

## **PREFACE**

ELTeaM International Conference on Language Teaching Materials is held once in every two years and its 2nd International Conference will be held on 31 October – 1 November 2014 in Pontianak, West Kalimantan, Indonesia. Elteam Association organizes this conference in collaboration with Tanjungpura University (Undergraduate (S1) and Masters (S2) Study Programs of English Language Education, Language Centre, and American Corner) and RELO. The theme of this 2nd International Conference on Language Teaching Materials is Authenticity, Creativity, Innovation, and Culture in Language Teaching.

All papers presented at this conference are compiled in this proceeding. The papers discuss various topics like English teaching materials, English teaching techniques, bilingual education and sociolinguistics, internet-based language learning, literacy, and so forth.

The working papers also vary, from classroom to non-classroom-based studies reported by the practitioners from teachers, lecturers, as well as postgraduate students, language teaching researchers, and language experts. In essence, the reports and findings from the papers presented in the conference would, to some extent, benefit present and future scholars, researchers and practitioners of language teaching alike.

These proceedings are compiled by members of Elteam Association namely Sudarsono, PhD, Urai Salam, PhD, Dr. Ardi Marwan, and Dr. Istiqomah. They are respectively working at Masters Study Program of Tanjungpura University, Undergraduate Study Program of English Language Education of Tanjungpura University, State Polytechnic of Pontianak (Polnep), and State Islamic Institute of Pontianak (IAIN).

Pontianak, 20 October 2014

Chief Editor

Sudarsono, PhD

[s\\_darsono2004@yahoo.com](mailto:s_darsono2004@yahoo.com)

## Contents

PREFACE.....	1
Contents.....	2
DEVELOPING ELT MATERIALS FOR YOUNG LEARNERS OF FOREIGN ENGLISH LANGUAGE LEARNERS.....	
Background of ELT of Material Development.....	10
Theoretical Review of Materials Development .....	13
Teacher’s Experience of Material Development .....	16
Discussion .....	18
Conclusion.....	22
Reference .....	22
MATERIAL DEVELOPMENT IN THE TEACHING OF RHETORIC OF BUSINESS COMMUNICATION.....	
Introduction .....	23
Theoretical Basis .....	24
The Five Canons of Rhetoric .....	24
Material developments in rhetoric of business communication.....	24
Teaching Procedures.....	25
Pre-teaching .....	25
Whilst-teaching .....	26
Post-teaching.....	28
Reflection .....	28
Conclusion.....	28
References .....	29
Appendix 1: Speech to Inform .....	29
Appendix 2: Speech to Persuade .....	31
FROM NEED ANALYSIS TO MODEL DEVELOPMENT: THE PROCESS-GENRE MODEL FOR TEACHING ESSAY WRITING .....	
Introduction .....	34
Literature Review.....	35
Instructional Model.....	35
Need Analysis.....	37

Writing in English as a Second/Foreign Language .....	38
Process-Genre Approach to Teaching Writing.....	41
Research Methodology .....	43
Finding and Discussion.....	43
Input.....	44
Text Types .....	45
Types of Topic .....	46
Types of Task/Activity .....	47
Syllabus Development .....	48
Learning Strategy .....	50
Development of Teaching Materials.....	51
Conclusion.....	52
References .....	52
AN ANALYSIS ON ENGLISH TEXTBOOK “ <i>BAHASA INGGRIS: WHEN ENGLISH RINGS THE BELL</i> ” .....	54
Introduction .....	54
The Method of Research.....	57
Level 1 Analysis: ‘What is There’ .....	57
Level 2 Analysis: ‘What is Required of Users’ .....	58
Level 3 Analysis: ‘What is Implied’ .....	58
Findings and Discussion .....	59
Findings .....	59
Level 1: ‘What is There’ .....	59
Level 2: ‘What is Required of Users’ .....	60
Discussion.....	62
Level 1: ‘What is There’ .....	62
Level 2: ‘What is Required of Users’ .....	64
Level 3: ‘What is Implied’ .....	67
Conclusion.....	69
References .....	70
A MODEL OF TEACHING MATERIAL OF WRITING SCIENTIFIC ARTICLE FOR TEACHER OF BAHASA INDONESIA IN MIDDLE SCHOOL (SLTP) .....	72

Introduction .....	72
Problem Formulation .....	75
Theoretical Reference .....	76
The Essence of instructional materials .....	76
Definition of Model.....	76
Definition Of Instructional Materials .....	77
Developing Instructional Materials.....	78
Evaluation of Instructional materials.....	80
Needs Identification.....	80
Production of Insructional Materials .....	81
Instructional Materials Development and Teachers Trainings .....	81
Writing Articles .....	82
Essence of Writing .....	82
Scientific Articles .....	82
Scientific Articles of Research Results .....	82
The Characteristics of Scieintific Article Writing.....	82
Beginning to write an article.....	83
Research Methodology .....	84
Results Of Research And Development .....	84
Principles of Model Development based on Theoretical Study.....	84
References .....	89
<b>MODEL OF CRITICAL LITERACY BASED INSTRUCTIONAL READING MATERIALS: RESEARCH AND DEVELOPMENT AT ENGLISH TADRIS DEPARTMENT OF IAIN SYEKH NURJATI CIREBON.....</b>	<b>95</b>
Introduction .....	95
Methodology .....	99
Findings .....	100
Discussion.....	102
Concluding Remarks.....	103
References .....	103
<b>ELESP STUDENTS' READING HABIT AND THE SUITABILITY OF CONTENT-AREA READING MATERIALS.....</b>	<b>107</b>

Introduction .....	107
Methodology.....	109
Research Results and Discussion .....	110
Conclusions .....	120
References .....	121
SHOULD EAP TEACHING FOCUS ON SPECIFIC PURPOSES OR GENERAL PURPOSES? ....	123
Introduction .....	123
Problems in English for General Academic Purposes (EGAP) .....	123
Strategies of EAP teaching .....	127
Conclusion.....	129
References .....	129
AN ANALYSIS ON TEACHER’S ASSESSMENT FOR ENGLISH AS A FOREIGN LANGUAGE FOR YOUNG LEARNERS.....	131
Introduction.....	131
Children Characteristics.....	132
Assessment for Young Learners .....	132
Method of Research .....	134
Finding and Discussion.....	135
Conclusions and suggestions .....	135
References.....	136
A REVIEW OF THE NATIONAL EXAMINATION OF SECONDARY SCHOOLS IN INDONESIA .....	138
Introduction .....	138
The National Examination (NE).....	139
The Purpose of Assessment.....	139
Formative and Summative assessments.....	140
Stakeholders and Accountability .....	143
Recommendations.....	144
Conclusion.....	145
References: .....	145
LECTURER’S WRITTEN CORRECTION IN WRITING CLASS.....	147
Introduction .....	147

Research Methodology .....	148
Findings and Discussion .....	149
Findings .....	149
Discussion .....	154
Conclusion.....	162
References .....	162
USING 3-2-1 STRATEGY IN READING COMPREHENSION TO IMPROVE STUDENTS' INVOLVEMENT IN ACTIVE LEARNING.....	165
Introduction .....	165
Methodology.....	168
Methods for Data Collection.....	169
Result And Discussion.....	171
Conclusion.....	181
Suggestion.....	182
References .....	183
GRAPHIC ORGANIZERS TO ENHANCE STUDENTS' SPEAKING ABILITY .....	184
Introduction .....	184
Brief Exploration on Graphic Organizers .....	186
Teaching Steps of Graphic Organizers .....	187
The Advantages of Applying Graphic Organizers.....	188
Conclusion.....	189
References .....	190
IMPLEMENTING RAFT STRATEGY TO ENHANCE STUDENTS' SKILL IN WRITING FORMAL LETTER.....	192
Introduction .....	192
Methodology.....	195
Teaching Procedure .....	196
Results and Discussion .....	198
Conclusion.....	204
Suggestions .....	204
References .....	205
SRYPHOMAT FOR TEACHING VOCABULARY .....	207

Introduction .....	207
Literature Review .....	209
Teaching Vocabulary .....	209
Approach, Method and Technique of Teaching .....	210
Stryphomat .....	212
Story .....	213
Photograph .....	213
Matching Game .....	215
Research Design .....	216
Conclusion .....	220
References .....	221
CROSS CULTURAL COMPETENCE AND LANGUAGE TEACHER .....	223
Introduction .....	223
Defining Cross Cultural Competence .....	224
Cultural Competence in the Classroom .....	225
Ways of Developing Competence in Cross-cultural Communication .....	228
Conclusion .....	230
Reference .....	230
NON-NATIVE TEACHERS OF ENGLISH : IMPROVING THEIR QUALITY AND CONFIDENCE .....	232
Introduction .....	232
Conclusion .....	237
References .....	237
ONLINE DISCUSSION IN ONTELL: AN ANALYSIS ON STUDENTS' SENTENCE SRUCTURES .....	240
Introduction .....	240
Method .....	243
Research Findings And Discussion .....	245
Conclusion .....	255
REFERENCES .....	256
ANALYZING THE IMPLEMENTATION OF BLOG UTILIZATION IN ENGLISH LANGUAGE LEARNING .....	258

Introduction .....	258
Research Problem .....	261
Research Purpose .....	261
Significance .....	262
Literature review.....	263
Conceptual framework .....	264
Research Methodology.....	266
Research Design and Procedure.....	266
Research Participants .....	267
Data Collecting Technique .....	267
Tools of Data Collecting.....	268
Data Analysis .....	268
References .....	269
A STUDY ON THE USE OF TASK-BASED LANGUAGE TEACHING (TBLT) IN TEACHING	
WRITING HORTATORY EXPOSITION TEXT .....	271
Introduction .....	271
Method .....	275
Findings and Discussion .....	277
Conclusion and Suggestions.....	283
REFERENCES.....	285
SERVICE-LEARNING TO ENHANCE CHARACTER EDUCATION IN THE ENGLISH	
DEPARTMENT.....	286
INTRODUCTION.....	286
SERVICE-LEARNING IN THE ENGLISH DEPARTMENT .....	288
CONCLUSION.....	296
REFERENCES.....	296
ENGLISH HEGEMONY, BILINGUAL EUPHORIA PHENOMENON, AND MARGINALISATION	
OF LOCAL LANGUAGES IN INDONESIA.....	298
Introduction .....	298
Conclusions .....	306
References .....	306

CELEBRATING THE ENGAGING MOMENT: EMPOWERING ENGLISH LEARNING THROUGH LANGUAGE CORNER IN INDONESIA.....	308
Introduction .....	308
Communicative Competence and Oral Language Performance.....	310
Problems Affecting Oral Language Competence and Performance .....	312
Resources for Rebuilding Motivation & Active Oral Language Learning.....	314
Conclusion and Implication.....	317
References .....	319
MADURESE LANGUAGE IN WEST KALIMANTAN CONTEXT: THE OVERLAPPING OF SOCIAL GROUPS AND THE ENACTMENT OF SOCIAL IDENTITY.....	321
Introduction .....	321
The Madurese Linguistics Shift .....	322
The understanding of speech level .....	322
New Variety of Madurese and the Creation of New Social Identity.....	324
Conclusion.....	326
References .....	327

# DEVELOPING ELT MATERIALS FOR YOUNG LEARNERS OF FOREIGN ENGLISH LANGUAGE LEARNERS

*Dr. Clarry Sada, M.Pd., Universitas Tanjungpura*

## ABSTRACT

A crucial part of teaching preparation is determining and preparing teaching materials. At this stage, a teacher should be able to provide a suitable and appropriate materials for his/her learners. Though there are varieties of teaching materials written by experts, the teacher should be able to just them accurately in order the materials are really appropriate and match with the learners' level of language competence. If the materials are not relevant, the impact or result of teaching might be the learners' achievement is low or poor. Moreover, the results could be in the form of poor participation of the learners, students feel boring, not communicative and uninteresting situation of teaching learning process. Therefore, developing or selecting an appropriate materials is one of the keys to successful teaching learning process. Thus, in this article, the writer intends to present some ideas of developing ELT materials for young learners, which will focus on the situation in Indonesia, where English language teaching (ELT) as a foreign language. The young learners, in this context, are learners whose ages between 6 years old till thirteen or fourteen year old. Therefore, they may be learners at elementary level till junior secondary level. The discussion will be focused on the writer's experiences and, of course, some theories proposed by the experts.

**Key words:** ELT materials, young learners, teacher experience

## Background of ELT of Material Development

As mentioned earlier, preparing teaching materials for most teachers are a crucial part of a whole preparation. There are many aspects should be considered by the teachers, such as: the appropriateness of the materials to the learners, the suitability of the materials with the learners current language competence, and meeting with the objectives of the curriculum. Those factors, on the other hand, need the teachers' sufficient knowledge about how to select and develop appropriate materials for their learners.

The talk amongst the English language teachers with the writer shows that the teaching materials are obtained from the textbooks published by the private publishers which are available at the market. The most suprising issue is that those materials are taught without any process of selection, in a sense that the materials are really appropriate to the learners. Moreover, some English teachers

at the private schools (non-government schools) in Pontianak do not possess an English curriculum and do not aware of the materials (Sada, 2003). Among the reasons are they (English teachers) thought that those textbooks available in the market have matched with the curriculum and moreover, the textbooks are published by the accredited national publishers. Therefore, the English language teachers have no doubt about the quaiety of the materials.

The English language teachers' trust about the textbooks is so high and there is no doubt at all to use the textbooks. Halliwell (2004:20) states that the English language teachers should be “knowing which activities ‘stir’ a class and which ‘settle’ them” and “knowing which activitie engage children’s minds and which keep them physically occupied”; and “choosing the materials to suit the mood”. Those ideas have an important implications in preparing the suitable and interesting materials. Without the suitable and interesting materials, teaching learning process might be the same as chasing a leopard in an aried large desert. Therefore, once again, the first concern of the English language teachers is to focus on materials selection and development.

Gebhard (2000;89) mentions that EFL/ESL materials used in EFL/ESL, basically, are created by four groups of people, i.e. publishing companies, government agencies, curriculum development teams at the school level, and classroom teachers. Relating to this idea, he further stresses that most of the materias will reflect the beliefs of those who create them. Thus, the teacher should do something to make the materials appropriate with the learners’ needs and expectation as to confirm thatthe materials are really useful. In other words, the materials are meaningful and useful to the learners.

In Indonesian context, the providing of suitable materials is a problem. In some rural schools, where there is no accessibility of internet for teachers and learners could access learning materials or supplementary materials. On the other hand, the government does not provide sufficient materials for those rural or

remote schools. Therefore, the condition needs teachers' creativity and knowledge to supply their own needs on teaching materials.

Some of my friends who are teachers of English language in the rural areas of West Kalimantan always complain about the difficulty in obtaining good and suitable materials for their learners. They complain about the available materials which are high enough for their learners. They complain about their own capability in creating or developing the suitable materials for their learners. They complain about the rapid changes of English language curriculum and its guiding infrastructures. In short, some of the teachers are not ready to face those difficulties.

Developing teaching materials so that the materials have to fulfill the appropriateness, suitability and relevance to the learners need sufficient knowledge and skills of the teachers. The teachers should know who their learners' background of English knowledge, know about the characteristics of good materials, know about the sources of materials, and know how to do simplification or modification of available materials. In the condition that the sources of learning materials are insufficient, then, the teachers should be able to produce the materials for their own purposes. The questions of "how to produce?"; "how to develop?"; "where to get or purchase the materials?"; "how to assess the materials are appropriate?" may be arose within the teachers themselves. It is because they (teachers) have no experience or little experience in developing the materials. Therefore, the government should be committed to provide sufficient and relevant materials (textbooks) for the schools in the rural areas.

The phenomenon of English language learning and teaching in the rural areas is sometimes English language subject is not taught by the teachers of English language graduates. The main excuses of giving the authority to those non- English language graduate teachers are insufficient teachers or lacking of teachers and no English language teachers at those schools. Thus, it is understood

that the process of learning and teaching is not running on the right track or learning and teaching process is done but might be “a false process”.

Some studies about teaching English as a foreign language (TEFL) in some rural areas or outskirts have shown that the crucial problems are insufficient teachers and inavailability appropriate materials. Though these problems have existed for several decades, it seems that there is no concrete action taken to solve the problems. Thus an opinion or issue that the government has no strong commitment to educate its citizens in the rural or remote areas of this nation. This opinion has activated another issue that the citizens of the rural areas or remote or borders are claimed to be “independence”.

The term independence raised by the citizens of the rural/remote/border has multiple meaning. The first meaning that they want to be freed from any poverty; the second meaning that they need attention from the government to provide development in every aspect of living, and the most important meaning that they and their children have better access in education. In this sense, the writer might be wrong to translate the citizens' wish/hope/expectation. However, the one that could catch the essence of the citizens' needs is education. The citizens, I think, though they are not educated or less educated, they have learnt a good lesson from their neighborhood brothers and sisters from the neighborhood country (foreign). Therefore, the minor problem of teaching materials will activate a more serious problem of maintaining a good citizen in this growing and developing nation.

So, the story told in this background is intended to bring the audience (readers) to understand and feel the “heart-cry” of the teachers in some parts of this nation, who claimed that they are on the state of being ignorant or the citizens who are belittled.

## **Theoretical Review of Materials Development**

Discussing about preparing good materials, the main focus is referring to the teacher's competence. The simple reason is because the task of teaching and

learning is conducted by the teachers. Therefore, it is no doubt that materials development or selection are the main task of the teachers.

The next question may arise is how material development is done or conducted. This question is answered or responded by sufficient knowledge of the teachers on theories or experts' ideas on developing materials. Thus, the following discussion will focus on some theories or experts' ideas on materials development.

Cameron (2001:16) mentions some advantages of teaching foreign languages to young learners. The young learners, she meant, are the learners in the primary years (the writer thinks, which is equivalent to elementary school learners). Her statement is referring to some researches findings on the success of foreign language learners' achievement in learning foreign languages. She further explained some keys of successful learning by the young learners (children), such as: (1) children actively try to construct meaning; (2) children need space for language growth; (3) language in use carries cues to meaning that may not be noticed; (4) development can be seen as internalising from social interaction, and (5) children's foreign language learning depends on what they experience.

Halliwell (2004: 3) put forwards some advantages of foreign language learning and teaching for young learners in a topic working with young language learners are: (1) children's ability to grasp meaning; (2) children's creative use of limited language resources; (3) children's capacity for indirect learning; (4) children's instinct for play and fun; (5) the role of imagination, and (6) the instinct for interaction and talk. In this context we can see the children's capability, creativity, role and instinct are the factors that may be the main consideration of the language teachers to start with their work. Of course, those children's skills should be well understood by the language teachers in order they (teachers) could produce a well plans work, and one of the works is material development.

On the part of her explanation, Halliwell (2004:114) mentions about working with a coursebook. She means that there are factors to be considered by the teachers, such as: (1) what a coursebook does well and what a teacher can often do better; (2) choosing a coursebook; (3) increasing the real interaction and communication offered by a coursebook, and (4) pacing your progress through the book. The essence of her discussion on this section is about whether the book's priority match with your priorities (material taught). This means that this part is also discuss about how the materials taught are meet the learners' need. Therefore, the appropriateness and suitability of the materials are taken into the concern of material development.

The process of language learning and teaching is inseparable with the learners and teachers behaviours. The learners behaviours are related to the learners' interest and learners' expectation. The positive behaviours of the learners and the teachers will activate the supporting condition of learning. And I assure that the learners' interest will be high if they received appropriate materials, and as well as, their expectation is high if the materials are interesting and useful. Csizier (1998) as quoted by Halliwell (2004:31) stated that the positive behaviours are the entry point or the starting line of having good learning and teaching process and as well as the flow of students-teachers interaction.

Gebhard (2000) in some parts of his book presents about the developing and changing activities or tasks of teaching listening, conversation, reading, pronunciation and writing. Further he explains the importance of knowledge and skills that the teachers should have. In other word, the teachers are having good knowledge and skills in developing materials.

Johnson (2009) argues language teaching and learning from sociocultural perspective. His main intention is to aware us that language teaching and learning is inseparable from culture. From this point of view, it may be relevant if the material development is wrapped with values: social, moral and cultural values. It is, in a sense, that teaching materials have multi-functions, such as: teaching

knowledge and developing morality, and as well as build characters of the learners. Thus, the materials will have multi effects upon the growth of the children. This concept, I think, is inline with vision and mission of 2013 curriculum – to build spiritual and social competences.

The introduction of 2013 curriculum should be considered as the main stream of producing any teaching materials. The main goals of nation building is the nation character building. The Indonesian grand design of character building within a periode of 2010-2025 clearly stated that teaching-learning activities should achieve the functions and objectives of education according to the National Education System no. 20/2003.

A more technical theory on materials development is through a process of: (1) adaptation, (2) adoption, and (3) simplification or modification. The process of adaptation is an action of taking the materials from any sources and do some changes in order the materials are appropriate or suitable to the students. The process of doing changes to the materials is mainly to adapt or to match the materials with the students' current competence in language learning. Meanwhile, adoption is an action of taking the materials from other sources without doing any changes of the original materials for teaching-learning purpose. Simplification or modification is a process of simplified or modified so that the materials will be suitable or match with the students language level or capability. Based on the writer' experience, these three ways are commonly practised by most teachers. The materials obtained from any sources will be produced through adaption, adoption and simplification or modification.

### **Teacher's Experience of Material Development**

The main question is “why the teacher has to develop the teaching-learning materials?”. This question could be responded positively and negatively. A positively response is that, might be, there are no teaching-learning materials which are appropriate with the goals of curriculum, not match the learners'

competence or level, the organization of the materials are not in proper sequence or order, or a compulsory task of the teachers.

The negatively response will refer to those teachers who are teaching in some rural or remote areas where the access in many aspects are insufficient. For instance, there is limited or shortage learning sources, such as: textbooks, e-books, articles, and technology items. Therefore, the reason of insufficient will give another impact, such as: the teacher should be creative, innovative and knowledgeable.

The writer in this opportunity would like to share his experience when he was a teacher of junior secondary school students for almost a decade past. At that time, teaching-learning materials are very limited. A teacher may have one book or some duplicated chapters used for teaching. In this situation, a teacher should be able to extend or develop the materials in order the materials will be (1) match with the students, (2) increase the quantity of the materials in order the materials could cover a term teaching-learning activity, and (3) to fulfill the demand of the institution and students needs.

The next question is “what kind of materials which are developed?”. As mentioned earlier in some parts of this article, the inappropriate and limited sources of materials are the consideration. For example, the teachers have to develop some materials of grammar, reading passages, conversation (speaking) activities and exercises (tasks). Sometimes, the teacher has to do compiling the materials from several sources by doing a process of adaptation, adoption and simplification. The writer frequently does this task as to provide sufficient materials.

The results of interview to some English language teachers in Pontianak stated that most teachers complained about level of difficulty of some materials in the textbooks published by private and government publishers. It means that the

materials are not matched with the learners capability. Thus the teachers have to re-construct the available materials by doing modification or simplification.

At the recent time, the teaching materials are plenty, in a sense that there are many sources. Textbooks are available in the market and publishing companies promote their publications to the teachers. The presence of technology, such as: internet where e-books, articles, journals and other printed materials could be accessed easily. The process of obtaining the materials will be more easily and quickly. The task or work of the teachers is to select the materials. Therefore, I think, nowadays teachers will have less heavy efforts to obtain the appropriate materials.

## **Discussion**

In this discussion section, I would like to discuss the topic from various perspectives, such as: the real condition of material development, the ELT for young learners, the perspective of TEFL, and the future prospect and challenges. It is hoped it could give a comprehensive and holistic discussion about material development and English language learning and teaching for young learners.

Referring to Cameron (2001) that foreign language learning and teaching to the young learners would give more advantages. She put forwards some reasons of why TEFL to young learners would have some advantages. This theory is contradictory to the government policy about foreign language teaching. The new curriculum or commonly known as “2013 curriculum” does not accommodate English language (foreign language) as a compulsory subject at primary school level. It is not clear about the reason of “abolishing” English language subject from primary curriculum.

On the other hand, the government always promotes the globalisation competition. The competition needs a strong requirement of foreign language mastery, in particular, English language competence. This policy seems contradictory with the target (dream) and the action (reality). In my opinion, the

contestants of the globalisation should be those who are well developed and prepared from the beginning, such as: build the language competence of the learners from the early age. We believe that communication as one of the factors that is needed by the contestants in this globalisation competition.

The task of material development is not a simple task as we (teachers) might imagine or expect. The skill of material development requires a complex and multi skills and knowledge. If we refer to the objectives of the current curriculum (2013 curriculum), at least there are four core competences as a baseline of thinking, i.e. spiritual, social, knowledge and skill. The spiritual competence needs a basic knowledge about relationship of human with the Creator, human with human, and human with environment. Therefore, the science relation with God, among humans, and with environment, which includes all His creation. I intend to bring our understanding about this universe that it is one or it is separate or divided from one and another.

The knowledge about the relationship amongst the creatures, His creation with the Creator should be well understood so that values will be the basis of teaching and learning materials or materials as an integrated aspect in promoting value education. The term values in this context is equivalent to the character education which refers to character building of the nation. The values found in the society should be considered as the gradient amongst the gradients of material development. Amen (2011) states that values found in the society as an inseparable aspect with the real conduct of the society, therefore, those values should be blended within the other aspects of material development. He further mentions that the ways of life of the society within is reflecting the values exist in the society. In short, it is wise for material developer to consider various aspects of human in order to produce an holistic and comprehensive behaviors and attitudes.

Theoretically, the teachers of foreign languages are facing some problems in determining the appropriate materials for their learners. The theory of adoption,

adapation and modification are not easily applied because these skills need other requirements. For instance, to just that the materials are suitable and then there is no process of modification, therefore, the teacher should be able to do some procedures, such as: doing a try-out, knowing the current level of language competence of the learners, and believe that the materials are contextual or beneficial to the learners. It is, therefore, some knowledge supporting the teachers' competence in grading the materials are strictly necessary.

The problem of references or sources shortage is another crucial problem for most teachers in developing the teaching materials. This problem will a serious factor for the teachers in the rural schools. In these types of schools, the shortage or lackage of appropriate literatures, access like internet and experts. If these conditions occurred, then, what should we expect. At the end, we might say "let it happen as it is". Of course, an expectation of hopeless or surrender.

The current curriculum (2013 curriculum) is an factual example. Many teachers complain about the absence of the textbooks for learners (students) and teacher's guide book. They really need those materials for the a better and accuracy of doing teaching learning process. Besides, many teachers from the rural schools have not got sufficient information about the implementation of the curriculum. Thus, once again, what could we expect from this sort of condition upon the smooth and good teaching learning process.

"The spirit of change" as mentioned by Notoseputro (2008) is a flow of air which goes to various directions. It is still dark. So, what he means is that it is hard to say whether there is a change or stagnant, or has changed but very little. Despites there is changing or not, the main idea is how the teachers are motivated and done what they could. Its main goal is how a spirit of change grows in individual teachers. Thus, is there any changes in the paradigm of education system and teaching-learning process, and how high or low. It may be a fool dream for the policy makers because a dream without any proper preparation and guidances.

Back to the process of material development, perhaps, the main key is the spirit of change of the teachers. This effort should be well maintained as to energize the teachers to work harder. Despite their limitation in many aspects, they (teachers) are always in the strong position of change. We (government and society) really hope that our teachers as the frontier will do their task well.

The following question is a question about the quality of the materials. This question needs our wisdom to say whether the materials are in a state of good quality or not. The factors which might become a consideration is about the teacher's qualification, experience, attitudes toward ELT as a foreign language, and skill. Moreover, the vision and missions of current curriculum which focus on character building stated in the core competence. Therefore, the demand for teacher's comprehensive competence in preparing the teaching materials is something that should be fulfilled.

In line with the current curriculum, the materials should have characteristics of values, both national and local values. The values of morality as an implication of core competence (spiritual) should be tightly wrapped to the materials, as well as, the other competence, such as social, knowledge and skills should be mirrored the content of the materials. Thus, there is a significantly integration within the content of the materials with the curriculum's goals and the teachers' competence and skill.

As the closing part of this article, the tasks of materials designing and developing are the tough job of the teachers. The aim of designing and developing materials by the teachers themselves is mainly functioned as to meet or match with the learners' needs because they (teachers) know exactly the condition and capability of their own learners. Therefore, the main clue is the teacher's commitment and concern in providing the most appropriate materials.

## Conclusion

Most experts say that the process of teaching and learning starts from the quality of the teaching materials, in a sense that, the materials should be appropriate and match with the learners' needs. The appropriateness means the level of language, content and context are match with the learners. In this case, it is the teacher's task to provide the best materials.

The mission of curriculum to produce graduations with good conduct, attitudes and knowledgeable should be considered as the main focus or goal. It means that the materials should have characteristics of morality, human values and local wisdom. These aspects should be stamped in the school graduates so that they are able to maintain the condition and situation peacefully and harmony. Therefore, it is hope that the Indonesian people have their own identity – strong character.

## Reference

- Cameron, L., (2001) *Teaching Languages to Young Learners*, Cmabridge: The Cambridge University Press
- Dornyei, Z., (2001), *Motivational Strategies in the Language Classroom*, Cambridge: Cambridge University Press
- Gebhard, J.G., (2000), *Teaching English as a Foreign or Second Language: A Teacher Self-development and Methodology Guide*, Michigan: The University of Michigan Press
- Halliwell, S., (2004) *Teaching English in the Primary Classroom*, New York: Addison Wesley Longman
- Johnson, K. E., (2009), *Second Language Teacher Education: A Sociocultural Perspective*, New York: Routledge
- Sada, C., (2010), *The Implementation of ELT Curriculum-Competence Based-Curriculum*). Research Paper
- ....., June 2000, *Living Values: An Educational Program* (Article from Iv@livingvalues.net)

## **MATERIAL DEVELOPMENT IN THE TEACHING OF RHETORIC OF BUSINESS COMMUNICATION**

*Samuel Gunawan, Petra Christian University*

### **Abstract**

This paper is based on the author's first-hand experience in preparing tailor-made teaching materials and teaching a course entitled Rhetoric in Business Communication for students majoring in English Business Communication. Initially students were to grasp the canons of rhetoric to enable them to know the principles of rhetoric in order to be applied in the preparation of their own business speech. They were also to familiarize themselves with the forms and contents that made up various types of speechmaking such as speech to inform, speech to persuade, and speech to activate. In addition, their knowledge of textbuilding of the speech was also enhanced by examining closely and discussing some good practices in speechmaking by means of good examples of some recorded speeches as well as some relevant videocasts available on the internet. Subsequently they were assigned and assisted to prepare a text of business speech of their own with the local business content from their immediate surroundings to be finally delivered before their classmates.

**Key words:** Rhetoric in business communication, rhetoric and language skills, mastery of text-building

### **Introduction**

This paper is based on my first-hand experience in preparing tailor-made teaching materials and teaching a course entitled Rhetoric in Business Communication for students majoring in English Business Communication. From the outset, students are made aware that they should activate their four language skills, that is, listening, speaking, reading, and writing. To facilitate those ends, various teaching materials were used. They included video clips of speech delivery, power points and publications on the principles and application of rhetoric that were gathered from the internet sources. Video clips of business

presentation done by their seniors may also provide the students with examples of good practices in business speechmaking.

## **Theoretical Basis**

### **The Five Canons of Rhetoric**

As background knowledge to the students, they were to familiarize with the different types of speeches such as speech to inform, speech to persuade, speech to entertain, and speech to activate (Beebe & Beebe, 2005; 2009). However, the main focus of the course is on business speech to inform and business speech to persuade. Then, they were to familiarize themselves with the principles of speechmaking. They were to understand the following canons of rhetoric to be benefitted as guidelines of speech preparation.

- **Invention** to finding and deciding ideas and topic of the speech presentation.
- **Arrangement** refers to the order of presentation.
- **Style** refers to selecting appropriate ways of expressing ideas.
- **Memory** refers to recalling information for the speaker and how to make the messages more memorable to the audience.
- **Delivery** refers to presenting the prepared speech in line with the aim of speechmaking (to inform, to persuade, to activate, or to entertain).

### **Material developments in rhetoric of business communication**

For the course “Rhetoric in Business Communication” that I was assigned to teach, I was inspired by Tomlinson and Masuhara (2010: 252) who convince us of the important role of local English teachers in providing locally-designed materials and use them to cater for the specific needs and wants of their real students. In line with that, Cahyono (2010) also encourages local English teachers to benefit internet resources to develop their own tailor-made teaching materials.

Some internet sources in the forms of videocasts or powerpoints can be of any use, among others, such as:

- The Art of Persuasion <<http://www.youtube.com/watch?v=hHJlVRFJb6A>>
- Effective Presentation <<http://www.youtube.com/watch?v=6-WD4X4IKEs>>
- Great Opening and Closing <<http://www.youtube.com/watch?v=NyE1Kz0e-0>>
- Speaking with Confidence (Mary Ellen Guffey)  
<<http://www.google.co.id/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB0QFjAA&url=http%3A%2F%2Fwww.calstatela.edu%2Ffaculty%2Fpthomas%2FBUS305%2Fch15.ppt&ei=BO8fVMn3HoOyuATetILoCg&usg=AFQjCNFmqssvWV6RhQo1r6Bu0-3lIGOCUw>>
- How to start your own T-shirt Business (Speech to inform).  
<<http://www.youtube.com/watch?v=cEl5eRqbzfI>>
- Putting the Brakes on the Teenage Driving (Speech to persuade).  
<<http://www.youtube.com/watch?v=3L5VJ2rOltE>>

Some of the above materials can provide practical knowledge for the students to be applied in the preparation of their speechmaking. Relevant parts of text books on rhetoric focusing on speech to inform and speech to persuade are explained and discussed intensively in the class (Beebe & Beebe, 2009:25-41, 1125-134, 197-203, 220-233).

### Teaching Procedures

The following are the steps of :

#### Pre-teaching

- ✓ Well-selected videocasts of speeches can become good models pertaining to the choice of content and that of expression.
- ✓ In the case of “speech to inform”, the students are to watch the videocast entitled “How to start your own T-shirt Business” (Ross, n.d.)
- ✓ In the case of “speech to persuade”, they are to watch the videocast entitled “Putting the Brakes on the Teenage Driving”.
- ✓ The students are to watch thoroughly a particular selected videocast. After that, they are to listen to the speech for the second time by simulateously examining its text.

### Whilst-teaching

The students are to identify the audience for their speechmaking. Some important points as guidelines are discussed using their respective chosen topics of speeches.

<b>Identifying the Audience</b>	<ul style="list-style-type: none"><li>• having clear information about the audience</li><li>• considering specific cultural backgrounds of the audience</li><li>• adjusting the speech to the audience in focus</li></ul>
<b>Right Focus of the Topic</b>	<ul style="list-style-type: none"><li>• specific needs of audience (<i>starting a business, better managing a business, etc.</i>)</li><li>• specific event (<i>promotion, fair, roadshow, etc.</i>)</li><li>• your interests, talents &amp; experiences that can back up your presentation in line with the audience's interest</li></ul>
<b>Types of General Purposes</b>	<ul style="list-style-type: none"><li>• To inform or to persuade?</li></ul>
<b>Topic</b>	<ul style="list-style-type: none"><li>• <b>To Inform:</b> ..... (<i>teach, define or clarify</i>)</li><li>• How to create your own online shop</li><li>• Effective advertising ways for your small business</li><li>• How to attract your customers</li><li>• <b>To Persuade:</b> .... (<i>change or strengthen beliefs, values or attitudes</i>)</li><li>• Face-to-face sales promotion can become more successful</li><li>• Online advertising is better than traditional Advertising</li><li>• Selling healthy traditional snacks can become more profitable</li></ul>

<p><b>Specific Purpose</b></p>	<ul style="list-style-type: none"> <li>• <b>To Inform:</b> <ul style="list-style-type: none"> <li>○ At the end of my speech, the audience will be able to identify</li> </ul> </li> <li>• . . . (<i>some ways of creating their own online shop</i>)</li> <li>• . . . (<i>some of the ways to advertize their small business more effectively</i>)</li> <li>• . . . (<i>some of the ways to attract their customers</i>)</li> <li>• <b>To Persuade</b> <ul style="list-style-type: none"> <li>○ At the end of my speech, the audience will be able to be influenced/persuaded</li> </ul> </li> <li>• . . . to choose face-to-face sales promotion for their business</li> <li>• . . . to choose online advertising</li> <li>• . . . to choose to do a business in selling healthy traditional snacks</li> </ul>
--------------------------------	---

### **Speech Organization**

- The students are to examine the speech organization of a given speech consisting of 3 broad divisions:

- Introduction
- Body
- Conclusion

### **Central Idea**

- The students are to write the central idea of their speeches as the most essential thought of their speeches, for example:

- “You need to know 3 skills such as technical skill, conceptual skill, and interpersonal skill in order to be a successful manager” (see Appendix 1)
- “Online advertising has a bigger chance to be seen by many people and become better means of advertising than traditional advertising” (see Appendix 2)

### **Generate Main Ideas and providing supporting details**

- The central idea is developed to become the main ideas of the paragraphs of the body.
- Developing each main idea by providing supporting details to derive completed paragraphs of the body.

## Post-teaching

- The students are to complete their own text with the assistance of the instructor.
- Having completed their individual texts of speeches, the students are requested to rehearse at their convenient time at home and get ready to deliver their speeches in front of their classmates.

## Reflection

Having watched the videocasts on both “How to start your own T-shirt Business” as a speech to inform (Cartess, n.d.) and “Putting the Brakes on the Teenage Driving” as a speech to persuade (Anonymous, n.d.), the students’ familiarity with the rhetorical principles of both types as also stated by Beebe & Beebe (2005 & 2009) became more complete. The remaining time after the students accomplish their respective speech writing is to coach them to be able to deliver them. The whole class instruction and activities for one type speech can be designed to take several class meetings depending on the number of students in the class.

## Conclusion

In this paper I have demonstrated that English teachers can be more creative in preparing their own teaching materials by using internet sources in order to come closer to the special needs of their local students. The teacher can enrich their teaching by combining sources of teaching materials both from the library and internet sources for the theoretical guidelines and from Youtube for speech samples, enabling the students to build up and strengthen their rhetorical skills.

*\*I wish to thank my students of Rhetoric in Business Communication, Semester 1 of Academic Year 2014/2015 for insightful discussions into the theoretical tenets of rhetoric and their application in business communication, especially Rachel and Jane for allowing their samples of speeches to be referred to.*

## References

- Anonymous. (n.d.) *Putting the Brakes on the Teenage Driving*. Retrieved Aug. 10, 2014 from <http://www.youtube.com/watch?v=3L5VJ2rOltE>
- Anonymous. (n.d.). *Putting the Brakes on the Teenage Driving*. Retrieved Sept. 5, 2014 from <http://www.youtube.com/watch?v=3L5VJ2rOltE>
- Beebe, S.A. & Beebe, S.J. 2005. *Public Speaking Handbook* (5<sup>th</sup> Edition). Boston: Pearson
- \_\_\_\_\_. 2009. *Public Speaking Handbook* (7<sup>th</sup> Edition). Boston: Pearson
- Cahyono, B.Y. (Ed.). 2010. *Teaching English by Using Internet Resources*. Malang: State University of Malang Press.
- Cartess, R. (n.d. )*How to start your own T-shirt Business*.Retrieved March 1, 2013 from [http:// www.youtube.com/watch?v =cEl5eRqbzfl](http://www.youtube.com/watch?v=cEl5eRqbzfl)
- Dubriwny, T. (n.d). *Effective Conference Presentation*. Retrieved Feb. 10, 2013 from [http:// www.youtube.com/watch?v=6-WD4X4IKEs](http://www.youtube.com/watch?v=6-WD4X4IKEs)
- Riegel, D. B. (n.d.) *Great Opening and Closing*. Retrieved on Sept 20, 2012 from [http://www. youtube.com/watch?v=NyE1Kz0e--0](http://www.youtube.com/watch?v=NyE1Kz0e--0)
- Tomlinson, B. and Masuhara, H. 2010. *Research for Materials Development in Language Learning*. London: Continuum.

## Appendix 1: Speech to Inform

### Three Skills Needed to be a Successful Manager

#### Introduction

Ladies and Gentlemen, who do you think a manager is? Actually, to some extent, all of us are managers. We are potential managers. One day, we will be managers whether in a company, in a shop or in a warehouse. However, is it easy to be a manager? Or is it a big burden? Yes, it is a pleasure to be a manager, but the burden is great: it really is. There are many things you have to do in order to become a successful manager, but in this occasion I just want to focus on three things. Those three things are skills that you must possess, namely technical skills, conceptual skills and interpersonal skills. I am going to discuss them in this presentation.

### **Body**

First of all, a successful manager needs to have some technical skills. A manager must have an expertise in a particular field. Can you think of a big company with all things that are computer-operated, but the manager doesn't know how to operate a computer? A poor company, isn't it? If there is something wrong, the only thing that the manager can do is to ask his employees to fix it. If it happens that an employee cheat his company, do you think that the manager knows it? I don't think so. I think sooner or later the company will be bankrupt because the manager cannot operate the computer. So, in this case, a manager needs to have some skills in accounting, computer, designing, etc. At least, the manager should have some skill which is important for his or her company. Another thing is that a manager should know well all the procedures needed in his or her company. If there is something wrong, who will take care of and solve the problem? And then who will be in charge of doing the follow up? Also, if the company needs to inform important issues, how does the information flow? How is the organization's structure in his or her company? Not only that, if the company needs to send something to other companies, what particular things do they need to consider? How is the contract conducted between these two companies? So, a manager must really understand the procedures in his or her company, if not, there will be some confusion in the company. As a result, it will bring about big impacts on the company's image.

Next, besides having some technical skills, a manager must have some conceptual skills. A manager should think logically and critically. What does "logically" mean? What does "critically" mean? "Logical" means something that makes sense. "Critical" means deep. So, if a problem arises, a manager must be able to know how it is related to another problem, how it can affect another aspect if he or she does plan A. Not only that a manager should really understand what actually the main problem is. Sometimes a manager only notices the surface of the problem. For example, if there is an employee stealing in his company, he should know what is actually behind that? What motives made him steal in his company? Why is it needed to know? Because it is related to our next point. Not only think logically and critically, a manager must know how to solve the problem. The most important thing that a manager should do is to control and to manage all things in his or her company. In other words, if there is a problem, it is the manager's duty to solve it. Although the manager can think logically and critically, but if he or she cannot find the solution, it is useless. Therefore, it is important to know what the main problem is, so that the manager can give the best solution to solve it.

Last but not the least, to be a successful manager, one must have human and interpersonal skills. He or she should cooperate with other colleagues. Working in a company is a teamwork. We never work by

ourselves. He or she needs her subordinates and works together them. It is not an easy thing, because sometimes when people have higher positions, they tend to underestimate their subordinates. Therefore, we need to think that our employees are not our subordinates, indeed they are our colleagues. Not only cooperate with colleagues, but a manager must also motivate and encourage them. A manager will be an example for his or her employees. What he or she does will be imitated by his or her employees. If the manager does anything bad, the employees will judge and imitate the bad things. A good manager must also encourage and motivate the employees. This can be done in many ways. One of the ways is by holding a social gathering. In this event, you can share whatever you want them to know. You can share values that are needed in a job especially in your company. Keep in touch with them, so your employees know that you are a good manager for them. In this kind of event, you can motivate them and build your relationship with them.

### **Conclusion**

In a conclusion, to be a successful manager, one must have some technical skills, conceptual skills and interpersonal skills. These three things must complement each other. It is not enough that a manager only has two skills or even one skill. He or she is required to have three skills as I have mentioned above. So, the manager's leadership must be proved by actions, not only by words; and those three skills require real actions.

(Rachel)

## **Appendix 2: Speech to Persuade**

### **Online Advertising is Better than Traditional Advertising**

Good morning ladies and gentlemen. To begin with, is there anyone of you here who runs your own business? Try to think about it, have you advertised your business effectively and efficiently?

As we know, every business person's goal is to have a successful business. To have that, one of the important things to do is certainly to have a good advertising. Advertising is indeed very important, not only for small business, but also certainly for big business. No one will know how good your products are if you do not advertise it effectively and efficiently. Advertise your products effectively and efficiently here means, it should cost a little money but bring about a big impact on your business' growth. There are many ways to advertise your product, like making use of local newspaper, brochures, flyers, or billboard, which we can call as traditional advertising, the mainstream way that most people do. Aside from that, as sophisticated technology nowadays has developed, there is also an online advertising way. Online advertising here, uses internet technology to help businesspeople

advertise their products. There are various types of online advertising, which could be basic text ads, online videos or large web pages load. Some of you are probably wondering which ways of advertising is the best one for your business.

Here, if you want to advertise your products effectively and efficiently that does not cost a lot but may bring about a big impact on your business' growth, online advertising is definitely the best choice. Why? As we know, nowadays, there are so many people who use internet, they can easily have access to internet using their smartphone, tablet, laptop or computer. Online advertising has a bigger chance to be seen by many people and become better means of advertising than traditional advertising. It is clear that online advertising is better than traditional advertising because it saves costs, reaches wider target market, and easily connects the seller and buyer which makes it interactive and measurable.

First of all, online advertising can save much cost because through internet, you can provide more information at a low cost for many people. Besides, it runs twenty four hours seven days for everyone to see. You can make use of various features of social networking media that has million users to see your ad or webpage. Using social networking will not cost you any money because all you need is an internet connection. Compared to printed brochures, you need to pay each page you are going to distribute. Besides that, on a webpage you can put the details of your product by using link features and design it attractively; while on a brochure, you can only put little information about your products because it will be not interesting for the readers to see if there are too many words on it. Here, instead of wasting your money for traditional advertising that costs much, you are going to make much more money through online advertising.

In addition, online advertising can easily help you reach wider target market of your products. Like what I have stated before, nowadays, many people can easily have access to internet using their smartphone, tablet, laptop or computer all around the world. This means if you advertise your products through internet, there will be many people that can see it. You can reach your audience globally and even easily target the potential buyers to view the ads. For example, using Facebook ads features, you can opt to display your advertisements specifically to the Facebook users that list their interests that are related to your products. For example, you run a bookstore business, then, you can display your products only to those users who have interests on books. Again, compared to brochure or billboard advertising, this way is very effective and efficient because brochure or billboard advertisements can only be seen by some people in a certain area; meanwhile online advertising can reach a lot of more people, even worldwide, through internet connection.

Finally, besides helping you save cost and reach much wider target market, online advertising also can help you connect better with your customers. Online advertising is very flexible as it can become interactive and measurable. You can easily control your advertisements. Internet features will make it possible for you to make an innovation for your advertisements so that it can keep more customers; and you can even measure the success of your advertisements. Through internet, you can see the response of your audience after they see your advertisements, like in comment box. If the audience is interested in your products but still has some questions, through internet, you can interact and reply to it personally. Compared to distributed brochure, it will be inconvenient for the customers to call the contact person if they still need further information. A good example of this interactive and measurable advertising is through a video advertising feature provided by Youtube. On Youtube, you can create your video advertisement for free. Here, when viewers see your video advertisement, Youtube will count the numbers of them. Here, you can also see the viewers's comment to see whether your products are good enough or still need improvement. From this, you can evaluate your products and make use of the viewers' feedbacks for a better improvement for your business.

In conclusion, online advertising that uses internet technology is the best way to help you advertise your products. Online advertising, like basic text ads, online videos or large web pages load, is better than traditional advertising, like local newspaper, brochures, flyers, or billboard, because it can save much cost, but reach much wider target market and easily connect between the seller and buyer so as to be interactive and measurable. So, if you want to promote your products and make your business become more succesful, online advertising is definitely the best choice for all of you.

Thank you.

(Jane)

# FROM NEED ANALYSIS TO MODEL DEVELOPMENT: THE PROCESS-GENRE MODEL FOR TEACHING ESSAY WRITING

*Refnaldi, Universitas Negeri Padang*

## ABSTRACT

A good learning model is a model developed based on the analysis of learning needs and feasibility. There are many instructional models proposed by the instructional designer but it is not a guarantee that those models are suitable with the characteristics of the course. This article discusses the process-genre model for teaching essay writing based on students' needs. This was a research and development study conducted at the English Language Teaching Study Program of State University of Padang. The data of the study were obtained from students' responses on the questionnaires regarding the students' needs on learning essay writing. The results of the study show that (1) there are some explanation and examples that should be considered as the input in teaching and learning process, (2) students need to be able to develop a wide variety of text types, (3) students need to learn different topics of essay writing so that they can enrich their world knowledge, and (4) students need the appropriate tasks/activities that directly help improve their knowledge and skills in developing various text types. The appropriate model for teaching essay writing based on the result of need analysis consists of syllabus, stages in teaching and learning process, and learning materials. Thus the appropriate need analysis can be used effectively in developing a process-genre model for teaching essay writing.

**Keywords:** Teaching Model, Multimedia, Need Analysis, Sociolinguistics

## Introduction

Writing is a skill that must be mastered by students of English Language Teaching Program. One of the basic writing competencies that should be possessed by the students is that they are able to write different types of short essay by the end of the third semester. Thus, systematic teaching of writing should be geared to help students to various types of short essay. Therefore, the lecturer should as much as possible help the students to produce a wide range of texts through the stages that have been planned.

Although the basic competences to write an essay have been set out, the teaching of writing itself often does not lead to the achievement of the writing basic competences. Learning to write essays often tend to emphasize the mastery of the linguistic competences. It can be seen from the practice of teaching writing

that emphasizes the mechanical problems such as spelling, word formation and sentences. Zamel (1991) states that almost all learning to write is based on mechanical things, product-oriented, training and drill. In addition, when learners learn to write, teachers tend to view that the texts produced by the students are the texts evaluated by the lecturers.

The real impact of this practice has been revealed by several research findings which show that there are many students who have lower writing abilities. Putri (2007) found that there are still approximately 40 % of students who have not been able to write recount texts well. Studies conducted by Putra (2007) on the ability of students to develop expository paragraphs also shows that 42.74 % of the students were not able to develop the good main idea, and 48.23 % have not been able to develop ideas with good supports. Utari (2007) found that 38 % of students have not been able to use the tools cohesive devices properly. They have problems in using conjunctions, ellipsis, and substitution.

These facts show the importance of innovation in teaching writing, i.e. the model of teaching writing that is considered effective in achieving the intended core competences. This innovation is important because the success of the students in achieving the expected competence is also influenced by the learning model used in teaching writing. This model innovation can be done through research and development. Thus, this paper discusses students' needs on the process-genre based model for teaching essay writing that is developed through research and development. This model is called a process-genre based model in teaching essay writing, and it is developed based on the result of the students' needs analysis on essay writing.

## **Literature Review**

### **Instructional Model**

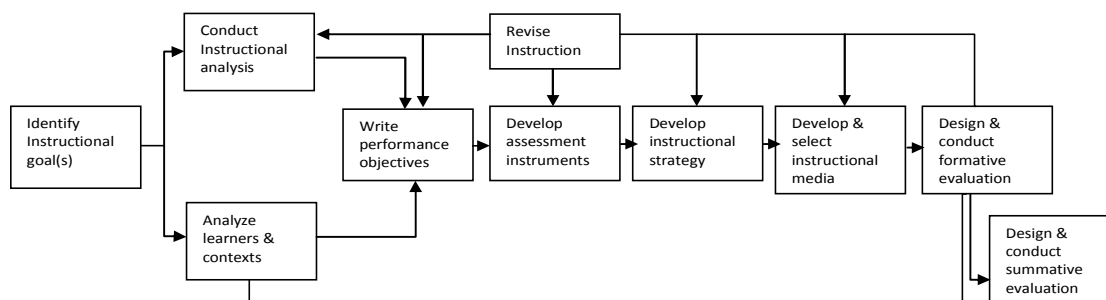
Understanding the model cannot be separated from the context of the scientific field. Therefore, this term can mean differently in different disciplines.

In relation to learning, the term model is often interpreted as a conceptual framework that is used as a guide to design and implement learning activities (Sagala, 2005: 175). As a conceptual framework, an instructional model describes a systematic procedure for organizing learning experiences of students to achieve learning objectives. Therefore, the instructional model serves as a guideline for the learning designers and professors/teachers in planning and implementing learning activities.

Stern (1987: 35-36) states that developing a model of language learning model is really a form of business to define the basic concepts in planning and implementing the language learning process. This concept is based on the science of language (linguistics), the nature of language learning and other factors that could significantly affect language learning. Joyce, Weil, and Calhoun (2009: 6) say that "models of teaching are really models of learning". They also explain how to help students to learn through setting learning environment so that the learning process in self-learners can occur.

A good instructional model is a product of finding a development process through a series of stages of research. The development of this model is underpinned by the aims and ideas obtained from theoretical studies, related research, and the result of the need analysis implemented in the components of the instructional model itself. Joyce, Weil, and Calhoun (2009) say that a learning model includes five major components or variables: (a) syntax or activity phases, (b) social system, (c) principles of reaction, (d) support systems, and (e) instructional and nurturant effects.

A good instructional model is a model that consists of at least the core elements of instruction, such as aims, evaluation, learning strategy, and learning materials. Dick and Carey (2009: 1) develop an instructional system that is well known and becomes the reference in instructional development. The model can be seen in the following diagram.



The first step in this system is to determine the new information that will be learned by students in order to achieve the goal of learning (Instructional goals). The second step is to determine the steps that should be followed by students and determine the sub-skills needed to achieve the goals (instructional analysis). Parallel to this step is conducting the analysis of the learners and contexts. Then, based on these two steps, model designers determine performance objectives, develop assessment instruments, develop instructional strategy, develop and select instructional materials and media, design and conduct formative evaluation, and design and conduct summative evaluation.

### Need Analysis

Designing a learning model starts from the question "Why do these students need to learn sociolinguistics?" The answer to this question can be revealed by analyzing the students' needs. Hyland (2003: 58) says that the term needs analysis is used to refer to the techniques of collecting and analyzing information relating to student needs: a tool for shaping a learning program. Needs analysis is a continuous process so that teachers can modify the learning process in order to better accommodate the learning needs of students.

Actually only needs analysis is one of several activities undertaken in designing a language learning curriculum. Nation and Macalister (2010: 1-3) suggest that a model of curriculum design is a design that consists of three outer circles (principles, the environment, requirements) associated with an inner circle (goal) which is supported by three components (content and layout sequence,

format and presentation, monitoring and assessment). The outer circle covers the practical and theoretical considerations that will provide the influence in guiding the real process of curriculum design. The inner circle has a purpose as a center. It shows and reflects the importance for a subject or subjects to have a clear purpose.

Furthermore, Nation and Macalister (2010: 24) suggest that there are some things that need to be considered in conducting needs analysis. First, the analysis needs principally directed at the purpose and content of a subject or subjects. Second, the analysis needs to uncover what is already known by the students and what they need to know. Furthermore, the analysis needs to create a belief that the subjects or courses contain matters that are relevant and useful for students. A good need analysis includes the right questions, and finds the answers in the most effective way.

Needs analysis has a variety of purposes in language learning, namely (1) recognizing the language skills of students so that they can carry out certain roles, (2) assisting teachers in determining the accuracy of instructional materials to the needs of the potential learners, (3) selecting the students in one group that truly require specific language skills, (4) identifying someone potential opportunities in the group, (5) recognizing the gap between what the learners are able to do and what they have not been able to do, and (6) collecting information about the experiences of specific learners (Richards, 2001: 57-63).

Based on the above explanation, we can conclude that the needs analysis is an activity in collecting and analyzing information regarding what students should learn, any thing that students have not understood, and anything they want to get from studying the particular subject.

## **Writing in English as a Second/Foreign Language**

Writing, when viewed as a language skill that is used to communicate, has much in common with reading and speaking. Writing is a production of the

written word which produces a text but the text must be read and understood so that the communication can take place (Celce- Murcia and Olshtain, 2000: 142). Then, Grabe and Kaplan (1996: 4) distinguish two types of writing; writing involving composition, and writing that does not involve composition. This distinction is very important because most of what is said in academic writing as writing is an activity that involves the activity of the composition. Composition includes activities of combining structural units of sentences into one larger unique, cohesive and coherent structure. Composition can also be further divided into activities of telling or retelling, and activities of transforming.

To improve writing skills in a second/foreign language, experts suggest writing a few things. Grabe (2003: 245) argues that students should practice writing different types of genres that are relevant and they have to develop their awareness of the structure of the text they wrote. Wennerstaim (2003) says that a genre -based approach has been proved that to improve their understanding of the genre, they should be exposed to different types of genre and structure. Johns (1995) argues that the generic structure of a genre should be taught explicitly to the author because of the structure of a particular genre may differ from one culture to another culture. According to Hyland (2003), learners need to know the patterns of lexicogrammar that are dominantly used in the stages of a genre. Fotos (2003) found that learning grammar will help students in understanding the features of a specific text.

Hyland (2003) suggested six focuses on the teaching of writing in a second/foreign language, which focus on the structure of the language, the text function, focusing on creative expression, focusing on the process of writing, focus on the content, and focus on the genre. Teaching of writing that focuses on the structure of a language learning practice that has lasted long enough, and learning to write in a foreign language or second language basically focuses on the knowledge of language and vocabulary selection, syntactical patterns, and completeness of cohesive forms essential in building blocks of texts. Focus on the important principles in the text function is linked to the meaning of language

structure, making the use of language as a criterion for learning materials. This approach also introduces the idea that certain forms of language form a certain communicative functions and students can be taught the functions most relevant to their needs. The classes focus on using creative expression based on personal experience and opinion of the students, and the writing is considered as an act of creative self-discovery. It will be able to raise self-awareness of the social position of the writer and also facilitates clear thinking, effective relationships, and self-expression.

White and Arndt (1991: 4) develop the learning materials based on the process orientation. According to them there are some things that must be taken by the author in developing the idea. They are generating ideas, developing a focus, structuring, drafting, evaluating, and reviewing. The next orientation is focus on content. Conceptualization of learning to write as a foreign language or second language that focuses on content refers to what is written by the students. This approach generally includes a series of theme or topic which is developed into a piece of writing. Learners will have a personal background knowledge about the topics being discussed and will be able to significantly write about these topics.

The last orientation is genre focus. Hyland (2003) says that teachers who choose the teaching of writing in the genre oriented view writing as an attempt to communicate something to the readers. They are struggling with teaching students how to use language patterns to produce a goal oriented and coherent writing. The basic assumption of this teaching is we not only write, but we are writing to reach the goal. This genre based writing is growing rapidly in Australia and in other countries in Asia. The Experts of genre based writing in Australia are Martin, Christie, Callaghan and Rothery, Derewianka, and Fees. They develop materials for teaching writing through the use of learning cycle developed in the genre-based approach. The cycle includes modeling, joint construction, and independent construction.

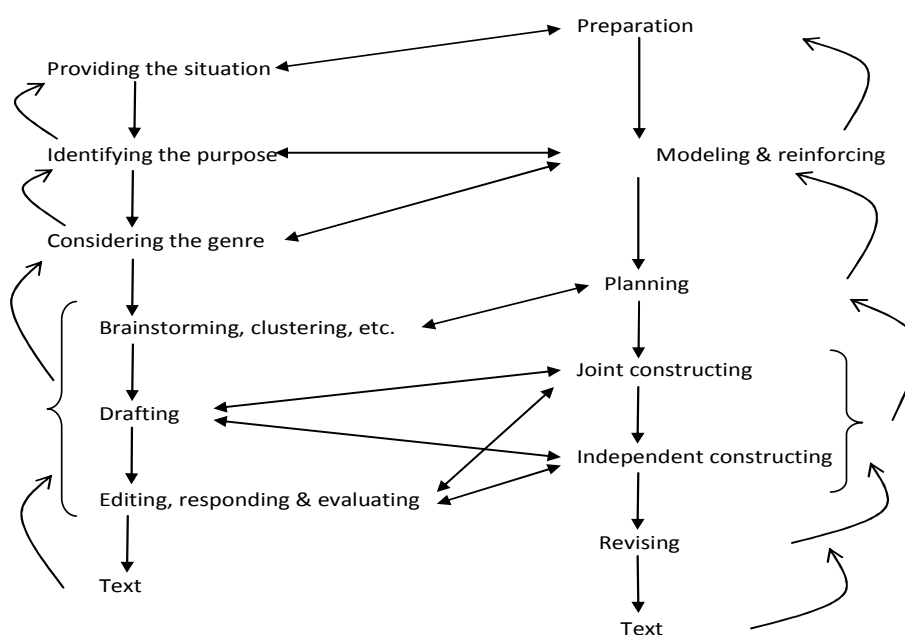
## **Process-Genre Approach to Teaching Writing**

Process-genre approach in the teaching of writing in a second/foreign language is a revision of a genre-based approach by adding components of the learning in process-oriented writing. This approach was first proposed by Badger and White (2003: 153-160). This idea is further supported by Yan (2005: 18-22) in his article entitled A Process Genre Model for Teaching Writing. Process approach in teaching writing is generally represented as a reaction to a product-based approach, while the genre-based approach is represented as a reaction to what is called the progressive curriculum. Cope and Kalantzis (1993: 57) say that the teacher writes on the process approach is more pleased with students coming from middle-class families, and let the students struggle in controlling the text being studied. Process approach focuses more on language and texts, but gives less attention to learning contexts and disciplines in which the text is constructed.

The weaknesses of the process-based approach is the approach views that all writings are produced by using the same set of processes, so it does not give adequate attention to the type of text being produced and why the text is produced . This approach does not provide students with adequate input, particularly in relation to linguistic knowledge, to be able to write well. The strength of this approach is that this approach understands the importance of various skills involved in writing, and recognizes that what is brought by students into the writing classroom contributes to the development of writing skills.

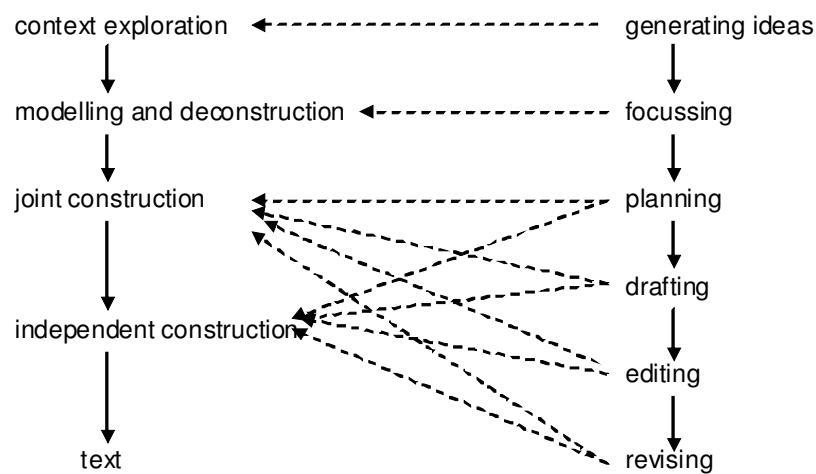
According to the experts of process-genre approach, writing activities involve knowledge of the language (as on the product and genre approaches), knowledge of the context of the where the writing is taking place, and in particular the purpose of writing (as found in the genre approach), and the skills in using the language (as found in the process approach). Writing development occurs by revealing the potential of students (as in the process approach) and by providing input that will be responded by the students (such as in product and genre approaches).

Yan (2005: 21-22) suggests several stages or steps that must be taken in the process - genre approach. He describes all the steps discussed above as the chart below:



Refnaldi (2012) developed a model of learning to write essays in English. The model developed is a model that combines the two learning models that have been widely known in teaching writing. Although there are two experts who have developed similar models, the model developed by Refnaldi has different stages compared to the models developed by other scholars.

To strengthen the incorporation of genre approach and process approach, the one used as the starting point is the genre approach, and then, the key elements in the process approach, such as planning, drafting, editing, and rewriting are added to certain stages in genre-based approach. The most appropriate additions are at the stages of joint construction and independent construction. Thus, the basic scheme of the process-genre approach proposed by Yan should be revised. The new appropriate scheme for the process-genre approach is as follow:



## Research Methodology

The method used in this study was survey. The main objective of this research was to analyzed students' needs on the appropriate model for learning essay writing. The data required in this study were the answers to questionnaire distributed to 112 students. The items in the questionnaire were classified into four categories, namely input, text types, topic types, and task/activity types. The data were analyzed descriptively by using score.

## Finding and Discussion

The questionnaire given to the students consists of four basic components of need analysis such as input, text types, topics, and tasks. Input contains the explanation and examples regarding knowledge and skills of writing. Text types include the types of genre that are commonly taught in high school and in essay writing course. Some examples of text types are *recount*, *procedure*, *narrative*, *report*, *explanation*, and *exposition*. The third aspect is topics. Topic in this case includes the topics that are related to daily life, academic life, and anything regarded important to discuss in essay writing course. The last aspect is task/activity. Tasks/activities include a wide variety of writing tasks/activities in pre-writing stage, whilst-writing stage, and post-writing stage.

## Input

Students' need on input is explored through 15 statements. Table 1 below describes students' responses on each statement.

**Table 1: The Importance of Input**

No	Types of input	NI	LI	I	VI	Ttl	AV	LN
1	The social function on the texts	3	44	216	60	323	2.88	H
2	Linking related texts	1	30	204	112	347	3.10	H
3	The audience of te texts	4	62	186	60	312	2.79	H
4	The generic structure of the texts	0	16	150	216	382	3.41	VH
5	The lexicogrammatical components of the texts	1	8	174	196	379	3.38	VH
6	<i>brainstorming</i>	4	36	186	112	338	3.02	H
7	Free writing	2	48	174	112	336	3.00	H
8	<i>mind-mapping</i>	2	12	225	116	355	3.17	H
9	<i>outlining</i>	2	26	198	124	350	3.13	H
10	Thesis statement	1	6	90	312	409	3.65	VH
11	Introductory paragraph	4	2	81	320	407	3.63	VH
12	Body paragraphs	1	4	87	320	412	3.68	VH
13	Concludng paragraph	4	14	111	256	385	3.44	VH
14	Using appropriate transition words/phrases	1	22	150	200	373	3.33	VH
15	Using appropriate punctuation in the text	1	14	144	224	383	3.42	VH

Note: NI = Not Important, LI = Less Important, I = Important, VI = Very Important

Ttl = Total, AV = Average, LN = Level of Need

The table above shows that all the components of input are essential for students. Eight items are at the level of Very High (VH) and seven items are at the level of High (H). According to students, the input regarding the explanation of the strategies of essay development is very important. This is indicated by four components which got the highest mean score, such the strategy for developing body paragraphs, strategy for formulating thesis statement, strategy for developing introductory paragraph, and strategy for developing concluding paragraph. The strategy for developing body paragraph is very important in teaching and learning essay writing. This is true because body paragraphs are the backbones of the essay.

The strategy of formulating the thesis statement also needs serious attention in an essay writing teaching and learning process (mean score of 3.65), and followed by the strategy for developing introductory paragraph (mean score of

3.63). The fourth component is the strategy for developing concluding paragraph (mean score of 3.44). Thus, it can be concluded that a model of teaching essay writing should absolutely consist of the explanation of the strategies for developing an essay that include developing introductory paragraph, developing body paragraphs, and developing concluding paragraph.

Other components are also considered very important by students are explanations and examples of proper use of punctuation, explanations of the generic structure of a text, explanations of grammatical components widely used in a text, and explanations of the use of appropriate transitions. Subsequently, seven other components are at high levels. This means that these seven components should also get the adequate attention in teaching and learning process.

### Text Types

The students' needs regarding the types of text are expressed using sixteen statements. The following table illustrates the responses of the students on each item.

**Table 2: The Importance of Text Types**

No	Text types	NI	LI	I	VI	Ttl	AV	LN
1	recount	1	50	171	116	338	3.02	H
2	Information report	0	16	228	112	356	3.18	H
3	Description	0	16	177	180	373	3.33	VH
4	Naration	0	20	195	148	363	3.24	H
5	Procedure	0	22	171	176	369	3.29	VH
6	Explanation	1	10	159	212	382	3.41	VH
7	Analytical exposition	1	4	150	236	391	3.49	VH
8	Hortatory exposition	1	12	141	232	386	3.45	VH
9	News items	1	8	219	136	364	3.25	H
10	Discussion	0	22	168	180	370	3.30	VH
11	Exploration	0	22	156	196	374	3.34	VH
12	Review	4	36	180	120	340	3.04	H
13	Comparison/contrast	0	20	144	216	380	3.39	VH
14	Classification	0	32	150	184	366	3.27	VH
15	Cause and effect	0	14	141	232	387	3.46	VH
16	Problem solving	0	6	165	216	387	3.46	VH

Note: NI = Not Important, LI = Less Important, I = Important, VI = Very Important

Ttl = Total, AV = Average, LN = Level of Need, H = High, VH = Very High

The facts in the above table show that most of the types of text that are offered to students are considered very important, with the level of Very High (VH). There are only five types of text that are at the level of High (H). This illustrates that an essay writing teaching process needs to load different types of text, so that students have experience in writing a wide variety of texts. The text type that is considered most important by students is *analytical exposition* with a mean score of 3.49, followed by an *exposition text with the cause-effect development, problem-solving text* (mean score of 3.46), *hortatory exposition* with a mean score of 3.45, and *explanation text* with a mean score of 3.41.

### Types of Topic

Students' needs regarding the types of topics are expressed by using sixteen items. The topics offered are based on common topics discussed in writing books. Table 3 below illustrates the respondents' answers on each item.

**Table 3: The Importance of Topics**

No	Types of topic	NI	NSO	I	VI	Ttl	AV	CI
1	Natural disaster	2	16	237	92	347	3.10	H
2	Pets	1	4	150	236	391	3.49	VH
3	Local history	2	78	162	68	310	2.77	H
4	Past events	3	90	150	56	299	2.67	H
5	Living environment	1	22	177	164	364	3.25	VH
6	Law	1	44	156	148	349	3.12	H
7	Fruit	5	36	168	132	341	3.04	H
8	Sport	15	90	138	24	267	2.38	M
9	General election	4	66	165	80	315	2.81	H
10	Polution	2	30	159	168	359	3.21	H
11	Leisure time	8	110	135	16	269	2.40	M
12	Street	2	60	165	100	327	2.92	H
13	Banking	7	64	171	64	306	2.73	H
14	Life styles	0	18	129	240	387	3.46	VH
15	Regional autonomy	2	112	102	80	296	2.64	H
16	Population	0	24	171	172	367	3.28	VH

Note: NI = Not Important, LI = Less Important, I = Important, VI = Very Important

Ttl = Total, AV = Average, LN = Level of Need

The table above shows that there are only two topics that are at the Moderate level (M), while the rest are at High (H) and Very High (VH) level. There are four topics that are at very high levels, namely *pets* (mean score of 3.49), *lifestyle* (mean score of 3.46), *population* (mean score of 3.28) and *environment* (mean score of 3.25). This shows that the students need more topics that are popular in the community. Furthermore, the topics that are also included in the top ten categories are *pollution*, *law*, *natural disasters*, *fruits*, *roads*, and *the general election*.

### Types of Task/Activity

Students' needs regarding the types of task/activity are expressed by using twenty-six items. The tasks/activities offered to students are based on common tasks/activities discussed in writing books. Table 4 below illustrates the respondents' answers on each item.

**Table 4: The Importance of Tasks/Activities**

No	Types of Tasks	NI	NSO	I	VI	Ttl	AV	CI
1	Extracting information from thhe texts	0	10	252	92	354	3.16	H
2	Brainstorming activities	3	18	210	120	351	3.13	H
3	Mapping activities	2	20	219	108	349	3.12	H
4	Combining two or more single sentences	0	46	216	68	330	2.95	H
5	Identifying the function/use of the texts	0	26	213	112	351	3.13	H
6	Constructing single and complex sentences	1	18	204	136	359	3.21	H
7	Changing spoken texts to become written texts	0	22	207	128	357	3.19	H
8	Transferring information from tables, graphs	3	32	183	128	346	3.09	H
9	Reordering jumble sentences/texts	0	28	219	100	347	3.10	H
10	Completing incomplete texts	0	24	231	92	347	3.10	H
11	Analyzing the lexicogrammar of the texts	0	22	198	140	360	3.21	H
12	Identifying parts of the texts	0	14	198	156	368	3.29	VH
13	Identifying generic structure of the texts	0	16	234	104	354	3.16	H
14	Developing thesis statements	0	2	171	216	389	3.47	VH
15	Developing intro paragraph using different methods	0	16	195	156	367	3.28	VH
16	Developing body paragraphs	0	10	216	140	366	3.27	VH
17	Developing concluding paragraph	1	6	204	160	371	3.31	VH
18	Comparing texts with different purposes, structuers	0	38	180	132	350	3.13	H
19	Producing parallel texts	0	48	171	124	343	3.06	H
20	Producing tetxs based on visual information	0	36	198	112	346	3.09	H
21	Drafting a texts based on the pre-writing activities	0	44	204	88	336	3.00	H
22	Developing the specific rhetorical patterns	0	2	219	152	373	3.33	VH
23	Collaborative and individual writing activities	0	18	207	136	361	3.22	H
24	Developing texts with different varieties	2	16	186	160	364	3.25	H
25	Rewriting a text with different purposes	0	22	168	180	370	3.30	VH
26	Revising the draft based on comments from others	0	20	171	180	371	3.31	VH

Note: NI = Not Important, LI = Less Important, I = Important, VI = Very Important

Ttl = Total, AV = Average, LN = Level of Need

Based on the facts described in table 4, there are 10 types of tasks/activities that should be considered important in the teaching and learning of essay writing.

They are as follow:

- developing the thesis statements
- developing the specific rhetorical patterns, such as narrative, decriptive, argumentative, etc.
- developing the concluding paragraph using various methods of development
- revising the draft based on comments from other students
- rewriting the text for different purposes
- identifying parts of the text, such as thesis statement, topic sentences, introduction, body, and conclusion
- developing introductory paragraphs using different methods of development
- developing body paragraphs using different method of development
- developing various text types
- doing collaborative writing and individual writing

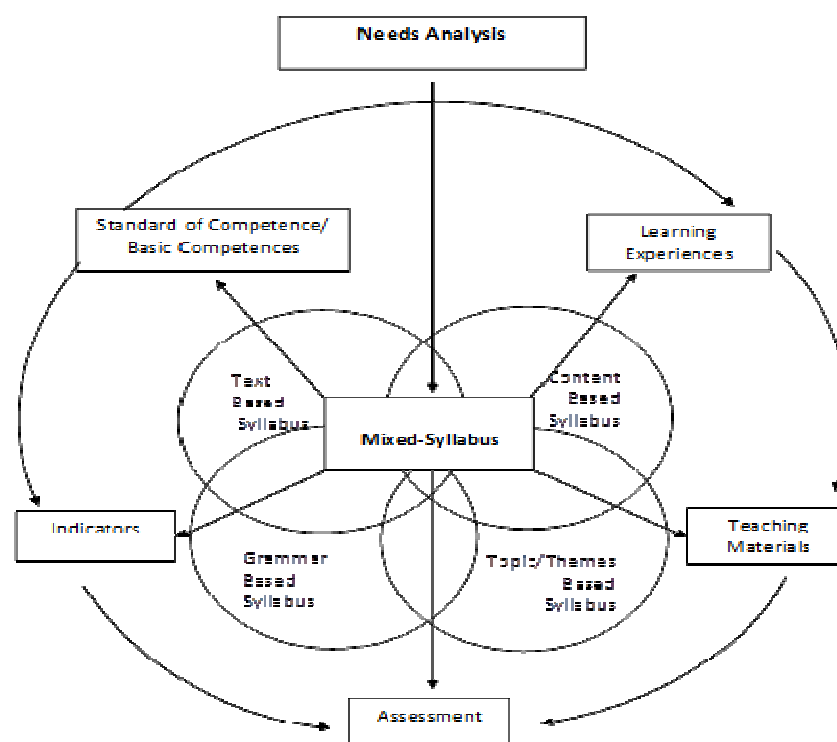
Furthermore, there are three basic schemes that become the characteristics of this model, namely the development of the syllabus, the development of learning strategies, and the development of learning materials. It is these three things that make this model different from the other models.

### **Syllabus Development**

The syllabus is a very important component in developing a systematic learning model. The components that make up a course syllabus vary, but at least the syllabus should include general information, course descriptions, standards of competences, basic competences, basic course outline, and assessment modes.

General information contains the name of the course, course credits, days and hours of lectures and lecturers names. Description of the courses is usually taken from the curriculum developed by the study program, while others have to be developed by the lecturers. The syllabus developed here is a mixed syllabus because it is developed from combining the activity of the basic principles from four different syllabus models, such as content-based syllabus, text-based

syllabus, topic/theme based syllabus, grammar based syllabus. Thus this syllabus contains the types of text required by students, the topics or themes suitable for each text being taught, the lexicogrammar elements that are important to be mastered by students in forming a particular text, and the processes through which the texts are developed. Relationships that exist among the elements can be described as follows:

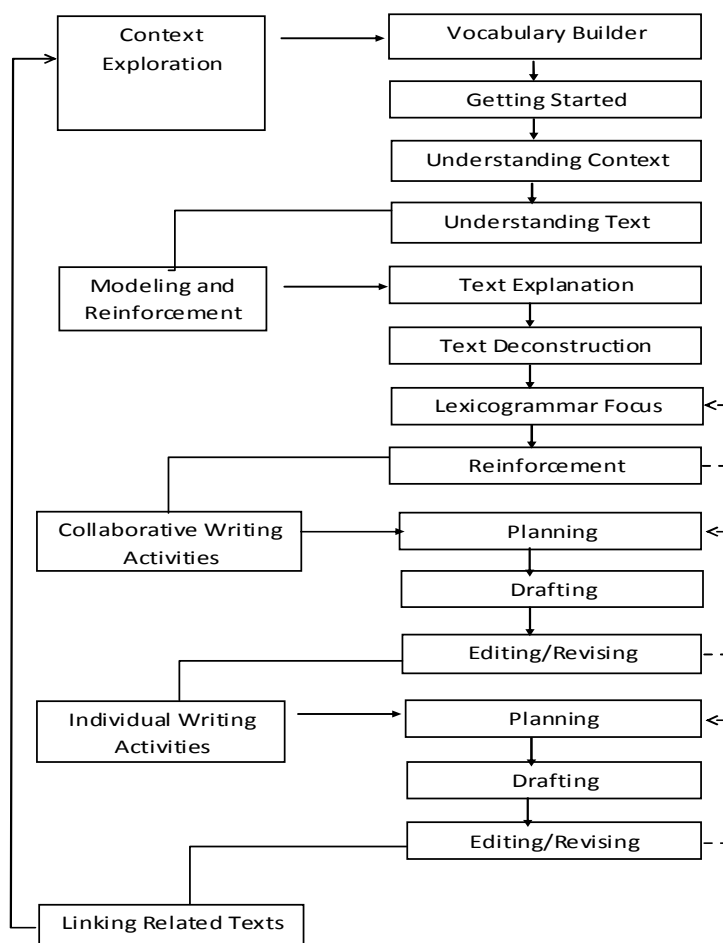


The core component of the syllabus itself is the basic course outline for one semester. The outline consists of several important elements, namely a number of basic competences that are developed from the standard of competence, performance indicators for each basic competence, students' learning experiences, a general overview of teaching materials, and forms of assessment. Based on the results of the needs analysis, the basic competences that should be possessed by students with respect to the basic components of an essay are the ability to change a paragraph into an essay, the ability to formulate a thesis statement, the ability to develop the body paragraphs, the ability to develop

introductory paragraphs and a conclusion paragraph, and the ability to develop various types of text.

## Learning Strategy

The Learning strategies for writing an essay are developed based on the results of the needs analysis and the syllabus. Each learning unit is developed into several stages which are more or less similar. The stages are exploration, modeling and reinforcement, collaborative writing activities, and individual writing activities, and linking related texts. The physical structure of the learning strategies is as follows.



## **Development of Teaching Materials**

The materials for teaching essay writing are developed based on the results of the needs analysis and the syllabus that has been developed. Teaching materials are developed based on the four components of language learning materials proposed by Hutchinson and Water which include input, language components, content, and task. Each learning unit contains at least one example of text that is directly related to the components of an essay or essay type being discussed. The second element in the teaching material developed is the theme or topic. Each learning unit has a theme. The themes are based on the results of the needs analysis.

The third element is the presentation of the dominant lexicogrammar components appropriate for each text. This element is very important because the vocabulary and grammar are basic components for the creation of a text. Furthermore, the fourth element is the skills that should be taught to students. The sub skills of writing include many aspects, especially the aspects that are directly related to the development of skills such as formulating an essay thesis sentence statement, developing outlines, skills to develop a wide range of introductory paragraphs and conclusion paragraphs, and body paragraphs. The last element is the various forms of activities and exercises that aim to help students improve their skills of writing a paragraph/essay. The types of activities that are presented in the teaching materials are based on the results of the needs analysis of the types of activities or tasks that are considered important by students.

These five elements are presented by using two approaches in the teaching of writing in a second/foreign language. The first approach is based genre approach to teaching writing. The basic principle drawn from this approach is learning to write is in form of a cycle that consists of at least four stages, namely building knowledge of the field, modeling, joint construction, and independent construction.

## Conclusion

A good model for teaching essay writing is a model that is based on the results of in-depth analysis of the data related to the students' needs on the appropriate teaching and learning process. The appropriate input enables students to enrich their knowledge and skills in the process of learning to write essays. The appropriate text types helps students develop their academic and thinking skills in writing. The appropriate topics enrich students' information in developing a wide variety of informative essays. The appropriate tasks/activities help students improve their skills in writing good essays. Thus, the process-genre based model that is appropriate and effective for teaching writing can be designed based on the result of students' need analysis.

## References

- Badger , Richard and Goodith White. 2000. "A Process genre approach to teaching writing". *ELT Journal*, Vol. 54, No. 2.
- Callaghan, Michael and Joan Rothery. 1988. *Teaching Factual Writing: A Genre Based Approach*. Erskineville: DSP Printery
- Celce-Murcia, Marianne and Elite Olshtain. 2000. *Discourse and Context in Language Teaching: A Guide for Language Teachers*. Cambridge: Cambridge University Press.
- Cope, B. and M. Kalantzis (Ed.). 1993. *The Power of Literacy: A Genre Approach to Teaching Writing*. New Jersey: Prentice Hall Regents.
- Derewianka, B. 1991. *Exploring How Texts Work*. Sydney: Primary English Teaching Association.
- Friedlander , Alexander. 1990. "Composing in English: Effects of a First Language on Writing in English as a Second Language", in the Barbara Kroll (Ed.), *Second Language Writing: Research Insights for the Classroom*. Cambridge: Cambridge University Press.
- Grabe, William. 2003. "Reading and Writing Relations: Second Language Perspective on Research and Practice" in Barbara Kroll (Ed.), *Exploring the Dynamics of Second Language Writing*. Cambridge: Cambridge University Press
- Grabe, William and Robert B. Kaplan. 1996. *Theory and Practice of Writing: An Applied Linguistic Perspective*. London: Longman
- Hinkel, E. 2003. "Simplicity without Elegance: Features of Sentences in L1 and L2 Academic Texts". *TESOL Quarterly*, 37 (2)

- Hyland, Ken. 2003. *Second Language Writing*. Cambridge: Cambridge University Press
- Hyland, Ken. 2010. *Teaching and Researching Writing* (2<sup>nd</sup> ed.). London: Longman
- Johns, Ann M. 1995. "Genre and Pedagogical Purposes". *Journal of Second Language Writing*, 4 (2)
- Putra, Handry Perdana. 2007. The Quality of Expository Paragraphs Written by the Second Year Students of English Department State University of Padang. *Skripsi*. FBSS, UNP
- Putri, Vien Eka . 2007. The Quality of Recount Texts Written by the English Department Students of State University of Padang. *Skripsi*, FBSS , UNP
- Refnaldi, 2012. 'Materi Ajar Menulis Esai dalam Bahasa Inggris Berbasis Pendekatan Proses-Genre: Penelitian dan Pengembangan di Prodi Pendidikan Bahasa Inggris UNP'. *Dissertation*. State University of Jakarta
- Yan, Guo . 2005. "A process genre models for teaching writing", *English Teaching Forum*, Vol. 43, No. 3.
- Zamel, V. 1991. 'Recent Research on Writing Pedagogy', *TESOL Quarterly*, 21 (4)

## **AN ANALYSIS ON ENGLISH TEXTBOOK “*BAHASA INGGRIS: WHEN ENGLISH RINGS THE BELL*”**

*Rindawati, Ikhsanudin, Wardah, Universitas Tanjungpura*

### **ABSTRACT:**

This research aimed at finding out the explicit and implicit nature of the English textbook “Bahasa Inggris: When English Rings the Bell” by the material analysis called Three Level of Analysis. Level 1 analysis asks ‘what is there’. Level 2 analysis asks ‘what is required of users’. Level 3 analysis asks ‘what is implied’. Using evaluation research method, the data were collected using observation technique supported with observation sheets and observation checklists. From the analysis, it is concluded that the purpose of writing the English textbook is to develop learners’ communicative competence by focusing on meaning, and building learners’ positive attitude. It is also found that the learners need to be active to develop their competence and the teacher’s roles are to facilitate and to monitor tasks completions.

**Keywords:** Material analysis, Three Level of Analysis

### **Introduction**

English Language Teaching (ELT) textbook plays a very important role in language classrooms. It has been more crucial when English is learnt as foreign language like in Indonesia. As a language being learnt beside mother tongue, English is likely to be learned by Indonesian learners only in the classroom. Consequently, English textbook will potentially be the only student access to language in the classroom. Most teachers often use textbook as a primary resource book for ideas and instructional activities as well as giving guides for what they do. Garinger (2002) points out, “A textbook can serve different purposes for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself.” In brief, as the main teaching materials, English textbook in English as foreign language (EFL) classes play very important roles to facilitate language acquisition in classrooms.

An English textbook entitled “*Bahasa Inggris: When English Rings the Bell*” is a new English textbook prepared by the Ministry of Education and Culture of Indonesia (MECI) in line with the implementation of new designed curriculum, 2013 curriculum. This book is distributed for free to all schools in Indonesia that have already applied 2013 curriculum and also available in the website of Ministry of Education and Culture for free download. Additionally, all schools in Indonesia are starting to implement the 2013 curriculum in the new academic year (2014/2015) so that automatically this book will be used by all junior high schools in Indonesia. Because of these facts, the use of this English textbook is automatically widespread. As a new textbook in which the use is widespread, English teachers need see inside the material on textbook in order to take more control over its use. McDonough et al. (2013:52) comment, “No textbook or set of materials is likely to be perfect, and there does not seem as yet an agreed set of criteria or procedures for evaluation.” Because of the imperfection of textbook, it is essential to know the nature of the material explicitly and implicitly for the effectiveness of the use of this book by doing an analysis. Cunningsworth (1995) explains that course book analysis helps teachers to gain good and useful insights into the nature of material so it is useful in teacher’s development. In brief, the analysis on the material is needed for the effectiveness of the use of the textbook.

Considering the widespread use of the English textbook entitled “*Bahasa Inggris: When English Rings the Bell*,” as a new textbook that has essential role as the main access of learners in facilitating language learning, the writer was interested in analyzing this textbook. The writer conducted an in depth analysis on this textbook. The analysis is aimed to find out what the textbook contains explicitly and implicitly. The analysis would be based on the theory of material analysis proposed by Littlejohn (2011) called Three Level of Analysis. Level 1 analysis is the objective description of the explicit nature of materials. Level 2 analysis is the analysis of task on the textbook. Level 3 analysis is the subjective interference as the result of the level 1 and level 2 analysis.

Some researches on textbook/material had been conducted in the previous time. Nuri Syafitri (2012), for instance, she did a content analysis on reading materials of English textbook “Look Ahead” for senior high school of tenth grade students. The result showed that the reading materials in this English textbook fulfills the criteria as good reading materials based on good material criteria by Patel and Jain. Moreover, the other researchers, Nestin Vernila Keban et al. (2012) analyzed an English textbook entitled ‘*English for Kids Grade 3*’. The result showed 60.86% of the textbook met the criteria of a good EFL textbook that was categorized as adequately relevant to good EFL textbook criteria. This research, however, differs from the previous researches. Mostly, the previous researchers preferred to do evaluation by making judgments on the textbook which tended to be subjective. Unlike the previous researchers, the writer was interested in doing analysis rather than a whole evaluation. Though, analysis and evaluation are closely related but they are different. Analysis tends to be more objective in which attempts to the process of describing what is on the textbook as it by looking for what is already there while evaluation tends to be subjective since the aim of evaluation is to make judgments about the textbook (McGrath, 2002:22). Therefore, the writer conducted the material analysis as one step of the preliminary step to material evaluation (Littlejohn, 2011).

From those explanations above, the writer assumed that it was important to do an analysis on the novel English textbook. The analysis on a novel English textbook is considered important because of its benefits. The result of the analysis will help to provide a perspective about what the textbook contains explicitly and implicitly for English teachers, especially seventh grade junior high school English teachers about the nature of the textbook so that they can take more control over its use. Consequently, it will help teacher to enhance the effectiveness of the use of textbook by helping to understand what areas of the textbook need further modification. In addition, the interpretation of this English textbook can be used to support evaluation and it can be a reference about

procedure of material analysis for teachers or educators who want to conduct analysis on materials.

## **The Method of Research**

The method of the research was evaluation research. This research was evaluation research because the intent of this research was to do material analysis on the English textbook, “*Bahasa Inggris: When English Rings the Bell*” as one part of the preliminary step to material evaluation proposed by Littlejohn (2011). The preliminary step to material evaluation has 4 stages. They are *analysis of the target situation of use, material analysis, match and evaluation and action*. In this research, the writer only focused on the material analysis. The analysis was done by using Three Level of Analysis. Littlejohn (2011: 181) states that the Three Level Analysis is analysis of materials as they. It is a systematic analysis of what is actually contained in the textbook. The technique of collecting data was observation technique by using observation sheet and observation checklist as the tools. The observation sheet adapted from Littlejohn (2011:187) was used for the level 1 analysis to obtain the information about physical aspects of the textbook. The observation checklist adapted from Littlejohn (2011:191) was used for level 2 analysis. Below are the procedures of data analysis.

### **Level 1 Analysis: ‘What is There’**

Level 1 analysis concerns with the objective description of the explicit nature of materials which contains statement of description, physical aspects of the material, and the main steps in instructional sections. Therefore, the writer using the observation sheet did level 1 analysis by observing the teacher’s and student’s book to gain the data. Having done the analysis on the observation sheet, the writer drew descriptions of publication since the data gathered through the use of observation sheet enables the writer to formulate statements about descriptions under the aspect of publication like the *place of the learner’s materials in set, the published form of the materials, subdivision of learner’s*

*materials, subdivision into sections and sub-sections, continuity, route and access.*

### **Level 2 Analysis: 'What is Required of Users'**

Level 2 analysis covers the analysis of task. The writer subdivided every activity in all chapters of the book into constituent tasks. After that, the writer analyzed every task by using each feature under section or subsection on checklist to know whether or not each feature is present or not. If it was present, the writer would put number one (1) on the feature under section or subsection and zero (0) if it was not. After that, the writer counted the frequency of each feature under section or subsection on each chapter. The writer, then, calculated the percentages of the feature under section or subsection on each chapter. The writer summarized the percentages of all chapters and calculated the mean of percentage of all chapters. The means of percentage were obtained by adding up all percentages on each chapter and dividing them by eight. The writer saw the highest percentage or the more dominant on each feature under section or subsection compare to the others. The result of the analysis of level 2 by using the observation checklist for the tasks analysis allows the writer to complete some descriptions under the aspect of the *design* like the *subject matter and focus* of the materials, *types of teaching/learning activities*, and *participation*.

### **Level 3 Analysis: 'What is Implied'**

The final level of analysis draws the findings at level 1 and 2 to come to some general conclusions about the aims, principles of selection and sequence, the roles of teacher and learner, and the role of the material as a whole in facilitating language learning and teaching. The writer drew the findings at levels 1 and 2 to complete the descriptions under the aspect of *design* like statements about the *aims* of the materials, the *principles of selection*, the *principles of sequencing*, the nature of *teacher's roles* and *learner's roles*, and the *role of the materials as a whole*.

## Findings and Discussion

### Findings

#### Level 1: 'What is There'

The observation for recording the explicit nature of the materials consisted of two parts. Part A recorded the physical aspects of the materials whilst part B set out the main sequence of activity taken from the learner's materials. The English Textbook entitled "*Bahasa Inggris: When English Rings the Bell*" is a textbook published by Ministry of Education and Culture in line with the newly implementation of 2013 curriculum. The materials are intended to aid in the teaching/learning of general English, principally for junior high schools and variously intended for an age range between 12 to 15 years and for the first years of study. The age range is determined by the nature of learners' age in starting school. Usually in Indonesia, the age for first grade of elementary school learners starts at 6 years old and finishes at 12 years old. The materials all come as a set which include bilingual teacher's book and monolingual student's book. Teacher's book is provided in two languages, English and Indonesian.

The materials set for a year, especially for around 180 teaching hours. They offer the layout of the books with full colors dominating with blue color for teacher's and learner's book where the teacher's book consists of 236 pages and the student's book consists of 188 pages. The distributions of the materials like answer keys, methodology guidance, translation of text, rubric for assessment and syllabus overview are provided exclusively for the teacher. The distribution of access is distributed to both teacher and learners such as objectives, wordlists/glossarium, and expression used in the classroom. The route through the material is specified for teacher. The materials are divided into eight chapters with main theme on each and each chapter has not clear standardized subsection. Every subsection in the chapter is specified by the topics and followed by the activities which are different in each chapter based on the theme of the chapter. In the last part of the chapter, the subsection named "I know now" contains the

summary of the material and this is similar for all chapters. At the end of each chapter, all chapters contain the project task or games. The sequence of main activity types reveal that many of the chapters consist of different patterns of work. Chapters begin with teacher's introduction, song, or practice. Most of tasks allow learners to work to acquire language rather than listen to the explanation of teacher. The numbers of activities like listening to teacher's explanation are not that much.

## **Level 2: 'What is Required of Users'**

The writer subdivided every activity in all chapters of the book into constituent tasks. The total tasks being identified are 113 tasks. There are some activities that cannot be analyzed in the analysis due to an insufficient description of those activities in the learner's and/or teacher's material and had no attention in language learning such as activity that asks learners to draw pictures only or sing a song. Consequently, those kinds of activities are not included in the analysis. The following are the explanations of the findings based the summary of the result of calculation and the explanations are set apart according to each section.

The part "What is the Learner Expected to Do" is divided into three subsections. They are the learners' expected role during tasks, the learners' main focus of attention during tasks, and learners' mental processes. From the analysis of the learners' expected role during tasks (turn take), *initiate* has the highest mean of percentage compared to *scripted response* and *not required* with 72.23%. Furthermore, the activities required for *scripted responses* where learners repeat the language provided from the textbook are 26.99% of overall tasks in the textbook. Only 0.78% of tasks require learners to neither *initiate* nor do *scripted response (not required)* for the task like vocabulary building. Moreover, the second sub section indicates the learners' main focus attention during tasks. In regard to where learners need to focus their attention, this textbook is predominantly toward *meaning* due to the fact that *meaning* had the highest mean of percentage among others. It is 87.37% of the whole tasks

requiring learners to focus on *meaning*. In contrast, focusing on *form* seems to be considered of little importance in this textbook. It is only 4.43% from total tasks. However, focusing on both *meaning and form* gets higher mean of percentage than *form* with 8.20%.

The third sub section concerns about mental processes required during the tasks. The features under this subsection have some features because one task may involve more than one mental operation. The feature attracting the highest mean of percentage in this subsection is the combination of *hypothesize & build text* with 16.41% and then followed by *repeat identically* with 10.27% in the second place. The rest features are having the mean of percentage less than ten percents. The features are *express own ideas/information* with 6.96%, *repeat selectively* with 6.82%, *hypothesize & apply general knowledge* with 6.22%, *Apply general knowledge, Express own ideas/information & Build text* with 6.04%, *Research, Express own ideas/information & Build text* 5.84%, *Decode semantic meaning & Select information* with 5.13%, *Apply general knowledge & Research* with 5.04%, *Select information* with 4.43%, *Decode semantic meaning* with 3.05%, *Retrieve from LTM* with 2.61%, *Build text* with 2.46%, *Repeat selectively, Express own ideas/information, & Build text* with 2.28%, *Apply general knowledge & Build text* with 2.21%, *Apply general knowledge* with 2.03%, *Repeat selectively, Apply general knowledge & Express own ideas/information* with 1.67%, *Decode semantic meaning & Apply general knowledge* with 1.63%, *Retrieve from LTM, Repeat selectively & Build text* and *Retrieve from LTM, Express own ideas/information & Build text* with 1.48%, *Research & Express own ideas/information* with 0.89%, *Hypothesize, Repeat identically & Build text* and *Retrieve from LTM & Repeat selectively* with 0.78%, *research* with 0.74%, *Decode semantic meaning, Select information & Retrieve from LTM* and *Retrieve from LTM & Express own ideas/information* with 0.69%. The lowest mean of percentage lies on the feature of *Repeat selectively & Express own ideas/information* and *Apply general knowledge & Express own ideas/information* with only 0.70%.

From analysis of the part “Who with”, it shows that this textbook dominates individual work rather than group work. The finding shows that 80.40% of tasks in textbook involves *learners individually simultaneously* and 19.60% for *learners in pair/group*.

The part “With What Content” is the results regarding the contents of the tasks that are assigned to the learners. There are some features combine together in one task. For instance, the written content may be provided together with graphic (picture or chart) or the oral content may be provided together with graphic. In term of *the input provided to learners*, *graphic* contents predominate with 51.46%. The *written* contents combined with *graphic* content place in the second place with 24.57%. The *written* contents themselves are 17.56% while the *oral* contents are 5.02%. However, the lowest mean of percentage content offered as the input to learners is the *oral & graphic* content with only 1.39% of the tasks.

On the other hand, the content for *expected output from learners* is dominantly in *oral* contents with 58.52%. Besides spoken, the *written* contents are also high enough with 41.48%. Moreover, the *source of the content* as the *input to learner* is 52.13% come from *materials*, 37.70% from *learners* and 10.17% from *outside the course*. The *source of the content* for *expected output from learners* is 66.07% come from *learners*, and 33.93% from *materials* themselves. Furthermore, the *nature of the content* for both *input and output* is 57.31% in form of *non-fiction*, 23.85% in form of *personal information or opinion* and 18.84% in form of *linguistic items* such as vocabulary.

## **Discussion**

### **Level 1: ‘What is There’**

This part is the descriptions of the level 1 in the aspect of publication as the result interpreted from the analysis. In the aspect of the “Place of Learner’s Materials in Set”, it is clear from the analysis that the learner's materials are not intended for use on their own but integrated with teacher’s material. Consequently, the material is not intended for self study. The material is not

completed with the cassette/audio for listening. Cassete is needed for listening practice and it provides a variety of learning resources so that it will attract learners' motivation and avoid learners from being dull in the classroom. Furthermore, this material aims to provide enough classroom work for a year of study, usually specified in terms of a particular number of 180 hours classroom lessons, and includes not only the learner's materials, but also teacher's materials. The means of access into materials are provided for teacher and learners and the support facilities are provided for teacher only. At the same time, it is noticeable that the materials for the teacher are intended to facilitate more efficient use of the learner's materials.

The analysis about the “Published Form of the Material” shows that all learners' materials are in monolingual (English) while the teacher's material is in two languages in English and Indonesia. The layout of the textbook is interesting with full color in which dominating in blue color. Since the layout is full color and the illustration is clear, this textbook is considered attractive and learners, especially seventh grade learners will like it much.

The material is subdivided into eight chapters, each normally covering a standardized number of pages within the learner's durable materials and each intended to provide sufficient classroom work for standardized amounts of time. Each chapter has each theme. Hence, the subdivision of the learner's materials is subdivided with a clear section/chapter based on themes and standardized amount of time for classroom work.

Every subsection in the chapter is specified by the topics and followed by the activity which is different in each chapter based on the theme of the chapter. In the last part of the chapter, the subsection named “I know now” contains the summary of the material/what have learners learn and this is same for all chapters. At the end of each chapter, all chapters contain the project task or games. As claimed by McDonough et al. (2013:217) that project work which entails integrated skills can provide a relevant way of giving learners an effective

place in which to develop their integrated skills. To sum up, the project works or games at the end of subsection will help learners to develop their integrated skills.

The topics are based on the theme of the chapter so that this creates storylines with the materials. The activities are ended with the review of what learners have learnt and project/games about the material. This provides learners the opportunities for revision. Learners can look back at the subsection of “I know now” if they forgot what they have learnt in a chapter. As McGrath (2002) and Harmer (2007) point out that one of benefits of textbook is to provide learners the opportunities for revision. Consequently, the review of what learners have learnt can provide continuity. Moreover, on each chapter, the material provided the syllabus/objectives. A syllabus also provides continuity. In brief, there are a lot of components in this textbook that provide continuity of learning.

The route through the material is specified for the teacher. It is specified for teacher because the teacher’s book is provided with the guidance in the methodology, rubric for assessment and expression used in the classroom (the possibility expression used in the classroom situation) in which guides teacher in detail to use this textbook. Additionally, the mean of access into the materials included a listing of chapters’ objectives, wordlist/glosarium and the expression used in the classroom is provided to learners and teacher. In summary, this textbook has provided a detail route and complete access to materials in the teaching and learning process.

## **Level 2: ‘What is Required of Users’**

This section is the descriptions of the level 2 in the aspect of design as the result interpreted from the analysis. From the analysis of “The Subject Matter and Focus” of the materials, it shows that the input provided from the material is mostly in form of *graphic* which can be pictures or table. The finding shows that more than half of the *input* from task is in form of *graphic*. Mostly, this textbook uses picture to attract learners’ attention. This can be one way in motivating the learners. The *written & graphic* contents place in the second place with almost quarter of the total tasks. However, the *oral* content is less than 10% and the

combination of *oral & graphic* contents is not more than 2%. This is occurred because of the fact that the textbook do not provide cassette or audio for listening. The only *oral* contents provided are when learners listen to other learners' presentations/talks. The *source of content* from *input to learners* is overwhelmingly the *materials* themselves with more than half of tasks. The *material* has already provided the content completely more than half of the total tasks. Furthermore, tasks required content from *outside classroom* are less than 20% and tasks required content from *learner-contributed* content are less than half of the total tasks. The tasks required content from *outside classroom* can be the project tasks. The tasks required content from *learner-contributed* content have high enough mean of percentage. This means that learners are allowed to be active to contribute in providing the input to other learners. The emphasis of *expected output for learners* is dominantly on *oral* production rather than on *written* production. Learners are required to have more practice in speaking in order to build their communicative competence. The finding shows that the mean of percentage of *oral* content is more than half of all tasks. However, the difference between *oral* and *written* is not too far. The *written* is almost half of the whole tasks in the textbook. This means that the distribution of the content between spoken and written was almost equal. Therefore, this textbook emphasizes on productive skill (speaking and writing) in language learning. Furthermore, the *sources of the contents* are mainly from *learners* rather than *material* itself. This shows that learners are required to produce output themselves rather than have the output provided by materials that will not significantly increase their ability in English. This will allow learners to be more active in their own learning. Mostly, *the nature of contents of both the output and input* are largely *non-fiction* with more than half of the tasks. There is no content in form of fiction. The non-fiction contents are intended to support learners in learning language in real situation. *Personal information or opinion* to the learners accounts for less than quarter of total tasks whilst *linguistic items* accounts for only less than twenty percent.

From the analysis about “Types Of Teaching/Learning Activities” in this textbook, it is shown that one of the most crucial points to emerge from the analysis of tasks is the degree to which the materials attempt the learners to be more active in their learning. It is proven by the result shown that more than half of the tasks ask the learners to *initiate language*. In order to facilitate language learning, learners need to be given activities requiring production of output. To produce output, initiating language can be the one way. Initiating language also allows learners to be more independent and creative. Indeed, not more than 30% of the tasks are set out the precise words which teachers and learners are to say to each other in *scripted response* and less than 1% of tasks are not required to either *initiate or response through script*. Scripted response is needed for learners especially beginner learners like seventh grade of junior high school to help them to firstly introduce the target language. This means that the tasks in this textbook put less emphasis on teacher-centered in teaching learning process. Learners seem need to be active to acquire target language. Moreover, learners are required to be active in building their competence rather than depending on teacher. This statement is strengthened by Savignon (2002) who says that Communicative approach put the focus on the learner. Moreover, this also in line with one aspect in 2013 curriculum as stated in the regulation of Ministry of Education and Culture (PERMENDIKBUD Number 68, 2013) saying that emphasizes on learner-centered rather than teacher-centered. Therefore, this textbook lets learners to active to acquire their target language. Additionally, the majority of tasks focus on *meaning* with almost 90% of tasks. This allows learners to build their communicative competence since they can communicate more in target language without being concerned with the accuracy as long as the meaning conveyed. As the theory of communicative language teaching believes that fluency is more important than accuracy in order to develop learner’s communicative competence (Richard & Rodger, 2001). Consequently, this textbook helps learners to build their communicative competence.

In the aspect of “Participation: Who Does What With Whom” of this textbook, it clear that the majority of tasks require learners to *work individually*. The data shows that more than half of tasks ask learners to do tasks independently. In contrast, the numbers of *group/pair’s tasks* provided from material are very low. It is less than a quarter of the task. However, Harmer (2007:166) believes that either pair work or groups work increases the number of talking opportunities for individual students. This means that by having group or pairs work will help learners to speak more in developing their ability.

### **Level 3: ‘What is Implied’**

These are the descriptions in the aspect of design as the result interpreted from the analysis level 1 and 2. This study finds that the aim of the materials is to develop learner’s communicative competence by encouraging the learners to *initiate* role in using language, focusing on meaning and building positive affective aspects through teaching and learning process. This is strengthened by statement by Richard & Rodger (2001) who say that Communicative language teaching as a skill learning model of learning in the acquisition of communicative competence in which include not only cognitive but also a behavioral aspect. As the analysis shows, however, language development is primarily viewed in terms of oral abilities since the vast majority of tasks require *oral output* on the part of the learners, with *written output* by the learners receiving a lower score. Since the differences are not too far, this can be said this book aimed in developing productive skill. Moreover, there is an indication that this textbook supports 2013 curriculum particularly in the aspect of the emphasis on learner-centered and meaning (PERMENDIKBUD Number 68, 2013). In brief, the aims of the textbook are build communicative competence and build positive affective of learners.

The types of tasks are scripted language practice, presentation, describing picture, writing, comprehension question, song, games, project, discussion and etc. Mostly, the tasks ask learners to practice without script and involve various

mental operation in a task. The total numbers of the tasks in this textbook is 113 tasks. This is a big number of tasks. It is good for teacher and learners because of the importance roles of task. It is through a task teacher and learners communicate in the classroom. Tasks provide the output for learners. This argument is strengthened by Littlejohn (1996) stating that the aim of task goes beyond language learning because task is an ‘interface’ between teacher and students. Therefore, the more number of tasks this textbook contains the better it serves.

The movement of task from language practice to question and the teacher explanation to language practice and discussion to writing. Moreover, the principle of sequencing of the tasks is according to the theme of the chapter and the tasks have their own topic based on the theme. Therefore, the principles of sequencing of tasks in this textbook are based on the topic.

The analysis finds that the roles of teacher as indicated in the tasks where dominantly allow learners to *initiate* rather than do *scripted response* can be said as the facilitator and monitor of the activities or tasks in the classroom. Teacher is needed to manage the classroom event and monitor language output produced by learners. Additionally, the distribution, which is provided exclusively for teacher such as answer keys, methodology guidance, translation of text/material, rubric for assessment, and syllabus overview can be the evident to strengthen that teacher’s material are intended to facilitate more efficient use of the learner’s materials by the control of the teacher as the facilitator. This statement is strengthened by the explanation of Breen & Candlin as cites in Richard & Rodger (2001) stating that the main role of teacher is to facilitate the communication process and involve in the communication as participant. Therefore, the roles of teacher are as facilitator and monitor.

The materials, it will be remembered, most frequently place learners in an *initiate* position, and require learners to *build text*, *apply general language*, and *express own ideas*. Moreover, the *source of output expected from learners* mostly comes from *learner* themselves with more than half of the sources. The analysis

found that the role of learners is in line with the theory of communicative approach where they are active developing their competence. The teaching learning emphasizes on learner centered. This interpretation is also supported by the statement of Breen & Candlin as cited in Richard & Rodger (2001) that saying the role of learners in communicative approach is negotiator between self, learning process, and the object of learning where the learners are active to achieve their competence. Furthermore, this finding is also in line with the 2013 curriculum that emphasizes on learner centered rather than teacher centered and learners are active in developing their language skills (PERMENDIKBUD Number 68, 2013).

This study finds that the role of the material as a whole is to provide route for teaching and learning English, to structure the teaching and learning of English, classroom time and classroom interaction and to provide a resource of motivating content.

## **Conclusion**

The learners' materials in "*Bahasa Inggris: When English Rings the Bell*" are supported with a teacher's manual. It is noticeable that the materials for the teacher are intended to facilitate more efficient use of the learners' materials. The emphasis of output for learner is dominantly on oral production rather than on written one. Most tasks require learners to initiate, build text and apply general knowledge. The majority of tasks focuses on meaning and requires learners to work individually. It can be concluded that the main purpose of writing the textbook is to develop learners' communicative competence by encouraging the learners to build text, to initiate role in using language, to focusing on meaning and to build positive affective aspects through teaching and learning process. The teaching and learning process using the book emphasizes on learner-centered activities where the teacher' roles are to facilitate and to monitor the activities. Whereas, the learners' role is to be active in developing the communicative activities that, in turn, will have positive affect on their communicative competence.

## References

- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Heinemann.
- Garinger, D. (2002). Textbook Selection for the ESL Classroom. *Eric Clearinghouse on Languages and Linguistics*.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Harlow: Longman ELT.
- Kementerian Pendidikan dan Kebudayaan. (2013). *Bahasa Inggris: When English Rings the Bell*, Teacher's Book.
- Kementerian Pendidikan dan Kebudayaan. (2013). *Bahasa Inggris: When English Rings the Bell*, Student's Book.
- Kementerian Pendidikan dan Kebudayaan. (2013). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*.
- Littlejohn, A. (1996). What is a Good Task? *English Teaching Professional*(1), 3-5. Retrieved May 21, 2014, from [www.AndrewLittlejohn.net](http://www.AndrewLittlejohn.net)
- Littlejohn, A. (2001). The Analysis of Language Teaching Materials: inside Trojan Horse. In B. Tomlinson (Ed.), *Materials Development in Language Teaching* (pp. 179-211). Cambridge: Cambridge University Press.
- McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and Methods in ELT: A Teacher's Guide* (3rd ed.). United Kingdom: John Wiley & Sons, Inc.
- McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.
- Nestin V. K., Andi M., & Evynurul, L. Z. (2012). *A Content Analysis on English for Kids Grade 3, a Textbook Used in Elementary Schools in Malang*. Malang: University of Malang.
- Nuri S. (2012). *An Analysis on Reading Materials of English Textbook "Look Ahead" for Senior High School of Tenth Grade Students Published by PT. Erlangga*. Unpublished Thesis. Pontianak: Tanjungpura University.

- Richards, J. C., & Rodger, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). United States of America: Cambridge University Press.
- Savignon, S. J. (2002). Communicative Language Teaching: Linguistic Theory and Classroom Practice. In S. J. Savignon (Ed.), *Interpreting Communicative Language Teaching: Context and Concerns in Teacher Education*. United States of America: Mary Jane Peluso.

# **A MODEL OF TEACHING MATERIAL OF WRITING SCIENTIFIC ARTICLE FOR TEACHER OF BAHASA INDONESIA IN MIDDLE SCHOOL (SLTP)**

*Orsida, LPMP Jakarta*

## **ABSTRACT**

The aim of this research is to develop a model of teaching material of writing scientific article for teacher for Bahasa Indonesia for junior high school teachers (SLTP). The principles of developing the teaching material are based on; (1) theoretical review; (2) need identification; (3) the analysis of current model of teaching material; (4) preliminary field-testing; (5) main field testing; (6) the model of teaching material for scientific writing workshop for teachers of Bahasa Indonesia; (7) model revision; (8) operational field-testing; (9) readability formula; (10) final teaching material model. Based on the responses of the respondents on the readability analysis using the readability formula, the result shows that the test is very effective.

**Keywords:** writing scientific article, research and development, a model of teaching material.

## **Introduction**

An Indonesian language teacher needs to possess good writing skills. Unfortunately, not every Indonesian language teacher has adequate writing skills, whereas this standard of competence is crucial. Therefore, to promote teachers' quality, trainings and guidance on improving their writing skills are needed.

There are four language skills that need to be enhanced for teachers' development, namely listening, reading, speaking and writing because possessing these four skills will enable teachers to constantly update their knowledge. It also helps to build cultured, sociable, and active citizens in the country's national development.

Writing skill, particularly writing scientific articles, is one of the skills that need to be developed by teachers, and it can be acquired, however, only after

skills of reading, listening, and speaking have been mastered. Teacher's writing skills should be socially functional and contextual as to what the purpose is, and where and when the text is used. This will be useful during participating in workshops, or when carrying out their duties. Moreover, writing scientific texts should be given special attention by, among others, conducting trainings, workshops, and other developing activities which provide a strong foundation for teachers to pursue higher studies. As such, writing skills deserve equal attention that other skills have.

However, empirical data on the field indicate that the competence of Indonesian language teachers in Middle Schools is relatively low, particularly that of writing scientific articles. This will create problems when it comes to teachers promotion. This condition is not desirable as national education requires professional teachers who can write scientific articles. On the other hand, up to present times teachers still find it difficult to write quality scientific articles which can meet the standards stipulated by the rank-promotion team, or which are illegible for printings in mass media.

Why is it that the teachers' writing skills are still so low that they do not meet the standards set by the rank-promotion team, the mass media, or their workplace? By norms, this issue is inherent in the teachers themselves as they lack practice, and excessive teaching hours also contribute to their having little time to write scientific articles. Lack of theoretical knowledge of writing may also be attributed to this situation. All and all, scientific-articles-writing workshops, class action research, thesis, paper, and writing scientific articles for journals are very important.

Instructional materials are academically and empirically of great importance in the context of learning process at workshops and trainings, and are decisive as they contain competence to be acquired by participants. Similar argument (Wright, 1987: 17) is also expressed that instructional materials can help to achieve syllabus objectives and support the teacher and students' roles in

language instruction. Brian Tomlinson (1998:2) describes instructional materials as whatever means to make learning process easier, to increase knowledge and language experiences.

Based on the research observation, the writer observes that books and instructional materials on writing scientific articles are still relatively lacking. Interviews on participants and respondents indicate that the instructional materials are lacking and irrelevant with teachers needs. As a result, the trainings are regarded as not dynamic, not wholly integrated, not fulfilling the real needs of participants in the field (Soewondo, 2004). Conclusion gained regarding the trainings is that it is hoped that they should be more dynamic, less monotonous, and able to address the participants real needs.

Should teachers fail to produce scientific writings, they will not be promoted. This is both problematic and dilemmatic for teachers (see State Ministerial Decree of Empowerment of State Personnels No 84/1993 on Teacher's Functional Position and Their Credits, and Join Decree of Minister of Education and The Director of State Personnel Administration Agency No 0433/P/1993 and no25 Year 1993 on The Procedures of Teacher's Functional Position). Theoretically and empirically, developing instructional materials on writing scientific articles for SLTP Indonesian language teachers is one of alternatives for the solution

The effectiveness of interactional approach in writing scientific articles is in line with what Ron White (1998: 3-6) claims that writing is not a merely simple matter of expressing something in language into written words; in fact, writing is a cognitive process in its own right. Therefore, writing takes conscious intellectual endeavours, that generally take place continuously in a given of time. White(1998: 3) emphasizes that writing is a form of problem-solving that involves a number of processes, among others are identifying notion/ideas, determining the form (of the notion) that will be used, planning, goal-setting,

evaluating what has been, and will be, written and expressing meanings that will be conveyed.

Theoretically and empirically, developing creativity in writing scientific articles aims to improved quality of writing scientific articles; hence, scientific study is needed which, among others, is through research and development This research is expected to have positive impact on upgrading teacher's writing skills in writing scientific articles, as well as enhancing researchers' professionalism as a master trainer at Education Quality Assurance Institution (LPMP)

## **Problem Formulation**

The formulation of research problem is that:

How is the model of instructional materials for writing scientific articles for Indonesian language teachers of SLTP?

Specifically, this research will address the following research questions:

1. How is the identification of instructional materials needs according to teachers and widyaiswara?
2. How is the model of instructional materials for writing scientific articles used in teachers' trainings?
3. What are the principles of teaching material development based on theoretical studies?
4. How is the fitness of model of instructional materials based on the analysis of existing model of instructional materials?
5. How is the teaching material models according to experts' opinion?
6. How is the effectivity the model of writing scientific articles according to teachers and master trianers?
7. How is the test result of readability of instructional materials with the model of development?

## **Theoretical Reference**

To develop instructional materials as wished, the writer conducts theoretical analysis. Hence, in this chapter the writer describes several theoretical reference related with this research. This theoretical reference serves as a foundation for the instructional materials models for writing scientific articles in Indonesian language for SLTP teachers. Theoretical reference related with this research consists of: (a) the essence of teaching material model of, (b) definitions of model, (c) the essence of writing scientific articles, and (d) Interactive approach

### **The Essence of instructional materials**

#### **Definition of Model**

The term of model has a number of meanings, and it may mean as a smaller imitation of the real thing.

What is meant by "a model of instructional materials for writing scientific articles"? In this case, it refers to a conceptual framework containing procedures of how to systematically develop a model of instructional materials for writing scientific articles for SLTP Indonesian language teachers. Thus, developing instructional materials for writing scientific articles is basically the methods for writing scientific articles for workshops so that the participants can improve their skills of writing scientific articles as desired. These procedures for writing scientific articles are realized in its components that cover phases to write scientific articles

Greco defines model as a system of symbols (including language), graphic appearance or means that generally serves to provide knowledge scientifically related with the aspect of psychology. Besides this definition, the term model also has varied meanings based on its use in different subjects: 1) model means as an imitation of an object that usually has a smaller dimension than its real object 2) a certain version of a product 3) someone paid to display a product 4) a simplified

version of something more complicated 5) guidance, role model of certain conducts 6) artistic subjects 7) description of a process or system 8) imitation for zoology animals 9) interpretation of theory verification in logics.

It can be concluded that a model is an example and an object or description of a system that represents the actual circumstances, and in this perspective it represents the actual situations in a simplified form but still possessing the circumstances it represents

## **Definition Of Instructional Materials**

Instructional material is defined as detailed specifications of content that guide teachers in terms of coverage and an amount of attention devoted to certain contents or pedagogical tasks. Wright adds that instructional materials can help to achieve syllabus objectives and support the roles of teachers and students in the instructional process.

Based on the definition above, instructional materials are referred in this case as textbooks as they can stimulate interaction in language instruction and are the most commonly used form of instructional materials.

The characteristics of the design of textbooks can be indicated by syllabus format and the other way around. Instructional materials are important as they are the essence that fills in the framework of learning experiences that is outlined by a syllabus.

Cunningsworth brings up the roles of instructional materials, which are as presentation of learning materials, activities for students to practice communicating interactively, reference for language information, sources for stimulants and ideas for classroom activities, syllabus, a support for inexperienced teachers. Similarly Dudley-Evans and St John discuss the function of instructional materials as language sources, motivational resources and reference

It can be concluded from various opinions above that instructional materials are a set of materials arranged systematically so that conducive environments are created that allow students to learn.

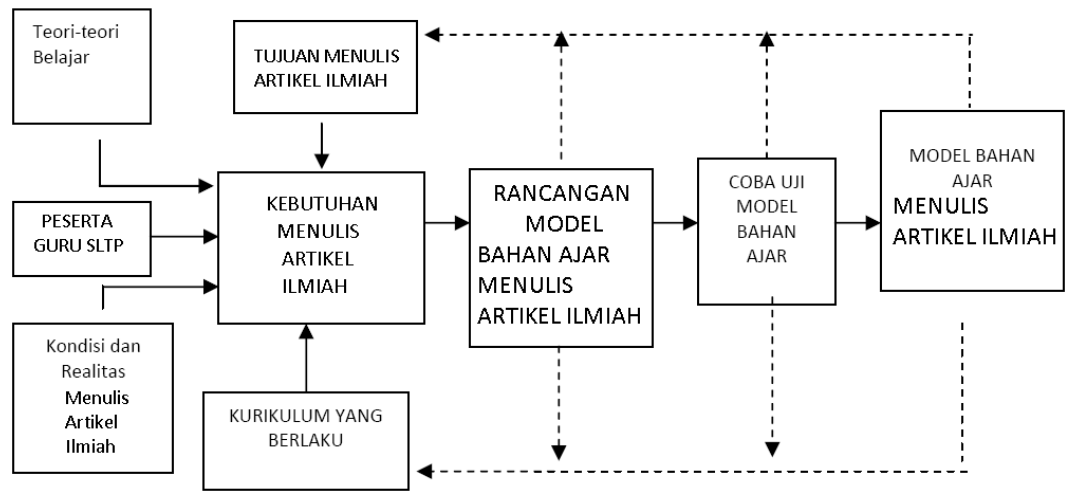
An instructional material should cover at least:

- a. Learning instruction (for learners and master trainer)
- b. Competence to be achieved
- c. Task Instruction, may be in the form of work sheet
- d. Response or feedback on the evaluation result
- e. Learning content
- f. Supporting information
- g. Exercises
- h. Evaluation

## **Developing Instructional Materials**

Developing quality instructional materials is carried out through a series of instructional material development activities. Planning effective instructional materials is similar with that of learning process. Jolly and Bolitho propose instructional materials development that composes:

- (1) needs identification of widyaiswara and teachers/participants;
- (2) determining explorative activities of material needs
- (3) contextual realizations by proposing appropriate notions, text selection, and selecting texts and contexts of instruction materials
- (4) pedagogic realization through tasks and exercises in the instructional materials;
- (5) production of instruction materials
- (6) participants use of instructional materials
- (7) evaluasi bahan ajar.



**Gambar2.1.** Model scheme of instructional materials from Jolly and Bolitho

Richards proposes program design of instructional materials development that consists of:

- (1) Objective development,
- (2) Syllabus developments,
- (3) Instructional materials organization into units,
- (4) Units arrangement

Sources and inputs selections for the materials, and types of exercises and tasks should be taken into consideration. Instructional materials in this research uses two designs above. The combination of Jolly & Bolithos' design and Richard's consists of four major phases, which are:

**Table 2.2: Four Phases of Instructional Materials Development**

I.NEEDS IDENTIFICATION	Explorations of need materials (curriculum objectives)
II. SYLLABUS DEVELOPMENT	Learning analysis
III.PRODUCTION OF INSTRUCTIONAL MATERIALS	Learning units development Contextual realizations Contextual realizations Pedagogical realizations (structural development per unit)
IV.EVALUATION OF INSTRUCTIONAL MATERIALS	use of instructional materials (piloting)

## **Evaluation of Instructional materials**

Phase of product piloting in the instructional material development is included as part of instructional material evaluation, and its effectiveness can be seen from respondents' opinion, experiments, analysis and readability test. Instructional materials are also retrospective in nature .

In this research, instructional materials are evaluated based on arguments of Tomlison, Richards dan Rogers, and Cunningsworth. There are three classifications on measuring the effectiveness of instructional materials, namely instructional material's relevance with the syllabus, publication aspect and design aspect. Evaluation of instructional materials can be examined from the aspect of readability. This research adopts Fry's formula as it is suited for all ages, and it has been tried on Indonesian language texts by Harjasujana (1997: 123).

### **Needs Identification**

Needs identification considers factors which have strong impact on language instruction objectives. They are participants, widyaiswara dan learning atmosphere and situations. This analysis is called "Analysis of Obstacles," which is take into consideration when developing instructional materials, for examples:

- (1) If the obstacle is participants' lack of interest in the topic, then the materials should consider activities that may arouse their interest.
- (2) If the factor of widyaiswara' competence is the obstacle, then the materials should be ready-for-use and thorough,
- (3) faktor sumber belajar lainnya (misalnya koleksi buku diperpustakaan) kurang memadai maka bahan ajar haruslah dapat menjadi model yang relatif lengkap secara minimal.

If the factor of inadequate other resources (like library's books) is the obstacle, then the materials should be made minimally complete.