

CHAPTER I

INTRODUCTION

A. Background of The Research

English teaching in Vocational School has a function as adaptive subject. It means English become the secondary aspect to help students be good at both speaking and writing English so that they can do well in a certain study programme. In order to reach this goal, students must be able to speak and write correctly in the target language. As government rule No. 34 in 2018, mentioned the following generally studied at Vocational high schools: Health, Agribusiness and Agrotechnology, Fishing and Marine, Business and Management, Tourism, Arts and Skill, and Arts Performance.¹

To reach the goal of proficiency in English, it has to be supported by the the tools that can help students learn new things and get better at things they already know how to do. These tools especially in terms of the technology, As a result of the continued incorporation of academic technology into the classroom setting, technology-permeated learning is a steadfast supporter of teaching in the modern technological environment. It has been found through research that teachers who integrate the use of academic technology with traditional classroom instruction have a significant impact on the effectiveness of their

¹Minister Education and Cultures of Indoneisa, No. 34 in 2018 about English subject in Vocational School, <https://jdih.kemdikbud.go.id>, Accessed May 20th, 2024. At 04.00 PM.

teaching and the achievement of their students, particularly when it comes to teaching English.²

Specifically talking, in this very moment, the students are more generally closed with technology. This can be seen as the opportunity to the teacher to utilise the technology in developing learning material based on their or in specific Purposes. This material can be framed in the SAMR (Substitution Augmentation Modification Redefinition) concept. In which, this will help the teacher to understand the criteria to align the technology in educational concept. This concept views technology as an aid to the learning process rather than a final aim or a substitute for engagement in the acquisition of the target language. Puentedura's concept encourages teachers to use technology to advance from lower to higher levels of instruction, resulting in increased teaching and learning. To help readers understand and apply SAMR, we present brief summaries and hypothetical examples from Puentedura's website.³

The exercises and tasks in the material also help students practise and learn more about English. The English materials used for learning should be changed to fit the study plans based on the goals of curriculum applied in one school. The Indonesian education system must undergo quality upgrading in order to meet

²Weihong Zhang, "The Role of Technology-Based Education and Teacher Professional Development in English as a Foreign Language Classes," *Frontiers in Psychology*, Vol.8, No. 910315, (June, 2022), 4.

³Benny Krisbiantond Imam Ahmad Ashari, "Evaluating The SAMR Model For Enhancing ICT Integration In English Language Teaching At The Tertiary Level *A Systematic Literature Review*", Vol.5, No. 2 (September, 2024): 109.

the demands and requirements of the current day. This is in line with the future requirements of education, which require a willingness to embrace change. Every teacher must prioritise continual learning and remain up-to-date with the latest educational trends to effectively foster the development of students' character. Moreover, education presently and in the future must function as the remedy for issues related to the economic, social, cultural, and moral dimensions of Indonesia.⁴

In the aspect of curriculum today, namely Independent curriculum or Merdeka Curriculum in Indonesian Language. This name is not only philosophical, but it also represents the purpose that Indonesian education should strive for: to launch a new and transformational breakthrough. The impact on students is demonstrated by the fact that students at the Center for Excellence Vocational School have expressed positive feedback regarding the Merdeka Curriculum. The fact that they are able to select subjects that correspond with their interests and aspirations for their careers makes them feel more motivated and eager to learn. They stated that this method assisted them in gaining a better understanding of the skills that are required for the employment that they wish to secure in the future.⁵

⁴Taufik Akbar Al Fajri and Trisna Andarwulan, "Implementation of The Merdeka Curriculum In Indonesia: Challenges And Opportunities," *Erudio Journal of Educational Innovation*, 10, Vol.2, No.2 (December, 2023): 205

⁵ Kendrat Satriyanto, "Analysis of the Implementation of the Independent Curriculum at Vocational High Schools (SMK) Centers of Excellence," *Journal of Social Research*, Vol. 2, No.10 (September, 2023), 3790.

Regrettably, the Vocational high schools in Indonesia continue to face a challenge regarding the accessibility of English learning materials that are suitable for the students. The English study resources for Vocational high schools, which are given by the government and released by certain publishers, are now lacking specificity. For example today, there is a platform of Merdeka Mengajar (PMM), but it does not give any specific relation to the specific materials for every provided in Vocational School. For example, in Design Communication Major. As personal experience, as the writer has the experience teaching English on this major since 2022. The English materials given to the student are very general. It sometimes has no relation with the future of the student. They are more often being taught by genre texted such as narrative, descriptive, report or something else. It can be more beneficial if these materials are modified into the needs of student in doing something. As one strong point in Independent curriculum mentioned in Rahmat Setiawan, et al. They mentioned on that the lesson plan need to be considered clearly and what will be learned.⁶

Based on this background, researcher was inspired to analyse students' need on the material that is specifically integrated and related with the Vocational School student, not English in general anymore. The design of the material will be based on the current curriculum applied, as mentioned earlier, Independent Curriculum. In this case, the material being applied is about contextual learning

⁶ Rahmat Setiawan, Nukmatus Syariah, Ferra Dian, Salim Nabhan, "Pengembangan Modul Ajar Kurikulum Merdeka Mata Pelajaran Bahasa Inggris SMK Kota Surabaya," *Jurnal Gramaswara: Jurnal Pengabdian kepada Masyarakat*, Vol. 2, No. 2 (Juli, 2022), 52

based on the competency being taught. The need would be framed in the SAMR framework as the focus to analyse the needs of the students by following the task based approach on need analysis concept.

A. Identification of the Problem

Based on the background problem above, the problems can be identified are below :

1. Teacher does not apply creative and innovative learning English material for Vocational School to make the student engage with the lesson.
2. SAMR concept is yet of being concerned in Vocational School to learn English.

B. Questions of the Research

There are some points could be taken to bring the question of the research based on what is identified above :

1. What is the needs' for Vocational School Student in writing procedure text ?
2. How does the teacher implemented the SAMR framework to fulfil the needs of the students in writing procedure text ?

C. Significancy of the Research

There are three main reasons why this research is important. First, with regard to the theoretical component, it is expected that the research findings will provide

thorough insights from several theoretical perspectives related to the ideas that are being studied. In terms of usefulness, it is expected that the study's findings will function as a general study for teachers, helping them to understand the concept of need analysis in reaching the learning objectives. Finally, it is intended that this research might act as a discourse to set a standard for policy-making decision-making in the sphere of education.

D. Previous Research

In developing learning material for Vocational School actually done in numbers. Here are some of the foundation previously done by some researchers related to this research.

The first thesis, "*Developing English Learning Materials For Students Vocational High School Of Fishery*" done by Suliadi.⁷ The objective of this study is to create educational resources for eleventh grade students ing in Fishery, specifically for the purpose of learning English. This research relates to Research and Development (R&D). The research participants consisted of eleventh grade students ing in Fishery at SMK-PP Negeri Rea Timur, Polewali Mandar. The research technique was modified from the procedure suggested by Borg and Gall, while the materials development procedure was derived from Robert Maribe's approach. The research design encompasses several key components, including

⁷ Suliadi, "Developing English Learning Materials For Students Vocational High School of Fishery" (Magister's Thesis, IAIN Palopo), 79.

needs analysis, course grid development, material design, expert judgement, execution, and final draft authoring.

Three questionnaires were employed to gather the data. The initial questionnaire was employed to gather data for needs analysis, while the second questionnaire was utilised to collect data regarding the suitability of the materials through expert judgement. Lastly, the final questionnaire was employed to evaluate acceptability. Descriptive statistics were employed to analyse the data. Three components were produced in this study to address the learning needs. Each unit has an introduction, a lesson proper (including both spoken and written components), reinforcing exercises, and a set of unique facts tasks, totaling between 22 and 26 tasks. The exercises encompass tasks such as responding to inquiries, filling in missing information in texts, organising scrambled words and sentences, composing written passages, and engaging in dramatic enactments. The ity of activities are performed in pairs.

According to the expert judgement data, the average score for all aspects of the generated materials is 3.74, which falls within the category of “Good”. The assessment of the acceptability rate of English learning materials by teachers and students resulted in a mean score of 3.71, indicating an acceptability rate of 92%, which falls under the category of “High”. English learning materials are specifically designed to be suitable as a supplementary book for eleventh grade students ing in fishing, aiding them in the study process.

Another research done related to the TPACK concerns in developing material, done by Maulidia, Mirita, and Elanneri, in the article they wrote “*Developing Local Content Reading Material based on TPACK Framework for Seventh Grade Students*”.⁸ The objective of this study is to create an educational resource for seventh-grade students that focuses on Local Content, using the TPACK framework as a basis. The local content is specifically utilised to meet the needs of the school curriculum in order to cater to the kids’ background during the learning process. This study employs the ADDIE paradigm in a research and development context. The initial part of analysis involves gathering data through observation, document analysis, and an initial interview with the teacher, which serves as the need analysis. The design phase is the second step in the process, when the data collected is analysed and aligned with the TPACK framework. This involves integrating technological knowledge, content knowledge, and pedagogical expertise. The study presented a qualitative analysis of data triangulation to examine the relationship between Technological Pedagogical Content Knowledge (TPACK) and local content. Upon completing the design, the researcher transformed the data triangulation into appropriate instruction, process, and material. Before implementing the final version of the material, a validation process was conducted to ensure that both students and teachers are capable of using the new material and that it is practical. In conclusion, the researcher carries out both the implementation

⁸ Maulidia Mutiara Masayu, Misrita Misrita, and Elanneri Karani, “Developing Local Content Reading Material Based on SAMR Framework for Seventh Grade Students,” *Intensive Journal*, Vol. 5, No. 2 (October, 2022), 1

and evaluation processes in succession to address the need analysis and produce the final findings. The new material is suitable for acceptance by the teacher and students of seventh grade at SMP as it enhances their learning process.

E. Novelty of The Research

From the previously stated studies. First, it can be said that there is a solid basis for doing this research in an educational setting. The first study found that developing English material for fishery has an impact “high” for the material being developed. On this research, the novelty point, the difference on being discovered will be new coverage in educational field which is the need analysis outcome for the fashion design major. The second novel, on this research will have a framework of SAMR as the framework in analysing to meet the needs of the student. As the writer sees the student today is closed to the technology as it is supported in the second previous research, even it has different level of student.

CHAPTER II

THEORITICAL FRAMEWORK

A. The Need Analysis

1. The Concept of Need Analysis

Need analysis is a step that conceptually needed in English for specific purposes (ESP). ESP course design usually includes a stage in which the course developers identify what specific language and skills the group of language learners will need. In the context of Vocational education both at secondary education (e.g., technical schools) and higher education (e.g., polytechnics), students are commonly streamed/ placed into particular Vocational areas, such as the hotel hospitality, accounting, tourism management, and computer engineering. For this reason, students have to experience texts, which are relevant to their Vocational knowledge and skills. Building Vocational knowledge and skills is one of the goals that students have to envision. This has a significant implication for English language programs, which cater to differing needs of diverse groups of Vocational students. In response to this, Vocationally oriented language learning (VOLL) programs have been set up.⁹ The identification of language and skills is used in determining and refining the content for the ESP

⁹ Handoyo Puji Widodo, *Teaching English for Specific Purposes (ESP): English for Vocational Purposes (EVP) English language teaching today: Linking theory and practice* (Gewebertrasse:Springer, 2016), 279.

course. It can also be used to assess learners and learning at the end of the course. This process is termed ‘needs analysis’.¹⁰

Needs analysis is a critical first step in producing language courses, teaching materials, and narrow language examinations. ESP has an important role in analysing student needs, despite the fact that ESP is used in a variety of educational settings. This suggests that needs analysis and ESP are inextricably linked and play critical roles in learning. The goal of the needs analysis is to identify the target language’s learning/teaching requirements. Meanwhile, “needs analysis” is not exclusive to language instruction needs assessment. In this scenario, needs analysis is a valuable learning subject that focuses on teaching students how to identify and know their needs.

Richards 2001 on his book identify four purposes in need analysis those are:¹¹

- 1) To find out what is language ability that should be learn by the students
- 2) To help students to decide which courses that the students need.
- 3) To form a group of students that are need more training.
- 4) To know which students are be able to and students need to be able to.

In many cases, the students who learn language for specific purposes are easier to determine in particular, work field such as tourism, nursing, or the hotel industries. In this case, employees who use English as a

¹⁰ Helen Basturkmen, *Developing Courses in English for Specific Purposes* (New York: Palgrave, 2015). 17

¹¹ Jack Croft Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), 52

language requirement can be observed. This information can be used as a basis for planning training programs. In other cases, students' needs may not be instantly, for example, students who learn English in secondary school, which even though only compulsory subject but it is very important for students.²⁵ Although students do not yet know about the importance of needs, the curriculum planner has already informed to parents, teachers about the importance of English later for students when they graduate.

2. Principal of Need Analysis

The fundamental Principals in need analysis is to identify and understand what changes must be made to improve students learning in English language. Needs analysis for students' seeks detailed and precise insights into the present and future. Language learners' needs can be analysed from multiple perspectives, including the learning material being taught.

These students contribute to the development of curriculum goals and objectives, as well as the determination of whether curriculum content is acceptable for student needs in terms of both content and facilities in English learning. There are numerous steps to identify student needs through a study of target needs and learning requirements. According to Hutchinson and Waters,

student needs include: Before analysing students' requirements, a teacher must evaluate what types of needs students' need as below :¹²

a. Target Needs

This type of part requires an analysis of what students should do in the goal situation. The target situation can be comprehended by examining its components, such as the needs, inadequacies, and desires that students must be aware of. The term “needs” refers to the demands of the target scenario, specifically what students' must know in order to participate successfully in the goal situation. Weakness indicates a gap between the target and the students' ability. Needs analysis refer to students' understanding of needs and weaknesses but is unable to address them due to differences in views among other interested parties: learning material, supported media, and teachers It is a need that is defined based on the target situation, namely what students require to work effectively on target. For example, the student must be able to grasp what they are going to learn for their life. When they study an issue, in English context for example, they should understand the characteristics of linguistics – conversational, structural, lexical, and functional – that are commonly used in their life.

¹² Thomas Hutchinson and A Waters, *English for Specific Purposes*, (Cambridge: Cambridge University Press, 1987), 53

b. Lacks.

“Lack” is a term that is used in the context of needs analysis to refer to the shortcomings or gaps that exist between the existing state and the state that is wanted. These gaps may refer to a variety of areas, including but not limited to skills, knowledge, resources, processes, or accomplishments. The identification of these deficiencies is absolutely necessary in order to establish efficient methods and actions to remedy them.

The existence of skill gaps occurs when employees or stakeholders do not possess the requisite abilities to carry out their tasks in an efficient manner. Both technical and soft skills are affected by this weakness, which can be detected equally. For instance, a lack of competency in the use of particular software or equipment that is needed for work performance could be considered a technical skill gap. Possible examples of soft skill gaps include insufficient ability in areas like as leadership, teamwork, or communication. The process of identifying these gaps frequently entails conducting assessments, evaluating performance, and receiving feedback from supervisors and colleagues. In most cases, eliminating skill gaps calls for the implementation of specialized training programs, chances for professional growth, or the recruitment of persons who possess the necessary abilities.

It is possible for there to be a motivational gap when students do not have the motivation or incentive to perform to their full potential. This lack of

motivation can be caused by a number of different circumstances, such as inadequate salary, a lack of recognition, a terrible culture in the company, or an inadequate number of prospects for professional advancement. The process of gaining insights through employee surveys, interviews, and performance reviews is necessary in order to comprehend the motivational gaps that exist. Among the potential solutions are the revision of remuneration systems, the implementation of recognition programs, the cultivation of a good work environment, and the provision of distinct career growth paths.

c. Wants.

Wants to convey what students expect or desire depending on their needs. The goal circumstance only reveals objectively what their requirements are. One of the attributes of the ESP condition is the students' cognizance. It is evident that students possess inadequate insights, which will result in a conflict between their perspectives and those of other parties. The criteria for achieving the objective needs should not be used as an excuse to disregard student motivation in learning. These criteria can be observed through questionnaires, interviews, observations, and details.

3. A Need for Learning

Learning Needs are the activities that students must complete in order to acquire knowledge. Hutchinson and Waters defined learning demands as the knowledge or skills that students require to possess unique abilities in the

intended context. This implies that students are anticipated to possess skills that are consistent with their areas of expertise. Consequently, in order to ascertain their learning requirements, learning needs are divided into several components, including input, procedures, settings, the role of students, and the role of lecturers.¹³

a. Input

Nunan defines input as the written, verbal, and visual data that students employ to complete a task. This implies that input pertains to data that is oral, written, or visual in nature and is sourced from a variety of extant sources.¹⁴

b. Procedure

Based on their area of expertise, procedures specify the actions that students will take to accomplish specific objectives with the material. This implies that to determine a synopsis of English language acquisition in accordance with the requirements of students.

¹³ Hutchinson and Waters, *English for Specific Purposes*. 70

¹⁴ David Nunan, *Task-Based Language Teaching*, (London: Cambridge University Press, 2004). 47

c. Configuration

The classroom utilised in educational activities is referred to as the “setting”. The setting is beneficial for determining whether students favour a learning environment that is either inside or outside the classroom.¹⁵

d. The Teacher’s responsibility

The teacher’s role encompasses the teacher’s desired function in the teaching and learning process, as well as the social and interpersonal relationships between students.

e. The function of Students

Students’ roles encompass certain aspects of their expectations regarding interpersonal tasks, learning, and social relationships. This implies that students are responsible for the building of social or interpersonal relationships and the completion of learning duties.

4. Need Analysis Approach

Need Analysis should be conducted using a unit of analysis that is based on methodological specifications, syllabus, materials, assessments, and approaches to the need for analysis, regardless of the advantages and disadvantages of the approach used to teach foreign and second languages. This approach should be a combination of old and new to ensure reliability and validity.

¹⁵ Nunan, *Task-Based Language Teaching*, 70

The need analysis approach in its implementation, there are several approaches that can be taken. According to Handoyo Puji Widodo, there are several approaches to need analysis, as follows:

a. Situational Analysis

Situational analysis is the initial arrangement of the process of curriculum development. This is a dynamic approach to need analysis. Situational approaches focus on needs that are based on complex and varied situational factors, because in the context of language, languages have many diverse dimensions that play a role in certain situations. There some factors in situational approach, such as political, ideological, social, economic, historical, cultural, and institutional. In ESP context, there are some institutional majors, such as academic, professional, occupational, and Vocational.

b. Task-Based Approach

A task based-approach to need analysis is to see how the target can be achieved by the learners. The result of this analysis is to tell how pedagogics are classified and sorted. The purpose of task-based analysis is to make the task in the real world become pedagogic activity.

In ESP area, tasks are used for academic, professional, occupational and Vocational. For example, in Vocational high school, tasks are created to help students in English for learning and provision for the field work. At the same time, students are given the opportunity to continue to perform tasks that are

relevant to their learning in their majors. The development of pedagogic tasks as Vocational materials for students must be done inside and outside the classroom so that students are given the opportunity to different aspects of their English skills.

c. Ethnographic Approach

Ethnographic approach is an investigative tool, a center of broad knowledge, automatic process, and there are several steps, as follows;

- a) Choose a case,
- b) obtaining and negotiating,
- c) observing and interviewing,
- d) processing the data,
- e) analyzing the data analysis and writing a research report. The use of this approach is to revise and redesign English language programs.

d. Narrative Approach

Narrative Approach is a story or someone's experience. In education, a narrative approach is used to capture a person's perspective on life or experience. In need analysis, the narrative approach is a very important tool because it can uncover someone's needs that cannot be seen and observed, for example values, attitudes, and opinions, actions that can be observed, for example the practice of a teacher or student. Narrative approach allows someone to realize how important language use is in the context of learning English.

e. Corpus Approach

A corpus is a collection of texts on an electronic media. Corpora have been used to inform about the content of a language curriculum. There are two classifications for corpora, namely specialist and general. Corpora can help teachers and students make decisions, which vocabulary and grammar they will learn. In the context of ESP, corpora is used as a tool to provide opportunities for teachers and students to create their own corpora and most importantly is more pedagogic for teachers and students.

f. Discourse Approach

Discourse approach is used as a methodology tool in observing beliefs, values, worldviews and practices of any verbal, written and visual texts as social semiotic artifacts. Discourse approach has become a subject in the world of discipline and education. This approach is a potential tool for dismantling everything in the world of education. The results of this approach can inform textual data and what is actually needed. The textual data is used as a source for ESP practitioners to enrich the material in the academic and professional fields, and also, discourse analysis includes texts targets, text-as-data description, analytic data analysis.

g. Critical Approach

Critical approach is historically rooted in a philosophy that makes efforts, “historicizing, critiquing, and exposing human relationships of domination and subordination”. In education, teachers are challenged to ask about basic theories

such as philosophy, beliefs, and assumptions about pedagogics, and provide their own assessment of how practices and assessments are beneficial for students. The teacher must be critical in seeing and questioning student learning and giving an impact that the students will get after learning.

Based on all those approaches, to analyse students' need in vocational school is approximately matched with the task based approach. In which this category rely on the competency of the students based on the task. Thus, this research are done by following this approach.

B. Writing Procedure Text

1. Teaching Writing

Teaching is a process where the teacher transfers the knowledge to the student. In the writing context, the teacher gives all the information related to the process of the writing itself. Writing is a complex process that requires thorough preparation in order to be successful. Teachers should thus understand that effective materials and proper classroom management depend on strategic planning. Appropriate and well-written objectives are the foundation of any successful learning material.¹⁶ This become one element that contributes to a successful teaching and learning process. As a result, it's critical to choose or create products that are relevant and meet the needs of children.

¹⁶ Thomas Farrell and Nikki Ashcraft, *Lesson Planning*, (Alexandria:TESOL Press, 2014).32

Numerous studies indicate that learning outcomes can be enhanced by materials that cover subjects that are relevant to students' daily lives in the context of Independent curriculum today, the English material in Vocational School should be referring to the Capaian pembelajaran 2022. (see CP 2022)¹⁷. In which the English learning should be based on genre texted material. There are some material related to these genre, namely procedure text, narrative text, recount text, and many more. The difference, on this curriculum concept, the learning flow to reach the CP is depend to the teacher on how they modified the learning.

Teaching writing can be difficult for the teacher if the teacher does not know the right tricks. Many factors affect students' writing skills. As stated by in Ernas's article that the most important writing skills factor is to be personally involved with students. In order to be personally involved with students, teachers must have a specific strategy as what the needs of the student. As one example, the teacher needs to decide what types of exercises that will facilitate student learning. Thereupon, the teacher can continue to focus on what topics can be used for students to participate. A teacher must understand the writing learning approach and how to develop students' writing skills. From this, a teacher and good skills are required to have the ability to plan and implement proper writing

¹⁷ "Objectives of Independent Curriculum", <https://kemendikbud.go.id/CP2022>, Accesed 2th May 2024, 05.00 AM

learning. In teaching writing, a teacher should know what students need to write and know more about teaching writing to develop students' writing skills.¹⁸

A study found the following statement :

“The best writing teachers are writers themselves...because we know the writing process inside and out, and we can support our students’ work in authentic ways”. ¹⁹

Many things must be prepared when teaching writing in order to carry out the writing learning at school. A teacher is furthermore required to have the ability to plan and implement appropriate writing lessons. Therefore, a teacher must understand the writing learning approach and develop students' writing skills.

According to Harmer (2008), to help students become good writers, teachers have several important tasks that must be done. Among the tasks given to the teacher both before, during, and after students write is to demonstrate, motivate and provoke, support, respond, and evaluate.²⁰

- a.) Demonstrating is the teacher's job to remind students of what he writes to not deviate from writing. It means that the teacher must demonstrate how to write correctly or provide directions on how to write to the students.

¹⁸ Nana Erna, “An Analysis on The English Teacher's Strategies in Teaching Descriptive Writing through Online Class,” *Enormous: English Education Journal*, Vol. 1, No. 1 (January, 2022), 38.

¹⁹ Jennie K Brown and Jason J Griffith, “Writing Changed How We Teach Writing: A Co-Interview between Two Debut Teacher-Authors,” *Voices from the Middle*, Vol. 25, No. 2 (December, 2017): 29

²⁰ Jeremy Harmer, *How to Teach English*. 79

- b.) Motivating students' by means that the teacher becomes a facilitator who can help students when they are lost for words.
- c.) Furthermore, the teacher must provoke students to have ideas by explaining that writing is essential and fun.
- d.) Support is the teacher's job to support students when they have problems in writing. It means that the teacher must help students in writing and provide support in writing.
- e.) responding is the teacher's job to respond and gives feedback to the students' writing. The teacher has to check their writing and give them suggestions.
- f.) Evaluation, which is the teacher's duty to evaluate students' writing results. It means that the teacher must continually evaluate students' work. Teachers have to explain how to write correctly and tell them what.

To conclude, a teacher needs to make much preparation in teaching writing regarding strategies in teaching, material, sources of writing, etc. Besides, a teacher must know the basic in writing, have broad insights about writing, and motivate students to help students comfortably develop their writing. vless motivated students are likely to lose their attention, misbehaviour and cause problems with discipline in writing. Students who are more highly motivated, on the contrary, will take an active part and pay more attention to a specific learning task or activity in the book.

2. Process of Writing Text

There are seven parts of process in writing as stated on the Richards and Rendandya book , those part of the process as explained below : ²¹

planning, this is also called as *Pre-Writing*, it means before getting started in writing activities, the teacher should let the students to generate their ideas. It prevents the possibility of the student facing blank during their process in writing.

Drafting, this process is about giving the opportunity to the students to write down all the ideas discovered in pre writing freely. On this case, the tacher or the student do not do the interfering, just leave the text written by the student as it is. The result of this writing will be called as the rough draft. This rough draft has to have all the elements in writing project such; topic sentence, 25odificati detail, supporting point.

Revising, on this revising stage, is continuing the previous process. It means that the ideas written in rough draft will be added or deleted. According to the book *Introduction to academic Writing*, Alice Hoshima and Ann Hogue, this revising aims to correct the big issues in writing contex such; correcting unrelated sentence and replacing the correct one.²²

²¹ Jack Croft Richards and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (London : Cambridge university press, 2002), 120.

²² Alice Oshima and A Hogue, *Introduction to Academic Writing, Longman academic writing series* (London : Longman, 2007), 162

Editing, almost probably the same way as the revising stage. While editing it is closer to the small issue in writing context such; correcting the grammar, punctuation, and mechanic.

Another part of writing process, done by the teacher which include three parts ; those are responding, evaluation, and post writing. these steps is necessary to be done in order to finalize students' writing.

Responding, from the point of view of a teacher, it is necessary to respond to the writing of students in order to ensure that students have good communication skills and academic fulfilment in writing especially. When teachers discover that their students' writing talents are lacking in some way, such as with grammar, organization, or coherence, they are obligated to devise specific interventions to address these inadequacies. To do this, it may be necessary to develop differentiated writing assignments that are tailored to students with varying levels of expertise, to incorporate supplementary resources such as peer review sessions, and to provide feedback that is both detailed and constructive.

Next is about the evaluation, from the point of view of a teacher, evaluating the students' writing is a multi-step process that involves more than just responding the students' language and punctuation. Evaluating is needed to effectively requires looking at a number of different aspects, including structure, coherence, the strength of the argument, innovation, and adherence to the criteria for the task. In order to ensure that students are aware of the criteria that are being used to evaluate their work, teachers utilize rubrics as a means of providing a

method that is both structured and transparent for evaluating the various components as outlined above.

This all-encompassing approach assists students in identifying their areas of strength and areas in which they may develop, so aiding them in the process of honing their writing abilities. A further important component of the evaluation process for writing is the utilization of formative evaluations, which include drafts and peer reviews

Last part, about the post-writing phase is an essential part of the learning process for teachers since it allows them to reinforce and extend the learning of their students. Following the completion of the writing assignments that the students have been assigned, it is essential to involve them in reflective activities. Teachers have the ability to encourage students to conduct critical reviews of their work, taking into consideration what they did well and suggesting areas in which they may improve. Participating in activities that include reflection may involve tasks such as writing self-evaluations, discussing their work with their peers, or changing their drafts based on the comments they have received. Students are able to internalize the lessons learnt during the writing assignment and apply them to future work through the use of this reflective approach, which promotes continual progress in their writing skills.

In this post-writing phase, which affords opportunity for commemorating achievements and recognizing advancements in the process. A class anthology of student writings can be published, great pieces of writing can be displayed on

bulletin boards, and teachers can highlight outstanding pieces of writing in the classroom with a spotlight. Not only can these occasions increase the students' self-assurance and motivation, but they also foster a constructive culture of writing within the setting of the classroom. Additionally, teachers might use the post-writing phase to create instructions for the following instructional period. It is possible for teachers to find specific areas that require further attention by evaluating common errors and patterns in the writing of their pupils. This allows teachers to design following classes to target these various needs. By engaging in this continuous cycle of writing, receiving criticism, engaging in self-reflection, and receiving targeted teaching, students are able to develop their writing skills and gain confidence over time.

3. Assessing Writing

Assessing means giving the value or score to the writing done by the students. In English context, Sarah Cushing Weigle books "Assesing Writing", said that Assesing writing is one of the best known and most widely uses analytic in ESL as created by Jacobs. In Jacobs scale, writing is related on five apects of writing; Content, Organization, Vocabulary, Language Use, and Mechanics.²³

TABLE 2.1 Writing Assessment Scale

Aspect	Range	Detail
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²³ Sarah Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), 108

Content	30-27	Excellent to Very Good : Knowledgable, substative, development of thesis, releveant to assigned topic.
	26-22	Good to Average : some knowledgable of subject adequate range, limited development of thesis, 29odifi relevant to topic, but lacks detail.
	21-17	Fair to Poor : limited knowledge of subjects, I substane, idadecuate development of topic.
	17-13	Very Poor : does not show knowledge of subject, non sustansive, not pertinent, or not enough to evaluable.
Organization	20-18	Excellent to Very Good: fluent expression ideas clearly stated / supported, 29odifica, well – organized, logical sequencing, cohesive.
	17-14	Good to Average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but 29odificati sequencing
	13-10	Fair to Poor: non influent, ideas confused or 29odificati, lacks logical sequencing and development
	9–7	Very Poor: does not communicate, no organization or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good: shopisticated range, effecgtive word, idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to Average: adequate range, occasional errors of word / idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor: limited range, frequent errors of word ,/ idiom form, choice, usage, meaning confused or obscured.

	9-7	Very Poor: essentially translation , little knowledge of 30odific vocabularies , idioms , words form , or not enough to evaluate.
Language Use	25-22	Excellent to Very Good, effective complex construction , few error of 30odificat, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	Good to Average, effective but simple constructions, minor problems in complex constructions ,several errors of agreement, tense, number, word order / function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor, major problems in simple or complex costructions, frequent errors or negation, agreement, tense, number, word order, function, articles, pronouns, prepositions, but meaning seldom obscured.
	10-5	Very poor, virtually no mastery oof sentence construction rules, dominated by erros, does not communicate, or not enough to evaluate.
Mechanics	5	Excellent to Very Good, demonstrartes mastery of convensions few eorrers of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average, 30odificati errors of spelling, punctutatin, capitalization paragraphing but meaning obscured.
	3	Fair to Poor, frequent error of spelling, punctuations, capitalizations, paraghpraphing, poor hand writing, meaning confused or obscured.
	2	Very poor, no mastery of conventions, dominated by error of spelling, punctuations, capitalizations, paragraphing, handwriting illegible, or not enough to evaluate.

C. SAMR Framework

Ruben Puentedura created the SAMR (Substitution, Augmentation, Modification and Redefinition) Model to assist teachers in using technology in the classroom. It serves as a framework for measuring technology use and defining the amount of technology integration in classrooms. This approach defined the environment of technology integration by revealing certain classification levels of curricular designs that were proved, recorded, or stated as improving or transforming learning. It represented a method of advancing teachers and students through the various levels of technology integration for teaching and learning, from the most basic Modification to the most complicated and inventive redefinition.

This paradigm sees Substitution and Augmentation as ways to improve learning tasks, while Modification and Redefinition allow for transformation.²⁴

1. Subtitution Level

At the substitution level, technology serves as a direct tool substitute, providing no functional gain. Puentedura said that technology might be utilised

²⁴ Elizabeth H Andrew, “Teacher Pedagogy to Develop Student Writing Through the Integration of Text-To-Speech Technology”, (Magisters’ Thesis of Flinders University, 2016).
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as a direct substitute for conventional methods of teaching and learning. It signifies that there is no functional improvement, only a change in the tools used to teach and learn. As a result, the substitution level describes the lowest level of the SAMR paradigm, in which technology is utilised to simply substitute another tool without modifying. The technology is used to improve English classroom instruction.

2. Augmentation Level

At the augmentation level, technology serves as a direct tool replacement with functional enhancements. Unlike the substitution level, the augmentation level utilised technology as a direct substitution tool to improve learning in either online or offline learning contexts. At this stage, technology enhances learning or delivers additional functional improvements.

3. Modification Level

Modification, in this stage, technology is altering or completely rethinking educational practices. This is demonstrated through the use of digital communication and technical technologies. Digital communication promotes collaboration and critical thinking, and technological tools can help students engage in the learning process.

4. Redefinition Level

Redefinition level, at this stage, technology allows students to engage and collaborate in their learning as experts, but with the added skill of purposefully

to a range of audiences. The technology utilised at this level has a transformative influence on learning since it encourages the development of learning tasks. It represents the highest level of the SAMR model.

D. SAMR Model with Bloom's Digital Taxonomy

There are six levels, ranging from the highest to the lowest: producing, assessing, analysing, applying, comprehending, and remembering. Here's how Technology falls into the Bloom's taxonomy categories. The level of SAMR model is linked to Bloom's Digital Taxonomy, which was designed by Benjamin Bloom.²⁵

There are six levels, ranging from the highest to the lowest: producing, assessing, analysing, applying, comprehending, and remembering. Here's how Technology falls into the Bloom's taxonomy categories.

1. Substitution in Blooms' Taxonomy

The level of knowledge or ability to remember. The taxonomy's lowest level, remembering, includes recalling, listing, describing, locating, recognising, and naming. Many of these exercises require memorization and demonstrate basic understanding. Remembering tasks in technology may involve doing simple online searches, creating an acrostic or bulleted list, recording

²⁵ Z U Rehman and W Aurangzeb, "The SAMR Model and Bloom's Taxonomy as a Framework for Evaluating Technology Integration at University Level," *Global Educational Studies Review*, Vol, 6. No.5 (Desember, 2021), 10

information, or listing major events. This level comprises the SAMR model's substitution level as its lowest level.

2. Augmentation in Blooms' Taxonomy

The level of comprehension, or understanding. Understanding is the next step after remembering. This level requires students to explain, compare, discuss, interpret, repeat, summarise, sort, and infer. Conducting an advanced Boolean search, drawing an image or event, creating a flow chart of events in a story or history lesson, outlining or summarising a text, sorting into a Venn diagram, journaling, or commenting on a blog are all examples of technological tasks that exhibit understanding. This level includes the SAMR model's augmentation level.

The application stage, or applying. Tasks at the application level require students to apply their knowledge to new settings. The terms solving, employing, illustrating, creating, classifying, and examining are all synonyms for applying. Students at this level may be solving math problems on a website, taking or selecting pictures to illustrate a concept, editing written work, developing a plan, uploading documents to a wiki, conducting interviews with a digital recorder, creating a pattern, constructing a presentation, or contacting an expert. It is included at the augmentation and modification levels of the SAMR model.

3. Modification Level in Blooms' Taxonomy

The level at which analysis is carried out. With analysis, students learn to employ critical thinking abilities to comprehend concepts. The analytical level includes verbs such as compare/contrast, explore, organise, plan, structure, link, and deconstruct. Students working at this level with technology tools may be writing advertisements, producing a Venn diagram on a topic of study, researching an idea, constructing a concept map, developing a questionnaire, writing a blog, conducting a poll, or developing a spreadsheet. This level covers the modification of the SAMR model.

4. Redefinition Level in Blooms' Taxonomy

The level at which an evaluation is conducted. In assessment, students apply higher-level thinking abilities to assess ideas or things using criteria. Students at this level may determine, choose, justify, discuss, recommend, rate, or prioritise. Previously, when students conducted research in library books, the materials had previously been reviewed, so while the information may not be current, the source could be trusted. When conducting online research, students must assess the authenticity of the source before using it. Other technology-based tasks necessitate evaluation abilities, such as making a compelling argument, participating in an online discussion forum, refining a search to specific results, or criticising books on a book review website. It covers the revision and redefinition of the SAMR model.

Synthesis is the process of generating. Creating, the highest level in Bloom's taxonomy, depicts what happens when students apply their knowledge to create or make something new. When students engage in creative activities, they become active learners who choose how to display their knowledge. At this level, students compose, invent, forecast, design, and propose. Students can use technology to create a public service announcement video, compose and perform a musical composition, remix an existing song or lyric with new rhythms or phrases, design a logo or book cover, contribute on a discussion board or wiki, write and record a podcast, or suggest an innovation. At this stage, what students make is generally meaningful to them. In other words, this level contains the redefinition of the SAMR model.

