

Developing Worksheet through Socrative to Improve Students' English Writing Skill

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Abstract

The study aims to develop worksheets through Socrative to improve students' writing skills in the English and Literature Department Language and Arts Faculty Universitas Negeri Medan. The study used ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The data was taken through a questionnaire, documentary sheet, and in-depth interviews. Based on the result of the study, the students need a worksheet with some criteria such as (1) the variety of questions, (2) the score provided, (3) feedback, and (4) ICT-based. Then, writing worksheets through Socrative is strongly needed by the students to improve their writing skills. In addition, it can also improve their motivation in writing. Additionally, students' writing level after implementing writing worksheets through Socrative is dominated by intermediate level (45%).

Keywords: writing, worksheet, socrative, ADDIE Model

1. Introduction

Globalization, Information Communication and Technology, and the explosion of knowledge have created massive changes in modern society. To deal with these rapid changes, we must equip our workforce to work with various electronic technologies that define the digital era. Educating national's life can be enhanced by realizing the education system as a solid and authoritative social institution to empower all Indonesian citizens (Malik, 2018). Based on law no. 20 of 2003, education is a conscious effort. It is planned to enrich students' potential in developing self-competencies, including spirituality, self-control, intelligence, and the competencies needed in society and the country. The purpose of education should be to give students complex learning settings that include authentic learning, assessment, and personal growth.

21st-century education does not consist of students sitting quietly at their desks copying down whatever the teacher says or writes on the chalkboard. Instead, 21st-century education solves complicated problems they would encounter in the real world. Without dismissing the social dimension of learning, engagement and learning are powerful instruments for social bargaining.

21st-century learning demands an integrated learning model with the use of technology due to the development of ICT (Information, communication, and technology), which led us to the digital era, which is an era where science is developing rapidly, technology and information have an essential role in everyday life and society have become very dependent on technological tools. Therefore, ICT literacy as part of 21st-century skills is needed by society to survive in this century. As a result, almost everyone is familiar with this technology, including students who, during the COVID-19 pandemic era, faced online and distance learning processes. In this learning, both educators and students are required to be able to master the technology that supports distance learning well.

Learning is a series of activities deliberately created to facilitate the learning process for students. Furthermore, learning is a learning process built by teachers to develop creative thinking that can improve students' thinking skills and the ability to construct new knowledge. It refers to Law no. 20 of 2003 concerning the National Education System states that learning is a process of interaction between students and educators and learning resources in a learning environment. Furthermore, Komalasari (2003) stated that learning is a system or learning process for learners that are planned, implemented and evaluated systematically to achieve learning goals effectively and efficiently.

21st-century learning is defined as learning that provides 21st-century skills to students, namely the 4Cs, which include: (1) Communication, (2) Collaboration, (3) Critical Thinking and problem solving, and (4) Creative and Innovative. In this learning, students are required to master the 4C skills. Achieving these skills is inseparable from the role of education and learning applied in schools and higher education through innovative learning, such as using the latest features.

Furthermore, in 21st-century learning, teachers, lecturers, and students work together in learning by integrating technology into the classroom. Thus, students will also be trained to improve their critical thinking skills and solve problems (problem-solving) in facing

every challenge in the classroom following their HOTS (Higher Order Thinking Skill) thinking skills. One is through a worksheet that lecturers or teachers use to evaluate students' abilities, including English writing.

In line with 21st-century skills, Ratama et al. (2021) conducted a study investigating 21st-century skills (4Cs) in English literacy activities. The finding showed five English literacy activities in this school: reading response journal, news reading program, guiding object commentary, travel itinerary writing and cooperative literacy program. Three skills were taught in each activity: critical thinking, collaboration and creativity skills.

Ministry of National Education (2006) elaborated that worksheet is the sheets which contain tasks that must be done by students, usually in the form of instructions and steps to complete a task related to the essential competencies that must be achieved. Likewise, Palepong (2002) stated that worksheet is the sheets provided to students in class or acting in teaching and learning activities. According to Bull (2008), a worksheet is a question sheet that must be answered, usually in the space provided. In addition, worksheets are printed teaching materials that are prepared and frequently used by teachers to help students acquire knowledge, skills, and grades by providing valuable comments for students (Kaymakc, 2006). Based on the explanation above, it is known that worksheets are one type of learning tool that can be used to help students and ensure the effectiveness of the teaching and learning process. Students are satisfied with the value of student learning in this activity because they can determine the extent of their understanding of the material they have learned. Worksheets also assist students in becoming more thorough. It is a paper that provides information and instructions from the teacher or the application of learning values to achieve goals.

According to Prastowo (2011), worksheets can be classified into five types based on the purpose created such as (a) Worksheets that help students find a concept; (b) Worksheets that assist students in applying and integrating various concepts discovered; (c) worksheets that serve as study guides (d) Reinforcement worksheets; and (e) Worksheets that serve as practical instructions. Hidayat (2013) stated that the benefits of using worksheets in the learning process include activating students in the learning process, assisting students in developing concepts, training students in finding and developing process skills, serving as a guide for educators and students in carrying out the learning process, assisting students in obtaining notes about the material learned through learning activities, and assisting students in adding information about the concepts learned through s

During the pandemic, lecturers give students worksheets manually, such as sending files containing questions about learning topics. In addition, utilizing Google features, such as Google Form as a worksheet for the students, is also conducted by the lecturers. However, Google Forms has weaknesses such as unlimited time, so the student does not have a foundation to immediately complete his work even though the lecturer gives a time limit. Especially for writing courses in the English and Literature Department. Based on the observation conducted, the lecturer gave a writing course worksheet via word or pdf file, and the students returned their work through the file. However, it does not relate to the demands of 21st-century learning, which requires students to master technology use and improve 4C skills.

Furthermore, According to Djibran (2008), writing is the expression of thoughts, feelings, experiences, and readings in written form rather than speech. According to Gie (2002), writing is composed of activities to express ideas and convey them to the reading community for them to be understood. Someone uses writing to take notes, report or notify others, and influence them. The goal of the writing can be adequately achieved if it is structured and stated. Writing is lowering or painting graphic symbols that describe a language that someone understands so that other people can read the graphic symbols if they understand the language and graphic descriptions (Tarigan, 2008). Based on the above understanding, it is known that writing is not only putting words into writing but is also influenced by critical thinking skills relating to 4C skills to produce higher-quality writing. The use of technology that supports students in achieving these abilities is needed urgently.

Socrative is a social media platform that can be used for learning. Socrative is a digital tool designed for teachers and students to facilitate online learning interactions. While many test-based devices are accessible right now to support remote learning, Socrative is very unambiguous. The accentuation of test-based questions and answers keeps it smoothed out, so it functions admirably and is easy to utilize (Edwards, 2021). Whether a multiple-choice quiz or a question-and-answer poll, it gives teachers immediate feedback from a live student response. As a result, it can be used for in-person and online assessments.

Students will find Socrative to be an engaging experience because it includes game-like practice questions. In this instance, the instructor can conduct quizzes in a different setting because students' smartphones or computers can access them. Naturally, this can enhance interactions among classmates, teachers, and students (Awedh et al., 2015). Socrative is accessible through a web browser and an iOS, Android, and Chrome app. It makes it easy for most students to use almost any device they have access to, including their smartphone, making it possible to respond outside of class if necessary. A room code, which students must enter to access questions, may be sent to them. The answers will be recorded immediately on the teacher's device as the students submit them live. To keep everybody feeling less uncovered in class, teachers can change the settings with the goal that understudies see rates as opposed to individual reactions. Students who are hesitant to speak up in class are encouraged to respond via this digital platform.

Socrative is a Student Response System that facilitates teachers or lecturers to make quizzes and run them online. This application can be accessed very easily by teachers or lecturers and students by visiting www.socrative.com. This application is equipped with various menus, including Create Quiz (create quizzes with three alternative forms, namely multiple choice), true-false, and short answers; Import Quiz, My Quizzes (see question bank that we create and import from other people); and Reports (see the results of the assessments that

we have done). This quiz is interactive, and students can be involved directly or in real time. Socrative is a fantastic tool for enhancing student and teacher communication. Beyond this, it helps students develop critical thinking skills to respond to questions and, possibly, engage in post-question discussions with the class. This program, which may be used to measure progress and save student results, is compatible with Common Core requirements. Since everyone in the class can see the answers to the questions, this is an excellent way to spot any topics that need more study or attention. Teams of students answer questions in a timed quiz in the cooperative mode "Space Race," competing to provide the fastest correct responses (Edwards, 2021). Various price options are available for Socrative, including Free, K-12, and K-12 Schools.

One public room for 50 students, real-time questioning, Space Race assessment, formative assessments, real-time results visualizations, access from any device, reporting, quiz sharing, access to the help centre, and State & Common Core standards are all included in the Free plan. Second, the K-12 package, which costs \$59.99 annually, also includes up to 20 private rooms, a Space Race countdown timer, roster import, shared links, controlled access with student ID, quiz merging, email results, scientific notation, folder management, and a dedicated customer success manager. Thirdly, the K-12 Schools & Districts plan, which includes access to extra teacher-approved resources and is priced on a quotation basis, contains everything mentioned above. Examples include Showbie, Explain Everything, Hologo, Educreations, and Kodable. Secondly, the pricey Higher Education & Corporate plan.

Therefore, the research aims to develop a worksheet through Socrative for writing in the English and Literature Department, Language and Arts Faculty, Universitas Negeri Medan. The worksheet development integrated with technology use motivated lecturers and students to improve their writing skills. Furthermore, it made it easier for lecturers and students to evaluate their writing skills.

2. Research Method

2.1 Method

This research is a research and development type. Research and development are a study that produces educational material and evaluates its efficacy. The output of this study was a worksheet through Socrative for writing skills. The ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model was used to conduct the study. The ADDIE model is a popular instructional design framework for creating training materials and courses. ADDIE is a general learning model suitable for research and development. It is considered sequential but also interactive while implemented in development (Molenda, 2003). ADDIE Model is an iterative instructional design process, where the formative evaluation results of each phase may lead the instructional designer back to any previous phase (Branch, 2009).

2.2 Participants

The study respondents were 30 students and a lecturer of a writing course in the English and Literature Department at Universitas Negeri Medan. The respondents consisted of 79,3% female and 20,7% male.

2.3 Instruments

In this study, three kinds of instruments have been used, namely: questionnaire, documentary sheet, and in-depth interview. Moreover, two types of questionnaires have been applied in this research. The first was used to evaluate the existing condition of maritime English learning material in a Likert Scale model, and the second was used to analyze the writing worksheet using Socrative. The scores and the levels are illustrated in the following table.

Table 1. The level of need (Dirgeyasa, 2022)

No	Range of Scores	Categories
1	0-0.5	not needed
2	0.6-1.5	less needed
3	1.6-2.5	fairly needed
4	2.6-3.5	needed
5	3.6-4.0	strongly needed

2.4 Technique of Analysis Data

The descriptive quantitative data analysis technique was applied in this study. This technique is relevant and reliable in portraying the phenomena of current conditions.

3. Result and Discussion

Relating to the problem of the study and the data collection, the data of research covers 1) The current existing conditions of English learning writing worksheet of the English and Literature Department, 2) the Writing worksheet needed by the students taken writing courses in improving their writing skill, (3) Writing worksheet evaluation.

3.1 The Current Existing Conditions of English Learning Writing Worksheet of English and Literature Department

In general, the students have been familiar with some worksheet forms such as paper-based, Google Forms, and Assignments in the e-learning platform of Language and Arts Faculty Universitas Negeri Medan called *Sipda*. Based on the study, it was known that the dominant used by the lecturer for assessing students' writing skills were paper-based (48,3%). Meanwhile, the use of google Forms is only 10,3% and Assignment in *Sipda* (41,4%). It means the lecturer had utilized technology, although it was still dominated by paper-based.

However, using the three worksheet forms above could have facilitated students' improvement better since it did not provide student feedback.

Furthermore, students' writing skills still need to improve and medium. The medium level is 3,4%, and the low level is 96,6%. Therefore, the students are not confident with their writing skills. Then, this condition relates to Wayan (2022), who elaborates that there are some possible and tentative reasons for such a problematic situation, such as (a) the non-existence of standards on writing worksheets in writing courses, (b) lack of supply and availability of technology use, c) unarticulated demand and, in turn, it leads to lack of interest on the publishers' interest and will, d) slow adjustment of the conventional worksheet to the developments in foreign language teaching and modern teaching technologies. and e) restrictive national legislation and language policies.

3.2 Writing Worksheet Needed by the Students Taken Writing Course to Improve Their Writing Skill

Based on the data provided and collected, the students need to improve their writing skills through worksheets used as the evaluation for their writing skills, such as (1) the various questions, (2) the score provided, (3) feedback, and (4) ICT-based.

The categories of writing worksheet needed above relate to Socrative. Socrative consists of multiple choice, true-false, and short answers. It also provided scores and feedback for students' results. Then, it can be accessed quickly and simultaneously with unlimited participants. Therefore, based on the study, it was found that a writing worksheet through Socrative needs to be used, as described in figure 1 below.

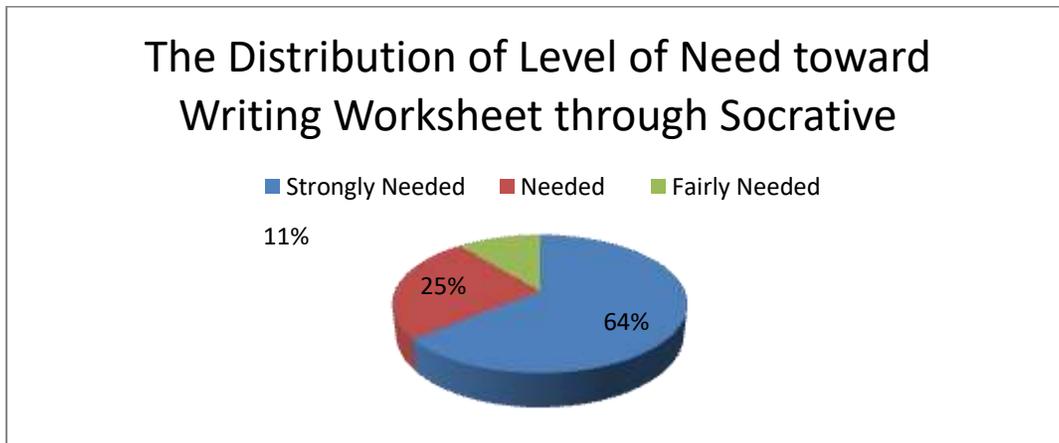


Figure 1. The Distribution of Level of Need toward Writing Worksheet through Socrative

Based on the figure above, there is 64% of students categorized as strongly needed writing worksheets through Socrative due to some features provided by Socrative, such as (1) the variety of questions, (2) scores provided, (3) feedback, and (4) ICT-based. Then, 25% is categorized as needed, and 11% is categorized as reasonably needed. Overall, the result of the study showed that the students need writing worksheets through the worksheet.

3.3 Writing Worksheet Evaluation

Referring to the aim of the study, which is to develop writing worksheets through Socrative, the evaluation phase was conducted to assess the students' feedback toward using writing worksheets through Socrative. Based on the study, writing worksheets through Socrative could improve students' motivation to improve their writing skills. It was proved by the writing results of students categorized in some level such as beginner, intermediate, and advanced. It is shown in figure 2 below.

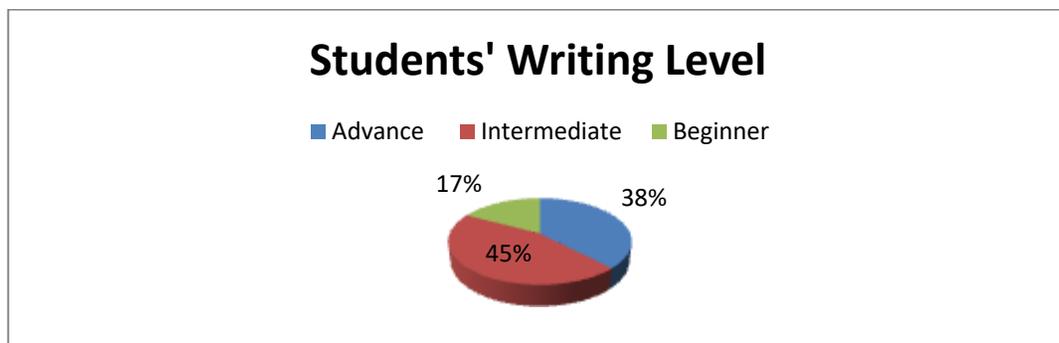


Figure 2. Students' Writing Level

Based on the figure above, it is concluded that most students' motivation is improved in writing. However, it is still dominated by the intermediate level (45%). Then, 38% is categorized as advanced level and 17% is still categorized as beginner level.

4. Conclusion

Teachers, lecturers, and students collaborate to learn by incorporating technology into the classroom. As a result, students will be trained to improve their critical thinking skills and solve problems (problem-solving) in the face of any challenge in the classroom using their HOTS (Higher Order Thinking Skill) thinking skills. One is through worksheets, which lecturers or teachers use to assess students' abilities, including English writing. In achieving the learning goal, the lecturers must utilize an assessment technology platform. The study aims to develop a worksheet for writing in the English and Literature Department, Language and Arts Faculty, Universitas Negeri Medan, using Socrative. Socrative is a learning-focused social media platform. Socrative is a digital tool designed to facilitate online learning interactions between teachers and students. While many quiz-based tools are available to help with remote learning, Socrative is quite specific. The emphasis on quiz-based questions and answers keeps it streamlined and easy to use (Edwards, 2021). They used worksheet development combined with technology to motivate lecturers and students to improve their writing skills. It made it much easier for lecturers and students to assess their writing abilities.

In conclusion, the students need a worksheet in some criteria such as (1) the variety of questions, (2) the score provided, (3) feedback, and (4) ICT-based. Based on the study, the students strongly need writing worksheets through Socrative to improve their writing skills. In addition, it can also improve their motivation in writing which the students' writing level can prove after implementing writing worksheets through Socrative, which is still dominated by the intermediate level (45%). Then, 38% is categorized as advanced level and 17% is still categorized as beginner level.

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