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**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN "PGRI" NGANJUK**

**Alamat Redaksi:** Jl. Abdul Rahman Saleh No. 21 Nganjuk 64411

Telp. (0358) 321447, 330650, Fax. (0358) 321447, e-mail: [stkipnganjuk@gmail.com](mailto:stkipnganjuk@gmail.com)



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## DEVELOPING SUPPLEMENTARY WRITING MATERIAL FOR UNIVERSITY STUDENTS

Caltira Rosiana

PGRI STKIP PGRI NGANJUK

e-mail: [caltirarosiana@stkipnganjuk.ac.id](mailto:caltirarosiana@stkipnganjuk.ac.id)

### Abstrak

The objective of this particular research and development is to produce the supplementary materials to encourage the students' academic writing for University students in second semester. Based on the preliminary study conducted by the researcher, it was discovered that most of the learner lacked motivation to create a simple paragraph in writing skill because the instructional document problems. To achieve the aim of this study, R&D proposed by Borg and Gall (1983: 771-789) as follows the need assessment and reference, developing material, product validation, implementation of the product and final product. The product designed with Contextual Teaching Learning (CTL) method which has the challenging activities with relating, experiencing, applying, collaborating, and transferring. To collect the relevant information, the researcher used guided questionnaire for students, interviews for teachers, a checklist form and suggestions for expert validation. The results of the data analysis from expert validation indicated that there were some strong and weak points of the materials developed so that the weak ones needed to be revised. To know the applicability of material developed, it is needed to apply the product in the real field. The implication of this product was divided into three points namely, the students could achieve the writing skill around 87%, the students' motivation also improve around 88% and around 88% of the student could give the feedback about writing problem. Finally, the researcher suggests the teachers and students to use this supplementary material in teaching writing activities for the second semester students of University to enhance students' ability in writing.

**Kata Kunci: Supplementary material, writing, academic writing**

### Introduction

As a foreign language and international language, English evolves authoritative in every aspects of life so there are many people want to study English including in Indonesia. To master the English subject, the learner should stretch 4 skills, it is also affirmed by Brown (2007:284); the important skills are productive performance in oral and written and form of receptive performance in aural or auditory and reading (Rosiana, C: 2011). When the students produce the utterances in order to communicate their intention which forms the message we call it as productive performance. So, the students as the writer produce the graphic representation of the message. Sometimes, he/she

makes a gesture or some sign which conventionally express the students' message.

Based on the Indonesian's government survey in 2013, Indonesian people have the lower scale in writing activities and the writing activity was considered ineffective and still unable to make the learner able to understand the text and make notes. Moreover, the complaining in writing skill does not just come from the students in the university, but also others.

The objective of this research is to develop the supplementary writing material to improve academic writing students in the university. The researcher serves the additional material by combining both of core books and some supplement materials in writing. So, both of materials in core book and additional writing material do not only encourage the knowledge and the students' skill in Academic writing, but also in English Academic.

The researcher conducts the supplementary writing material with the effective method. Then Contextual Teaching Learning (CTL). method is one of the methods which are support the implementation of English skill for the students in the university. The CTL activities will challenge the students' interest, motivation and curiosity (Williams, M. A., & Bevan, M. J. 2007: 171-192). Then writing material uses the challenging activities from relating, experiencing, applying, collaborating and transferring. In the learning process of this method will stimulate the students' skill in academic writing. Next, the writing materials focus on writing sub-skill because this supplementary representing for the students in the second semester. Base on the syllabus, the material serves as writing sub-skill such as organization of paragraph and paragraph structure. The academic writing serves as the introduction about pre-writing, drafting, revising, editing, and publishing. At last, the researcher here focuses on the students' writing skill beside academic writing skill because academic writing will learn clearer in the next semester. The researcher gives additional material about academic writing to stimulate the students' motivation and their knowledge about writing.

### **Research Method**

This research is aimed to produce an appropriate supplementary material to overcome the students' difficulties in English learning especially on writing text and stimulate academic writing skill for University Students in the second semester. In general, Research and Development is the process to develop and validate the educational product (Borg and Gall, 1983:772) a set of the steps (see table 1)

Table.1 Steps of Research and Development (R&D) adapted from Borg and Gall (1983: 771-789)

<b>Stage</b>	<b>Research and Development (R&amp;D) design</b>	<b>Activities</b>
One	Need Analyses and Reference	<ul style="list-style-type: none"> <li>• The students' interview</li> <li>• The students' questionnaire</li> <li>• The teachers' interviewed</li> <li>• Analyze the identify required recourses (students' competence, syllabus, and writing book )</li> <li>• The available of writing skill (lets' write)</li> </ul>
Two	Developing Material	Design of supplementary material in writing to improve academic writing of university students.
three	Product validation	Expert Validation <ul style="list-style-type: none"> <li>• English Lecturer from STKIP 'PGRI' Nganjuk as the internal validation</li> <li>• English Lecturer from IAIN as the external validation</li> </ul>
four	Implementation of Product	Empirical Validation The students whose study in English Department STKIP 'PGRI' Nganjuk <ul style="list-style-type: none"> <li>• Try out</li> <li>• Instrument</li> </ul>
Five	Final product	a. Revision from the Implementation of product b. Revision from empirical validation c.

### **Subject of Try Out**

The subject population of this research is the second semester students of STKIP 'PGRI' Nganjuk who is taking *writing I* in the academic year 2015-2016.

Then, the number of students involved for the subject of this research is twenty eight students (one class) as the purposive sampling technique. Unfortunately, there are three students whose is absent in writing class during the observation. The purposive sampling is part of non-probability sampling technique which is used in this research to avoid the ineffectiveness of English leaning process during the research. The role of non-probability sampling is compatibility both of criteria of research and university judgment. The subject of try out from this product represents in one class, it does not base on their problems in English academic, but their interesting and academic score are included.

Besides, the purposive sampling has aim to focus on particular characteristic of a population, the effect of this sample enable to answer the research question with sharply and clearly. Related to these cases, finally one class was chosen to involve in the process of obtaining information, need assessment, and try out phase. And other English teachers are also involved in the need assessments conducted in the interview stage and questionnaire (see table 2)

Table 2. The Subject of Needs Analysis

No	Audience	Number	Data Collection
1.	English Lecturer	2	Guided Interview
2.	The students in English Department who is taking writing I in STKIP Nganjuk in the academic year 2015-2016	28	<ul style="list-style-type: none"><li>• Guided Interview</li><li>• Questionnaire</li></ul>

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### The Instruments

After trying out the students, the researcher has given the guided questionnaire and checklist to know the opinion, comment, critics, and suggestions of the materials. First, to know the quality of the materials the researcher distributed a sort of guided questionnaire for the students. The

questionnaire was distributed to the students in English Department who is taking writing I in STKIP Nganjuk in the academic year 2015-2016. All the questionnaire items based on the product which has been tried out, such a questionnaire covered: understanding the writing sub skill, the students' motivation in writing skill and how the students faced the exercises to improve their academic writing.

Then, the check list also was given to English lecturer and the expert validations. They got the same checklist in the general, but the focused was different. The internal validation got the items check list which focused on the students and the external validation focused on the research and development.

## Findings and Discussion

### The Needs Analysis and Reference of Study

The result of the needs analysis in the R&D is the first step which was derived from the students in English Department by identifying performance gap and confirming the intended audience and set up the reference of the study as the criteria of success and the target competence of the product development by with planning, analyses, and evaluating.

Table 4. The Conceptualized Writing Skill

Planning	Analysis The students' need	Evaluation Target of Goal (curriculum standard)
<b>Writing I Level</b>	<b>Academic Writing</b>	<b>Writing Material</b>
	1. Prewriting	1. picture
	2. Drafting	2. table or date
	3. Revising	3. dialogue
	4. Editing	4. movie
5. Publishing	5. song	• Academic writing
	<b>Writing Sub-skill</b>	<b>Writing activities</b>
	1. Organization of Paragraph	1. relating
	2. Paragraph Structure	2. experiencing
		3. applying
		4. cooperative
		5. transferring
		• writing Creative



Note: the question usually comes in unpredicted time

Table 3. The Result of need Analyses and Reference

Identifying performance gap and Confirming The Intended audience	Problems	Solution
<b>The students' interview</b>	Lack of writing skill Lack of motivation in writing skill	Additional writing material to improve the students' academic writing
<b>The students' questionnaire</b>	Need various material in writing that stimulate the students' motivation  Lack of academic writing material based on the students' need and support the standard curriculum CTL  Most of the students lack of understanding about writing skill, writing sub skill, writing organization	1. Reading comprehension used performance task to stimulate the students' skill in writing 2. Additional writing material to improve the students' academic writing
<b>The lecturers' interviewed</b>	The students need writing book which is suitable with the students' condition  The students need variation writing material  The students need motivation to learn writing	1. The students' need the writing supplementary material as the students' work sheet. 2. The students' need interesting activities to reach the writing sub-skill and improve academic writing as the target of goal in this study.
<b>Required resources</b>	Writing book "lets write" cannot fill up the students' need  Based on the syllabus or writing I, both of students and lecturer need others book. So, both of them should be creative to find	1. The students need others book to study writing 2. Both of students and lecturer need supplementary writing materials to support them in the learning process

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the suitable writing material

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All of the material this study is focused on the writing skill in the planning, analyzing and evaluating to solve the students' problem in the instructional document. These areas specifically were represented in Contextual Teaching Learning (CTL) method and the target of goal of this product as same as the academic English for the English Department in University student.

### **The Product Validation**

Took to four the writer had consulted her text book to external validation Hanif Mualainiam, M.Pd is the lecturer of IAIN AL-Qolam Malang, he is also has experience in Instructional Design and Material Development. Besides, Triana Wurri, M. Pd as the internal validation who has experience in writing subject.

### **Implementation of the Product**

The researcher had done some steps in implementing the try out:

- Developing the syllabus and making lesson plan of the chapter which is trying out.
- Doing the lesson plan.
- Observing the learning process
- Taking picture/recording of the activity
- Filling questionnaire (students)
- Reporting it.

Bellow some notes that researcher get from observation sheet in try out phase:

Table 6. The Academic Writing Skill

No	Items Question	Writing Skill	
		Frequency	Percentage
1	Pre writing activity	23	92%
2	Drafting activity	20	80%
3	Revising activity	21	84%
4	Editing activity	20	84%
5	Publishing activity	22	88%
6	Organization of paragraph	25	100%
7	Paragraph structure	20	84%

First, most of the students could understand the writing skill as the important skill in academic English. It will help the students to reach the standard of academic English in the formative test and their thesis as the final assignment in the University.

Table 7. The Students' Motivation in Writing

No	Items Question	Motivation in Writing Material	
		Frequency	Percentage
1	Following the writing subject	25	100%
2	Doing writing assignment with responsibility	19	76%
3	Student activity in writing subject	22	88%
4	Understand the academic writing	20	80%
5	Creating a writing text	24	96%

The students' motivation in table 7 also increased in English subject eventough the material base on the academic writing level. All of the students

have motivation in writing subject, then 76 % or 19 students doing the writing assignment with enjoying. Next, the students' activities in the writing class also increase to be 88%. Here the academic writing material which served in the supplementary material has various activities that stimulate the students' motivation. The students' understanding about academic writing in 80% or 20 students, it means the students have motivation in this material but they need space for study. The researcher believes the students in the future will comprehend academic writing more with the supplementary writing material. Last, almost all of the students (96 % or 24 students) could create the writing text by their self.

Table 8. The Students' Activities in Writing

No	Items Question	Writing Activities	
		Frequency	Percentage
1.	Understanding the materials with individual	18	72%
2.	Understanding the materials with group discussion	25	100%
3.	Give the explanation about the material with individual	19	76%
4.	Give the explanation about the material which is discuss	23	92%
5.	Presentations about writing	20	80%
6.	Doing writing assignment with IT	24	96%
7.	Make summary or brief information about writing	25	100%

From the table 8 it can drawn that all of the students (or 100%) could understand the writing material with discussion and 87% the students

understand the material by their self. While the students might understand the material by their self, but in performance task when they followed group discussion in the learning process, the result was better. Around 92% or 23 students could explained their idea about writing material with group discussion is higher 92% or 23 students than the material which is not discus. The students were possible to make a good cooperation with their friends to understand material. In standard curriculum, performance task have good effect for the students to share, discuss and try to solve the problem together.

Reflect on the data above, to stimulate the students' academic writing need more time and practice. The product and development got revision from empirical validation during the trying out product and the expert validations during the implementation. First, the researcher has designed the activities in twelve chapters. Actually, every chapter focused on the writing skill to make the students really understand about the materials. But because of the limited time, the researcher should be put all of the writing skill in short meeting.

The weakness also came from the quality of writing supplementary material. The writing material served in paper based, so the researcher should be printed out all of the material as same as with the prototype which has made for the expert validations. It makes some pictures and text unclear, so the researcher should be making the unclear paper in copy version.

### **Conclution and Suggestion**

The material developed in this research was focused on the writing skills for twenty eight students of the second semester in STKIP 'PGRI' Nganjuk to supplement the existing materials used by lecturer and students. The sources of the material were taken from several sources. The researcher selected, adopted and adapted those materials considering to the students' need and was appropriate with the standard competence and the basic competence on the syllabus. This product and development helped lecturer in providing the



material that was rarely provided in the previous text book. Moreover, it aimed to help the students have more chance in writing practice. It implied that the material designed in line with the Contextual Teaching Learning (CTL) method used the performance task to stimulate the students' academic writing and support the standard curriculum in the learning process. Therefore, the implication of this supplementary material did not just in writing skill but also the communicative skill and the reading skill.

### **Suggestions**

Suggestions for the lecturer and students, this supplementary material can be use in teaching writing activities for the second semester of STKIP 'PGRI' Nganjuk and others university to improve the students' writing skill. Not only help the students, this product and development can be used to help the lecturer in providing the materials related to the students' need and the standard curriculum. Moreover, this product and development is only one of the alternatives for the lecturer and the students. It is also possible to combine this supplementary material with other sources.

In implementing of product and development, the internal validations are suggested to split-up the writing skill in every chapter. It is because learning all of the writing skill in a chapter is difficult condition for the students. They need time to study the academic writing skill, yet they also need more practice to master every writing skill. The researcher gave the positive response of this suggestion because it is support the researcher designed at first. The following suggestion also explained by the internal validation to make this supplementary material in e-book version to serve it with the technology. So, the students and the lecturer tend to do their writing activity in front of PC or notebook.

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