker (2012, p.334) in his study also finds that the one of features that can make the lesson difficult is the unfamiliar situations. In other words, even when teaching something difficult, the lesson can be fun if an interesting topic is selected for the students. According to Borg and Gall theory, the ten step of developing materials could be scaled down into six steps by combining some step become one steps and eliminating some of the steps. The six steps are, collecting data, analyzing data, developing writing material, validating by expert, revising writing material, and final revision. To get research objective the used of qualitative data is needed to support the research by using syllabus, lesson plan, and exiting learning materials.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

1. **Collecting Data**

According to Arikunto (2010: 265) collecting the data in the research was the ways that can be used by researcher to collect data. They are interview, observation, questionnaire, test and documentation.

The data in this research has been done from the first observation before doing this research. There were some data gathered, such as teacher's interview and student's questionnaire. From the data gathered, they are some problem, namely the existing material is

not appropriate for the students learning. In addition, the existing material should not be used in Vocational High School students as it was too easy to them because the textbook material was a material that should be learnt by Junior High School Students. Finally, the teacher not available to understand students need in choosing English learning material. Therefore, to develop the material based on students need, this research needed some specific information. Thus, the questionnaire was distributed to 34 students for grade X Computer Network Engineering of SMK Negri 2 Binjai and the interview was administered to the teacher. The result would be discussed in the next stage.

2. Need Analysis

Hutchinson and Waters (1997: 53) state that need analysis is needed to discover learners' true need. That is why, in developing new writing material, need analysis was needed to find out the needs of students which would be priority in designing learning material. Based on Hutchingson and Waters Theory, they are two things that should be known these are target needs and learning needs. there were 35% students claimed that they got English for the first time were in kindergarten. Then, elementary school was chosen by 65% students. Nobody got the English from home and English course. they were 100% students claimed that they never got another English course outside of the school. It could be conclude that most of them are dominantly got the English for the first time in Elementary School. it can be concluded that most of students got English for the first time at Elementary school and kindergarten. Nobody got it from the English course outside the school.

3. Developing the Media

After gathering some information from the questionnaires to the student of computer network engineering, and also interviewing the English teacher. The data had been analyzed by using need analysis by using need analysis which is divided into target need and learning need. The designing material had been decided into two part, material for face to face and online class. Those the writing materials below had been designing by seeing students major and students need. blended learning is a learning program that improves learning effectiveness through extending the access, optimizing the cost of development and time, as well as optimizing learning outcomes.

Blended Learning, understood as a mixture of face-to-face and distance learning, has become an answer to this need, because it combines and integrates the best strategies of each modality. So, it means that this create the need for more flexible learning. This is available to learning recount text based on Blended Learning.

4. Validating to Experts

The new writing materials is validated by two experts, so it can be determined, whether it is proper or not. The final draft has discussed to the experts, they are: Dr.Anni Holila Pulungan.M,Hum, as a lecturer of English Education Study Program in State University of Medan and sir Paiman,S.Pd as an English Teacher. Based on the lecturer of state university of Medan, she said that the book is very good and colorful. She suggested that to input HOTS in order to build the students critical thinking. The second expert said that the book is good and very interesting. The collaboration of the color very good and the content showed the terms computer network engineering department.

5. Revising by the Experts

English teacher suggest

The teacher suggested to added more tenses in the book and make a layout of product more interesting.

English lecturer suggest

She suggested that the kind of task from the book must be increase so that the sdtuents having a critical thinking to answer the question.

6. Final Product

In this research the developing material only for one type of text. It is recount text material for grade X Computer network engineering. The content of the book were include the material of recount text, definition, purpose, language features, generic structure and the examples of recount text. The test from this book also invite students to develop their vocabulary use and make a sentences by using their own word. They can access the material out of the school and finished their homework anytime and anywhere.

The first validation was from English lecturer, the final product or new writing material were valid to use as learning materials at SMK 2 Binjai.

Table 1. English Lecturer's validation score

No	Criteria	Score
1	Aspek kelayakan materi	16
2	Aspek kebahasaan	12
3	Aspek penyajian	22
4	Kelayakan isi perangkat materi	28
5	Aspek manfaat	15

Total	93

Jumlah Score Maximal :108

Nilai Akhir = Jumlah perolehan skor X 100

Jumlah skor maksimal

Nilai akhir : 93 X100 = **86,1**
108

The second validation is from English teacher make sure the information related to computer network engineering writing material was valid.

No	Criteria	Score
1	Aspek kelayakan materi	17
2	Aspek kebahasaan	12
3	Aspek penyajian	23
4	Kelayakan isi perangkat materi	28
5	Aspek manfaat	18
	Total	98

Nilai akhir : 98 X100 = **90,7**
108

Discussion

English is an important subject that should be learnt for every educational institution in the word. Now days, English as a foreign language for each country in the world. The four skill in English as a foreign language that the student should be master are listening, speaking, reading, and writing. One of the most difficult skills is writing, especially for students, because they have to be mastery in writing skill. According to Nation (2008:113) writing is an activity that can be

usefully be prepared for by work in the other skills of listening, speaking, and reading. Writing is a good support for the other skill of listening, speaking and reading.

In teaching learning process, good strategy is needed to support teaching learning activity in classroom. While e-learning is changing the face of higher education, its variations are complicating research and development. A common set of terms and definitions of online and blended learning compiled for the Online Learning Consortium is an attempt to classify most of the varieties.

Blended learning is a good strategy for teaching learning process because Blended learning combines online and contact activities needed to support each other in achieving the desired learning outcomes.

The aim of this research is to develop students writing material for Recount Text based on Blended Learning for grade X students at SMK Negeri 2 Binjai for Computer Network Engineering. The development of the material based on Borg and Gall phases. There was one English teacher who participated in this research. The researcher was asked about her background knowledge, problems, and the students' needs in learning English for writing Recount Text. The need analysis was conducted to make the writing material more appropriate to the students' need and also appropriate their major. Doing interview to the English teacher and using questionnaires was conducted to both of the students and English teacher.

The result of the target needs is to develop the writing material in Recount text based on Blended Learning for Grade X students at SMK Negeri 2 Binjai which has appropriate their major. The material should not provided the general information for the students.

There are five aspects in questionnaire, such as, construction feasibility, feasibility of language, feasibility of presentation, content feasibility of assessment rubric, and benefit aspect. The expert gives some corrections and suggestions on the development writing Material.

CONCLUSION AND SUGGESTION

Conclusion

the conclusion are the students of computer network engineering at SMKN 2 Binjai grade X needed the writing material which is related and support their major and their learning activity. The learning activity was supposed to enough time and available to increase their knowledge and learning environment to prepare themselves for looking a job and continued their study to higher level.

The writing material on general text book which have general information for the students did not appropriate the students need and it should be developed. It could be develop by manual and technology. The English writing material should be developed by pass the five phases, they are including the information and data, analyzing data, Designing the material based on need analysis, Validating by Expert, and Revising and Developing new material.

Suggestion

1. **Teacher**

The teacher should considered which is the students need in choosing the material. The learning material will be successful if they use appropriate learning material which is support their need on their major. Because it can be useful for their daily life and learning environment.

The teacher should use appropriate teaching and learning material based on the students need. The material should be developed if the original one is general for students at SMKN 2 Binjai, especially in Computer Network Engineering.

2.   Institution

The institution should find the writing materials which is support the teaching and learning process. The institution should have give more time to students, so they will be able to comprehend and understand the topic well. The students less of vocabulary because sometimes it's not suitable for their major, that is why, the institution prepare the book which match to the students needs. The number of references of English writing materials has to be increased to easy the students learning English.

3.   Other researchers

Other researches should find many references to support in developing writing materials. The questions in questionnaires should considered to give the students chance to deliver their wants in learning English specifically in writing skil.

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