



DEVELOPING LITERARY CRITICISM WRITING TEACHING MATERIALS BASED ON INFORMATION PROCESSING USING GOOGLE SITES

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ABSTRACT

This study aims to develop teaching materials for writing literary criticism based on information processing theory using Google Sites for 12th-grade students. The study was motivated by the lack of effective and accessible instructional resources that support students in developing critical thinking and analytical writing skills in literary studies. Using a Research and Development (R&D) approach with the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation—the research involved needs analysis through questionnaires, interviews, and observations, followed by product design and validation by experts. Findings indicate a strong need for innovative, visually engaging, and internet-based materials to support literary criticism instruction. The resulting product integrates genre-based learning and Robert M. Gagne’s information processing theory within a Google Sites platform. This research contributes to the field of Indonesian Language and Literature Education by offering a digital, pedagogically grounded teaching resource that enhances students’ abilities in analyzing and writing about literary texts critically. The product is expected to bridge the gap in available materials and respond to the learning demands of 21st-century education.

Keywords: *literary criticism, teaching materials, information processing, Google Sites, development*

INTRODUCTION

Writing is one of the essential skills in language learning, enabling learners to express their ideas logically, creatively, and critically. In the Indonesian high school curriculum, literary criticism is one of the text types that must be mastered by students to develop their analytical and reflective thinking. Unfortunately, this competency is not yet optimally achieved due to several instructional challenges.

Preliminary studies involving observations and interviews with Indonesian language teachers at high school in Kota Tangerang revealed that students often struggle with understanding the concept and structure of literary criticism. Most students tend to confuse literary criticism with book reviews or summaries, resulting in shallow analyses lacking evaluative depth. Teachers also reported difficulties in finding suitable and engaging teaching materials that accommodate diverse learning needs.

From a curriculum perspective, the 2013 Curriculum (Kurikulum 2013) emphasizes a genre-based approach, which encourages students to understand and produce texts based on their social purposes and linguistic structures. Literary criticism as a genre demands that students engage with literary texts not only through appreciation but also through critical examination, interpretation, and judgment. Therefore, the ability

to write literary criticism reflects the development of students' higher-order thinking skills.

Despite its importance, the implementation of genre-based learning, particularly in literary criticism, is often hampered by the lack of comprehensive, structured, and contextualized teaching materials. This calls for innovation in instructional design that aligns pedagogical strategies with technological advances.

Robert Gagné's theory of information processing provides a systematic instructional framework that supports the activation of prior knowledge, guiding learning, reinforcing retention, and enhancing performance. When applied in a digital environment, such as Google Sites, the theory can be operationalized through multimedia features, interactive elements, and asynchronous access that allow students to learn at their own pace.

Thus, this research proposes the development of literary criticism teaching materials based on information processing theory integrated with a genre-based approach. Google Sites is used as the delivery platform to ensure accessibility, interactivity, and alignment with students' digital habits. The innovation is expected to bridge the gap between curriculum goals and classroom realities.

METHOD

This study applied a Research and Development (R&D) approach using the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. The choice of this model was based on its structured yet flexible nature, allowing the researchers to create a product that could be continuously revised based on feedback. In the analysis stage, data were gathered through questionnaires, interviews, and classroom observations involving 110 students and several Indonesian language teachers in Tangerang. The results of this stage revealed that most students still confused literary criticism with other genres such as summaries or book reviews, while teachers struggled to find engaging and comprehensive materials aligned with the curriculum. These findings became the foundation for designing instructional strategies that integrated genre-based pedagogy with Gagné's information processing theory.

The design stage translated these needs into clear learning objectives and instructional frameworks. Learning activities were arranged to follow both the stages of genre pedagogy—building knowledge, modeling, joint construction, and independent construction—and Gagné's nine instructional events, which provided cognitive scaffolding from gaining attention to enhancing retention. Based on this framework, the development stage focused on creating digital teaching materials using Google Sites. The platform was chosen because of its accessibility and ability to integrate texts, images, videos, interactive quizzes, and collaborative writing features. Each module was carefully structured to guide students gradually from understanding the concept of literary criticism to practicing and producing their own critiques. Reflection tools and formative tasks were also embedded to encourage students to consolidate their learning.

Once the materials were developed, they were validated by experts in language education and instructional design to ensure content accuracy, pedagogical soundness, and technical appropriateness. Limited classroom trials were then conducted with selected students and teachers to test practicality and usability. Feedback gathered from these trials informed revisions that improved the clarity, engagement, and effectiveness of the product. The evaluation stage was carried out both formatively and summatively:



formative evaluation occurred throughout the development and implementation process, while summative evaluation assessed students' performance before and after using the materials. Assessment focused on content validity, practicality, effectiveness, and technological suitability, using rubrics, feedback forms, and performance analysis. Through this systematic process, the study ensured that the teaching materials produced were pedagogically robust, contextually relevant, and effective in enhancing students' ability to write literary criticism.

RESULTS AND DISCUSSION

The research began with a needs analysis involving 110 students and several Indonesian language teachers from high schools in Kota Tangerang. The findings confirmed that students faced significant difficulties in distinguishing literary criticism from other similar genres, such as book reviews or synopses. Most of them were unable to identify the main components of literary criticism, namely interpretation, evaluation, and argumentation, which are essential for constructing a coherent and persuasive critique. Based on questionnaire data, 72 percent of students admitted they had never been given a specific assignment related to literary criticism writing. Around 65 percent stated that they were unfamiliar with the structure of literary criticism texts, while 81 percent reported that they often confused criticism with summaries or simple reviews. On the teachers' side, 79 percent acknowledged the lack of available teaching materials that were aligned with genre-based learning and accessible in digital form. These data illustrate the urgent need for developing targeted, structured, and accessible resources to address the identified gaps.

The needs analysis also showed that students had very limited exposure to models of literary criticism that reflected proper genre structures. Their attempts at writing were often confined to retelling the plot of a story or providing personal opinions without adequate textual support. Teachers therefore expressed a strong demand for materials that could provide scaffolding, clear examples, and guided exercises to gradually build students' ability to write criticism effectively. In response to these findings, the teaching materials were developed through the ADDIE model, combining two complementary frameworks: genre-based pedagogy and information processing theory. The genre-based sequence involved building knowledge of the field, modeling of texts, joint construction, and independent construction, ensuring that students progressed gradually from understanding examples of criticism to producing their own critiques.

In parallel, Gagné's nine instructional events were systematically embedded throughout the learning flow to support students' cognitive engagement. The materials were designed to first gain attention through visual stimuli and prompts, before clearly informing students of the learning objectives to establish direction. They then encouraged the recall of prior knowledge, allowing students to connect new information with existing understanding, and presented content in varied formats such as texts, videos, and diagrams. To strengthen comprehension, guidance was offered through tips and scaffolds, which were followed by opportunities for students to practice performance through structured writing tasks. Drafts were reviewed with constructive feedback, after which performance was assessed using rubrics to ensure transparency and consistency. Finally, retention and transfer were reinforced through reflection tasks and the compilation of portfolios, enabling students to consolidate what they had learned and apply it in new contexts.

The use of Google Sites as the delivery platform enabled the integration of multiple media and interactive features. The site included embedded YouTube videos, Google Forms for self-assessment, shared Google Docs for collaborative writing, and interactive images for analyzing literary texts. Each section was arranged according to a genre-based sequence and presented with visual clarity to facilitate navigation and accessibility. Validation by content and media experts confirmed that the materials met the criteria of clarity, relevance, and appropriateness for high school students. Limited classroom trials further demonstrated that students responded positively, showing increased motivation and engagement. Their writing performance also improved significantly, as indicated by pre- and post-task comparisons that revealed progress in argument structure, textual cohesion, and the use of evidence.

The findings of this study are consistent with previous research supporting the effectiveness of genre-based pedagogy and cognitive processing models in language instruction. The integration of these two approaches provides a balanced focus on content, structure, and process, while the use of technology expands the possibilities for interactive and student-centered learning. Google Sites served not only as a medium of delivery but also as a transformative element that personalized the learning process and empowered students to take greater ownership of their writing development. The discussion therefore highlights the importance of rethinking how literary criticism is taught. Rather than treating it as a purely academic requirement, it should be regarded as an opportunity to cultivate critical literacy. By engaging with carefully structured digital materials, students are better positioned to analyze literature thoughtfully and to articulate their interpretations and judgments in a coherent, well-reasoned, and textually grounded manner.

CONCLUSION

This study has successfully developed literary criticism teaching materials based on information processing theory, integrated with a genre-based approach, and delivered through the Google Sites platform. The results show that students often confuse literary criticism with other text types due to lack of exposure, clear examples, and structured guidance. Teachers also struggle with limited digital and contextual teaching resources.

The developed materials, structured through the ADDIE model and enriched with Gagné's nine instructional events, provide scaffolding for students' critical writing development. Expert validations and student trials confirm the practicality, relevance, and effectiveness of the product in enhancing students' analytical writing performance.

This innovation not only bridges the gap between curriculum objectives and classroom practice but also promotes student-centered and digitally integrated learning. Further studies are recommended to implement the materials in wider contexts and to evaluate their long-term impact on critical literacy development.

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