Developing CBL Through WiSGuD in Teaching and Learning of English Writing Skill

E. Mulyadi[1], Y. Riyanto [1], A. Kristanto[1]

[1] Universitas Negeri Surabaya, Surabaya, Indonesia

Abstract. This research intends to develop and to test the validity of the learning model CBL Through WiSGuD or Collaborative Blended Learning Through Written Small Group Dis-cussion The research subjects were the 11th grade students of SMAN Madani. The research and development of this learning model used the ADDIE model approach. Data used in this research was qualitative and quantitative data obtained through interviews, questionnaires and the results of assessments from three experts, namely: learning model experts, material experts and practitioners. The results of the research reveals that the development of the CBL model through WiSGuD has a validity of 98% for learning models or in the very valid category, and learning tools are: 94% of lesson plans, 91% of teaching materials, and 93% of learning evaluation. Learning tools are in the very valid category even though there are some slight revision on it. Therefore, the CBL Through WiSGuD model is very appropriate for facilitating the learning and that can improve the perfor-mance of teachers and students.

Keywords: CBL model development, Collaborative Blended Learning, WiSGuD learning model

1   Introduction

Massive development of information and communication technology has led to changes in habits of all aspects in human life, including learning activities. Competency change is al-so one of the demands in the world of work. Therefore, schools are also required to be able to prepare students with soft skills required for life in the 21st century, namely com-municative, critical thinking, creative thinking, and collaborative. The 21st century learn-ing concept is also oriented towards student activity in the learning process, students will construct new knowledge through sharing experiences and information to their classmates.

Writing is one skills of English that must be mastered by senior high school students, but of all the language skills, writing is considered the most difficult and challenging skill to learn, especially for middle school students. English is taught as a foreign language, Eng-lish as a foreignlanguage/EFL [1]. In line with Richard & Re-nandya [2] says that "writing is the most challenging and difficult skill because it is a complicated skill, it employs the process of thinking, drafting, and revising procedures that require skills [3].

Some very striking problems resulted in students having difficulties in the process of learning writing skills were found including : a) participants were not used to complete as-signments in collaboration with the reason of the lack of direction from the teacher in col-laborative learning, students were required to solve problems individually, b) the lack of communication between friends, and c) students are less active in the learning process be-cause teaching is still teacher centred oriented. Alhassan & Bora [4] in their research stated the challenges and difficulties faced by students in writing together in groups, one of which was the lack of communication within the group. Teacher-centred learning tends to make the learning atmosphere less enjoyable. Mongwaketse [5] states that "If the process of teaching and learning is dominated by the teacher, instruction becomes boring for students resulting in their minds wondering and may miss important facts".

Based on the explanation above, educational technology is a field of work that includes everything related to learning problems that need to be solved. These problems can be fig-ured out through several stages, namely by facilitating learning, improving performance through the activities of creating, utilizing, and managing technological processes and re-sources. Based on the domain of educational technology area according to Janueszewski & Molenda [6], the development of a collaborative blended learning through written small group discussion model is included in the area of creation, namely the creation of a learning model in an effort to overcome problems, especially in learning English writing skills.

Therefore this research intends is to develop CBL Through WiSGuD learning model or collaborative blended learning through written small group discussion which is very appropriate for facilitating learning so that it can improve the performance of teachers and students, especially in learning English writing skills. Research and development of learning models developed using the ADDIE model approach which consists of the stages of analysis, design, development, implementation and evaluation. The ADDIE model has several advantages so that it can support the development of CBL Through WiSGuD mod-el. The ADDIE model has systematic and systemic stages of work and is used both for the development of online and offline learning environments.

Learning in the form of collaboration is learning to unify and to integrate views on learning content. More specifically, Gokhale [7] emphasizes collaborative learning in small groups where members or students from diverse backgrounds work together to achieve common academic goals. Each member is active and responsible for the group. Collaborative learning is learning to solve problems together, and produce products from their learning. Laal & Ghosib [8] defines that "collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product". Students are accustomed to learning collaboratively to understand something, think critically, make decisions and conclude the core of learning together. Likewise Hunzer [9] "collaborative writing offers a real learning environment where students do not only develop their writing skills but also critical thinking and decision making skills". The statement above that collaborative writing provides a more real learning environment where students not only develop their writing skills, but can also develop critical thinking and decision-making skills. Hunzer further said that the collaborative method was chosen as the appropriate method for writing because it is believed that

collaborative writing can stimulate students to be more involved in writing activities and facilitate students to understand reading or text.

The collaborative blended learning through written small group discussion model, that is, learning together in small groups will be very effective in encouraging student to be involved in the learning process. It is in this small group that a discussion built will give each other information from one student to another. Likewise, the results of Umamah's research [10] state that learning using collaborative techniques allows students to be more proactive and build partnerships in completing assignments.

2   Methods

This type of research is development research. The research and development design used the ADDIE model which consists of five main stages which include 1) analyze, this stage is to analyze the needs and learning components, or identifying performance gaps, 2)design, this stage is designing a learning model, 3) development, this stage is the process of developing a learning model or realizing the design of a learning model, 4) implementa-tion, this stage is the process of carrying out the learning model developed and (5) evalu-ate, that is evaluating the learning model which consists of formative evaluation and sum-mative evaluation [11].

The following figures are the development steps and design procedure of ADDIE model scheme.

Figure 1. ADDIE Model Procedure
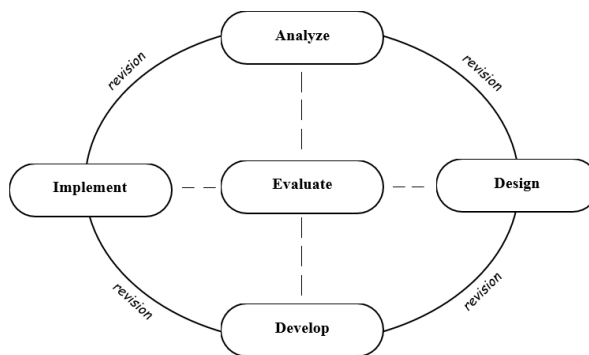Robert Maribe Branch (2009)

Figure 2. General Instructional Design Procedure - ADDIE

Robert Maribe Branch (2009)

	Analyze	**D**esign	**D**evelop	**I**mplement	**E**valuate
Concept	Identify the probable causes for a performance gap	Verify the desired performances and appropriate testing methods	Generate and validate the learning resources	Prepare the learning environment and engage the students	Assess the quality of the instructional products and processes, both before and after implementation
Common Procedures	1. Validate the performance gap 2. Determine instructional goals 3. Confirm the intended audience 4. Identify required resources 5. Determine potential delivery systems (including cost estimate) 6. Compose a project management plan	7. Conduct a task inventory 8. Compose performance objectives 9. Generate testing strategies 10. Calculate return on investment	11. Generate content 12. Select or develop supporting media 13. Develop guidance for the student 14. Develop guidance for the teacher 15. Conduct formative revisions 16. Conduct a Pilot Test	17. Prepare the teacher 18. Prepare the student	19. Determine evaluation criteria 20. Select evaluation tools 21. Conduct evaluations
	Analysis Summary	*Design Brief*	*Learning Resources*	*Implementation Strategy*	*Evaluation Plan*

3   Findings and Discussion

The results of developing the CBL Through WiSGuD learning model using the ADDIE ap-proach are as follows:

3.1.   Analysis
The purpose of this stage is to identify the form of existing performance gap.

a. Validate the performance gap

Gaps in teacher and student performance were found in the field due to the lack of knowledge and skills in the learning process. Based on the results of observations, teacher interviews and questionnaires to class XI students, there are several problems occurred in the teaching and learning process including the teaching strategy is still teacher-centered, teachers tend to dominate the learning process. Based on the questionnaire, that is about 95% of students said "yes" they were rarely given writing assignments. Tasks are mostly done individually, and around 73% stated that they had difficulty in completing tasks individually.

b. Determine instructional goals

Determining the competencies to be acquired at this stage, for example recognizing and applying the concept of collaborative learning in an integrated offline and online learning as well as the concept of written discussion in small groups to produce texts.

c. Confirm the intended audience

Background or characteristics of students must be determined. The average student is around 16-17 years old and has a learning style that tends to be visual and kinesthetic. On average they have the ability to use technology in learning.

d. Identify required resources

Identifying the resources needed and availability such as human resources, content and learning facilities. The process of identifying resources will be adjusted to the learning objectives and target characteristics of students in general, so that the resources that will be used will be more effective and efficient.

3.2. Design

This stage is the process of designing a lesson after analyzing a number of aspects that are considered in learning. The concept at this stage is to verify the desired learning appearance and the appropriate testing methods[11].

a. Conduct a task inventory

Carrying out an inventory of the performance tasks needed by students in order to achieve the learning objectives. Through these tasks students will find it easier to construct or to acquire their knowledge and skills through collaborative learning in offline and online learning. The performance tasks given cover student skills ranging from the level of knowledge, understanding, application and analysis

a. Compose performance objectives

At this stage is of designing and compiling specific learning objectives, basic competencies and achievement indicators that will be achieved through the application of the CBL Through WiSGuD learning model.

c. Generate testing strategy

This stage is to create a testing strategy for student performance which aims to measure the achievement of general and specific learning objectives through teaching and learning activities using the CBL Through WiSGuD model.

3.3.   Development

Development process is generating and validating the learning resources.

a. Generate content

At this stage is the process of producing the content, or lesson plans that have been adapted to the learning objectives, testing strategies and test items for performance purposes.

b. Select or develop supporting media.

Selecting and developing the media used to support and facilitate students in achieving the performance goals. The selection or development of media used in the learning process is based on expectations, student background, student abilities, learning styles, context, and availability of resources and learning styles. Based on the results of student analysis, almost all students have no difficulty using technology in the learning process so that it can support the smooth learning process using the developed model. Learning styles that tend to be visual and kinesthetic also support the use of technology media.

c. Develop guidance for teachers and students.

Teacher and student guides had been prepared prior to conduct the trial of the learning model.
Guidelines for teachers are useful for directing activities or tasks that must be carried out by students, determining appropriate strategies and supporting the learning process, and determining the right type of assessment.

d. Conduct formative revision

The purpose of formative evaluation is to revise the learning products and process before proceeding to the implementation stage. The development of the CBL Through WiSGuD model has received a lot of input, corrections from the expert team so that it continues to be improved. Following are the results of the CBL Through WiSGuD model assessment by a team of experts:

Table 1. Logical validation results of the CBL Through WiSGuD model

No.	Rated aspect	Validator		Average	Validation
		V.1	V.2		
1	Rationality Model	4	4	4	Very Valid
2	Supporting Theory Model	4	4	4	Very Valid
3	Rational Model and order syntax model	4	4	4	Very Valid
4	Social system Model	3.5	4	3.75	Very Valid
5	The principle of the model reaction	4	4	4	Very Valid
6	Model support system	4	4	4	Very Valid
7	Evaluation Model	3	4	3.5	Very Valid
8	Instructional impact	4	4	4	Very Valid
9	Companion Impact	4	4	4	Very Valid
	Validity Value			**3.92**	Very Valid
	Percentage			**98%**	

The result of the assessment from the expert team is shown in table 2.1 above. The aver-age validity value is 3.92 or 98% and it is in the very valid category. Therefore,

the model is feasible to use. The following is the results of the learning tool assessment from the three experts:

Table 2. Recapitulation of learning tools validation results

Learning Tools	Validator 1	Validator 2	Validator 3	Average	Percentage (%)	Category
Lesson Plan	3.86	3.81	3.68	3.78	94	Very valid
Teaching materials	3.70	3.73	3.54	3.65	91	Very valid
Learning Evaluation	3.71	3.91	3.62	3.74	93	Very valid

The result of learning tools validation carried out by the learning model expert, material expert and practitioner or English teacher is shown in table 2.2 above. The average assessment results of the three validators in lesson plans is 3.78 or 94%, teaching materials is 3.65 or 91% and learning evaluation is 3.74 or 93%. Based on the criteria of the validity, the average value for those three learning tools is in very valid category even though there is a slight revision.

3.4. Implementation

After having improvements and revisions based on the advice form the experts, so the next stage is the implementation of the learning model which has been developed and revised. Branch [11] defines two main components should be done in the implementation stage, namely a) prepare the teacher. The teacher should be prepared before conducting the teaching used the model of CBL Through WiSGuD, b) prepare the student. Students are prepared in an online learning atmosphere by collaborating, discussing in writing in small groups. The students should actively participate during the teaching and learning process, they should active in interacting with the learning resources.

3.5.   Evaluation

Evaluation is carried out through all the stages starting from analysis, design, development and implementation. Branch [11] argues that the assessment of the quality of a product and the learning process is carried out before and after its implementation. The usage of evaluation criteria such as feasibility, practicality and effectiveness of the CBL Through WiSGuD learning model also should had been determined during this stage.
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4   Conclusion

Based on the result of the research and discussion, it can be concluded that the validity of the learning model is categorised very valid. The development of the CBL Through WiS-GuD model can overcome learning problems, especially in the process of learning English writing skills. Development of a learning model using the ADDIE model approach which consists of 5 main steps, namely analysis, design, development, implementation and eval-uation. There are many advantages gained from the development of learning models using the ADDIE model approach, namely: the development of learning that is more student-oriented or student-centered learning and innovative; evaluation is carried out at each stage so as to minimize product shortages at the final stage; and the implementation phase is car-ried out systematically and systemically. Therefore, the development of the CBL Through WiSGuD learning model that is adapted to the needs of students can be useful in learning English writing skills.

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