

Received : November 31, 2022

Accepted : December 21, 2022

Published : March, 2023

Conference on Community Engagement Project**<https://journal.uib.ac.id/index.php/concept>**

Designing Project-Based Narrative Text Using Wattpad

Elvyra¹, Leil Badrah Zaki²

Universitas Internasional Batam

Email of correspondence: 2061003.elvyra@uib.edu

Abstract

Today's teaching is not the same as the one that people did several decades ago. Several decades ago, people used blackboards and textbooks in the classroom. But nowadays, people use digital technologies in teaching and learning activities. This study aims to develop project-based learning for Narrative text by using Wattpad. This research uses Research and Development (RnD) method. The first step is collecting data through questionnaire and interview. The result showed that students had high expectations towards ICT use in English Language Learning, where 42,4% of students hoped that digital-based learning media would be used more often in the learning process. Thus, the author will design teaching material and assessments that is integrated with ICT (Information and Communication Technology). During the progress of making the output, the author will consult with the lecturer to design a more optimal and effective output. The output will be implemented in the partner school on the second week of January 2023.

Keywords: *ICT, teaching material, assessment*

Introduction

Our world is constantly changing along with the current globalization, not to mention that technological advancements are getting better and better. Therefore, education should not be outdated (Nehe, 2021). Currently, national education in Indonesia is facing a big challenge, especially in preparing good quality of human resources who are competent and able to face current global competition. Facing a future filled with globalization, national education must be carried out with the help of technology to cultivate a generation that excels in this era of globalization (Baro'ah, 2020). It is undeniable that the development of Information and Communication Technologies (ICT) has changed various aspects of human life. ICT has become an essential part of education because it can offer multiple means to improve and create innovative work in all education components, such as goal design, teaching material, learning approaches, curriculum development, and so on (Sutjipto, 2016). Technology also helps to provide effective and efficient learning assessments (Majid, 2021): Thus, the curriculum in schools must also adjust with the advancement of technology. Based on Law Number 20 of 2003 concerning the National Education System, the curriculum is a method that has been prepared to carry out the goals (Pratiwi, T. L., 2021). Curriculum refers to the target of national

education to make people's lives smarter. The curriculum has the responsibility to be able to align with the progress of science and technology. This includes updating educational materials or content, teaching strategies, learning media, and evaluation systems (Camelia, 2020). In addition, the curriculum should be able to promote the students' mastery, utilization, and development of science and technology and use them as the student's learning medium for improving their competence as well as to accomplish the national education objectives (Ramli, 2018). By developing the curriculum, it is hoped that it can respond well to the transformation development of science and technology.

Most elements of school life are becoming more integrated with ICT. ICT appliances were used to carry out administrative duties, teaching programs and assessments, and the school's classroom learning (Aminullah et al., 2019). With the extraordinary technological changes, it is not enough for teachers to have knowledge of learning materials but also to have skills in using various technological devices (Dwijayanti et al., 2021). Not only does the curriculum need to be developed, but teachers must also be active in utilizing technology in the teaching and learning process. Teachers are also expected to be able to carry out a learning process that relies on the four learning pillars recommended by UNESCO, namely:

1. Learning to know
2. Learning to do
3. Learning to live together
4. Learning to be

In addition, it is also necessary to know that 21st-century learning has changed the teacher's role in the classroom. The integration of technologies has transformed the teaching and learning process from teacher-centered to student-centered. 21st-century learning provides students with 21st-century skills, known as 4Cs, which include Creative thinking, Critical thinking and problem-solving, Communication, and Collaboration skills. Students are encouraged to generate new ideas, evaluate, analyze the material presented, and apply the knowledge they have obtained (Arsari, 2022). Thus, ICT can offer an excellent opportunity for English Language learning. It can motivate learners to participate in language learning actively, develop language skills and provide a sense of freedom and encouragement (Al Arif, 2019). Examples of technology-based learning media are digital video or animation-based learning, podcasts, PowerPoint, game-based learning, and others. These technologies have been recognized as essential and useful tools in English language teaching. For that reason, technologies need to be considered, studied, and developed by teachers in learning activities to face the challenges and demands of 21st-century learning.

Teaching today is not the same as we did several decades ago, especially in technological aspects used in teaching language (G. Ponto and N. Nurlaily, 2020). Several decades ago, we used blackboards and textbooks in the classroom. But nowadays, we use digital technologies in teaching and learning activities. People call these digital technologies Information and Communication Technology or ICT (Eryansyah et al., 2019). Thus, digital literacy is necessary for students in this 21st century. Being digitally literate enables them to think critically and decide whether

the obtained information is reliable, as well as to contextualize, identify, and integrate any information they find online.

According to Nascimbeni & Vosloo, digital literacy refers to the ability and individual's right to benefit from and avoid negative aspects of digital content (Nascimbeni & Vosloo, 2020). When someone recognizes how to utilize the internet appropriately, they also understand the benefits and drawbacks of each platform. There are several advantages to being digitally literate, including the ability to think critically, identify reliable information on the internet, and integrate it (Arsari, 2022).

Much research has proved the benefits of using technologies in the learning process. Hussain stated that implementing ICT in the language class improves students' motivation, achievements, and autonomous learning (Hussain, 2018). Other researchers also said that using Edmodo, an educational technology platform, improves students' writing skills in writing Analytical Exposition (Pinanggih et al., 2021). At the same time, different researchers have shown that using Kahoot, a game-based learning platform, has a positive impact and high motivation for students of the English Education Program of STKIP Nurul Huda Sukaraja (Marsa et al., n.d.). Not only that, but another research also showed that using Quizizz, an online-based quiz tool, is effective in improving the student's ability to understand the sixteen tenses of active voice (Purwaningsih et al., 2021). This evidence means that ICT positively affects the English learning process.

As a student majoring in the English Language Education department at Universitas Internasional Batam, the writer is also prepared to become a teacher with 21st-century skills through the ICT-based Instructional Design course guided by Miss Leil Badrah Zaki, S.Pd., M.Pd. In this course, the writer will design digital-based learning tools based on the needs analysis results by applying logical, critical, systematic, and innovative thinking. Through this course, the author would like to take the opportunity to cooperate with SMAN 20 Batam, a senior public school, to conduct a need analysis, implement, and give solutions related to Information and Communication Technology (ICT).

Based on the questionnaire that has been shared with English teachers and students from tenth grade, most of them stated that the stability of the internet connection is the primary concern in integrating ICT in the class. Nevertheless, students have high expectations of ICT use in English Language Learning. 42,4% of students hope that digital-based learning media will be used more often in the learning process, and 46,8% of students hope that the teacher informs them how to use digital learning media. All English teachers agree that digital learning media bring more benefits than harm and intend to use digital learning media tools in the future.

In the interview, six of seven interviewees hoped that speaking skills would be applied more with technology so they can make friends with anyone if they have good speaking skills. Student A also expressed that a new and better application should be introduced to the students, for example, using Microsoft Teams instead of Nearpod. At the same time, one of the English Teachers expressed that English sources are few, and it is difficult to match them with the teaching materials.

Finding teaching materials in videos is difficult as not all the content is complete, and some are unsuitable.

From the collected questionnaire and interview data, the author will design a teaching module integrated with ICT (Information and Communication Technology). The development of learning designs and teaching materials on the four English language skills will be aligned with the school's curriculum and teachers' assistance. In addition, the author will ask for feedback from students and teachers related to the project that has been developed. The implementation of this project is as a problem-solving of actual conditions in academic units related to technology-based teaching material development methods and identifying the use of ICT applied in the development and practice of English language learning.

Methods

Data Collection Technique

This research uses Research and Development (RnD) method. RnD is a research method used to produce a particular product and test the effectiveness of that product. RnD is also used to answer specific questions about applied research in education issues. There are five steps in the RnD method:

1. Analysis
The author gathers data using questionnaires and interviews to know more about partner school and how is the technology development in the classroom
2. Design
Based on the collected data, the author will analyze as well as design teaching materials and assessments in one semester based on the Kampus Merdeka – Merdeka Belajar teaching module given by the English teacher.
3. Development
The author will make teaching materials and assessments which is integrated with ICT and is according to the teaching module. The author will consult with the lecturer to develop better quality of teaching materials and assignments.
4. Implementation
The output of the design will be implemented at the partner school. The students will use the teaching materials and assessments that have been made with the assistance of the English teacher (Mia Audina, et. al, 2020).
5. Evaluation
To validate if the teaching materials and assessments are effective, the author makes evaluation forms. The evaluation forms will be helpful to know how the students' understanding about the teaching material is, their difficulties, as well as critiques and suggestions from the students. From the evaluations, the author knows what aspects need to be improved.



Output Planning Process

The author will integrate teaching modules with ICT integration in the odd semester. The teaching module is a designation of a lesson plan in the Kampus Merdeka – Merdeka Belajar (freedom to learn) program. The author is in charge of

designing teaching modules from meeting 16 (the fourth week of October) to meeting 21 (the fourth week of November), which are all about narrative text. Under the Lecturer and English teacher's guidance, the author will make project-based learning where the students work together in a group to write narrative text and posting the text on Wattpad.

Pre-implementation Phase

Before implementing the course project at the school, the author first requested permission from Ma'am Putri, the English teacher at SMAN 20 Batam, also the deputy head of curriculum, by chatting via WhatsApp on the 19th of September 2022. The team leader came to the school on the 20th of September 2022 to give a brief explanation to Ma'am Putri regarding the project implementation. As soon as the lecturer and the school partner approve to work together, the author conducts the next step:

The Documents	Detail & Date
<ol style="list-style-type: none"> 1. Official observation letter 2. A proposal for an ICT-Based Instructional Design course project implementation program at the school 	<ul style="list-style-type: none"> – The team members visited the school and discussed more in-depth about the project together with Ma'am Putri on the 27th of September 2022. – The documents were handed to Ma'am Putri on that day.  <p style="text-align: center;"><i>Picture 1 Photo with the English teacher</i></p>
<ol style="list-style-type: none"> 1. Memorandum of Agreement (MoA) 2. Memorandum of Understanding (MoU) 	<ul style="list-style-type: none"> – The school and the lecturer met up to discuss MoA and MoU on the 6th of October 2022 – The MoA and MoU signed by Sir Adi, the principle of the school, on the 24th of November 2022  <p style="text-align: center;"><i>Picture 2 Photo with the principle after signing MoA & MoU</i></p>

Implementation Phase

The author will prepare teaching modules, materials, assessments, and videos according to the weekly learning objective. The output will be project-based learning where students write and post narrative text on Wattpad. After the preparations are ready, the team will contact the English teacher to discuss the schedule to implement the project by teaching in the class based on the preparations made by each team member. The team will teach in class ten in second week of January 2023 with the English teacher's guidance.

Evaluation Phase

The author has made a questionnaire as an evaluation by using Google Forms. The questionnaire checks the students' understanding of the material, the teaching evaluation, and students' difficulties, along with critique and suggestions. From the questionnaire, the author will know if the teaching module and assessment positively impact the students in the learning process. Below is the link to each meeting's evaluation form:

1. Meeting 16: <https://forms.gle/fvuJsixMUTskZ94q8>
2. Meeting 17: <https://forms.gle/kiAiNrUpGXYHK4zRA>
3. Meeting 18: <https://forms.gle/1Nnws9TYFwa4UCrn9>
4. Meeting 19: <https://forms.gle/AGTKocnGotxpze2N8>
5. Meeting 20: <https://forms.gle/wxQm7eFBDt6AhLaC7>
6. Meeting 21: <https://forms.gle/2fzsR9agBPrSstyJ7>

Location, time, and duration of activities

The teaching implementation will be done at SMAN 20 Batam. SMAN 20 Batam is a public high school built on the 1st of June, 2015. The school is located on Jalan Pemuda, RT 02/RW 12, Balai Permai village, Kecamatan Batam City, Batam City, Riau Island Province, with postcode 29431. This B-accredited school uses the 2013 curriculum and is moving to Kampus Merdeka – Merdeka Belajar program. The preparation and need analysis will start from November 2022 until December 2022. While for the teaching implementation will be on the second week of January 2023. Below is the timetable of the project:

No	Target	PIC	Due date
1	Consult with Miss leil and divide the teaching module to each of the members	Elvyra	23/11/2022
2	Teaching Module Meeting 16 (Teaching Module, Teaching Material, Assessment)	Elvyra	24/11/2022 - 8/12/2022
3	Teaching Module Meeting 17 (Teaching Module, Teaching Material, Assessment)	Elvyra	24/11/2022 - 8/12/2022
4	Teaching Module Meeting 18 (Teaching Module, Teaching Material, Assessment)	Elvyra	24/11/2022 - 8/12/2022

5	Teaching Module Meeting 19 (Teaching Module, Teaching Material, Assessment)	Elvyra	24/11/2022 - 8/12/2022
6	Teaching Module Meeting 20 (Teaching Module, Teaching Material, Assessment)	Elvyra	24/11/2022 - 8/12/2022
7	Teaching Module Meeting 21 (Teaching Module, Teaching Material, Assessment)	Elvyra	24/11/2022 - 8/12/2022
8	Design microsite and teaching video	Elvyra	08/12/2022 - 20/12/2022
9	Consultation with the lecturer	Elvyra	06/01/2022
10	Implementing the project - Teaching in the class	Team leader	2nd week of January

Result and Discussion

1. Teaching Material

Teaching materials are the tools that teachers and instructors use in schools to assist students in learning and comprehending subjects. Teaching materials motivate students to study and assist them in achieving academic goals and objectives (Ningsih, 2022). Materials are included in anything that can be used to facilitate language learning. Teaching material may be textbooks, modules, LKS (student worksheets), printed media, lived performance, show on cassette, CD-ROM, DVD, or even the internet (Rahmadany et al., 2021). Excellent materials must be informative (the learner is informed about the target language), instructional (guide the learner to practice the language), experiential (exposing the learner to use the language), eliciting (promoting the use of the language), and exploratory (help the learner to discover the language) (Hustarna & Melati, 2019).

The classroom has projector and speaker which the teachers usually use during the teaching and learning process. Thus, the author will facilitate those hardwares to deliver the teaching materials. The PowerPoint contains the explanation about generic structure and language feature in narrative text, hamburger style paragraph, along with the timeline and the instruction for the project-based learning for the narrative text. The author also uses YouTube videos for the students to watch together so that the learning process will not be boring.

Not only teaching materials, but the author also makes evaluation form in every meeting to know if the students understand the material and the instructions given by the author. From the evaluation, the author can review which of the teaching material that still needed to be improve in order to conduct a more effective teaching and learning process.

UNIVERSITAS INTERNASIONAL BATAM

Language Feature in Narrative Text

4. Use adjectives
To describe the people, animals, or things in the story
E.g. a kind-hearted prince, a cheerful maid

5. Use time connectives and conjunctions
To sequence events through time
E.g. however, although, then, later, etc

6. Use Past tenses
E.g. Bandung Bondowoso **fell** in love with Roro Jenggrang and **wanted** to marry her




On Submitted with Uib

Picture 3 PPT for Meeting 17

UNIVERSITAS INTERNASIONAL BATAM

Hamburger Style Paragraph



- 1. Top Bun**
This is the introductory paragraph. This part tells the main idea or what the paragraph will be about.
- 2. Cheese**
Get a little juicier and go further to speak more about your topic, offering a nice and more thorough taste of the essay, by introducing characters or the setting and background.
- 3. The meat**
Bring in more details and further story depth to involve and intrigue the reader.

On Submitted with Uib

Picture 4 PPT explaining about Hamburger Style Paragraph

Topic Sentence



Introduce the idea

Fall is my favorite season.



CREATED WITH POWTOON

Burger paragraph

 Cheryl Lazarus
169 subscribers

[Subscribe](#)

 342   Share 

Picture 5 Youtube Video Reference

Lembar Penilaian Diri - Bahasa Inggris

shyranee@gmail.com (not shared) Switch account

* Required

Lembar Penilaian Diri

Isi lah pertanyaan di bawah ini sesuai apa adanya!

Pemilihan sumber/media pembelajaran dari guru telah sesuai dengan tujuan dan materi pembelajaran di kelas.

Sangat tidak setuju

Tidak Setuju

Setuju

Sangat Setuju

Saya mengerti semua penjelasan dan instruksi yang dijelaskan oleh guru *

Sangat tidak setuju

Tidak Setuju

Setuju

Sangat Setuju

Picture 6 Sample of the Evaluation's Questions

2. Assessments

One of the essential components of a classroom teacher's work is assessing students' performance. It influences practically every aspect of what teachers do (Umam & Indah, 2019). The terms assessment and evaluation have very similar meanings and are often indistinguishable. Assessment is an all-encompassing term that refers to the procedures and techniques used to collect information regarding student competence, knowledge, and motivation. Evaluation is the process of gathering the required data to identify if a program meets its objectives. In other words, assessment is the approach, while evaluation is the process or action (Tosuncuoglu, 2018). From assessment, students can review their work and consider what they do well and where they still need improvement, which assists them in creating new objectives (Munjiana, n.d.).

In meeting 16, there are three exercises that the students need to do. In exercise one, the students individually do the exercise about true or false questions by listening to the audio about Carolina's love story. With the same audio, the students will do the multiple-choice exercise individually. While for the third exercise, the students will work in pairs to listen to audio about the murder case and then sort the event chronologically. The author will prepare all three exercises in Microsoft form.

In meeting 17, the students will work in pairs to write down the generic structure and language features based on the texts included in Microsoft Office. In meeting 18, students need to form a group consists of three members where each group will need to decide the title of their story and make the story outline draft using a hamburger-style paragraph.

In meeting 19, the students will present the title and their outline draft in front of the class that they had designed with hamburger style paragraph format. The other groups who listen to all the group's presentations need to give minimal one comment or suggestion to their presentations. The format of the evaluation is shown in the picture below.

Group 's Review Worksheet

No	Group that you reviewed	Your Comment	Your Suggestion
1			
2			
3			

Questions that might help you in giving comment and suggestion

- 1 The title is in accordance with the contain of the story
- 2 The story that they have proposed is very fresh and unique
- 3 The plot of the story is arranged chronologically
- 4 The outline of the Narrative text is easy to understand
- 5 The writer pays attention to the language features used in Narrative text
- 6 The writer pays attention to the generic structure used in Narrative text
- 7 The writers do not make any mistake in grammar, spelling, and the word choice

(Each group must give minimal one Comment and Suggestion)

Picture 7 Evaluation Format for Group's Presentation

After the evaluation, each group will start to write their narrative text on Google Docs based on the title, outline draft, comments, and suggestions from the other groups. The link of writing draft needs to hand into the Google Form by the team leader.

In meeting 20, each group will work in pairs to review and score each other narrative text based on the rubric score and the format given by the author. Each group will do it on Google Sheets. At the end of the class, the author must submit the Google Sheet's link to the Google Form. The picture below is the assessment sheet for the group:

Group 's Review Worksheet

Group name that you reviewed: _____

No	Detail	Point				Total	Reason
		1	2	3	4		
1	Focus	The text presents a clear cohesive story that is also imaginative and creative	The text presents a clear, cohesive story	The text attempts to tell a coherent story but lacks some focus and clarity	The text lacks a clear story or direction		
2	General structure in Narrative text	The writing is chronological, the plot is clearly developed, and it is easy for the reader to understand	Some part of the writing is chronological, the plot is not too clearly developed, and it is quite easy for the reader to understand	Some part of the writing is missing, the plot is not clearly developed, and it is difficult for the reader to understand	There is no clear introduction, plot structure, or conclusion		
3	Language features in Narrative text	The text has all language features (adverb of time, specific character, direct speech, adjective, time connective/conjunction, past tense, action verb, saying & thinking verb)	The text has 9 language features (adverb of time, specific character, direct speech, adjective, time connective/conjunction, past tense, action verb, saying & thinking verb)	The text has 4 language features (adverb of time, specific character, direct speech, adjective, time connective/conjunction, past tense, action verb, saying & thinking verb)	The text has no language features at all (adverb of time, specific character, direct speech, adjective, time connective/conjunction, past tense, action verb, saying & thinking verb)		
4	Grammar & Spelling	The writer makes no obvious errors	The writer makes a few errors in grammar and/or spelling but they do not interfere with understanding	The writer makes several errors in grammar and/or spelling	The writer makes numerous errors in grammar and/or spelling that interfere with understanding		
5	Word choice	The writer uses vivid words and phrases. The placement of words seems accurate, natural, and not forced	The writer uses vivid words and phrases. The choice and placement of word is not always accurate and/or seems overdone at times	The writer uses words and phrases that communicate ideas clearly but lack variety	The writer uses a limited vocabulary		

Picture 8 Evaluation Format for Peer Review

In the last meeting, meeting 21, all the groups are expected to finish writing and revising their narrative text. The author will explain the tutorial about posting a story on Wattpad by playing the video that the author has recorded and made. The team leader will log in and post the group's narrative

text on Wattpad. After that, all students need to write reflective essays about their experiences in writing narrative text, the difficulties, and what they have done to overcome the difficulties in 2 paragraphs and 300 words. Every student will submit the reflective essay on Google Forms.

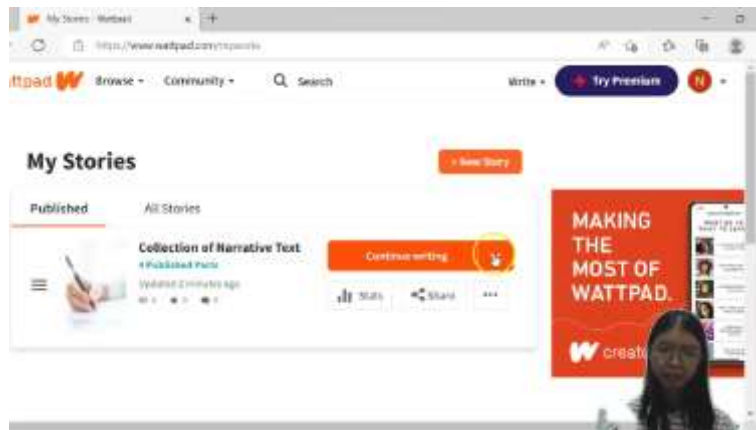
3. ICT Integration

Technology has been utilized to aid and enhance language acquisition throughout the teaching and learning process. It also assists instructors in facilitating language acquisition for their students (Hanum, 2021). Along with the rise of the 4.0 era, particularly in 21st-century learning, ICT media is not a new phenomenon in education. The term "Information and Communication Technologies" (ICT) refers to technologies used for transmitting, processing, storing, producing, displaying, sharing, or exchanging information electronically (Amnan, 2020). ICT refers to electronic devices such as laptops, computers, tablets, mobile phones, projectors, and software applications (Undi & Hashim, 2021). ICT can help to increase students' engagement, motivate students and make learning becomes meaningful. Thus, the author will integrate teaching materials and assessments with ICT to make learning environments more creative and fun.

For the quiz, the author uses Kahoot! while for the exercise uses Microsoft Form and Google Form. The author also makes an evaluation form in every week to know whether the teaching material and assignments are successful or not. The evaluation on Google Form consists of questions about students' self-assessment if they understand the class material, the difficulties, their expectations, the critique, and suggestion.

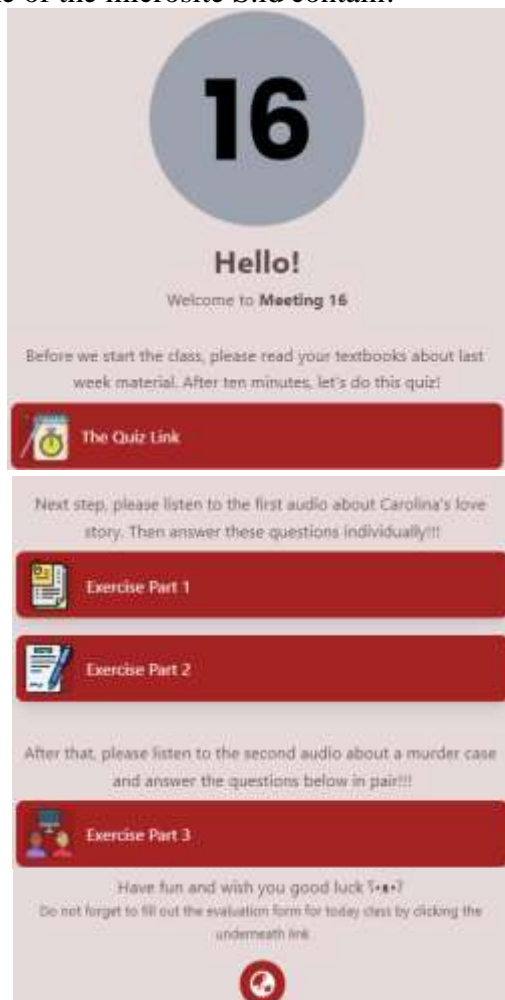
Picture 9 Evaluation Form using Google Form

The author has also made videos by using Screencast-O-Matic and Adobe Premier. The first video talks about the timeline and the instruction for the group project. While for the second video, it contains the tutorial on how to log in and posting the narrative text on Wattpad.



Picture 10 Tutorial about Posting Story on Wattpad

All the PowerPoint, exercise submission, video links, and evaluation link are all provided in microsite S.id. S.id is a free platform that provides an easy and complete tool to create a microsite for bio links quickly. Below is the example of one of the microsite S.id contain:



Picture 11 Microsite Link for Meeting 16

Conclusions

This project implementation aims to conduct a need analysis from the student side related to using technology in learning and improving English language skills through sharing questionnaires and interviews. Thanks to the hospitality from school partner, SMAN 20 Batam, both of us can work together to analyze and implement this project to improve the English class. Based on the data collected from the need analysis, the author makes teaching materials and assignments based on the four English language skills aligned with the curriculum owned by the school and the assistance from English teachers willing to become partners. The teaching materials and assignments will be implemented at SMAN 20 Batam. The author also collects feedback from students to evaluate the teaching materials and assignments that have been developed.

The author realizes that all of this project output is not perfect. Therefore, it is recommendable that other researchers introduce new learning technologies that are new and fun so that the students have a new experience in using technology and have a meaningful English class. The author also hopes that other researchers can make teaching materials and assessments that are innovative and meet the requirement of 21st-century skills.

References

- Al Arif, T. Z. Z. (2019). Indonesian University Students' Perception and Expectation towards ICT Use in Learning English as a Foreign Language. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 4(1), 133. <https://doi.org/10.21093/ijeltal.v4i1.348>
- Aminullah, A., Loeneto, B. A., & Vianty, M. (2019). *TEACHERS' ATTITUDES AND PROBLEMS OF USING ICT IN TEACHING EFL*. 8(1), 147–156. <https://doi.org/10.25134/erjee.v8i1.2324>.Received
- Amnan, A. (2020). The Use of Ict in English Teaching at SMK (Vocational High School) Regency of Ngawi during Covid-19 Pandemic. *ELTALL (English Language Teaching, Applied Linguistics and Literature)*, 1(2), 45–50.
- Arsari, M. H. A. (2022). *The Importance of Digital Literacy to Enhance Student's Ability in English Language*. 3(April), 12–18.
- Baro'ah, S. (2020). KEBIJAKAN MERDEKA BELAJAR SEBAGAI STRATEGI PENINGKATAN MUTU PENDIDIKAN. *Jurnal Tawadhu*, 4(1), 1063–1073. <https://ejournal.iaig.ac.id/index.php/TWD/article/view/225>
- Camelia, F. (2020). Analisis Landasan Ilmu Pengetahuan dan Teknologi dalam Pengembangan Kurikulum. *SAP (Susunan Artikel Pendidikan)*, 5(1). <https://doi.org/10.30998/sap.v5i1.6474>
- Dwijayanti, I., Nurudin, & Sumarno. (2021). Analisis Pengembangan Pembelajaran Guru Abad 21 Dengan TPACK. *NIRWASITA: Jurnal Pendidikan Dan Pembelajaran*, 1, 71–78. <https://widyasari-press.com/wp-content/uploads/2021/07/9.-Nurudin-Analisis-Pengembangan-Pembelajaran-Guru-Abad-21-Dengan-TPACK.pdf>
- Eryansyah, Erlina, Fiftinova, & Nurweni, A. (2019). *EFL Students' Needs of Digital Literacy to Meet the Demands of 21 st Century Skills*. 3(2), 442–460.
- Hanum, U. L. (2021). The Use of Information and Communication Technology

- and Local Languages of Papua in English Language Teaching to Improve Students' Vocabulary. *Journal of English Educational Study (JEES)*, 4(2), 96–104.
- Hussain, Z. (2018). *THE EFFECTS OF ICT- BASED LEARNING ON STUDENTS' VOCABULARY MASTERY IN JUNIOR HIGH SCHOOLS IN BANDUNG*. 10(2), 149–156.
- Hustarna, H., & Melati, M. (2019). Developing A Teaching Material Prototype for Linguistics Description of English Course. *International Journal of Language Teaching and Education*, 3(1), 1–10.
- Majid, I. (2021). *ICT in Assessment : A Backbone for Teaching and Learning Process*. March 2020.
- Marsa, S. S., Kuspiyah, H. R., & Agustina, E. (n.d.). *The Effect of Kahoot ! Game to Teaching Reading Comprehension Achievement*. 7(2021), 133–149.
- Munjiana. (n.d.). The Correlation between Self Assessment and Motivation in Learning English of the Second Grade Students of SMP Negeri 6 Palembang. *Journal of English Teaching*, 4(1), 17–26.
- Nascimbeni, F., & Vosloo, S. (2020). *Digital literacy for children : exploring definitions and*. August 2019. <https://doi.org/10.13140/RG.2.2.33394.94407>
- Nehe, B. M. (2021). Kampus merdeka dalam menghadapi era revolusi Industri 4.0 di masa pandemik di STKIP Setia Budhi. *Prosiding Seminar Nasional Setiabudhi*, 1(1), 13–19.
<https://jurnal.stkipsetiabudhi.ac.id/index.php/prosiding/article/view/18>
- Ningsih, A. (2022). Development of Teaching Material in Narrative Text Based on Sparkol VedioScribe at Mas PP Raudhtul Hasanah Medan. *Jurnal Warta Dharmawangsa*, 16(July), 258–278.
- Pinanggih, E., Ristati, & Usadiati, W. (2021). *THE EFFECT OF USING EDMODO APPLICATION ON THE STUDENTS' WRITING SKILL OF ANALYTICAL EXPOSITION TEXT AT SMAN 4 PALANGKA RAYA*. 4(2), 17–23.
- Purwaningsih, S., Tjahjono, T., Retnaningdyah, P., & Anam, S. (2021). *ASSESSING STUDENTS' ABILITY ABOUT 16 ACTIVE VOICE TENSES USING QUIZZZ APPLICATION*. 7(2), 100–113.
- Rahmadany, S., Husein, R., Husein, S. R. R., & English, M. S. (2021). Developing English Teaching Materials for Young Learners Based on Islamic Values of Integrated Language Skills for Islamic Elementary School. *Jurnal Linguistik Terapan Pascasarjana*, 18(2), 149–161.
- Ramli, A. (2018). Pembelajaran Dalam Perspektif Kreativitas Guru Dalam Pemanfaatan Media Pembelajaran. *Lantanida Journal*, 4(1), 1–15.
- Sutjipto. (2016). *Pengembangan Kurikulum dengan Memanfaatkan Teknologi Informasi dan Komunikasi, Suatu Gagasan*. 119–137.
- Tosuncuoglu, I. (2018). *Importance of Assessment in ELT*. 6(9), 163–167.
<https://doi.org/10.11114/jets.v6i9.3443>
- Umam, A., & Indah, Y. A. (2019). Assessment Literacy of TEYL Teachers and Its Importance for Classroom Practices. *The 3rd IICLLTLC 2019*, 1(1), 69–70.
- Undi, V. A., & Hashim, H. (2021). The Demands of 21 st Century Learning : A

- Study on Primary School Teachers' Attitudes towards Using ICT in English as a Second Language (ESL) Classrooms. *Scientific Research Publishing*, 12, 1666–1678. <https://doi.org/10.4236/ce.2021.127127>
- Mia Audina, et. Al, (2020). Usaha Kosmetik Sebagai Penggerak Perekonomian Wanita Yang Tidak Mengenyam Pendidikan, Jurnal Conference on Business, Social Sciences and Innovation Technology, Vol.1, No.1, 84, Universitas Internasional Batam.
- G. Ponto and N. Nurlaily, (2020). Students' Satisfaction Level Towards Online Learning Compared To Traditional Classroom For English Subject, *J. English Teach. Adi Buana*, vol. 5, no. 02, pp. 131–138, 2020, doi: 10.36456/jet.v5.n02.2020.2540.
- Pratiwi, T. L. (2021). EFL College Students Writing Anxiety of English Language Education at Universitas Internasional Batam. *ELT Forum: Journal of English Language Teaching*, 10(2), 100-112. doi: <https://doi.org/10.15294/elt.v10i2.42908>

Appendixes

Below is the link to access the output of the project:

Teaching module: [2061003 Teaching Module or Lesson Plan](#)

Teaching material: [2061003 Teaching Material](#)

Assessments: [2061003 Assesment](#)

Video: [2061003 Video](#)

Microsites:

1. Meeting 16: [Meeting 16 \(s.id\)](#)
2. Meeting 17: [Meeting 17 \(s.id\)](#)
3. Meeting 18: [Meeting 18 \(s.id\)](#)
4. Meeting 19: [Meeting 19 \(s.id\)](#)
5. Meeting 20: [Meeting 20 \(s.id\)](#)
6. Meeting 21: [Meeting 21 \(s.id\)](#)