

Active Learning Materials for English Online Classes Based on Genre-Based Approach

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ABSTRACT

The COVID-19 pandemic has impacted all aspects, including education. This phenomenon has drastically changed the teaching and learning interactions in schools. This change shocked teachers and students unprepared for competence, subject matter, and technology, including psychology. For that constraint, this study aims to develop online active learning materials in teaching English based on the genre-based approach for second-year students of Junior high school and to find out the appropriateness of the developed online active learning materials in teaching English. The researchers developed the product through development research (R&D), adopted from the theory of Branch (2009), involving a sample of 114 VIII grade junior high school students and 3 English teachers. Through needs analysis of respondents, researchers can map the objectives and learning materials needed by respondents. Researchers use this need analysis to develop online-based learning materials. The results of the validation of the experts and students' responses shows that the developed product has obtained eligible category. The results of the research were an Online Active Learning English Teaching Materials Based on Genre-based Approach for Second Year Students of Junior High School. This product was in line with the students' and teachers' needs from the three levels of schools by referring to the core competence and basic competence of curriculum 2013, active learning strategy and genre-based approach. Furthermore, it is known that this book is very well received by the user, in this case, the VIII grade students and English teachers of SMP/MTs.

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1. INTRODUCTION

To halt the spread of the COVID-19 epidemic, students in all over the world were unable to attend school and were forced to stay at home, while millions of educators began to teach in front of a computer screen and quickly completed all courses online (Bao, 2020), including in Indonesia. Indonesian educational institutions have undergone an unprecedented, prodigious, and significant migration from conventional education to online education. It was a challenge for many teachers who lack online education expertise as the transfer of all the current online courses in just a few days was a massive, disruptive shift. It restricted their capacity to provide essential educational services while maintaining safety for students, teachers, staff, and local communities (Kelly and Columbus, 2020). For these reasons, a new innovation in teaching and learning process should be developed so that the educational purposes still can be achieved well in line with the world current progress.

Typically, a complete online course included improving the design of lesson plans, teaching resources, and supporting teams in the technology, and due to the unexpected appearance of COVID-19, the majority of faculty members were confronted with problems such as a lack of online teaching experience, early training, or assistance from training technology teams (Bao, 2020). Hence, the online classroom's teaching and learning process preparation were insufficient. Those facts align with Haryati et al. (2021), who mentioned that one of the challenges of creating an online classroom is adequately training human resources so that technology can be utilized to its full potential, as digital infrastructure is useless without adequate human resource competency.

Furthermore, Daulay et al. (2021) mention that some of the immediate effects encountered by students include weak interaction with teachers if there are complex materials for students to understand, and one-way communication is common throughout the online learning process. It is also supported by the analysis of the student social media survey the researcher did; the difficulties for students did not arise only from the technological and organizational barriers to online education on such a large scale. Instead, they had problems because they lacked a positive approach to learning. As using the application to learn gets the students bored in certain cases (Tukan 2020), students also had difficulties self-isolating at home, such as a lack of self-discipline, motivation, community involvement, appropriate learning resources, and learning environments. Furthermore, the students stated that they tended to feel sleepy and bored in an online classroom because the learning process appears monotonous; for example, the students usually only get the materials or lectures in pdf, PowerPoint, or Microsoft Word and then some assignments related to the materials would be given. Therefore, some students have stated that the home-learning system was much more challenging than traditional classrooms because The students struggled to comprehend the online class materials in line with Ariani (2021) statement that said students had problems in elaboration materials chosen by the teachers as it was too hard to understand by the students.

Additionally, Ms N, a teacher at one of the junior high schools, said the online teaching problems occurred because they were not used to online learning equipment and learning strategies. It is supported by Tukan (2020) that says during the COVID-19 pandemic, some teachers are having difficulty instructing pupils online using the appropriate technology. For these reasons, many schools were dreadfully unprepared to go online in the blink of an eye because teachers had not been educated in preparation through simulations or practices.

The researcher would like to develop active learning materials for English online classes based on genre-based approach for these constraints. Implementing active learning was to create opportunities for students to become more active in learning. Besides, this strategy would be an exciting way to teach English that could make students more motivated and engaged in online learning English.

In contrast to passively absorbing what is being taught by others, active learning is defined as the educational process where students actively engage in learning the content being explored. According to Zaini in Kamalia et al. (2022), active learning is a teaching and learning process where teachers encourage students to participate in their own learning so that they take charge of the teaching and learning activities in the classroom. Felder and Brent in Tharayil et al. (2018) define active learning as a series of brief course-related individual or small group activities that all students in a classroom are expected to complete,

interspersed with teacher-directed intervals where student perception, idea, response, and feedback are assessed and new information is conveyed. Students are expected in active learning to evaluate their previous knowledge and ability to manage concepts or problems regularly in a particular discipline. Moreover, an active learning strategy suggests higher-order thinking abilities such as analysis, synthesis, and assessment should be used by pupils (Bonwell & Eison, 1991). In addition, the exploration of active learning strategies will rest on the types of cooperative learning in which student participation and activeness are of the most significance (Sajidin and Ashadi, 2021). Therefore, by using this strategy, the teacher would allow students to learn independently while also training them in the necessary skills. In a nutshell, active learning is aimed to engage students in meaningful learning tasks while also encouraging them to reflect on their actions.

Furthermore, active learning is a set of activities in which students participate in the learning process, such as problem-solving and critical thinking, to understand the material better and attain the learning goal (Gonzales, 2016). Hence, an active learning strategy in an online classroom allows students to retain solid relations and a sense of normality when much of the world is in flux.

In addition, The Genre-based Approach (GBA) has been utilized to boost learning capacity for meaning-making in a variety of curriculum areas. This approach envisions language acquisition as a social, textual, and goal-oriented system that uses text as the primary unit of communication and instruction (Herazo Rivera in Gozalez, 2021). The genre-based approach is ideal for teaching all English skills, not just for reading and writing but also for listening and speaking. This idea is supported by Tartila et al. (2013), who argues that the genre-based approach has two cycles, oral and written. The oral cycle improves listening and speaking skills, while the writing cycle improves reading and writing skills. The genre approach teaches the goals, structures, and linguistic aspects of genres by using explicit instruction to explain the linguistic traits and rhetorical patterns specific to the discourse in which students wish to engage (Hyland in Nagao, 2018).

Moreover, in implementing genre-based approach, teachers conduct learning and teaching process based on steps of genre-based approach and known the cycles. The model of Genre-Based Approach has four stages they are BKOF (Building Knowledge of the Field), MOT (Modelling of the Text), JCOT (Joint Construction of the Text), and ICOT (Independent Construction of the Text) (Hammond in Anggraini, 2020) and all of those stages can be accommodated in the Scientific Approach.

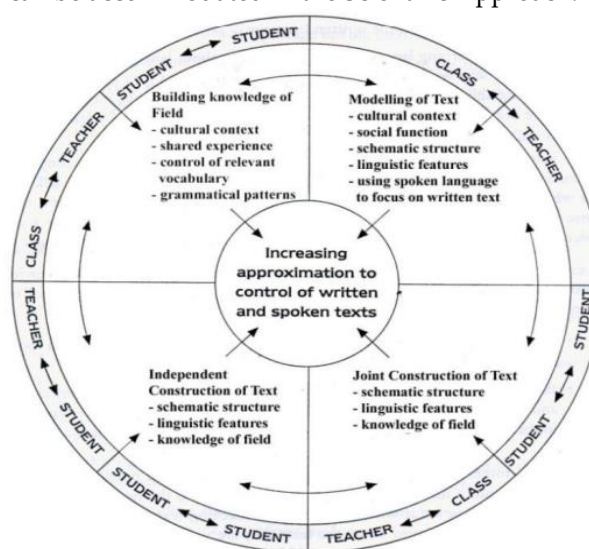


Figure 1. Cycles of Genre-Based Approach

Discussion of the genre-based approach learning cycle reveals that the genre-based approach offers clear instructions for teachers to obey and that explanations of such language features can also be used to increase student understanding of how each genre is built.

Additionally, teachers must use a variety of teaching methods that they have already studied, known, and practiced to carry out activities at all levels. Those methods are still necessary and applicable to this approach. When teachers plan lessons, keep in mind that every activity they create must be geared toward giving opportunities for students to practice using language and, as a result, gain communicative competence.

Next, there are some relevant studies on the development of learning materials for English. However, there are some variations in the emphasis of the research, such as the subject of the research, type of content, type of research, etc. The following overview shows a further clarification of the related studies.

One of the previous research about applying active learning in a classroom is by Daouk, Z., Bahous, R., & Bacha, N. N. (2016). Their research, titled "Perceptions on the Effectiveness of Active Learning Strategies," aims to understand what teachers and students think about the efficacy of adopting active learning strategies in higher education courses at a Lebanon tertiary institution. The key findings suggest that most students and teachers prefer active learning and are strong proponents of incorporating it into their classes. These findings show that students have positive attitudes toward active learning practices and that these attitudes may also impact their performance and learning. In addition, based on this study, it can be inferred that active learning is helpful for teaching in the learning process.

Although Daouk et al.'s research demonstrated that active learning is a successful strategy for teaching and learning, it was only conducted in a regular classroom rather than an online classroom. Daouk et al. also relied solely on active learning and did not involve a genre-based approach. Furthermore, Daouk et al. only use active learning as a teaching strategy while the current research combines active learning and a genre-based approach for teaching strategy and instructional material in the online classroom.

Then, Indrayanti (2018) has researched developing learning material using a genre-based approach. Her research, *Developing an English Supplementary Book Based on Curriculum 2013 Using a Genre-Based Approach for Grade VIII Students in Junior High Schools in Yogyakarta*, found that the generated product was appropriate and in accordance with both students' and teachers' demands. The findings also show that a genre-based approach can improve student motivation in the classroom, make the teaching and learning process more meaningful, and boost students' creativity. Nevertheless, Indrayanti did not use active learning in her research, and the developed product was used in a traditional classroom.

The next previous research was conducted by Khan, A., Egbue, O., Palkie, B., & Madden, J. (2017). They discuss different strategies that can be integrated into the design of online learning courses to encourage a high level of involvement of students in online learning and Active learning is one of them. Furthermore, the importance of interactive student engagement tools for the design and delivery of online courses is addressed, as well as the role these tools play in developing an environment in which students are actively engaged in learning activities and contribute to lively discussions. This research provides perspectives on different frameworks of student engagement focused on classical active learning and strengthened by emerging technology, including perspectives on the design of courses to promote student engagement, as well as best practices in the design and delivery of online courses.

Although Khan et al. provides a thorough explanation of active learning in the online classroom, the research does not include the genre-based approach. Nonetheless, the research assisted the researcher in broadening his perspective on active learning in the online classroom.

Based on the explanation of the preceding previous studies, it can be inferred that there were some studies that already investigate about the implementation of genre-based approach and active learning strategy in the classroom. However, the studies that have been mentioned only discusses active learning and genre-based approach separately. Meanwhile, as an innovation, this research combines active learning and genre-based approach as a single unit to develop supplementary learning materials for teachers and students in online classroom. In addition, most of the studies above were conducted in offline classes, while the current research is intended for online classes. These things are what makes this research different from previous research. Therefore, to improve on prior studies, the researcher

developed the content in this research using both a genre-based approach and active learning. Furthermore, this study aims to develop supplementary materials for online classrooms.

Based on the discussion above, the objective of this research is to carry out research and development on supplementary learning materials for an online class that combined active learning with online tools based on a genre-based approach so students could engage with information and ideas. Moreover, the researcher would like to find out the appropriateness of the developed online active learning materials in teaching English.

2. METHODS

The research subjects were VIII grade junior high school students in Pekanbaru. The sample was taken using a stratified random sampling technique from three different levels of the school, namely high, middle, and low levels. The grade was based on the result of the final national examination rank in Pekanbaru (Puspendik Kemendikbud, 2019). There were 114 students and three English teachers involved in the research.

This research used the Research and Development model developed by Branch (2009), consisting of 5 stages, so-called ADDIE. ADDIE consists of five stages following its name, (A) Analysis, (D) Design, (D) Development, I) Implementation, and (E) Evaluation.

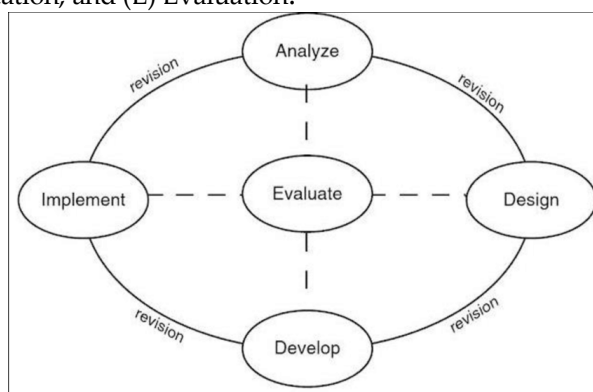


Figure 2. Branch's Research and Development Cycle

Adapted from Branch (2009), the researcher would illustrate the stages based on the requirement of this research, as shown in the following figure.

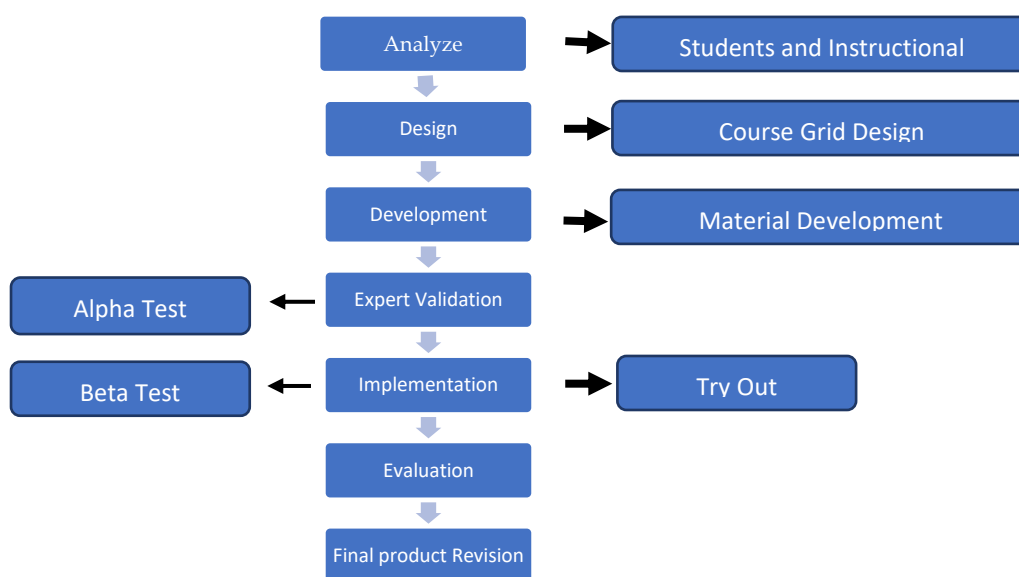


Figure 3. The Stages of the Research

In this research, the researcher used quantitative and qualitative data. The qualitative data comes from interviews with students and instructors. Three kinds of questionnaires would be used for the quantitative data such as a questionnaire of need analysis (at the beginning of the research) that was derived from Hutchingson and Waters (1987) and Nunan (2004), a questionnaire of expert validation that is adapted from Badan Standarisasi Nasional Pendidikan (BNSP) and questionnaire of try-out that were administered in two forms of questionnaires, the first was the students' questionnaire. There was also a teachers' questionnaire.

For the quantitative data in the need analysis phase, the data was obtained through questionnaires from the teachers and students, and then it will be analyzed using frequencies and percentages.

Furthermore, the Likert scale was used to code the data in the try-out phase. Widoyoko (2013) proposed the theory of the Likert scale. Strongly agree was coded as number 4, agree was coded as number 3, disagree was coded as number 2, and strongly disagree was coded as number 1. Moreover, the class interval proposed by Suharto (2006) would be used to calculate the mean category.

Table 1. Quantitative Data Conversion

Scale	Categories	Equivalent	Interval of the Mean Values
1	Poor	Strongly Disagree	$1 \leq x \leq 1.74$
2	Fair	Disagree	$1.75 \leq x \leq 2.49$
3	Good	Agree	$2.5 \leq x \leq 3.25$
4	Very Good	Strongly Agree	$\leq x \leq 4.00$

The qualitative data resulted from the need analysis interview and the try-out interview. There were two kinds of interviews in this research: the needs analysis and the try-out interview. According to Miles and Huberman (1994), there were some steps to analyze the interview:

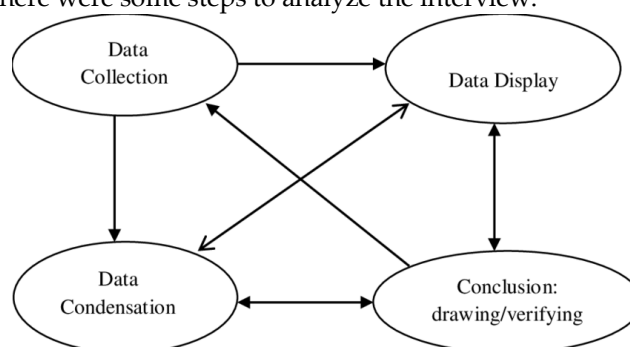


Figure 4. The Steps of Qualitative Data Analysis

Finally, based on the results of the expert validation and the try-out (questionnaire and teachers and students interview), the feasibility of the product can be seen.

3. FINDINGS AND DISCUSSION

Findings

Based on the product development process, the needs analysis was the starting point for the research and development process. The questionnaires were distributed to 114 students and three English teachers from various schools to conduct the needs analysis. The researcher also conducted interviews with certain teachers to complement the data. The purpose of the need analysis, which comprised 20 questions, was to determine the target and learning needs.

In addition, here is the accumulation of the target needs results:

Table 2. Target Needs

Item Number	Questions	Most Answers	Percentage
1.	What is your purpose in learning English at school?	To be able to communicate in English both orally and in writing.	41.87%
2.	My current English proficiency level is...	At beginner level.	43.59%
3.	How difficult is it for you to learn English online?	A bit difficult.	51.28%
4.	In your opinion, which skill is the most difficult to be mastered in English?	Speaking.	46.15%
5.	What are your difficulties in learning English online?	Difficulty in receiving well the learning material presented.	42.10%
6.	What topic do you want to learn in English?	Related to daily life	41.67%
7.	What language is easy to understand in English learning books?	Books in Indonesian and English	60.53%
8.	In your opinion, what media can help a lot in learning English online?	Videos	38.30%
9.	In your opinion, what additional components can help you in learning English online?	Games	35.71%

The target needs showed that most students of the three different schools agreed to be able to master both spoken and written English is the highest necessity for them. Then most of them stated that their proficiency level was at the beginner level. Therefore, English was considered a subject that was a bit difficult to learn these days. Furthermore, most of the students also stated that speaking is the most challenging skill to learn in the online classroom, then it is difficult to receive the learning material presented well.

Then, based on the table above, the student would like to have the learning materials based on their daily lives. Students also prefer materials with mixed languages (Bahasa Indonesia and English), and the materials should incorporate media (audio/video) and additional components such as warming up, games, evaluation, and self-reflection.

Additionally, here is the accumulation of the learning needs results:

Table 3. Learning Needs

Item Number	Questions	Items	Percentage
10.	What kind of listening material do you like?	Completing the gap dialogue after listening.	37.84%
11.	What kind of speaking material do you like?	Giving a situation to help students make a dialogue/monologue based on the situation	51.35%
12.	What kind of reading material do you like?	Created text	45.95%
13.	What kind of writing material do you like?	Some clues are provided before writing	37.84%
14.	What listening activities do you like?	Identifying the true or false statement	35.14%
15.	What speaking activities do you like?	Role-play	35.14%
16.	What reading activities do you like?	Reading the text and answering the questions	37.84%
17.	What writing activities do you like?	Writing based on the situation	48.65%
18.	What strategy do you prefer in learning English online?	Individual	54.05%
19.	What activities do you like in learning English online?	Carry out tasks	37.84%
20.	What kind of teachers' role do you like in learning English online?	Creating an active condition for students in learning English	45.95%

Based on the learning needs table, it is revealed that in listening, most students prefer to complete the gap dialogue after listening to the audio or video as the input and identify the true or false statement of the audio. In speaking, many students chose a given situation to help them make a dialogue/monologue based on the situation as the input and role-playing as the class activity. In reading, the students prefer created text as their reading material and choose to read the text and answer the questions as the reading activities. Lastly, in writing, many students prefer to be given some clues before they start to write and write based on the situation in the writing activities.

It is also mentioned that the students prefer to work individually in an online class and want to carry out tasks in the class activity. Moreover, most of them want the teacher to create an active condition in the online English classroom.

After the need analysis was conducted, the researcher prepared the course grid material by the 2013 Curriculum's core competence and basic competence. This online book was broken down into six sections, each with its theme and task; they were: Unit 1 (At school), Unit 2 (Hobbies), Unit 3 (Places in City), Unit 4 (Holiday and Special Events), Unit 5 (Greeting Card), and Unit 6 (Picnic). Each unit consisted of 5 parts: warming up, vocabulary, main activities, evaluation, and reflection. Then, in the material development, the researcher utilizes the active learning strategy and the step of the Genre-Based approach.

Following the completion of the first draft, the researcher enlisted the help of some experts to assess the book. The goal was to determine whether or not the book was appropriate for use in a school setting. The product was analyzed using a questionnaire that included four elements: content appropriateness, language appropriateness, book presentation, and graphic appropriateness. According to both experts, the developed materials were adequate and ready for students to try out. There were, however, specific

comments and suggestions that needed to be considered, such as some punctuation marks and grammatical errors, font size, typos, image and command placements, and the difficulty level of the material. This developed product was revised as soon as the researcher got the validation and evaluation result before proceeding to try-out.

To determine whether the product (which was in the form of an online book) was appropriate, the researcher conducted field testing with students and teachers from three different levels of schools. Prior to distributing the questionnaire and interviewing students and teachers from each school, the data was acquired by allowing teachers to utilize the product. Finally, the researcher calculated the total mean scores of the teachers' questionnaire to establish the average of the product's try-out results in those schools after collecting the data. It was carried out to learn about the quality of the online book from the teachers' perspective. It made use of Suharto's (2006) categorization system.

The general average of the students' book judgments is shown in the table below, followed by the total mean score for each school.

Table 4. Students' Judgements of the Book

Schools	Score	Category	Equivalent
Junior High School A	3.74	Very Good	Strongly Agree
Junior High School B	3.76	Very Good	Strongly Agree
Junior High School C	3.73	Very Good	Strongly Agree
Average	3.74	Very Good	Strongly Agree

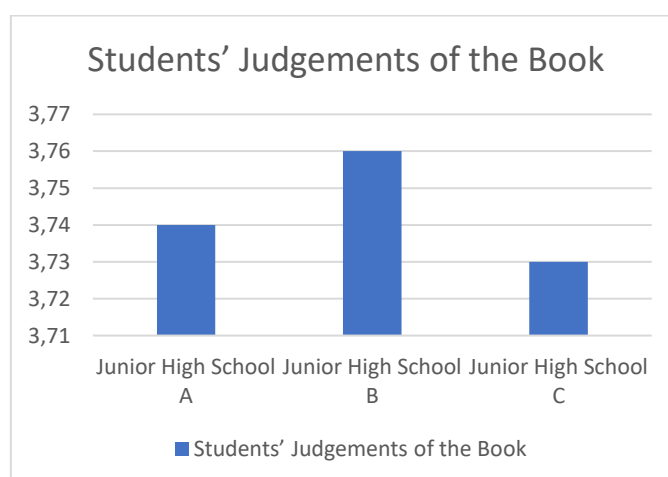


Figure 5. Students' Judgements of the Book

According to the data, each school's score ranged from 3.73 to 3.76, with an average of 3.74. It indicated that the overall mean score was in the very good range and that the two groups strongly agreed. As a result, it was easy to deduce that the online book was suitable for those various schools. Furthermore, those numerous schools offered various English learning levels, including high, middle, and low. As a result, the researcher came to the conclusion that this online book may be used in all junior high schools.

The overall average of the instructors' book judgments, followed by the total mean score for each school, is displayed below.

Table 5. Teachers' Judgements of the Book

Schools	Score	Category	Equivalent
Junior High School A	3.82	Very Good	Strongly Agree
Junior High School B	3.77	Very Good	Strongly Agree
Junior High School C	3.67	Very Good	Strongly Agree
Average	3.75	Very Good	Strongly Agree

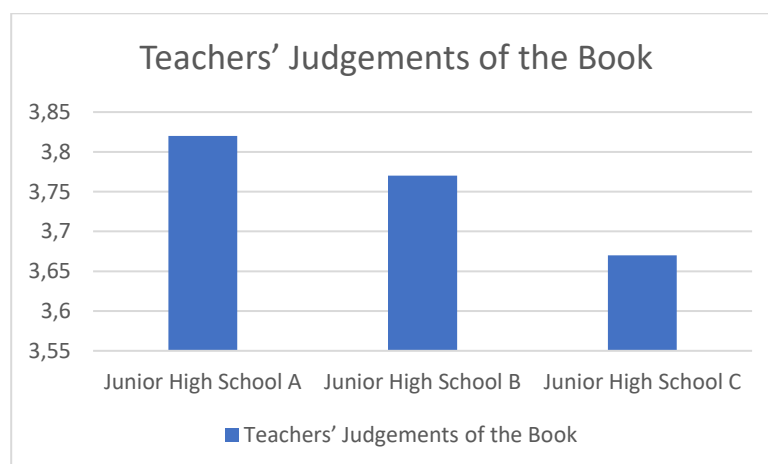


Figure 6. Teachers' Judgements of the Book

The results of each teacher's questionnaire are showed in the chart above. Several areas were evaluated as very good, including the learning objective, materials, tasks, language use, and graphic of the teacher's judgment. This product was highly appropriate because it was categorized as very good. Each teacher's score, in this case, ranged from 3.67 to 3.82, with an average of 3.75. As a result, it was possible to presume that the book was acceptable to the three teachers from different schools because it was rated as very good material.

Moreover, in light of the interview, it is reasonable to assume that students had much positive feedback on the book. After learning English with the product, they thought the book was complete, interesting, engaging, and easy to understand. The book was well-organized, and the explanations were simple to comprehend when studying at home. The book also addressed all aspects of language skills, including listening, reading, speaking, and writing. Furthermore, they enjoyed learning with the online book since it was neither too difficult nor too easy, and the materials had videos and other extra components, such as games at the beginning of the unit, that made the learning process appear to be enjoyable. The book was also not boring, according to the student, because the tasks were varied, and the pictures or graphics in the book refreshed their eyes. Lastly, the students could learn much new vocabulary from the book by using the book. As a result, the product was deemed acceptable by the students.

In addition, the teachers' interviews revealed that the book was quite ideal and was feasible to use in the online teaching and learning process. This book was beneficial for teachers to look for additional exercises, especially when they ran out of ideas for a fun task to do online. The tasks were varied, so it was not dull. Many of the tasks included audio and video, allowing students to get more engaged in the exercises and gain a deeper understanding of the materials. The instructions in the tasks were not overly complicated, but neither were they very simple. Consequently, the teacher found it beneficial to make the class activities more enjoyable. This online book also covered all of the skills.

The teachers stated that this online book was well-compiled and given in systematic steps, in accordance with the genre-based approach and 2013 curriculum, and the material did not deviate from the accessible learning objectives. Therefore, it was suitable to complement existing government textbooks. As a result, the product was acceptable and appropriate for use.

There were, however, some suggestions for improving the product. In addition, the teacher made the following suggestion as well. The researcher then revised the things suggested by the teachers. Consequently, the second revision was completed as soon as the researcher received the suggestions.

The following changes were made to the developed book: (1) the fonts were made more prominent, (2) examples were added to every explanation of the materials, and (3) the researcher revised some vocabulary for some students who had difficulty with certain words. The following is an overview of the final product:

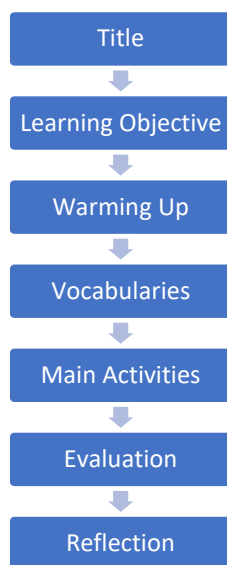


Figure 7. Outline of Final Product

Because the developed product was an online supplementary book for an online class, the researcher spent a significant amount of time developing content that could be used to enhance the online teaching and learning process. Here is the appearance of the final product:




Unit 1:

(<https://unit1-atschool.carrd.co/>)

UNIT 1
X

AT SCHOOL



In this unit, you will learn to:

1. Identify the expression of asking for attention, checking for understanding, giving and asking opinions, showing appreciation.
2. Express asking for attention, checking for understanding, giving and asking opinions, showing appreciation.
3. Read a text related to the expression of asking for attention, checking for understanding, giving and asking opinions, showing appreciation.
4. Write a text related to the expression of asking for attention, checking for understanding, giving and asking opinions, showing appreciation.

COMPLETE ALL THE STEPS BELOW TO FINISH THIS UNIT.

1. Warming up!

2. Vocabularies

3. Main activities

1. Expression of asking for attention
 - TASK 1 (Building the context)
 - TASK 2 (Modelling of the text)
 - TASK 3 (Joint construction of the text)
 - TASK 4 (Joint construction of the text)
 - TASK 5 (Joint construction of the text)
 - TASK 6 (Joint construction of the text)
 - TASK 7 (Independent construction of the text)
2. Expression of checking for understanding
 - TASK 8 (Building the context)
 - TASK 9 (Modelling of the text)
 - TASK 10 (Joint construction of the text)
 - TASK 11 (Joint construction of the text)
 - TASK 12 (Joint construction of the text)
 - TASK 13 (Joint construction of the text)
 - TASK 14 (Independent construction of the text)

ICE BREAKER
3. Expression of giving and asking opinion
 - TASK 15 (Building the context)
 - TASK 16 (Modelling of the text)
 - TASK 17 (Joint construction of the text)
 - TASK 18 (Joint construction of the text)
 - TASK 19 (Joint construction of the text)
 - TASK 20 (Joint construction of the text)
 - TASK 21 (Independent construction of the text)

TASK 7 (Independent construction of the text)

TASK 8 (Building the context)

TASK 9 (Modelling of the text)

TASK 10 (Joint construction of the text)

TASK 11 (Joint construction of the text)

TASK 12 (Joint construction of the text)

TASK 13 (Joint construction of the text)

TASK 14 (Independent construction of the text)

ICE BREAKER

TASK 15 (Building the context)

TASK 16 (Modelling of the text)

TASK 17 (Joint construction of the text)

TASK 18 (Joint construction of the text)

TASK 19 (Joint construction of the text)

TASK 20 (Joint construction of the text)

TASK 21 (Independent construction of the text)

4. Evaluation


5. Reflection

Unit 2:

(<https://unit2-hobbies.carrd.co/>)

UNIT 2
X

HOBBIES



In this unit, you will learn to:

1. State and ask if one can do something
2. State and ask if one will do something
3. Understand the specific and detail information in a message related to capability, incapability, willingness and unwillingness.
4. Read a message related to capability, incapability, willingness and unwillingness.
5. Write a message related to capability, incapability, willingness and unwillingness.

COMPLETE ALL THE STEPS BELOW TO FINISH THIS UNIT.

1. Warming up!

2. Vocabularies

3. Main activities

1. Capability and incapability
 - TASK 1 (Building the context)
 - TASK 2 (Modelling of the text)
 - TASK 3 (Joint construction of the text)
 - TASK 4 (Joint construction of the text)
 - TASK 5 (Joint construction of the text)
 - TASK 6 (Joint construction of the text)
 - TASK 7 (Independent construction of the text)
2. Willingness and unwillingness
 - TASK 8 (Building the context)
 - TASK 9 (Modelling of the text)
 - TASK 10 (Joint construction of the text)
 - TASK 11 (Joint construction of the text)
 - TASK 12 (Joint construction of the text)
 - TASK 13 (Joint construction of the text)
 - TASK 14 (Independent construction of the text)

TASK 7 (Independent construction of the text)

TASK 8 (Building the context)

TASK 9 (Modelling of the text)

TASK 10 (Joint construction of the text)

TASK 11 (Joint construction of the text)

TASK 12 (Joint construction of the text)

TASK 13 (Joint construction of the text)

TASK 14 (Independent construction of the text)

4. Evaluation

5. Reflection

Unit 3:

(<https://unit3-placesincity.carrd.co/>)

UNIT 3

PLACES IN CITY



In this unit, you will learn to:

1. Give and respond to information regarding obligation, prohibition and suggestion.
2. Understanding the specific and detail information in a message
3. Read a message related to obligation, prohibition and suggestion.
4. Write a message related to obligation, prohibition and suggestion.

COMPLETE ALL THE STEPS BELOW TO FINISH THIS UNIT.

1. Warming up!

2. Vocabularies

3. Main activities

1. Obligation and prohibition
 - TASK 1 (Building the context)
 - TASK 2 (Modelling of the text)
 - TASK 3 (Joint construction of the text)
 - TASK 4 (Joint construction of the text)
 - TASK 5 (Joint construction of the text)
 - TASK 6 (Joint construction of the text)
 - TASK 7 (Independent construction of the text)
- ICE BREAKER**
2. Suggestion
 - TASK 8 (Building the context)
 - TASK 9 (Modelling of the text)
 - TASK 10 (Joint construction of the text)
 - TASK 11 & 12 (Joint construction of the text)
 - TASK 13 (Joint construction of the text)
 - TASK 14 (Independent construction of the text)

4. Evaluation


5. Reflection

Unit 4:

(<https://unit4-holidaysandspecialevents.carrd.co/>)

UNIT 4

HOLIDAYS AND SPECIAL EVENTS



In this unit, you will learn to:

1. Give and respond to instruction, invitation and ask permission.
2. Understanding the specific and detail information in a message.
3. Read a message related to instruction, invitation and asking permission.
4. Write a message related to instruction, invitation and asking permission.

COMPLETE ALL THE STEPS BELOW TO FINISH THIS UNIT.

1. Warming up!

For warming up, do "SIMON SAYS"!

2. Vocabularies

3. Main activities

1. Instruction
 - TASK 1 (Building the context)
 - TASK 2 (Modelling of the text)
 - TASK 3 (Joint construction of the text)
 - TASK 4, 5 & 6 (Joint construction of the text)
 - TASK 7 (Independent construction of the text)
2. Invitation
 - TASK 8 (Building the context)
 - TASK 9 (Modelling of the text)
 - TASK 10 (Joint construction of the text)
 - TASK 11 (Joint construction of the text)
 - TASK 12 (Joint construction of the text)
 - TASK 13 & 14 (Joint construction of the text and Independent construction of the text)
- ICE BREAKER**
3. Asking permission
 - TASK 15 (Building the context)
 - TASK 16 (Modelling of the text)
 - TASK 17 (Joint construction of the text)
 - TASK 18 (Joint construction of the text)
 - TASK 19 (Joint construction of the text)
 - TASK 20 (Joint construction of the text)
 - TASK 21 (Independent of the text)

4. Evaluation


5. Reflection

Unit 5:

(<https://unit5-greetingcard.carrd.co/>)

UNIT 5
X

GREETING CARD



In this unit, you will learn to:

1. Identify the differences and similarities between any kinds of greeting cards.
2. Identify existing greeting cards with correct speech and stress
3. Understanding the specific and detail information in a greeting card.
4. Read a message in the form of greeting card.
5. Write a message in the form of greeting card.

COMPLETE ALL THE STEPS BELOW TO FINISH THIS UNIT.

1. Warming up!

2. Vocabularies

3. Main activities

Greeting card

TASK 1 (Building the context)

TASK 2 (Modelling of the text)

TASK 3 (Joint construction of the text) ICE BREAKER

TASK 4 (Joint construction of the text)

TASK 5 (Joint construction of the text)

TASK 6 (Independent construction of the text)

4. Evaluation

Create and design your own greeting card as nice as possible then send it to your teacher by email.


nb: you can choose any kinds of greeting cards you want.

5. Reflection

Unit 6:
(<https://unit6-picnic.carrd.co/>)

UNIT 6
X

PICNIC



In this unit, you will learn to:

1. Recognize and explain the difference between countable and uncountable nouns and use them correctly in daily conversation.
2. Match appropriate quantifiers to countable and uncountable noun and use quantifiers correctly in daily conversation.
3. Recognize the most basic prepositions of place, and use them properly in daily conversation.
4. Read a text related to countable and uncountable nouns, quantifiers and prepositions of place.
5. Write a text related to countable and uncountable nouns, quantifiers and prepositions of place

COMPLETE ALL THE STEPS BELOW TO FINISH THIS UNIT.

1. Warming up!

2. Vocabularies

3. Main activities

1. Countable and uncountable noun

TASK 1 (Building the context)

TASK 2 (Modelling of the text)

TASK 3 (Joint construction of the text)

TASK 4 (Joint construction of the text)

TASK 5 (Joint construction of the text)

TASK 6 (Joint construction of the text)

TASK 7 (Independent construction of the text)

ICE BREAKER

2. Quantifiers

TASK 8 (Building the context)

TASK 9 (Modelling of the text)

TASK 10 (Joint construction of the text)

TASK 11 (Joint construction of the text)

TASK 12 (Joint construction of the text)

TASK 13 (Joint construction of the text)

TASK 14 (Independent construction of the text)

ICE BREAKER

3. Prepositions of place

TASK 15 (Building the context)

TASK 16 (Modelling of the text)

TASK 17 (Joint construction of the text)

1. Countable and uncountable noun

TASK 1 (Building the context)

TASK 2 (Modelling of the text)

TASK 3 (Joint construction of the text)

TASK 4 (Joint construction of the text)

TASK 5 (Joint construction of the text)

TASK 6 (Joint construction of the text)

TASK 7 (Independent construction of the text)

2. Quantifiers

TASK 8 (Building the context)

TASK 9 (Modelling of the text)

TASK 10 (Joint construction of the text)

TASK 11 (Joint construction of the text)

TASK 12 (Joint construction of the text)

TASK 13 (Joint construction of the text)

TASK 14 (Independent construction of the text)

ICE BREAKER

3. Prepositions of place

TASK 15 (Building the context)

TASK 16 (Modelling of the text)

TASK 17 (Joint construction of the text)

TASK 18 (Joint construction of the text)

TASK 19 (Joint construction of the text)

TASK 20 (Joint construction of the text)

TASK 21 (Independent construction of the text)

4. Evaluation

5. Reflection

Discussion

Need analysis was the starting point before designing this product. The need analysis showed that most students have difficulty in receiving well the learning material presented, in line with Efriana (2021), who clearly stated that understanding the learning materials was one of the obstacles in online learning during the Covid-19 pandemic, as indicated by the number of students who called the teacher personally to ask for more clarification about the content that had been delivered online. That is why the researcher would like to create learning materials that are easy and simple to comprehend and fun to learn.

Furthermore, according to the need analysis results, the three schools varied targets and learning needs. As a result, it was taken into account when creating a suitable book for those students' various needs. Furthermore, the target needs revealed that students require material that can help them to be able to master both spoken and written English. That is why they needed more communicative (spoken and

written) English materials rather than only the preparation for the national examination. It was also in line with Dewi and Amri (2019), who stated that most students were interested in speaking and writing activities.

According to the need analysis, the student would like to have learning materials based on their daily lives, precisely as Ur (1996) stated, an excellent topic is one to which students may relate by drawing on their experience and expertise. Students also prefer materials with mixed languages (Bahasa Indonesia and English). This finding was corroborated by Naidoo and Scherrer's (2016) research, which revealed that students think it may be preferable to read a bilingual book once, then reread it, highlighting keywords and action. Besides, it is more accessible for students who are still at a beginner level to understand the material. Then, the materials should incorporate media (audio/video) and additional components such as warming up games, evaluation, and self-reflection as when audio-visual aids are employed in the classroom, it is also discovered that weaker learners are more interested and driven to interact and learn (Brook, 2011; June *et al.*, 2014 & Oddone, 2011) and incorporating games into the classroom creates circumstances in which learning materials might be less dull and more entertaining (Malarcher, 1997; El Shamy, 2001).

After the need analysis, the researcher developed the course grid material by the 2013 Curriculum's core competency and basic competence. This online book was divided into six sections, each with a different theme and task.

In the first unit, which was entitled "At School", the students were expected to be able to identify the expression of asking for attention, checking for understanding, giving and asking for opinions, showing appreciation, asking for attention, checking for understanding, giving and asking opinions, showing appreciation, read a text related to the expression of asking for attention, checking for understanding, giving and asking opinions, showing appreciation and write a text related to the expression of asking for attention, checking for understanding, giving and asking opinions, showing appreciation.

Secondly, unit 2 was entitled "Hobbies". In this unit, the students were expected to be able to state and ask if they can do something or will do something, understand the specific and detailed information in a message related to capability, incapability, willingness, and unwillingness, read a message related to capability, incapability, willingness, and unwillingness and write a message related to capability, incapability, willingness, and unwillingness.

Then, it is Unit 3. The title of this unit was "Places in City". In this unit, the students were expected to be able to give and respond to information regarding obligation, prohibition, and suggestion, understand the specific and detailed information in a message, read a message related to obligation, prohibition and suggestion and write a message related to obligation, prohibition, and suggestion.

"Holiday and Special Events" was the title of the fourth unit. In this unit, the students were expected to be able to give and respond to instructions, invitations and ask permission, understand the specific and detailed information in a message, read a message related to instruction, invitation and asking permission, write a message related to instruction, invitation and asking permission.

Next, the title of unit 5 was "Greeting Card". In this unit, the students were expected to be able to identify the differences and similarities between any kinds of greeting cards, identify existing greeting cards with correct speech and stress, understand the specific and detailed information in a greeting card, read a message in the form of greeting card and write a message in the form of a greeting card.

Lastly, it is Unit 6. The title of this unit was "Picnic". In this unit, the students were expected to be able to recognize and explain the difference between countable and uncountable nouns and use them correctly in daily conversation, match appropriate quantifiers to countable and uncountable nouns and use quantifiers correctly in daily conversation, recognize the most basic prepositions of place, and use them correctly in daily conversation, read a text related to countable and uncountable nouns, quantifiers and prepositions of place and write a text related to countable and uncountable nouns, quantifiers and prepositions of place.

The researcher then used the active learning strategy and the Genre-Based Approach in the material development. The genre-based approach was divided into four stages: (1) Building knowledge, (2)

Modelling of the text, (3) Joint construction of the text, and (4) Independent text construction (Hammond et al., 1992). Each unit also included four extra components: warming up, vocabulary, evaluation, and reflection.

After completing the first draft, the researcher requested feedback from the two experts. A questionnaire with four aspects was used to examine the data: content appropriateness, language appropriateness, book presentation, and graphics appropriateness. Both experts agreed that the materials developed were acceptable and suitable for students. Particular suggestions, however, were required to be considered.

After completing the expert judgment procedure, the researcher tested the book at three different schools to see if the product (which was in the form of an online book) was adequate. Before distributing the questionnaire and interviewing students and teachers from each school, the researcher asked the teachers to utilize the product first.

After gathering the questionnaire and interview results, the researcher computed the total mean scores of the students' and teachers' questionnaires and analyzed the interview results to determine the average of the product's try-out results in those schools. It was implemented to learn about the quality of the online book from the perspective of students and teachers. The outcome was the same as the expert's assessment: this online book could be classified as a very good product. There were, however, some remarks and suggestions made to the researcher. The researcher revised the book following the teachers' suggestions. The researcher chose to put out the book as a final draft because she had already revised the suggestions.

4. CONCLUSION

The research findings in this research and development were the product (supplementary online book) development and the appropriateness for students in three different schools in Pekanbaru with varied levels, namely high level, middle level, and low level.

After conducting the need analysis, designing the course grid material, expert validation, and try-out, the researcher finally managed to make a supplementary online book considered an excellent additional material for the online English learning process. The product developed in this study was online active learning materials to facilitate the online English teaching and learning process of second-year students of junior high school. The procedure of the students' activities was based on genre-based approach and the activities incorporating the combination of methods that accommodated active learning strategy.

Finally, based on the test results, it could be concluded that the developed product was appropriate and effective for schools in Pekanbaru at all levels, including high, middle, and low. It means that the developed supplementary online book was suitable for Pekanbaru junior high school students in grade VIII.

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