Developing The Prototype of Workbook for Paragraph Writing Course at English Education Study Program University of Jambi

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ABSTRACT

This study is aimed to develop the prototype of workbook for paragraph writing ourse at English Education Study Program University of Jambi. The study used Research and Development (R&D) method by Brunch. The researcher used interview guidance in analyzing the students' need as the earlier data and followed by interview and document to collect more data and information in advance. The participants of this study were the third semester students in university of Jambi. In designing the material, the researcher conducted some steps proposed by ADDIE model. They are analysis, design, development, implementation and evaluation. The product was validated by material expert, media expert, and also students by means of questionnaire and try-out in usability testing . Then, it was revised based on the results of the product validation and the implement with usability test. From experts validation and students results, it is shown that the material and media were valid and applicable for additional media for teaching and learning activity. Based on the the result of this research, it is suggested that the product could be used for learning paragraph writing course at English Education Study Program. For the future research is expected to conduct this product to large group trials related to the effectiveness of using to make it become the final product of complementary media. Then it can be develop another text types in syllabus for paragraph writing course to cover all of the text in syllabus paragraph writing.

Key words: Material Development, Workbook, Paragraph Writing.

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INTRODUCTION

Background of The Research

In teaching learning process media is one of the factors that support learning. According to Heinich (2005) learning media is a medium that carries messages or information with purpose of Instructional or containing teaching purposes. Succes of teaching and learning commonly happens with support by media such as course book, handout, and workbook. Harmer (2007) states that there are only four types of instructional media which are utilized by the teachers to study. They comprise: (1) boards; (2) realia (3) pictures and (4) books.

One of the most common media to teach is course book. Course book is the main source for lecturers in teaching, beside of course book lecturers need workbook also. According to Merdekawati and Lestari (2011) "The workbooks help students to understand the material by themselves". Workbook as a complementary media in learning. However one thing need more attention in building media such as characteristics of workbook like content, context and the purpose of learning should be specific. According to Alex Case (cited in Mardiani, 2014) there choosing a good workbook is even more difficult for pre-school age students than for other children and adults, as they are not only more likely to find a bad workbook boring but might also be totally unable to write, draw or read what students what them to. Here are some criteria that should find or create the perfect workbook for students: (1) right physical development level, (2) right mental development level, (3) just challenging enough, (4) can be displayed, (5) can't go horribly wrong, (6) finish at more or less the same time, (7) involves lots of language, (8) involves the right classroom language, (9) fits in with long term goals, (10) contains useful language, (11) fun/ funny ,(12) balance of familiarity and novelty, (13) not too messy, (14) creative, (15) predict and check. One of the weaknessess found in our teaching learning process is the lack of a course book with the students need, syllabus, lesson objective and institutional regulation. In English Education Study Program lecturers use course book in teaching process without workbook to support students in learning like workbook for writing practice.

As students of foreign language we can communicate with other people not only by speaking but also in form of writting. Writing is one of basic skills that must be possessed by student English as a Foreign Language (EFL). Writing skills in school and in university is very different form and context in academic purposes. Writing practice in academic university is not easy, because writing in academic university more complicated because we use grammar, coherence and cohesion sentences and transition signal to make a good paragraph. Brown (2001) and Harmer (2007) said that writing is a very complex activity for its complicated components such as the development of ideas, syntax, grammar, organization, vocabulary, content, communication skills, use of punctuation. In writing we must write something that we shuold write beased on the context. It we called is a genre-based approach. A genre-based approach ia a placed great emphasis on the relationship between text-genres and their contexts (Hyon, 1996). In other hand this approach considers that writing pedagogies should offer students explicit and systematic explanations of the ways language functions in social contexts (Hyland, 2003). Therefore, the researcher should develop

workbook writing especially in learning paragraph writing course. From the researcher observation in learning process is the common course book that lecturers use is inapproppriate with students need, because materials in course book inappropriate with lecturers syllabus or students need. In addition, the researcher should develop workbook as complementary that support course book to create approppriate material for students needs, lecturers syllabus, lesson objective and institutional regulation. The researchers assume that it is important to develop workbook for paragraph writing course as a guide the students to write well for basic writing skills. In addition the workbook can help the lecturers in English Education Study Program University of Jambi.

Based on the researcher preinterview with the students third semester at English Education Study Program that pass paragraph writing course at second semester, the researcher found that the weaknesses of the common course book that lecturers use in teaching and learning process. One of the weakenessess that is more important in teaching and learning process is that course book is inapproppriate with institutional regulation. Institutional regulation in one semester give sixteen meeting include of mid test and final exam, therefore the effectiveness to learn is fourteen meeting left. However, a book provided materials for learning, but sometimes the materials is limited. In addition there is also excess of materials that will not be used for learning. In other case the material in book for one meeting can be two meeting because the material is inapproppriate with 3 credit system (SKS) in learning paragraph writing at classroom. In the fact that a book provided allocation time in learning materials for each meeting but sometimes allocation time in learning materials is over for one meeting, because the material is too long.

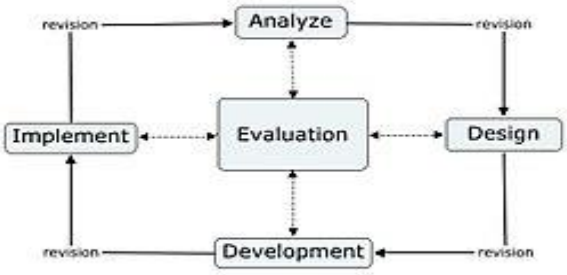
The researcher believes based on the weaknesses course book above, the researcher would like to develop workbook as a complementary book for students, as workbook is one of the important media in learning. The workbook that researchers develop will be especially for paragraph writing course. The workbook that researcher develop is complementary book to writing practice at class or home that approppriate with students need, syllabus and institutional regulation.

METHOD

Research Design

This research conducted use Research and Development (R & D). Research and Development model by Brunch 2009. The stage in this research they are analysis, design, development, implementation and evaluation. ADDIE is one of model research and development that applied for constructing performance-based learning. This research is the intentional learning should be student centered, innovative, authentic, and inspirational. It makes this research different from other research approaches.

Figure 1. ADDIE by Brunch (2009)



The Procedure of The research

a. Analysis Stage

In this stage the researcher analyzed some factors. They are learners need analysis, lecturers need analysis, and document analysis. In learners and lecturers analysis, the researcher do interview about students perception, students needs and students interest. Theme of the questions for students and lecturers see in appendix.

Meanwhile, in document analysis, the researcher analize paragraph writing course syllabus and some text books paragraph writing by using content analysis.

b. Design Stage

In design the researcher made the sequence of material like organization, content, and layout. In organization the researcher designed the cover, acknowledgement, preface, table of content, review, unit test, references, answer keys and appendix. The researcher designed material in workbook based on data analysis from learners need and lecturers need about teaching and learning paragraph writing course. This workbook was prepared with three text types based on the data analysis in interview and for six meetings. Content in this workbook is prepared with particular exercises and familiar topic discussions.

c. Development Stage

In this stage, researcher develop the material and then results of develop the material need to be revised and validate by experts. The expert team consists of two experts; they are material experts and media experts. The material expert has background knowledge in English language learning and having experience in taught paragraph writing. Second, the media is experts that has experience in language teaching and have knowledge about the criteria of good media in teaching and learning.

d. Implementation Stage

In this stage to implement the product, researcher need the participants. The participants is eight students fourth semester at English Education Study Program, because students fourth semester has pass Paragraph writing course that before not use workbook as complementary book beside course book. In this stage the researcher implement the product to students fourth semester that used usability testing analyzed

with content analysis. The lecturer at English Education Study Program did not conduct the product trials but the researcher did.

e. Evaluation Stage

In this stage, the researcher focused on the final result of material revised by the experts. (Expert 1, Expert 2).

FINDING AND DISCUSSON

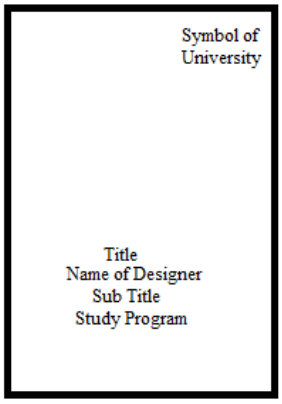
a. Analysis Stage

The data findings from analysis stage are from interview with students and lectures, syllabus paragraph writing and text books paragraph writing. Data from inerview with students and lecturers is almost of the participants have the same data. The students have problem in grammar erorr, less idea, and vocabulary and this data same with the data interview with lecturer also. From syllabus paragraph writing, the syllabus indicated that learning activities of paragraph writing in second semester are Narrative Paragraph, Descriptive Paragraph, Enumeration Paragraph, Process Paragraph, Comparison/Contras Paragraph, and Cause/Effect Paragraph. For the assessment of paragraph writing, there is individual work that will be assessed which stated in the syllabus such as Mid Semester test and Final Test. While from text books the researcher analyze the topic, component and activities in the text books.

b. Design Stage

The data from analysis stage. Based on the data analysis researcher doing interview with students and lecturer. From interview with students the researcher got the data about students perception and students difficulties in learning paragraph writing. The researcher know what the students need in learning paragraph writing like the topic, activity, and layout in workbook. Then the researcher design the workbook based on the data before.

Figure 2. **Example of Cover Design**



c. Development Stage

In developing stage, the researcher developed the workbook for paragraph writing course followed by the rules in design step. It starts from developing cover and contents.

Both of cover and content were developed based on the result of need analysis in the first step. Then, it was developed by considering components of learning media performance such as stylistic, selecting words, pictures, shapes and colours.

d. Implementation Stage

Before the researcher implemented the product to the users, it had been validated by material and media/design expert. After the workbook for paragraph writing had been validated by the experts, then the workbook for paragraph writing is implemented to the user by using usability testing. The users of this workbook are eight students fourth semester at English Education Study Program in University of Jambi. The researcher gave the workbook to the participants for one week. In one week the participants analyze and doing the exercises in workbook. After one week the researcher invited them again, then the researcher invited the participants to filled the validation sheet. In validation sheet the participants gave (√) in table yes or not and give comments or suggestions related to workbook for paragraph writing course. Categories the questions and result the questionnaire for user see in appendix.

e. Evaluation Stage

After got the result from the result validation sheet from user in implementation stage and validation sheet from validator, the researcher analyzed the result as the evaluation to revise the workbook for paragraph writing course.

Based on the data above the researher conclude all the data from the analysis stage, design stage, development stage, implementation stage, and evaluation stage. The workbook was developed by researcher based on the data analysis from interview with students and lecturer about students perception and difficulties in learning paragraph writing course. Then, analysis from syllabus paragraph writing and text book paragraph writing course. In design stage the researcher design the worboook based on the data interview about students need and interest. In development stage the researcher develop the material based on the data analysis and rules from design the material based on the data analysis and design. And validate the material to expert, they are material and media expert. In implementation stage the researcher implement the product to the eight students fourth semester at English Education Study Program university of Jambi by using usability testing. In table below is the results from the students as users the product. The result of usability testing through questionnaire see in appendix.

The last stage is evaluation. In evaluation stage all the data comment/sugesstion in validation sheet from material expert and media expert will researcher evaluate in final result of the product. And then also evaluate the data from validation sheet from the students as users the product. Finally, the product is revised and the research is stop.

CONCLUSION

This research developed the prototype of workbook for paragraph writing course. Then this research conducted with Research and Development (R&D) by Brunch. Research and Development model by Brunch have five stages; analysis, design, development, implementation and evaluation. All the stage were done step by step. First, the workbook was developed based on students need and lecturer with interview. Next this research use document analysis such as syllabus and textbook as guide to develop the workbook. Second this workbook was designed about organization, content, and layout based on students interest in learning paragraph writing.

Third, the workbook was developed the material based on students interest such as text types, exercises and other component to support the material in workbook. Fourth, before this workbook implement to students the workbook was validated by two experts; material expert and media expert. Then, the workbook have been tested to students fourth semester at English Education Program. Last, after tasted the product, it was revised based on the comments and suggestions. The result is the material developed well, easy to use and greatly help the students in learning paragraph writing. Finally, the prototype of workbook for paragraph writing is valid, appropriate and could help the students and lecturer in teaching learning process. It is a complementary material as additional learning media in English Education Study Program.

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APPENDIX

Theme of Questions for Student

Theme
a. Learners Interest in learning paragraph writing
b. Learners Motivation in learning paragraph writing
c. Learners Problems in learning paragraph writing

Theme of Questions for Lecturer

Theme
Student's problem in learning paragraph writing course
Teaching problem in teaching paragraph writing course
Teacher's materials in teaching paragraph writing course

Questions Categories in Questionnaire for Users

No	Questions	Quantity of Questions	Number of Questions
1.	Content	3 Questions	1,2,3
2.	Layout	3 Questions	4,5,6
3.	Difficulties	4 Questions	7.8.9
4.	Function	3 Questions	10,11,12

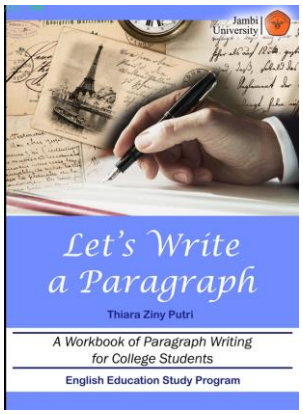
Result of Usability Testing Through Questionnaire

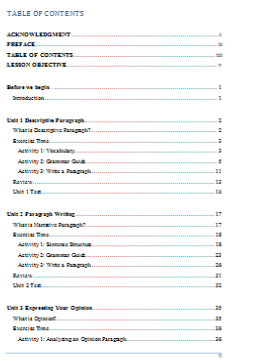
No	Questions	Response	
		Yes	No
1.	Are the materials interesting to be studied?	8	-
2.	Is it easy to understand the content of this workbook?	8	-
3.	Do the material explanations which are provided facilitate you in doing exercises?	8	-
4.	Is the design of the workbook interesting?	8	-
5.	Do the available pictures in this workbook can help you in doing exercises?	8	-
6.	Do the color, font types,and font size in workbook make you understand the content in workbook?	7	1
7.	Are there any difficulties in doing exercises which provided in this workbook?	2	6

8.	Can you do the exercises in this workbook well?	8	-
9.	Do the exercises in workbook increasing your writing skill?	7	1
10.	Do the materials which were provided relate to your daily life?	6	2
11.	Does the workbook help you in writing something around you?	7	1
12.	Does this workbook overall have filled your needs?	6	2

Adapted from Kusmana

EXAMPLE PICTURE OF THE PRODUCT

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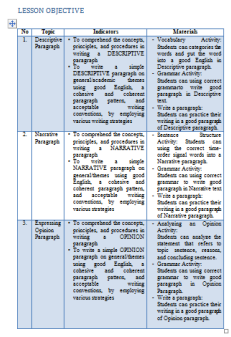
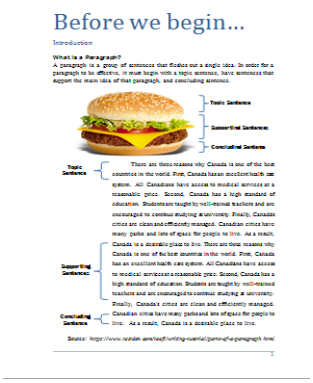

LESSON OBJECTIVE

No	Topic	Indicators	Materials
1.	Descriptive Paragraph	• To comprehend the concepts, principles, and procedures in writing a DESCRIPTIVE paragraph. • To write a simple DESCRIPTIVE paragraph on general/academic themes using good English, a cohesive and coherent paragraph pattern, and acceptable writing conventions, by employing various writing strategies	• Vocabulary Activity: Students can categorize the words and put the word into a good English in Descriptive paragraph. • Grammar Activity: Students can using correct grammarin write good paragraph in Descriptive text. • Write a paragraph: Students can practice their writing in a good paragraph of Descriptive paragraph.
2.	Narrative Paragraph	• To comprehend the concepts, principles, and procedures in writing a NARRATIVE paragraph. • To write a simple NARRATIVE paragraph on general/themes using good English, a cohesive and coherent paragraph pattern, and acceptable writing conventions, by employing various strategies	• Sentence Structure Activity: Students can using the correct tone-order signal words into a Narrative paragraph. • Grammar Activity: Students can using correct grammar to write good paragraph in Narrative text • Write a paragraph: Students can practice their writing in a good paragraph of Narrative paragraph.
3.	Expressing Opinion Paragraph	• To comprehend the concepts, principles, and procedures in writing a OPINION paragraph. • To write a simple OPINION paragraph on general/themes using good English, a cohesive and coherent paragraph pattern, and acceptable writing conventions, by employing various strategies	• Analyzing an Opinion Activity: Students can analyze the statement that refers to topic sentence, reasons, and concluding sentence. • Grammar Activity: Students can using correct grammar to write good paragraph in Opinion Paragraph. • Write a paragraph: Students can practice their writing in a good paragraph of Opinion paragraph.


Before we begin...

Introduction

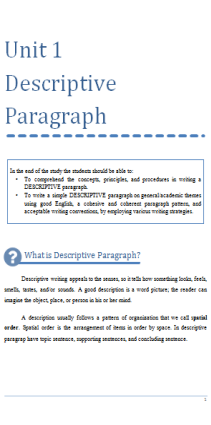
What is a Paragraph?

A paragraph is a group of sentences that flushes out a single idea. In order for a paragraph to be effective, it must begin with a topic sentence, have sentences that support the main idea of that paragraph, and concluding sentence.

Topic Sentence
Supporting Sentences
Concluding Sentence

There are three reasons why Canada is one of the best countries in the world. First, Canada haran excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Studentsare taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live. There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical servicesat a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parksand lots of space for people to live. As a result, Canada is a desirable place to live.

Source: https://www.tutorialen.com/read/writing-material/parts-of-a-paragraph.html

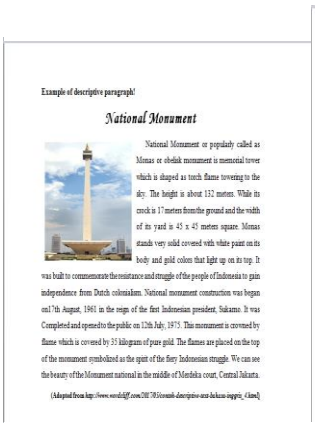

Unit 1
Descriptive Paragraph

In the end of the study the students should be able to:
- To comprehend the concepts, principles, and procedures in writing a DESCRIPTIVE paragraph.
- To write a simple DESCRIPTIVE paragraph on general/academic themes using good English, a cohesive and coherent paragraph pattern, and acceptable writing conventions, by employing various writing strategies.

What is Descriptive Paragraph?

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.

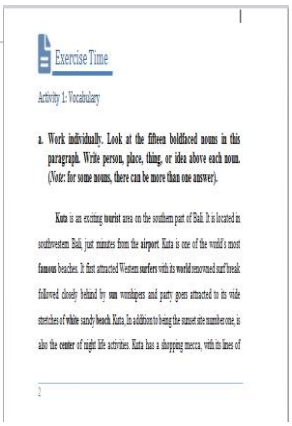
A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of items in order by space. In descriptive paragrap have topic sentence, supporting sentences, and concluding sentence.


Example of descriptive paragraph!

National Monument

National Monument or popularly called as Monas or obelisk monument is memorial tower which is shaped as torch flame towering to the sky. The height is about 132 meters. While its crock is 17 meters fromthe ground and the width of its yard is 45 x 45 meters square. Monas stands very solid covered with white paint on its body and gold colors that light up on its top. It was built to commemorate the resistance and struggle of the people of Indonesia to gain independence from Dutch colonialism. National monument construction was began on17th August, 1961 in the reign of the first Indonesian president, Sukarno. It was Completed and opened to the public on 12th July, 1975. This monument is crowned by flame which is covered by 35 kilogram of pure gold. The flames are placed on the top of the monument symbolized as the spirit of the fiery Indonesian struggle. We can see the beauty of the Monument national in the middle of Merdeka court, Central Jakarta.

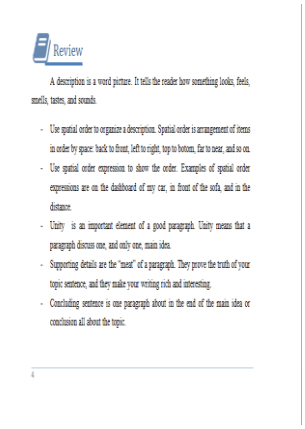
(Adapted from http://www.surdiliff.com/2017/05/contoh-descriptive-text-bahasa-inggris_43.html)


Exercise Time

Activity 1: Vocabulary

a. Work individually. Look at the fifteen boldfaced nouns in this paragraph. Write person, place, thing, or idea above each noun. (Note: for some nouns, there can be more than one answer).

Kuta is an exciting tourist area on the southern part of Bali. It is located in southwestern Bali, just minutes from the airport. Kuta is one of the world's most famous beaches. It first attracted Western surfers with its world-renowned surf break followed closely behind by sun worshipers and party goers attracted to its wide stretches of white sandy beach. Kuta, in addition to being the sunset site numberone, is also the center of night life activities. Kuta has a shopping mecca, with its lines of


Review

A description is a word picture. It tells the reader how something looks, feels, smells, tastes, and sounds.

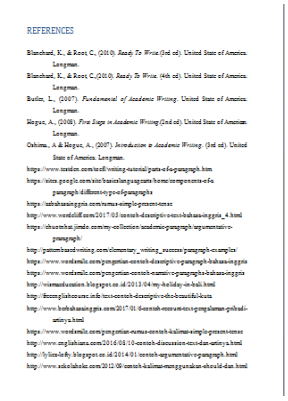
- Use spatial order to organize a description. Spatial order is arrangement of items in order by space: back to front, left to right, top to bottom, far to near, and so on.
- Use spatial order expression to show the order. Examples of spatial order expressions are on the dashboard of my car, in front of the sofa, and in the distance.
- Unity is an important element of a good paragraph. Unity means that a paragraph discuss one, and only one, main idea.
- Supporting details are the "meat" of a paragraph. They prove the truth of your topic sentence, and they make your writing rich and interesting.
- Concluding sentence is one paragraph about in the end of the main idea or conclusion all about the topic.

Unit 1 Test

A Beautiful Place in Indonesia

Choose one of the topic above and describe it! (100-250 words)

Title: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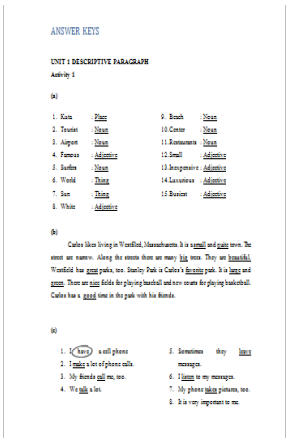

APPENDIX

Transition Signals

TRANSITION TO COMPARE	TRANSITIONS TO CONTRAST
• Also • In the same way • Just as ... • Likewise • Like • As in .... • Same, too,	• Although • While • On the contrary • Nevertheless • Yet • Unlike • However • On the other hand

TRANSITIONS TO EMPHASIZE	TRANSITION TO CLARIFY
• Indeed • Truly • For this reason • Simply stated • In fact • Another key point • Most importantly • More importantly • Surprisingly enough	• For example • For instance • In other words • Simply stated • Therefore

TRANSITIONS TO ADD INFO	TRANSITION TO CONCLUDE
• In addition • Moreover • Furthermore • Equally important • Second • Third • Finally • Another factor	• Finally • In summary • In conclusion • Lastly • Therefore • For this reason • To conclude

ANSWER KEYS

UNIT 1 DESCRIPTIVE PARAGRAPH

Activity 1

(a)

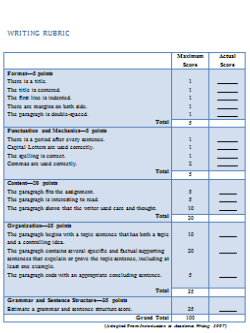
1. Kuta	: Place		9. Beach	: Noun	
2. Tourist	: Noun		10. Center	: Noun	
3. Airport	: Noun		11. Restaurants	: Noun	
4. Famous	: Adjective		12. Small	: Adjective	
5. Surfers	: Noun		13. Impressive	: Adjective	
6. World	: Thing		14. Luxurious	: Adjective	
7. Sun	: Thing		15. Busiest	: Adjective	
8. White	: Adjective				

(b)

Carlos likes living in Westfield, Massachusetts. It is a small and quiet town. The streets are narrow. Along the streets there are many big trees. They are beautiful. Westfield has great parks, too. Stanley Park is Carlos's favorite park. It is large and green. There are nice fields for playing baseball and new courts for playing basketball. Carlos has a good time in the park with his friends.

(c)

1. I (have) a cell phone
2. I make a lot of phone calls.
3. My friends call me, too.
4. We talk a lot.
5. Sometimes they leave messages.
6. I listen to my messages.
7. My phone takes pictures, too.
8. It is very important to me.


WRITING RUBRIC

	Maximum Score	Actual Score
Format—5 points		
There is a title.	1	____
The title is centered.	1	____
The first line is indented.	1	____
There are margins on both side.	1	____
The paragraph is double-spaced.	1	____
Total	5	
Punctuation and Mechanics—5 points		
There is a period after every sentence.	1	____
Capital Letters are used correctly.	1	____
The spelling is correct.	1	____
Commas are used correctly.	2	____
Total	5	
Content—30 points		
The paragraph fits the assignment.	5	____
The paragraph is interesting to read.	5	____
The paragraph shows that the writer used care and thought.	10	____
Total	20	
Organization—40 points		
The paragraph begins with a topic sentence that has both a topic and a controlling idea.	10	____
The paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example.	20	____
The paragraph ends with an appropriate concluding sentence.	5	____
Total	35	
Grammar and Sentence Structure—35 points		
Estimate grammar and sentence structure score.	35	____
Grand Total	100	

(Adapted From Introduction to Academic Writing, 2007)