

Developing Writing Workbook Using Magazine-Designing Tasks for The Seventh Grade Junior High School

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Abstract: There were three major aims of this research. The first one was to find the target needs of the seventh grade students in learning writing in English. The second was to find the learning needs of the seventh grade students in learning writing in English. The last was to develop the suitable tasks for the student's writing workbook for the seventh grade. This research employed Research and Development (R & D) approach. The subjects of this research were the seventh grade students of SMP N 4 Ngaglik, Yogyakarta. This research was conducted by following Borg and Gall's model (1983) and Masuhara's model in Tomlinson (1998) with some modifications. The steps of this research were conducting needs analysis, designing the course grid, developing the first draft of the materials, asking for expert judgment, revising the product and writing the final draft of the materials. There were two types of questionnaire used in collecting the data. The first was needs analysis questionnaire which was intended to find out the target needs and the learning needs of the students. It was filled by the students as the subject of the study. The second questionnaire was the expert judgment questionnaire. It was intended to assess the appropriateness of the developed materials and being filled by the expert. The data of both questionnaires were analyzed through descriptive statistics. The result of the needs analysis showed that the students needed a writing workbook as supplementary materials. Three units of writing workbook materials based on 2006 Curriculum (School-based Curriculum) using magazine-design task as the final project were developed in this research. The unit design used the four stages of genre-based approach as being mentioned by Feez and Joyce in Richards (2006). Each unit had eight main parts: *get ready* (Building Knowledge of Field), *find out* (Modelling of Text), *move further* (Joint Construction of the Text), *try to do it* (Independent Construction of the Text), *homework*, *reflection*, *fun zone*, and *my magazine*. The input of the materials was in the form of written texts, pictures, and explanation. Based on the results of the expert judgment, the mean score of the whole aspects of the developed materials was 3.32 which was in the range of $3.25 \leq x \leq 4$, and categorized as "Very Good". As a result, the student writing workbook using magazine-design task was considered appropriate for the seventh grade students.

Keywords: *English Learning Materials, Writing Workbook*

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Introduction

English, as an international language, is important to be studied and being taught in both formal and non-formal school in Indonesia. Commonly, the English learners are required to master the four important skills in learning English; listening, speaking, reading, and writing. They are expected to be able to produce the products such as speech for speaking, and text for writing.

However, writing is not as easy as people think. It involves many important aspects usually called the micro skills of writing. This led into problems to the English learners especially those who are beginner learners (the seventh grade junior high school students). There seem to be one significant factor that causes the problem of students' writing. This factor is the availability of students' writing workbook. There are some problems that indicate the importance of developing student-writing workbook with magazine-design task for seventh grade junior high school student.

The first one was the limited sources of writing materials. There are two books used by teachers to teach writing, one main course book namely *English in Focus* and one *Lembar Kerja Siswa* (exercise book) namely *Materi Pengayaan Bahasa Inggris*. The course book is an integrated course book explaining the four skills. Thus, the writing skills do not get much attention and only get a small portion in every chapter of the book. Moreover, the LKS provides many exercises but most of them do not provide the example of how the students should do the task. There is no clear step of how the students should begin their writing and there is no enough information about the language features of the text.

The second problem was the students' interest in writing. Most of the students feel bored when they have to read or write a text which the topic does not attract them. The teachers themselves do not always provide an interesting task or input because they have many duties and the limited time. Thus, the students do not show their enthusiasm in writing.

The third problem was the time limitation of the writing activity. Writing activities which include the prewriting stage until revising stage often take a lot of time in class. The teacher often take writing as a homework so that the students can do the tasks at home and check the work at school to save time, but then the students need a medium to support their writing at home so that they can learn writing more independently and the students' work will be more structured.

This research has formulated three problems: (1) target needs, (2) the learning needs, and (3) the appropriate tasks of student writing workbook for the seventh grade of SMP N 4 Ngaglik.

Research Method

This research was categorized as Research and Development (R&D). This research was conducted on June 2015 at SMP N 4 Ngaglik, which is located on Jl. Palagan Tentara Pelajar, Sariharjo, Ngaglik, Sleman, Yogyakarta. The

population was the students of grade 7 SMP N 4 Ngaglik in the academic year of 2014/2015. The samples of the research were students of Class 7B and 7C with 32 students each. Therefore, the participants were 64 students with 30 boys and 34 girls in total.

The research procedure followed the research and development cycle according to Borg and Gall (1983: 775) and Masuhara's model in Tomlinson (1998: 247). The researcher simplified the model into five steps; (1) conducting need analysis, (2) designing the product and the course grid, (3) developing the first draft, (4) asking for expert judgments, and (5) revising the product and writing the final draft.

The instrument of the research was questionnaires. There were two questionnaires used to collect the data. The first questionnaire was for the students and the second questionnaire was for the expert judgment. The data of the first questionnaire were collected in order to find out the learning needs and lacks of the students. The second questioner was for the expert judgement. For the first questionnaire, the data were analyzed by calculating the percentage of each answer in the questionnaire and the answer of which the percentage was the highest was considered representing the students' actual condition. Meanwhile, for the second questionnaire using the likert scale, the researcher used a formula stated by Suharto (2005) to analyse the data.

Research Findings

The result of this research was a student writing workbook using magazine-design task based on 2006 curriculum. After the process of developing the materials, the writing workbook has been judged as appropriate for the seventh grade junior high school students.

The first step of conducting this research was needs analysis. This step was conducted on June, 2015 by distributing questionnaires to the students. The questionnaire was in the form of multiple choice questions. The questionnaire aimed to find the students' target needs and learning needs. The target needs consisted of necessities, lacks, and wants of the students. Meanwhile, the learning needs consisted of input, procedure, learners' role, teachers' role, and setting.

After conducting needs analysis, the next step of the research procedure was designing the course grid. The course grid was designed based on the result of the needs analysis. The researcher was developing the course grid based on the 2006 curriculum (school-based curriculum) including the standard of competences, basic competences, learning materials, learning activities, indicators, assessments (techniques, types of instrument, examples of instrument), and learning resources.

The next step of the research procedure was developing the first draft of the materials. The unit design was using the four stages of genre-based approach; Building Knowledge of Field (BKOF), Modelling of the Text (MOT), Joint

Construction of the Text (JCOT), and Independent Construction of the Text (ICOT).

After the first draft of the materials was developed, the next step of the research procedure was conducting expert judgment. In this step, the researcher used the expert judgment questionnaire covering the aspects being evaluated by an expert. In the expert judgment, there were four aspects that were evaluated. The aspects were the appropriateness of the content, language, presentation, and the graphic. As the revision had been made, the materials were considered as the final draft.

Conclusions

Target needs were what the learners needed to do in the target situation. The target needs were divided into three points. Those were necessities, lacks, and wants. Learning need was what the learners need to do in order to learn. There are five aspects belonging the learning needs. Those were input, procedures, setting, teachers' role, and learners' role.

The materials consisted of three units. Each unit consists of a unit title. The unit title was in the form of questions such as "Can you make it?", "Who is she?", and "Where do you live?" in which by reading the title the students could predict what they were going to learn in the unit. Then, it was followed by a brief description of the objectives of the unit.

There were eight main parts in each unit which includes the four stages mentioned before. The first one was *Get ready* included the BKOF stage. In this stage, the students were introduced to the model of the text type being studied. The second part was the main lesson including the MOT and JCOT stages. The term *Find out* and *Move further* were used by the researcher. In the MOT stage, the students were introduced to the structural pattern and the language features of the text, and then in the JCOT stage they began to contribute to the construction of the text. The third part of the unit was the ICOT stage and the researcher used *Try to do it* as the term. In this stage, students started to work independently with the text. The next parts were *Homework*, *Reflection*, *Fun zone* and *My Magazine*. There were some games provided in the last part of the unit to amuse the students and then *My magazine* was the place to write their final work and later will become a complete students' personal magazine when all the tasks of each unit were finally done.

Based on the results of the expert judgment, the mean score of the whole aspects of the developed materials was 3.32 which was in the range of $3.25 \leq x \leq 4$, and categorized as "Very Good". It could be concluded that the materials were appropriate for the seven grade students of SMP N 4 Ngaglik in learning writing.

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