

Developing digital module of intermediate writing subject in virtual class (v-class) unila learning management system in English Education Study Program University of Lampung

Lilis Sholihah

University of Lampung

Correspondent Author: lilis.sholihah@fkip.unila.ac.id

Abstract

The objective of the research is to develop digital module of Intermediate writing subject in Virtual Class (V-Class) Unila Learning Management System (LMS) English Education Study Program University of Lampung. This issue concerns the author, since the digital module of Intermediate Writing subject is not yet available. Due to the covid-19 pandemic which had been outbreak, the activities of teaching and learning must be implemented online at that time. The lecturers of Unila were assigned to utilize Virtual Class (V-Class) as a Learning Management System to accommodate teaching. Unavailability of integrated materials in V-Class became the problem occurred. The author made the idea to develop Digital Module for Intermediate Writing subject to tackle this problem. The research consists of several procedures that has been conducted such as: 1) Conducting a survey of students which is divided into three stages of activity, namely, making a questionnaire, distributing questionnaires, and analysing questionnaires, 2) Conducting literature review, 3) Developing e-RPS, 4) Making digital modules, 5) Determining the validator who will validate the digital module, 6) Validation of digital modules (expert judgment), 7) Finalization and socialization of digital modules, 8) Evaluation and follow-up. The methodology of this research was Research (R) and development (D) which comprises survey, expert validation, try-out and evaluation as research and develop learning contract, lesson planning in online version (e-RPS), digital module as doing development part. The result of the research is that there are several products that has been made such as Power Point Presentation (PPT), learning video, materials which uploaded in V-Class and integrated with other online materials and online learning contract and lesson planning (e-RPS). Besides, the learning contract/course outline and lesson plan (e-RPS) were appropriately made and adapted with the new curriculum and the situation while fighting pandemic era. The development of Digital Module on the UNILA V-Class LMS for the Intermediate Writing Course of the English Education Study Program has several impacts, individually it is able to improve technical competence and provide learning innovations. In groups, learning outcomes can be achieved maximally, effectiveness in online learning, and increase students' motivation. Organizationally, it

can improve the quality of the institution and increase public trust in the institution. This research was done as a report of the implementation of the actualization of basic training participant which implemented basic values of the civil servant. The hope is that there is an internalization of the basic values of Civil Servant (ASN) into the author and can also implement the role and position of Civil Servant (ASN) in the Republic of Indonesia.

Keywords: digital module, virtual class, Intermediate writing subject, Actualization of Civil Servant

INTRODUCTION

The presence of lecturers and students in the same room for conducting face-to-face classroom interactions is something avoided in the covid-19 outbreak. Online is one solution to tackle this situation in replacing face-to-face learning. Online learning is learning by utilizing Internet media without classroom interaction. From this kind of learning, we cannot guarantee the success of learning for the students, the benefits may or may not outreach the drawbacks. it might depend on several supporting aspects.

So far, we have heard that there are some students who cannot participate in online learning due to the absence of internet facilities in their neighbourhoods. Of course, things like this will reduce the success rate of online-based learning systems. However, the government has also provided solutions to this problem, for example, learning services through TVRI stations which can be expected to reach remote areas.

Due to the covid-19 pandemic that continues for almost 2 years until now, like it or not, we must obey government regulations to stay at home and stay safe, one of which is by doing online-based learning for all educational units. Based on the above, there are several issues (problems) related to current learning. The author tries to analyze several issues that develop and occur in the institution where the author works, especially those related to online learning. These potential issues can be explained as follows: (1) Digital modules for online learning are not yet available, (2) learning tools are not complete, (3) final project guidance has not been maximized, (4) there are difficulties in measuring and evaluating online learning, (5) there is no guide in writing student scientific papers,

From five (5) potential issues that might be occurred during covid-19 pandemic, the researcher took one issue to be discussed. The first issue was the most potential discussion in order to find the better solution of the problem. So, the researcher tried to create fishbone diagram to identify the root of the problems, as follows:

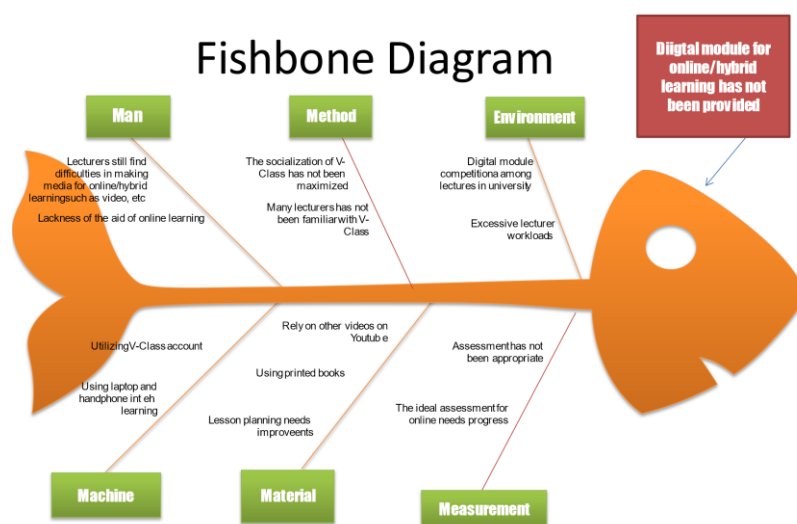


Figure 1. Fishbone diagram to analyze the root of the problems

Table 1. Gap analysis

No	Existing Condition	Gap	Ideal Condition
1	The materials used is in the form of textbook.		Bahan ajar used is in digital version
2	Lesson planning (RPS) in the printed version has not been appropriate with the new curriculum implemented nowadays		Learning contract, course outline and lesson planning has been adapted online and appropriate with the new curriculum
3	The evaluation procedure of online class still need improvement which must be achieve good assessment criteria	Integrated lesson planning with digital module in Virtual-Class Unila	The evaluation procedure of online class has been improved and achieve good assessment criteria
4	The utilization of media has not been maximized		The utilization of media has been maximized
5	Lecturers and students have not been familiar with online learning		Lecturers and students have been familiar with online learning

Form the figures and table above, it can be concluded that the digital module for intermediate writing has not been provided, it can be supplementary material to complete the printed book for learning process. This is inline with Fitriani & Fadhilawati (2022), she suggested teachers to apply the developed digital module as supplementary materials and the developed digital module got positive response from teachers and students.

Materials are one of the components of instructional process. Teaching them are a key component in most language programs (Renandya & Richards, 2002). In order the developers are able to produce good instructional materials, it is important for them to notice some characteristics of good materials.

Tomlinson as reviewed by Richards (2001) mentions some characteristics of good materials as follows: 1) Materials should achieve impact. 2) Materials should help learning process. 3) Materials should help learners to develop confidence. 4) They can arise students to be able to communicate confidently with other people. 5) What is being taught should be perceived by learners as relevant and useful. 6) Material should require and facilitate learner self-investment. 7) Learners must be ready to acquire the points being taught. 8) Materials should expose the learners to language in authentic use. 9) The learners' attention should be drawn to linguistic features of the input. 10) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes. 11) Materials should take into account that learners have different learning styles. 12) Materials should take into account that the positive effects of instruction are usually delayed. 13) Materials should take into account that the learners differ in affective attitudes. 14) Materials should permit a silent period at the beginning of instruction. 15) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities. 16) Materials should not rely too much on controlled practice. 17) Materials should provide opportunities for outcome feedback.

In line with Carey, Carey and Dick, Corbel (1985) as quoted by Nunan (1991) states that "materials are designed through a four-stage procedure: 1) Identify the learners' areas of interest in broad thematic terms. 2) Identify a series of communication situations related to that theme and link them to form an action sequence. 3) Select or devise materials appropriate to the situations in action sequence. 4) Choose language points to focus on from the materials.

In line with Tomlinson & Masuhara (2004) give a recommended framework for materials development. There are two stages that have to be followed by the designer. They are preparing for materials development and developing materials.

Coursebook and textbook are kinds of printed materials. Although they have different names, they have the same meaning and the same function. According to Flanagan (1981) textbook is one of the world's most ubiquitous instructional devices. It means that coursebook and textbook are material resources for teachers and students.

There are two types of coursebooks or textbooks. They are commercial textbooks and non-commercial textbooks. Both of them have advantages and disadvantages depending on how they are used and the context for their use.

As mentioned above that the use of commercial textbooks in teaching has both advantages and disadvantages. According to Richards (2001) that the principal advantages of commercial textbooks are: 1) they provide structure and a syllabus for a program, 2) they help standardize instruction, 3) they maintain

quality, 4) they provide a variety of learning resources, 5) they are efficient, 6) they can provide effective language models and input, 7) they can train teachers, 8) they are visually appealing. However, Richards (2001) explains that there are also potential negative effects of commercial textbooks. The negative effects are they may contain inauthentic language, they may distort content, they may not reflect students' needs, they can deskill teacher and they are expensive.

Moreover, another expert Cunningsworth (1995) summarizes the role of course book in language teaching as follows. First, a course book can be a resource for presentation materials (spoken and written). Second, it can be a source of activities for learner practice and communicative interaction. Third, it can be a source of stimulation and ideas for classroom activities. Fourth, it can be a syllabus. Finally, it can be a support for less experienced teachers who have yet gained in confidence. Therefore, having a good course book is strongly recommended.

Hyland (2003) states that the teachers' role is to guide students through writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting and refining ideas. This is achieved through setting prewriting activities to generate ideas about content and structure, encouraging brainstorming and outlining, requiring multiple drafts, giving extensive feedback, seeking text level revisions, facilitating peer responses, and delaying surface corrections until the final editing.

Brown (1995) classifies the teaching writing in English into four categories: (1) approaches, (2) syllabuses, (3) techniques, (4) exercises. First, approaches in this case are meant as ways of defining what and how the students need to learn. Second, syllabuses are defined as ways of organizing the course and materials. Third, techniques are meant as ways of presenting the materials. Third, techniques are meant as ways of presenting materials. The last, exercises are ways of practicing what has been presented.

Besides, Harmer (1998) explains that there were four reasons of teaching writing to the students; the activities of reinforcement, language development, learning style, writing as a skill. First, it may reinforce the students with visual demonstration as an aid to committing the new language to memory. Second, it may make students require ongoing learning experience to construct proper written text. Third, it may develop different learning styles of the students such some students are quick at picking up language through looking and listening but some others may need time to think. The last, writing is as a skill meaning that it is a basic language skill, just as important as other skill: speaking, listening and reading.

Hyland (2003) states that an emphasis on language structure as a basis for writing teaching is typically a four stages process such as: (1) Familiarization: Learners are taught certain grammar and vocabulary, usually through a text; (2)

Controlled writing: Learners manipulate fixed patterns, often from substitution tables; (3) Guided writing: Learners imitate model texts; (3) Free writing: learners use the patterns they have developed to write an essay, letter, and so forth.

Hyland (2003) states that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic. The writer can generate the ideas to construct his or her views of the topics. This process is not merely an easy task for students, since writing is considered as complex task that needs the writer to originate content, organize structure, formulate goals and plans, execute writing mechanics and revise (Kulikowich et al., 2008). The writing product should be constructed in good content and structure, clear goals and plans, and good mechanics by doing such revision in order to make good result.

As added by Klimova & F (2013) that writer need to set an objective for their writing, plan it carefully and think over its layout and logical structure. Meaning that we involve mental act to produce a piece of writing. We need to think on the topic deeply before submitting the ideas and arguments to a medium such as paper or any object that can be used to write or type.

Therefore, the proposed short-term solution as a creative idea and the first step of an innovative solution to solving the issue is: “Development of a digital module in UNILA’s V-Class LMS for the Intermediate Writing course in the English Education Study Program.”

METHOD

The design of the research is research and development (R & D) which is proposed by Borg and Gall and also Tomlinson and Masuhara. According to Borg & Gall (1983), Educational Research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field – testing stage. In more rigorous programs of (R&D), this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives.

The researcher simplifies the implementation of the research and development into several steps. To the design of this study mostly followed the model of (Borg & Gall, 1983). There are ten steps in the Borg & Gall (1983) model used to develop materials: (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product

revision, (8) operational field testing, (9) final product revision, (10) dissemination and distribution. Then, Borg & Gall (1983) model was adapted in order the model become more suitable for this study. In the process of research, the researcher did the research in the form of giving questionnaire, semi structured (open interview) and field notes. Then the research findings were used as a basis to develop materials.

The implementation of the research is done as an actualization while the researcher participates in the basic training of civil servant. It is a real step in building a good working environment that of course must be able to be made as a habituation. For this reason, organized phases of activities are required to carry out these activities. This actualization is carried out under the English Education Program in 30 working days. The participants of gathering the data for survey and try-out were 23 students of the third semester in English Education study program of University of Lampung who joined intermediate writing subject and also the expert validator consisted of two lecturers. Then, the instruments of the research consisted of questionnaire that was given while conducting surveys for need analysis in the initial activity and evaluation at the end of the research process. Data analysis was done after the researcher got the data from the survey in which she gave questionnaire to the students before and after the researcher develop digital module. The data from expert validation also analyse to improve the digital module that has been developed. There are some feedbacks from two expert validators that required to revise the digital module in some parts. After revised the draft, the researcher did limited try-out/socialization of the digital module to the students. Besides, the students must fill in questionnaire to know their opinion about it while they were also browsing V-Class for the digital module. The last but not least, the revised version of the final product was made based on the result of survey and expert validation. The procedure of the research explained as follows:

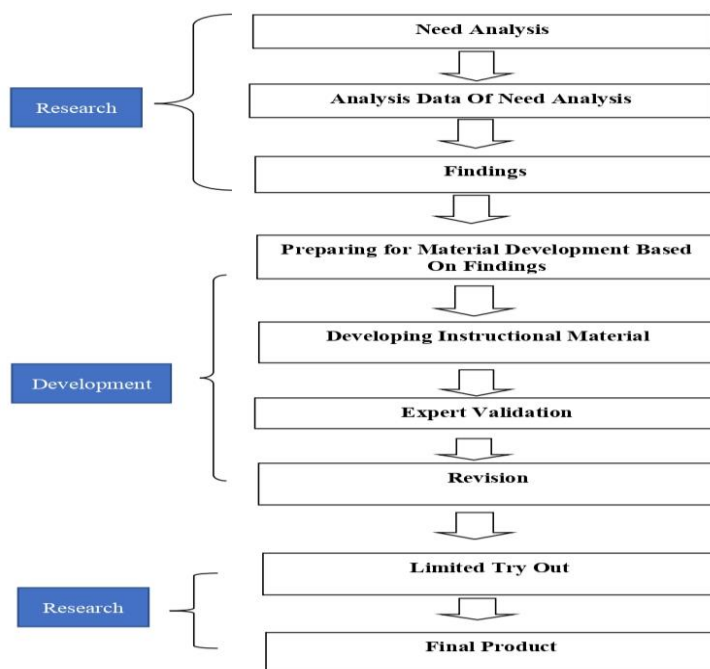


Figure 2. The Developmen procedure adapted (Borg & Gall, 1983; C. A. Tomlinson & Allan, 2000)

RESULT AND DISCUSSION

The objective of the research is developing module digital of intermediate writing subject in V-Class Unila in which comprises the digital material (Online PPT, video made by herself, online materials, material which was integrated with Youtube Video, online assessment, individual and group assignment for online submission). Here the researcher portrays the result of material (module) development digitally. It consists of the result of need analysis, materials development, expert validation, try-out, and final product. The analysis of the data is presented in a descriptive and statistical format to facilitate reading and discussing the result. Below are explained some of the realization of activities and their stages which include

- 1) Conducting a survey of students which is divided into three stages of activity, making a questionnaire, distributing questionnaires, and analyzing questionnaires. The results of the questionnaire will be used as a reference in making digital modules.
- 2) Second is conducting a literature review, which is divided into activities such as collecting and reading books related to digital modules, and browsing through YouTube channels to find out how to make learning videos.

- 3) Developing e-RPS. This activity consists of stages of activities such as determining learning outcomes, making online RPS, and compiling online lecture contracts in the Unila V-Class account.
- 4) Creating digital modules. Making digital modules consists of three stages of activity, making PowerPoint presentations (PPT), making learning videos, and making exercises/tasks (evaluation sheets) which are integrated into the Unila v-class account. Making digital modules is a process that is not easy because there are several stages that must be followed, so making digital modules is the most time-consuming activity.
- 5) After the preparation of the digital module, the next stage is determining the validator who will validate the digital module. In determining the validator, the author coordinated with the mentor regarding who would validate the digital module. Afterwards, an agreement was reached that the validator was a lecturer who had won the digital module competition as the second winner at the university level.
- 6) On the basis of previous stage, the next activity is the validation of digital modules (expert judgment). After the expert judgment is carried out, there are points that must be added as input including the making of learning videos must be improved again, and the preparation of digital modules in Vclass Unila must include not only the learning outcomes of each meeting but can be added introduction/greetings at each meeting.
- 7) After expert judgment, the next activity is finalization and socialization of digital modules. In finalizing the digital module, the author made improvements to the suggestions from the validator. The next stage is the socialization of digital modules to 3rd-semester students who take intermediate writing class which is carried out through Zoom meetings.
- 8) The next activity is evaluation and follow-up. This evaluation includes making a questionnaire and distributing it to students through Google Forms. The questionnaire is an evaluation material for making digital modules. The results of the questionnaire show that, if there is a learning video whose sound quality is not good, then it will be improved in the follow-up stage after actualization. While other aspects, students have positive assessments such as learning videos that are easy to understand, interesting PPTs, and so on.

The realisation of each step is shown below:

Survey

Activity Stages	Realisation	
	Date	Explanation
1.1 Create a questionnaire for students	a 19 October 2020	Create a questionnaire and integrate it into Google Form
1.2 Share the questionnaire through Google Form	19-20 October 2020	Share the questionnaire using Google Form link which is shared through Whatsapp group
1.3 Analyse questionnaire result	21-22 October 2020	Analyse questionnaire result

Comments:

- Surveys must be able to produce data that can be used as a reference for subsequent activities.
- The results of the questionnaire are implemented in the online learning module

Output: Questionnaire and survey result

Completion Rate: 100%

Proof:

1. Screenshot of creating a questionnaire into Google Form
2. Screenshot of sharing Google Form through Whatsapp group

Literature Review

Activity Stages	Realisation	
	Date	Explanation
2.1 Review and collect literature related to digital modules through books	23-26 October 2020	Read literature books related to the Internet and digital modules
2.2 Review and collect literature related to digital modules through internet media	27-30 October 2020	Download and watch video tutorials and YouTube videos regarding how to make learning videos

Comments: Review literature as a basis for making digital modules. Take as much literature as possible from within and outside the country.

Output: List of books/application

Completion Rate: 100%

Proof:

1. Screenshots of learning video application tutorials and videos from YouTube

e-RPS development

Activity Stages	Realisation	
	Date	Explanation
3.1 Set online learning outcomes	29-30 October 2020	Learning outcomes are integrated into the Unila v-class account.
3.2 Create e-RPS	30 Oct – 2 Nov 2020	RPS are uploaded to V-class Unila.
3.3 Make an online learning contract	2-3 November 2020	The learning contract is uploaded to V-class Unila

Comments:

The preparation of RPS Online should involve stakeholders so that it can be maximized in the implementation

Output: RPS and online learning contract

Completion Rate: 100%

Proof:

1. Screenshot of the RPS and online learning contract
2. Screenshot of the online learning outcomes

3. V-class Unila Link:

<https://www.google.com/url?q=https://vclass.unila.ac.id/course/view.php?id%3D3613&sa=D&ust=1606796218599000&usg=AFQjCNFyLnQykCJesoOYarzG2N1Pol1HQQ>

Digital Module Making

Activity Stages	Realisation	
	Date	Explanation
4.1 Create Power Point Presentation (PPT)	4-9 November 2020	Make PPT which refers to the discussion material and learning outcomes
4.2 Create learning video	6-12 November 2020	Make learning videos using <i>i spring suite 9, kinemaster</i> and <i>camtasia 2018 edition</i> then upload them to youtube and integrated them into the V-class Unila account.
4.3 Compile exercises and tests (online lecture evaluation)	12-13 November 2020	There are exercises that are made in the form of Ms. Word and uploaded to V-class unila and there is also a quiz in V-class unila.

Comments:

- The creation of digital modules should be creative and innovative so that they can attract students' attention
- Learning quality standards synergize with the four pillars of 21st-century learning

Output: Digital Module (PPT, learning video, exercises/tests)

Completion Rate: 100%

Proof:

1. Screenshot of digital module in LMS V-class Unila
2. Link to access learning video and Power point Presentation
<https://drive.google.com/drive/folders/1FdwfKUuX3xkSDiU-GzzDODIEZj-u7d2f?usp=sharing>

Validator Determination

Activity Stages	Realisation	
	Date	Explanation
Coordinate to determine the validator	4-5 November 2020	The determination of the validator is carried out after conducting discussions with the mentor

Comments:

Coordinate and communicate as good as possible

Output: Certificate from the Head of the Department of Language and Arts Education

Completion Rate: 100%

Proof:

1. Documentation of validator determination discussion

Validation and finalization of the Digital Module

Activity Stages	Realisation	
	Date	Explanation
Ask the validator to visit the Unila class v account and watch learning videos and do validation	16-19 November 2020	The validator is from the Department of Language and Arts Education then the result of the validation is analyzed for further improvement of the digital module.

Comments:

The validation results from the validator are used as an indicator for improvement finalization of the digital module

Output: Digital Module Assessment Validation Results

Completion Rate: 100%

Proof:

1. Expert judgment approval letter signed by the validator.
2. Screenshot of Digital Module Finalization in Unila's LMS V-Class

Trial/ Socialization of Digital Module

Activity Stages	Realisation	
	Date	Explanation
Trial/socialization of	20	Trials/socialization are carried out by

digital modules	November 2020	lecturers to students who take intermediate writing course
-----------------	---------------	--

Comments: Socialization of digital modules is also a means of knowing student interest

Output: Socialization attendance list

Completion Rate: 100%

Proof:

1. Documentation of the socialisation

1. Evaluation and Follow-up

Activity Stages	Realisation	
	Date	Explanation
Create questionnaire	29 November 2020	Compilation of questionnaires and integrating them into Google Forms
Distribute questionnaires to students regarding modules and digital devices	24-25 November 2020	Distribute the questionnaire via Google Form link which is shared through the WhatsApp group
Analyse questionnaire results	24-25 November 2020	Analyse questionnaire result

Comments:

- This evaluation is used as material for improvement and future follow-up.
- The list of questions in the questionnaire should reflect the implications vision, mission of the university, faculties, departments and study programs.

Output: Questionnaire and survey result

Completion Rate: 100%

Proof:

1. Screenshot of creating the questionnaire
2. Screenshot of sharing Google form via Whatsapp group

The implementation of the actualization that the author is doing is in line with the organization's mission, namely to provide education that is in line with the development of science and technology, as well as English educators who are professional. Then, the aim of the English education study program is to improve the quality of learning and problem-solving in progressive and creative English learning in schools and educational institutions. With the digital module, learning English, especially Intermediate writing courses, will be of higher quality, thereby indirectly increasing public confidence in entrusting their children to the University of Lampung.

The activities that have been carried out related to the development of digital modules for the Intermediate writing course at the Unila English

Education Study Program have had several positive impacts on individuals, groups and organizations (institutions). The details are explained below:

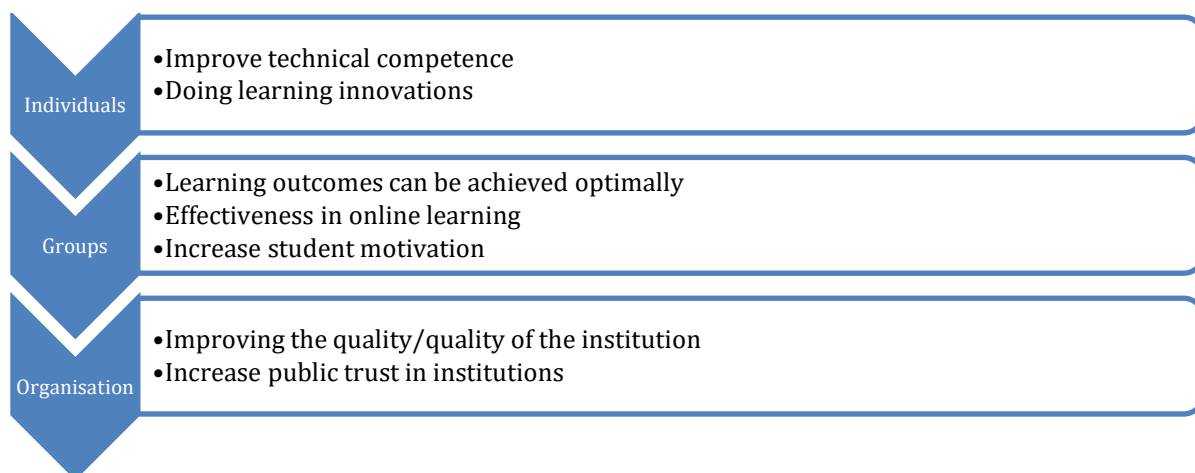


Figure 3. Positive Impacts of Digital Module

Meanwhile, if this actualization is not carried out, then, of course, the digital module for intermediate writing courses in English education study programs will not be available so it will have an impact on the following matters:

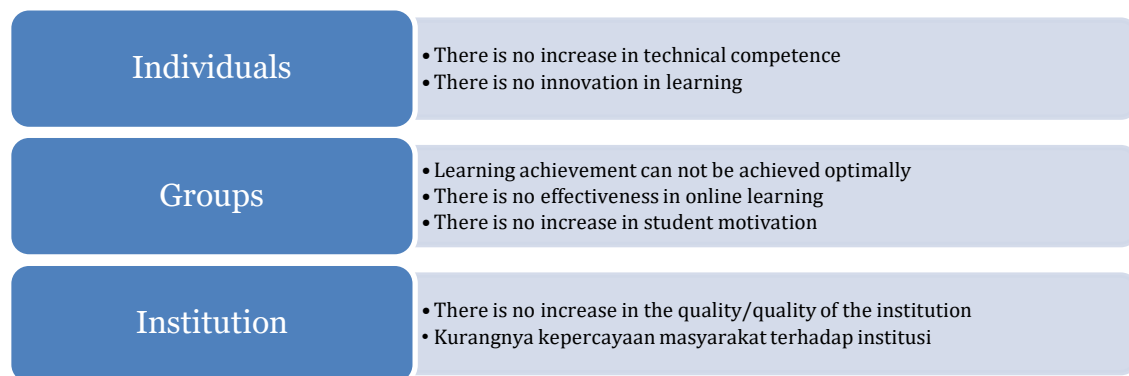


Figure 4. The Shortcoming of not implemented Digital Module

If this actualization activity is not implemented, then of course, there are things that will not be achieved optimally as follows. To the author, there is no increase in technical competence such as the ability to make digital modules, make learning videos and online learning media so learning during this pandemic does not seem to have any significant innovation, even though learning during a pandemic requires all educators to be literate in technology, provide effective media learning in the time of covid-19.

This digital module is intended for third-semester students who take Intermediate Writing course. If this actualization activity is not carried out, then learning outcomes in Intermediate writing courses will not be optimally achieved, there is no effectiveness in online learning, because learning that takes place online requires appropriate learning media so that students can still study well, digital module is a solution to the unavailability of face-to-face learning in the current pandemic era. With the existence of digital modules and other media in learning such as videos, integrated material in LMS V-Class Unila, PowerPoint presentations, it is hoped that student motivation in online learning can be increased.

CONCLUSION

The activities that the author carried out were the development of digital modules for Intermediate writing courses in the English Education Study Program at Lampung University which consisted of eight activities, namely surveys for students, literature review, compiling E-RPS, compiling digital modules, determining validators, validating and finalizing digital modules, trials/socialization (limited try-out) and evaluation & follow-up.

This research as an actualization produces the main output (product), namely digital modules consisting of learning material in the form of powerpoint presentation (PPT), learning videos, online learning contract/lesson planning (e-RPS) and exercises/tests integrated into Unila's V-class account for 8 meetings. For learning videos that have been made, the author utilizes i spring suite 9, Kinemaster, Camtasia, then uploaded to the author's youtube and integrated into the Unila V-class account. This digital module is intended for students who take Intermediate writing courses in the UNILA English Education Study Program. The supporting output of this actualization consists of survey results, a list of books and websites related to digital modules, digital module validation results, socialization attendance lists, and survey results for digital module evaluation. As for future follow-up plans, the author is working on streaming learning via YouTube which is integrated with the use of the OBS studio platform.

SUGGESTIONS

Through this research of an actualization, the author hopes to internalize the basic values of ASN into the author and also the author can implement the role and position of ASN in the Republic of Indonesia. ASN basic values such as accountability, nationalism, public ethics, quality commitment, and anti-corruption as well as ASN management principles, public services and the whole

of government must be reflected in the duties and functions as lecturers in the institution.

The following are presented things that can be used as recommendations in the implementation of the actualization that the author has done so that it is hoped that other CPNS latsar participants can follow the following suggestions:

1. To other latsar participants if they take the same issue as the current author, it is hoped that they can make a better digital module. In making learning videos, sound quality must be considered, and use other applications so that it is more varied. In this case, the author uses i spring suite 9 application, Camtasia 2018, and kinemaster. Hopefully, other writers can try using others such as filmora, canva.com, OBS studio, and so on.
2. To other English department lecturers, it is hoped that you will be able to make better digital modules and continue to be enthusiastic in your work.
3. To the organizers, hopefully the implementation of basic CPNS training will be even better in the future.

REFERENCES

- Borg, W. ., & Gall, M. D. (1983). *Educational Research* (4th ed.). Longman Inc.
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Heinemann.
- Fitriani, R., & Fadhilawati, D. (2022). Developing Digital Module For Assisting The Seventh Grade Students To Write Descriptive Texts Easily. *JARES (Journal of Academic Research and Sciences)*, 7(2), 11–25.
<https://doi.org/https://doi.org/10.35457/jares.v7i2.2316>
- Flanagan, C. C. (1981). *The Instructional Media Library*. Englewood Cliff.
- Harmer, J. (1998). *How to Teach English*. Addison Wesley Longman.
- Hyland, K. (2003). *Second language Writing*. Library of Congress.
- Klimova, B., & F. (2013). The Importance of Writing. *PARIPEX-Indian Journal of Research*, 2(1), 9–11.
- Kulikowich, J. M., Mason, L. H., & Brown, S. W. (2008). Evaluating fifth- and sixth-grade students' expository writing: task development, scoring, and psychometric issues. *Reading and Writing*, 21(1–2), 153–175.
<https://doi.org/10.1007/s11145-007-9068-8>
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook For Teachers*. Prentice Hall.
- Renandya, A. ., & Richards, J. C. (2002). *Methodology in Language Teaching An Anthology of Current Practice*. Cambridge University Press.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press.
- Tomlinson, B., & Masuhara, H. (2004). *Developing Language Course Materials*. RELC.
- Tomlinson, C. A., & Allan, S. D. (2000). *Leadership for differentiating schools and classrooms*. ASCD.