Developing Online Learning Media Using Task Based Language Teaching and Android Video on Writing Action Research Proposal

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Abstract

Due to the pandemic situation, there is a shift in the scientific writing learning process. The process changes from offline to online, where lecturers and students must be more active and involved in the learning process through website tutorials with Microsoft Teams application synchronously and asynchronously through LMS UT. However, such a learning process also experiences problems both with wifi or the internet and the involvement and motivation of students in following it. To complete asynchronously using LMS UT, the research team focused on developing online learning media based on Task-based Language Teaching and android video. This study aims to create online learning media based on Task-Based Language Teaching and android video on writing material for Classroom Action Research to improve understanding and writing Classroom Action Research. The subjects of this research are 3rd-semester students at the Open University. The research method is the development method using a modified 4-D model of instructional development of Thiagarajan, Semmel, and Semmel (4-D model). The process of data collection is done by interview, observation, and filling out a questionnaire. The results of developing online learning media based on Task-Based Language Teaching and android video are suitable for the hybrid writing learning process. Students can be communicative in the web tutorial process. Student learning outcomes are already above the average indicator of 75% through the developed learning media. In addition, students responded positively in their involvement in the learning process using Task-Based Language Teaching-based media and android video.

Keywords: developing, online media, task based language teaching, android video, writing

INTRODUCTION

This pandemic's shift from offline to online learning has had a significant impact on the process of writing Classroom Action Research (CAR), particularly the website tutorial at *Pokjar Kalingga Bangsri, Jepara* Regency in the third semester, as well as on teaching methods and platforms that are essential in responding to the challenges of an education system that is increasingly shifting to the internet. From these conditions, teachers of writing English-language CAR have a big responsibility in making the

learning process a success through an interesting, motivating, and effective online learning process. Therefore, innovation in the learning process through website tutorials on English CAR writing material is needed in supporting the implementation of learning outcomes following the university strategic plan, especially the Open University wherein 2025 the Open University (UT) has a milestone towards development with UT indicators integrating technology in various aspects of service.

However, no lecturers have developed interesting teaching media under the superior fields of UT's RIP. Instead, they have set the UT digital ecosystem in the support section to implement PJJ, especially the E-Learning platform development. In addition, students also need motivation and refresher learning with evidence of initial observations at Pokjar Jepara, where 60% of students feel confused in online learning and feel bored in the Tuweb process that only uses Microsoft Teams and LMS UT. About five students we interviewed stated that the need to refresh online knowledge during the pandemic motivated them to study online. It was interesting, especially writing CAR, so that the research team will develop online learning media based on task-based language teaching and android video on research writing materials. Class Actions to motivate and achieve policy direction milestones formulated in the Open University RIP.

In addition, writing is one component that determines whether a language learner is successful in learning a language. Writing skills require the process and integration of other skills, namely reading, speaking, and listening (Nückles et al., 2020). Writing also presents numerous problems and requires significant effort to motivate pupils to convey their ideas in written form consistently and intelligibly, which is not a simple task. When considered a productive talent, writing is essentially a method of transmitting messages in written language that is equipped with a set of micro abilities (Ramadhani & Lestiono, 2015). A relationship has been established between writing and linguistic competencies such as grammar, vocabulary,

writing mechanics, and text structure. When someone registers, they express ideas or messages, use words to convey those ideas or notes, use language construction to organize words and meanings, and text organization to create meaning and context. These aspects of writing abilities, on the other hand, are difficult and time-consuming. The truth is that subject and predicate agreement and the usage of a standard language as the foundation for grammatical norms continue to be the source of errors in developing scientific writing for students in writing classes (Purnomo, 2014).

Task-Based Language Teaching (TBLT) is a task-based approach that focuses on improving language learning by focusing on student-centered learning that affects student learning outcomes (Handayani, 2017). To be more specific, task-based language teaching is an approach pattern that encourages students to actively communicate to achieve goals or complete assignments (Putri & Salatar, 2015). The tasks' activities must be relevant to the work you do every day. Thus, the study is based on real-life scenarios and employs a process-oriented learning method, with the primary goal of developing communicative competence as language learning. But the communicative competence in question does not refer to the ability to use language accurately and appropriately in the same way that a native speaker does. Nonetheless, it is consistent with Koucka's idea of communicative language, which fosters the ability to communicate properly to achieve communication objectives (Indrilla & Ciptaningrum, 2018).

The implementation of TBLT has been carried out by researchers in 2017 but has not been modified with online learning and gamification (Wijayatiningsih & Wardhani, 2014). Moreover, the demands for online integration and digital platform services have become milestones for the Universitas Terbuka Strategic Plan up to 2035. Therefore, the development of this media is in line with the Open University Research Main Strategic Plan 2020-2024. Moreover, learning media conveys lessons between students and teachers in

the learning process in creating effective and efficient learning by influencing the conditions and learning environment to facilitate teachers and students in establishing communication and learning (Apsari, 2018). Therefore, (Barham et al., 2019) suggests that learning media are technological and conventional tools in the learning process both inside and outside the classroom. He further explained that learning media are components of learning resources or physical vehicles containing instructional materials in the student environment to stimulate students to learn. The advancement of technology and information impacts the activities of everyday life today. Communication and information exchange can be accomplished through the use of information technology. According to (Fitriani et al., 2019), information and communication technology (ICT) is an interactive medium that can communicate across long distances. While learning to write using technology or based on the internet is not the same as being used, they are both equivalent in that they are both dependent on the type of technology used and what is being taught in the curriculum (Priyatmojo, 2012). Additionally, online teaching with technology can help students learn more effectively if they are more involved, have access to more technology, and are more engaged in their learning (Sianna &

Syawal, 2017). In teaching online also need some innovations, such as; android video. The vast majority of android devices are equipped with built-in sensors that detect motion, orientation, and changes in environmental conditions. The Android operating system, which is the most widely used smartphone operating system globally (Yulianti et al., 2019) supports three broad categories of sensors: motion sensors, environmental sensors, and position sensors (Figure 1) (Novariana et al., 2018).

The development of online learning media based on simple task-based language teaching and android on writing materials, as well as the modification of previous research using TBLT, is successfully implemented in the learning process (Sholah, 2019).

It was found that developing an android video with the TBLT stages of pre-task, task, and post-task (review), which included understanding the target audience and context, then defining learning objectives, structuring the expressions, and identifying resources, was effective (Sabarun et al., 2021). This section describes the development of online gamification learning media based on simple task-based language teaching and android on Classroom Action Research writing material, as depicted in Figure 1 below.
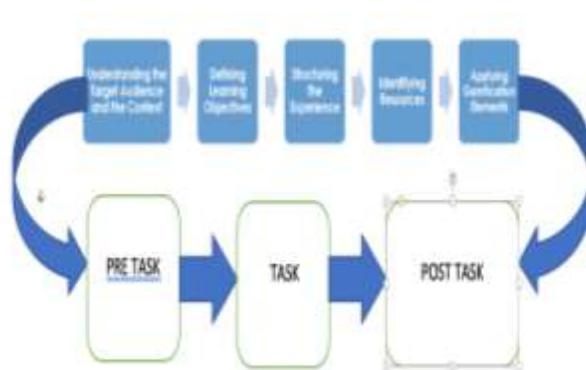

Figure 1. Media Development Steps

Regarding the development of TBLT-based media, online and android itself have never been specifically studied for writing material for Classroom Action Research. The research that has been going on is only about the relationship between writing difficulties and writing

motivation in general but has not been detailed in the direction of scientific writing (Hartati, 2017).

Based on the explanation above, the purpose of this research is to develop online learning media based on Task-Based Language Teaching and android media on writing material for Classroom

Action Research to improve the ability to understand and write Classroom Action Research, especially in English (Habibi et al., 2018).

Therefore, this study has two questions, namely;

a. How is the process of developing online learning media based on Task-Based Language Teaching and android video on writing material for Classroom Action Research in English?

b. How are student learning outcomes using online learning media based on Task-Based Language Teaching and android video on writing material for Classroom Action Research in the third semester of Pokjar Kalingga Bangsri Jepara?

METHODOLOGY

The research approach employed is a research and development method with the ultimate purpose of developing a legitimate product and evaluating the product's efficacy in usage. This development research uses a modified version of Thiagarajan, Semmel, and Semmel's (4-D model) instructional system development method (Indriyanti & Prasetyo, 2018). This development paradigm is comprised of the following steps: define (definition), design (design), develop (development), and disseminate (dissemination) (dissemination). The 4-D model was modified in this study by reducing the number of steps from four to three, namely Define (definition), Design (design), and Develop (development). In addition, dissemination was omitted due to time and implementation constraints, and there is the fact that the media is valid during the developing stage (Farha & Rohani, 2019).

The subjects of this study were 45 students enrolled in the third semester at Kalingga Bangsri *Pokjar*. The following approach is presented for constructing this model:

 a. Defining

This defining step tried to identify and describe learning demands by examining the material's objectives and constraints. Tutor interviews, indicator analysis, student characteristics analysis, idea analysis, response analysis, reading relevant research to address current problems, and

literature evaluation on supporting theories are all included in this definition.

b. Designing

The researchers designed the media developed based Task-Based Language Teaching and android video.

c. Developing

Experts validated the media at the developing step. The expert validation had the purpose of obtaining feedback and an expert assessment of the media design.

2) to ascertain the validated media's validity, it uses a pilot study.

3) This research used field trials to conduct and evaluate the updated learning media in a classroom setting. After the discussion, students were also handed a questionnaire to gauge their reactions to the created media use. After completing the learning, the researchers reflected on the actions undertaken. The reflection outcomes are utilized to revise learning media to get more effective and appropriate media development results. In addition, the research data collecting methods include interviews, surveys, and observations.

For this research to be effective, the following conditions must be met:

a. Learning media are deemed valid if their score from the validator or an expert is in the good or very good category, greater than 4.00;

b. 70% of the average student's capacity to grasp the notion of writing material is demonstrated in the following way: At least 70% of the total number of pupils responded positively to the learning activities.

RESULT AND DISCUSSION

The research results have some steps of developing media, which are critically shown in detail explanation below.

a. Define Stage (Defining)

This stage started by analyzing and looking for the problem in the web tutorial learning process through Microsoft Teams by interviewing tutors and students randomly. Then, the researchers diagnosed the problem indicators found, analyzed student characters, analyzed concepts and

responses in understanding Classroom Action Research material, and reviewed theory relevant to the research process that occurs.

Based on the observations, tutors used LMS media and Microsoft Teams for the hybrid learning process in the Web Tutorial program. Besides, tutors also employed modules as supporting learning materials. Students tend to be passive at the beginning of apperception because the internet network constrains them or they are not motivated to learn synchronously. Based on the interviews, the researchers obtained data that most students felt less comfortable learning web tutorials with synchronous learning. About 51% said that they enjoyed learning web tutorials but still felt confused and had difficulties understanding CAR theory and how to write it in English. Indonesia so that researchers focus their research on developing android video media with a simple quiz model as a form of stimulus for students to focus on the Web Tutorial process, either discussing together or giving individual opinions. From these findings, a media design called the android video design model based on Task-Based Language Teaching was carried out.

b. Conceptualization (Design) Phase

With the first investigation, we will describe the process of developing online learning media based on Task-Based Language Teaching and an android video on writing material for Classroom Action Research in English. The implementation of Task-Based Language Teaching serves as the foundation for developing online learning media. This simple android learning media requires students to be familiar with information technology, specifically computers, and smartphones, to access and use it effectively. The first step is to turn on the computer or smartphone, and the next step is for the child to turn on the internet connection. Before students can access simple android gamification online learning application, they must first download the link to the application. Then, they registered on Google Play, according to the instructions. It is recommended that students first learn how to access the Android application, which is still in the form of an application that has not yet been uploaded to Google Play because it is still in the form of an application. Therefore, downloading applications and installing them on their respective Android smartphones are essential for students. If it is installed, they will use the media properly.

c. Development Stage

It is necessary to validate and test on a small scale the media at this stage of development to ensure that it is appropriate for use in the learning process. After attempting to operate a media platform, three things are produced during the development stage: expert validation, small-scale trials, and field trials conducted by distributing questionnaires via Google form to students after attempting to operate the media platform. The validation process is repeated twice because the first validation result has a lower than the average score of 4, and therefore cannot be classified as suitable for use. As a result, the researchers attempted to revise the first validation results by adding or correcting parts of the media that were not yet considered suitable for use. The expert's initial validation results are shown in the following Table 1.

Table 1. The Experts Initial Validation

No	Validator	Validation Results			
		RAT	SAT	MATERIAL	QUIZ
1	Media Expert	3.85	3.95	4.20	4.50
2	Linguists	3.27	3.15	3.75	4.00
	Criteria	Not Valid	Not Valid	Not Valid	Valid

As a result of the first validation, only a portion of the quiz was valid, and it needed to be re-corrected before being applied to a small class scale.

According to the media validator, certain sections of the media are still too plain in their illustrations, and the contrasting colors used are unsuitable for

viewing or reading. Then, for RAT and SAT, there is still a lack of appreciation for the theory of Task-Based Language Teaching; by requiring students to access the LMS and participate in the discussion chat that has been provided, the learning process will not continue synchronously if no one has provided an opinion on the LMS. As a result, all students agreed to contribute to the discussion in the LMS as their primary task. For the revised portions of the CAR material, the CAR implementation process is presented on Android media in a concise, clear, and concise manner that students easily understand.

Additionally, to enhance media validation, the research team enhanced the design and content for CAR by mobilizing all Android media teams to make it better and more effective. After all, methods have been improved. A second validation is performed to determine whether the media is valid. Table 2 summarizes the results of the second or final validation.

No	Validator	Validation Results			
		RAT	SAT	MATERIAL	QUIZ
1	Media Expert	4.05	4.06	4.9	4.75
2	Linguists	4.27	4.15	4.8	4.5
	Criteria	Valid	Valid	Valid	Valid

It can be concluded from the validation results above that the simple android media based on Task Based Language Teaching is feasible to use and test on a small class scale at the Bangsri Jepara Pokjar BI class in the third semester on a small scale. The average result of the validation results is greater than 4.00, putting it in the very good category, according to the results.

Aside from that, media trials conducted on a small class scale of 45 students resulted in an average score of more than 75. After implementing simple android media based on Task Based Language Teaching, the results of the data analysis were determined through statistical descriptive analysis, which included normality tests and N-Gain tests.

The test data were examined for normality using the Shapiro Wilk data normality test, as shown in Table 4.3, prior to being subjected to statistical descriptive analysis of the results.

Table 2. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pos_test	.128	45	.062	.955	45	.078
Pre_test	.126	45	.071	.965	45	.196

The research hypotheses, as shown in the table above, include the following:

The data on student performance follows a normal distribution (Ho). Is not normally distributed the data on student performance? H1: If the sign value is greater than 0.05, accept Ho as the solution.

Because the Shapiro-Wilk significance value for the pretest was 0.196 > 0.05, it can be supposed that the data is normally distributed because the value of 0.078>0.05 is greater than 0.05. The descriptive statistical analysis could compare the pre-and post-test results to obtain an average pretest value of 67.44, which calculated the average

post-test value, with a standard deviation of 8.368. The lowest possible student score is 50, and the highest possible score is 85. There were 84.89 points scored after the test, with a minimum value of 70 points and a maximum of 100 points, and a

standard deviation of 7.575 points scored before the test.

Additionally, to determine the effectiveness of the media utilized in the classroom, the data were analyzed using the N-gain test and the following score criteria.

Table 3. N Gain Score Criteria

Gain Score	Criteria
Gain > 0.7	high
$0.7 \leq Gain \leq 0,3$	medium
Gain < 0.3	low

Source (Hake, 1998)

According to the computation, the N-Gain score of 0.54 indicates a moderate rise. Additionally, the average response rate for the questionnaire on student involvement was greater than 75%, telling that the media was suitable for usage by instructors and students.

The average scores calculated using the indicators mentioned above of media feasibility result from the second research objective, which is to increase the average value of Classroom Action Research writing classified as such by the indicators of achievement of this media research and development.

As a result of the three processes of define, design, and creating, it can be determined that online learning media based on Task-Based Language Teaching and Android video are viable for teaching students to write English Classroom Action Research.

The construction of online learning media based on simple android gamification and task-based language teaching is declared suitable for use in the tutorial learning process based on the findings given in the research results section. Furthermore, the study team outlines incorporating media into a tutorial class in this section.

The web tutorial learning procedure lasts one semester and consists of eight meetings lasting two hours each. This procedure begins with developing a Tutorial Program Plan and a Tutorial Event Unit, with each session allotted 200 minutes. The two-hour initial meeting included the pre-task, main,

and post-task. In the pre-task segment, the instructor invites students to critique the nature of CAR for five minutes via the LMS application's open chat column while also providing greeting videos to students. Additionally, students record their attendance at LMS. Then, during the major task stage, pupils download and read the material provided by the teacher via the LMS at a glance. The teacher then invited pupils to join Microsoft Teams and work in groups to discuss the problem given. First, students in the original group debate the meaning and qualities of CAR. Then, students analyze CAR's advantages, disadvantages, and requirements in their various groups.

Additionally, there is a question and answer session via a live online conversation that the tutor monitors personally. Then, in the post-task stage, students individually explore challenging subjects after the tutorial concludes by submitting the discussion's outcomes to the LMS. Following that, the tutor delivers feedback to students to assist them in comprehending what they have learned.

At the second meeting, pre-task activities did by asynchronously via the LMS, similar to the first meeting. Then, the tutor provided materials and greeting videos. Next, students conversed asynchronously via the LMS chat about the tutor-provided discussion topic, namely the steps for writing Class Action Research and filling out online attendance. In the major task component, students synchronously present content on the planning and implementation of CAR, including data gathering and analysis, via Microsoft Teams.

The tutor will then monitor a live question and answer session. Students were requested to submit a concept map to the LMS the same day they completed the homework.

The third meeting began with reviewing the first instructional assignment as a pre-task. Students were given 60 minutes to complete the Tutorial Task. Next, they are tasked with uploading projects to the LMS. A live tutor monitors the work process via Microsoft Teams. Then, in the 65th minute, students engaged in online conversations via web tutorials, advancing to the main job level. The tutor did not present a greeting video because the third meeting must include instruction on the first job. Students were asked to take turns asking questions following the presentation of the third content, namely the research approach employed in classroom action research. The tutor then closes the session, and the student uploads a summary assignment of the third meeting discussion at the post-task stage.

The fourth meeting remained with TBLT and began with a pre-task as usual; there was a film from Smart Guru Online that students may watch live on a web tutorial for 15 minutes. The students then apply problem identification and analysis to the Guru Pintar Online learning videos and upload the results of the investigation and identification via the LMS. Then, for 60 minutes at the main task stage, students must make presentations according to their assigned groups using material plans and composing a CAR proposal. After that, there were question and answer sessions for brainstorming the problems given in 25th minutes to provide a stimulant for writing motivation. Finally, students form an outline of the CAR proposal based on their interests and send it to the LMS within a week after completing the activity.

At the fifth meeting, students completed the second tutorial task for 60 minutes under the supervision of a live tutor via Microsoft Teams. Then, at the 70-minute mark, students continued the debate in Microsoft Teams by presenting the group's next material. Other students pay close attention and participate in the question-and-answer session. The phases of presentation and question and answer are included in the stage of the primary assignment. The instructor then provides feedback on the student's presentations. Additionally, instructors required students to create a concept map of the content discussed at the fifth meeting during the post-assignment stage.

At the sixth meeting, the tutor gave a stimulus for an android video application based on task-based language teaching by providing an application URL and students downloading and installing the application on their respective cellphones. They then work on game-based practice questions using the installed Android application, supervised live. This pre-task activity lasted twenty minutes. Following that, at the 30-minute main job stage, the students responsible for the presentation resumed their presentation via Microsoft Teams, complete with an interactive question and answer session. Additionally, the tutor provides feedback on the student's scientific writing tasks and presentation materials. Then, during the post-task stage, students synthesize the subject presented by writing their thoughts in the LMS portion of the chat room's LMS section.

At the seventh meeting's pre-task stage, the tutor instructed students to complete the third tutorial assignment to fulfill the tutorial's 60-minute value. Before beginning work on this third tutorial project, pupils were motivated for ten minutes by the tutor through ice breaking and then continued with the previous tutorial assignment. Next, students debated the information for creating a Class Action Research report during the 70th-minute main assignment stage by presenting their unique pieces for ten minutes per title. The lecturers and other students then provide feedback on the submitted CAR writing report. Students who have demonstrated their words can revise and incorporate feedback from the instructor or classmates at the post-task stage.

The instructor invited students to watch a video on the LMS about producing conclusions and suggestions during the eighth meeting's pre-task stage. The video is played for 15 minutes. Then, as part of the main work, students practice writing conclusions and suggestions based on the video's examples. Lecturers motivate and reward students who have completed their findings.

Students complete practice questions via the android application on their mobile phones at the post-task stage. Students can access the number of scores earned using this program to determine their proficiency in writing Classroom Action Research in English.

According to an overview of tutorial meetings that incorporate Android media, Task-Based Language Teaching needs collaboration between tutors, students, and technology to create appropriate and efficient learning outcomes. These findings corroborate Setiawan & Mulyadi (2021) research, which indicates that online learning must be adaptive and participatory to accomplish previously defined learning objectives. As a result of the issues identified above, it is also possible to conclude that technology plays a significant role in determining the smoothness of the hybrid learning process. It is consistent with prior studies indicating a dynamic between technology and pedagogy in the online learning process that facilitates the creation of authentic interactions similar to those found in face-to-face sessions (Sumarsono & Mbato, 2021). Additionally, online learning media based on Task-Based Language Teaching are acceptable for usage in a hybrid learning process to promote student engagement with online communication and interaction. Finally, it is consistent with earlier research, which indicates that gamification media based on task-based language instruction encourages student engagement in the online learning process (Lisyowati et al., 2021).

CONCLUSION

This current research can be concluded that the outcomes of the production of online learning media based on task-based language teaching and android video on classroom action research are suited for use in the hybrid tutorial learning process, allowing students to be communicative throughout the web tutorial process. Meanwhile, through Task-Based Language Teaching-based media and android video, student learning outcomes are already 75% higher than the average learning outcome indicator for Classroom Action

Research. Additionally, students demonstrated strong engagement in the learning process through Task-Based Language Teaching-based media and android video.

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