

# HASIL CEK\_60171101\_IECPPE

## Model for Academic Writing

### Material Development

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## IECPPE Model for Academic Writing Material Development

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**Abstract:** Academic writing is an important subject for university students. They need to write papers, articles and other scientific writings. To support students gaining the ability to produce an academic writing, having learning materials suitable to their needs are compulsory. This article aims at discussing the research result of theme-based-academic writing materials for English education department students using IECPPPE model recommended by Jolly and Bolitho (2002). This IECPPPE model consists of 6 steps: Identification, Exploration, Contextual realization, Pedagogic realization, Production and Evaluation. The source of data comprises results of previous studies, lecturers of related subjects and students. The instruments used to collect data were questionnaires and interview. The product materials were reviewed by a book reviewer. The result of study is the material of Academic Writing for English Education students, consisting of ten thematic units. This material is based on teaching themes covering three subthemes: English Teaching, Linguistics and Literature.

**Keywords:** Academic writing, Material, Thematic

### 1. Introduction

Writing is different from the three other skills which are listening, speaking, and reading. It is usually considered as the most difficult language skill. There are many language components to be mastered in order to have a good writing ability including academic writing. Writers have to master the content, grammar, vocabulary, mechanics, and the ways to organize their ideas. Academic writing demands complex writing skill. Experienced teachers, students' determination and attitude, teaching method and materials also contribute to the success of learning to write. Each of them has important roles in the process of gaining such learning success.

In regards to the learning of academic writing in a classroom, a study done by Fatimah (2013) revealed that English department students need learning materials that are appropriate to their local contexts and learning needs. The materials they have used so far are in the context of other nations. Therefore, the materials do not quite fit with the needs of these students.

The existing problems related to academic writing materials are the suitability of the material with the context and needs of the students. This context can be materialized from various angles; for example; the materials used, examples used, discussed themes and so on. From the point of needs; students who learn academic writing need materials which will be used for the purposes of generating the competence to write scientific papers. The works can be articles, proposal or thesis. Therefore, the students need teaching materials which will help them generate scientific works.

Learning materials in learning a language is anything that can be used by teachers and students to make learning easier. The materials may be linguistics, auditory, visual, kinesthetic, and can be in the form of print, video, audio, and so on (Richards and Schmidt 2010). Therefore, learning materials have to be in very diverse forms. Principally, learning materials are used to provide convenience to the students in learning the targeted language.

Selection of the materials used would depend on the needs of the subjects and the availability of such materials. It could be in whatever form, the selection of materials to be used by the teachers, the teachers need to pay attention to the characteristics of good materials. According to Crawford (2002) good materials have the following characteristics: using functional language and contextual; involving the students to use the language with a clear purpose; using realistic and authentic language; having audio-visual component; developing skills both oral and written; encouraging students' autonomy; flexible enough to serve different individual and context; involving students in affective and cognitive aspects.

This article focuses on the research and development of academic writing teaching materials based on themes. The themes taken as the basis for developing materials are English Language Teaching and Learning. These themes are divided into three groups of sub-themes, namely literature, linguistics, and language teaching in accordance to the field of study that can be investigated when the students write their thesis.

## 2. Methodology

The model-making materials suggested by Jolly and Bolitho (in Tomlins<sup>2</sup>, 2002) were used to develop the academic writing materials. The model has several steps consisting of the identification, exploration, contextual realization, pedagogic realization, production and evaluation (IECPPE). The modification was done by eliminating one stage, that is, "use." The material produced, therefore, was not used after the first draft was composed, but it was directly evaluated.

The participants are the students and lecturers of English Education Department. The students are those who attended the academic writing class. The lecturers are those who taught academic writing class and consultants of thesis writing.

The early preparations stages were carried out with regards to the outcome of the research. Needs analysis (needs assessment) based on Fatimah (2013) and this outcome were combined with the appropriate thematic learning curriculum of 2013. In addition, the discussions and interviews with colleagues (among the lecturers) and interviews with several students were also conducted. Apart from the students, the data extracted from the lecturers are also related to subjects of academic writing.

The lecturers involved were the lecturers in parallel classes of Academic writing classes, seminars and thesis consultants. The essence of the interview includes 4 aspects. The four aspects include personal identity, experience in writing academic classes, problems in academic writing and academic writing input for the material.

The data were analyzed qualitatively. Triangulation technique was used as a cross-check in order to obtain valid data. The main data were the result of a needs analysis in the cross-check with the interview with the students and lecturers of the academic writing course and thesis consultants.

## 3. Findings and Argument

Research related to the needs of students (Fatimah 2013) in a class PBI academic writing reveals the following results. Students assumed 70 % of the materials that have been designed by the English education department for the academic writing course need to be maintained. Meanwhile, lecture activities that are considered important are the provision of feedback from the faculty and students as well as the practice of writing directly in the classroom. For skills improvement, students expressed the importance of knowing the parts of essays and scientific works - introduction, content, conclusion, writing an outline, paraphrasing and producing; a complete scientific work. Students consider related sources serve as important modules/textbook and these may also derive from the Internet or the writing of scientific journals. Next, the problems faced by the students are in the development of ideas, the use of grammar, vocabulary and language expression.

Other studies related to the development of curriculum based learning materials are carried by Syatriana et al (2013). The results showed that learning with a variety of materials and strategies can increase students' learning outcomes. The results also show students and lecturers stated that appropriate materials are good enough to be used in learning activities and can improve the ability of students.

There is a difference between the research methods used in the previous paper and this current paper. This paper discussed the use IECPE (Identification, Exploration, Contextual realization, Pedagogical realization, Production, and Evaluation). Meanwhile, the previous study used ADDIE and in detailed use some combinations of other methods. Another difference is the previous studies were research-based curriculum while this study is based on the theme.

According to Taylor (2009) writing dwells on four related elements: the author, what is written, readers and the language form. Scientific writing is not simply deliver opinion however it is more than that. An academic writer must give reasons that reinforce the idea he/she conveys. All of the ideas must be presented with clear language that can be accepted as a convention by the academic community in particular disciplines.

Academic writing is a skill learned by the students who learn English. The skill is necessary for students to use to answer examination, write scientific papers, to draw up a proposal until the time of writing the thesis. In fact, to master these skills is not an easy thing. Graduates who have learned English for many years in the country often have difficulties in writing an academic piece. In fact, the graduates still produce academic paper that is unclear, confusing, unstructured and too personal (Hinkel 2004).

There are several characteristics that must be fulfilled in an academic writing. According to a research conducted by Rosenfeld et al. (2001 in Hinkel 2004) on several students from various departments, the important characteristics are: preparing and submitting the main and supporting idea; using of reason and relevant examples for support, using standard writing correctly including grammar, phrases, sentence structure, effective spelling and punctuation; using option vocabulary according to the topic; and being aware of the needs of the reader and write according to whom readers are.

Besides the above characteristics, Geyte (2013) suggested some academic principles to be followed in preparing academic writing. The principles include accuracy, authority, and integrity. By following the principles of accuracy, a writer must use accurate grammar and punctuations. While applying the principle of authority, the writer does not only collect data but form an opinion based on what has been read and use the resources to make the justification (Geyte 2013). With this principle, the writer will show the difference in what he writes with what is written by other writers. The next principle is the principle of academic integrity. This principle suggests that the writer uses the principle of honesty in his resolve. The writer will show clearly how other writings have been made as a reference and shows how much it contributes the writing of his work. This principle also requires that the writer does not perform plagiarism.

On the other hand, Hedge in Murray and Christison (2011) stated five competencies that must be achieved in academic writing. First, students need to be able to afford to have a high level of organizational competence so that the ideas in the writing can be clearly enjoyed. Next, the students must also have high accuracy in writing with the attention to technical terms to avoid misunderstanding in the meaning. Third, students as writers need to control the use of grammar so that information can be received well. Furthermore, the writer(s) should know the vocabulary in the discipline of a student and then as a writer should be able to integrate all of these competencies to produce a style appropriate to the reader and to a certain context.

In writing scientific papers, scientific vocabulary term is known as academic vocabulary. This refers to words that are relatively common in the scientific literature in general, for example, adult, chemical, colleague, consist, contrast, equivalent, likewise, parallel, transport and volunteer (Paquot 2010). Academic Word List of Coxhead is the most widely used in the fields of education, testing and language teaching (Paquot 2010). In addition to academic vocabulary, scientific writing also required mastery of the technical terms for specific disciplines explored by the writer of the scientific papers (Paquot 2010). The use of these terminologies has become an integral part in

academic writing. Next, Bailey (2003) also includes the importance of the writer's or student's attention to the purpose, tone and register in academic writing.

In L2 writing, errors can arise due to several factors. According to Myles (2002), there are social and cognitive factors. Social factors include negative attitudes towards the studied language (English, for example), do not experience significant progress in mastering of the language learned, social and psychological barriers between learners and speakers of the language being studied, culture and a lack of motivation in learning.

It is different from social factors which can cause errors in writing in a foreign language. This may derive from cognitive factors. For example, during the writing process (construction, transformation and execution of the idea) the acquisition of the vocabulary of science and style used (Anderson, 1985 in Myles 2002) can suffer because at the same time the students are also thinking about how to realize their ideas in writing.

Academic writing course may assist in providing basic materials that allows students to write scientific papers. These materials are gradually provided from the development of ideas that are general to the specific, thesis statement and supporting details, the parts of a scientific paper, outlining up to write some kind of writing. These are often encountered in the presentation of scientific work, such as descriptive, comparison and contrast and argumentative. In addition to the material, subject such as paraphrasing, making inferences and make a list of reference based on topics discussed in class of academic writing.

Academic writing has a different format from the popular writing. Academic writing implements a structured, formal and objective in terms of the language used in the scientific literature are often abstract and complex. The term associated with writing academic papers is to meet coursework or academic tasks as lecturers and researchers do for publication and conferences attended by academicians (Thaiss and Zawacki 2006). Taylor (2009) described the existing convention in scientific writing in detailed. The language used is formal language. The content article contains technical terms that are commonly used in certain disciplines. The layout also includes the notes. In scientific writing, quotes and supporting notes (footnotes, endnotes) are used. In a scientific writing there is a list of references used as a source of content supporting the scientific work. The arrangement of reference lists usually follows certain rules like APA, MLA or other type of citation formats.

Through attending the course of academic writing, students are expected to achieve the targeted competencies that have double effects: to produce scientific papers as a proof of the ability to write and their achievement from the participation in academic writing class. Products of published academic writing can also be in the form of accountability to stakeholders and the general public. Next, the activity of writing scientific work is also in conformity with the obligation to produce a paper published in a scientific journal for university graduates (S1) as stated by the Director General of Higher Education of the Republic of Indonesia (2012).

The hope for academic writing realization can be done by providing materials that support its need. The development of thematic materials is one of the solutions. With the theme as the basis of developing materials, teaching materials are meaningful, interesting and directed. According to Brown (2001) theme-based teaching is based on the principles of automation, meaningful learning, intrinsic motivation and communication competence. Topics that are used as the theme are to cultivate students' curiosity, intrinsic motivation and improve their language skills.

Themes and topics are often used in the same sense. In language teaching, syllabus containing learning activities on various topics or themes is included in the topic-based approach (Richards and Schmidt 2010). While Murray (2011) stated that the theme-based learning was arranged based on topics of students' interest. In drawing up theme-based syllabus there are several steps to take: 1) finding a theme: This theme can be obtained from anywhere. Themes can be taken from the topics studied and the actual theme. 2) Designing contents: There are two recommended ways. They are brainstorming and networking to get the ideas on sub-theme or links to several topics. 3) Designing the task: Having chosen the theme and contents, 4) To arrange and sort tasks. Furthermore, it is stated that theme-based syllabus will provide several advantages when it is applied in teaching. The advantages are: thematic syllabus helps introduce new vocabulary that is supported by the theme as context; thematic syllabus uses a

discourse with a variety of different types, orally or in writing; thematic syllabus supports the production of works with a variety of different types.

<sup>2</sup> Based on the results of a needs analysis derived from the results of the previous studies, it is known that the students' needs in relation to academic writing materials include several components: conclusion, writing references, argumentative writing, introduction, expository writing, discussion of students' work, direct and indirect quotation, review of organization of an essay and outline, descriptive writing and drafting (Fatimah 2013). Although there are ex post facto results of research by Fatimah (2013), they are inputs collected from the students. They suggested that the material on review of the organization of descriptive writing should be eliminated because it is found in earlier writing learning process.

At this stage of contextual realization, a theme that is appropriate to the context of the students is selected. It is due to the students use academic writing for writing papers, proposals and thesis, there are three concentrations to be chosen by the students in academic writing. They are Teaching, Linguistics and Literature.

Pedagogic realization is done by selecting the material and arranging presentation of materials based on pedagogic principles. The materials presented are arranged in accordance with the level of difficulty, systematic thinking, appeal, and the level of needs. In addition, accommodating the input from reviewers, the material is also based on the approach of text (genre-based approach). Based on this approach a step that is carried out through the stage of BKOF, Modelling, Joint Construction and Independent Construction. This step is in line with the three-step Presentation, Practice and Production (3P). The pedagogic realization yielded a composition of academic writing materials. It consists of 10 chapters covering the following: introduction, elements of the essay, outlining and drafting, direct quotation, indirect quotation, abstract, references, expository writing, argumentative writing, and scientific paper. The next stage, production stage, was carried out by drafting academic writing material based on the needs analysis. Based on the result of the needs analysis, the materials were made based on a theme that includes sub-themes / topics of Teaching, Linguistics, and Literature. Next, evaluation was done by providing a draft module for review by experts. For this purpose, the reviewer was given an evaluation sheet used as a guideline to give an evaluation.

The result of the evaluation by the reviewer is as follows. It is better to use examples of text completed with its components. The materials need examples of texts from different fields. The number of texts is still very limited. There should be implemented, a step by step approach in writing. It needs the procedure to learn the materials. Due to lack of examples and instructions in each exercise, it is hard for the students to find the principles taught by themselves (perform discovery learning). Then, there should be no instruction for the students to use English outside the classroom environment. Next, because the sample is very a few, this does not indicate the role of English as an international language. There is no input that promotes cultural awareness because of the limited examples provided. In addition to an eight-points of input above, reviewers also suggest the use of genre-based approach in developing materials.

The reviewers also suggested that the activities start from reading skills before they reach the stage of writing. Steps taken should be scaffolding so that it really guides the students step by step to be able to write. From the results of these evaluations, the products in the form of a module was revised by performing the following steps. The steps include: increasing the number of text, providing clear instructions on any given task, using the procedure of exposure of the material in each unit and using varied texts.

<sup>1</sup> The needs of English education students for academic writing material have mostly been provided in the course syllabus. The syllabus already contains things that are necessary to equip the students in order to produce academic paper. However, there are some elements that have not been fulfilled by the materials used in the learning process. The materials that are better accommodate special needs are still not available. To meet the special needs of students of English education, the material is developed through research and development. Students who are doing their final project should write academic paper in the field of Teaching, Linguistics and Literature be facilitated by the material concerning these three areas have been mentioned . The availability of adequate examples and step-by-step exposure using PPP and genre-based approach is expected to facilitate students in the process of learning to write so it can produce qualified products of scientific papers.

#### 4. Conclusions

The research and development of academic writing material using IECPPE model produced writing academic material for students of English Language Education consists of 10 units. The theme of the material is Language Teaching with subthemes of Teaching, Linguistics and Literature in accordance to the needs of students in learning academic writing. Each unit is developed with the appropriate measures of PPP approach/ Genre -based Approach. Based on this approach, the step starts with an understanding of the material being taught, followed by exercises or practice writing and ends by producing writing independently.

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