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PROCEEDING **The Seventh INTERNATIONAL CONFERENCE ON** APPLIED LINGUISTICS \_  
"Language Varieties and Language Teaching in a Multiethnic Setting" Bandung, 24-25  
November 2014 PROCEEDING **THE SEVENTH INTERNATIONAL CONFERENCE ON**  
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Publisher. Balaj Bahasa UPI Jl Dr. Sethabudhi No. 229 Bandung 40154 ii FOREWORD  
Assalamualaikum Wr. Wb. The Conference on Applied Linguistics (CONAPLIN) is  
intended to be a vehicle for those interested people in the field **of language studies and**  
its application to exchange thoughts and insights regarding recent research and  
development in the field of linguistics CONAPLIN is also expected to be a medium  
through which undergraduate and graduate students, teachers.

and educators gather and share their experiences and best practices\_ As the name  
suggests, CONAPLIN is dedicated to not only catering for linguistics and its application  
in the field of language learning, but also other fields, such as clinical psychology.  
health, law. communtcatlon, translation, literature, and other relevant fields \_The  
language under examtnation can be vaned, such as English, Indonesian, Japanese,

Arabic, German, French, Sundanese, Javanese, and other local languages in the archipelago. However, the official languages to be used in CONAPLIN for presentations are only English and Indonesian. CONAPLIN has been greatly welcomed by both Indonesian and International participants alike as proven by our success in holding the sixth conference. The number of presenters and participants has been increasing since CONAPLIN I. The theme for CONAPLIN VII IS "Language Varieties and Language Teaching in a Multiethnic Setting".

The abstracts the committee received were as many as 124 abstracts from both domestic and international presenter candidates. The papers presented in this proceeding have undergone careful reviews from a board of trusted reviewers and experts in their relevant fields. It is, thus, my great pleasure to present you the proceeding of CONAPLIN VI. Hopefully, CONAPLIN can continuously contribute significantly to the development of language studies, language teaching and the respective fields. Wassalam, Head of the Language Center of UPI Dr. Wachyu Sundayana, M A. CONTENT -- Foreword -- Content .

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IMPROVING STUDENTS' SHILL USING (FSWM) (An Action Research at the Eleventh  
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The Conference of — \_ \_ DEVELOPING ENGLISH MATERIAL FOR THE STUDENTS OF HINDUISM EDUCATION DEPARTMENT OF INSTITUT HINDU DHARMA NEGERI (IHDN) DENPASAR | Gusti Ngurah Agung Wijaya Mahardika The Balinese Language Education Department, Denpasar State Hindu Dharma Institute woaya.mahardika 1681@yahooj com This paper reports the steps as well as the theoretical Abstract consideration taken during the development of English material for the students Of Htndujsrn Education Department in Institut Hindu Dharma Negen (IHDN) Denpasar Due to the nature of the Hinduism Education Department, the students of said department need a specific and tailor made materials In order to fulfill their future role as hindutsm teacher The material was developed using a modified version of Dick and Carrey's research and development model. The material development process started from Theoretical review, Gurnculurn revtevv, and students' needs analysis which led to blue print of the matenal. Based on the blue print a matenal draft was developed.

The draft was then judged by experts on both Englthsh and Hinduism, to ensure correctness of the material, which resulted in a revtsed draft The revtsed draft was then put into field test. The result of the field test was then became the final material, The development resulted an English Course book which was specifically designed to fulfill the Students' needs and maintain compliance to the good matertal criteria The Material achieved the impact on the students by presenting the learning matertals attractively: proveds students with exposure to real life experience through class survey. projects.

interviews to other students and group dlscussjon, the course book also addresses different learning styles and intellegences, as well as encouraging students autonomy and independence in learning through \_Independent act1Vltles Key words; Matenal development. Hinduism education I. Introduction The Hinduism Education Department of Institut Hindu Dharma Negeri Denpasar is a teacher training department aimed at producing high quality Hinduism Teachers. In order to achieve said aim, the Hinduism Education Department (hereinafter, HED) tries to provide the students with all the knowledge they will need in their field of study. including foreign language, in this case English.

As a foreign language, English is a very important tool both to receive knowledge and to spread knowledge. English mastery is a very important skill for the students of HED due to several reasons. Firstly, most Of the literatures on Hinduism come from India and are written in English. Secondly, the academic journals as well as popular publications on Hinduism subject matter are also written and published in English. Both the literatures and academic journals are invaluable sources of knowledge that the students need to acquire for their study Furthermore as a teacher, knowledge that will be used as a source of learning for their own students. Thirdly.

English is the language of academician. when visiting scholars from all over the world come to IHDN Denpasar; they use English as a medium of instruction. For the past years. IHDN Denpasar has received numerous scholars on Hinduism, religious studies as well as education in general. These scholars brought invaluable insights and ideas, yet the students of HED cannot fully grasp said insights and ideas, due to their limitation in language. Therefore, English mastery is a must **for the students of** HED In the light of the above reasons.

the students of HED must be given an opportunity to master English as a part of their professional competence. However. due to the highly specialized field of their study, the students of HED poses a specific English language skill needs. The students need a language learning experience which Will not only improve their linguistics competence but also **at the same time** maintain their roots in Hinduism studies. In other words, students of HED needed a tailor made English learning experience which still offers them Hinduism contents.

This type of learning experience Will be very beneficial for the students since the learning process will, a) introduce to the students the kind of English language exposure that they will face in future. as Hinduism teacher and Scholar. and b) tone down the difficulty of English learning process for the learning process is conducted based on a familiar ground. Hinduism, TO achieve the English learning atmosphere as described above, a specific and tailor made English Course material need to be **developed for the students of** HED Since the material Will be used EXCLUSively by the students of HE-D.

the material should be designed based on their specific needs. and fulfill said needs The material also needs to be developed in accordance to criteria of a good course material. Thus the end, the material will be a ready to use as well as good to material, Theoretical Framework 2.1. Course Material and Developing course Material



reaching materials or course material an inseparable part of teaching a process. said freedom poses a pressure for the lecturers to come up with their own ideas in designing learning experience as well as the course material.

Until the development of this course the English lecturers simply used general English material, despite the apparent needs of students. Tomlinson (1998) defines Teaching Material or Course Material as everything that the teacher uses to facilitate a learning process. Said definition naturally encompasses a wide range of material in the classroom, ranging from text book, audio files, audio tapes, audio video clips, work books (widely known as LKS or Lembar Kerja Sis-wa in Indonesia) to realia, native speakers.

even Internet sites. Celce - Murcia (2001) further states that Course Material is one of the focal points in teaching, and plays a commanding role in a teaching learning process. Thus, adding even more pressure to the lecturers to develop their own material for their courses. Material development refers to the efforts of teachers or lecturers in providing their students with learning material and learning sources and to use said learning material and learning sources in such a way that they produce a maximum comprehension on the students. Course material can be developed from scraps, or raw material which was never intended to be used as an educational means in the first place. Such as pictures, writings, songs, or even films and plays.

These materials then developed into a course material by combining them with learning tasks. Teachers can also choose to modify existing course materials through the adaptation step. This step usually involves several modifications ranging from parts deletion extension. substitution, reordering and addition to the existing material up to branching of the tasks in the material. Branching refers to the providing alternative activities to a certain topic. Tomlinson states that there are at least four characteristics of a good material. The first is that the material developed must achieve an impact on the students.

Impact refers to effect of material on the students, which encourage students' interest, curiosity. and attention. Course material should be developed from a variety of sources, from newspaper article to personal letter. The second characteristic is real life exposure. This means that the students should be able to relate the material to real world. The material should also give the students abroad picture of the world. The third characteristic is student level accommodation. A good course material should be able to accommodate students' different level of intelligence.

The material also should be able to train more than just visual and auditory sense and



skill, but also other skills such as logical, spatial, and musical skills. The fourth characteristic is that the material should provide the students with guidance and tasks for autonomy and independence in learning. The material should give plenty of alternatives in discussing a topic. 2.2. Empirical Reviews A number of studies on material development have been conducted. Sutanto Kartaredja (2008) conducted similar study in developing English course material for the students of SMA 14 Surabaya and SMA 17 Surabaya.

His study showed that the material that he developed was well accepted by the students of both schools. Several other researchers also tried to develop their own English material to suit the need of their students (Mahardika, 2010; Dewi, 2010; Susanti, 2010; Suputra, 2010) Their researches showed that the English materials they developed have fulfilled the demand of the curriculum and the requirements of good English materials. At the same time they proved that any English teacher can develop their own English materials. The above studies were similar to the present study. In the sense that said studies were focusing on material development, especially English material development. However.

Kartaredja was developing material for High school level, while the other researchers develop material for Junior high school level. This present study however, was different in some aspects. Firstly, study was aimed at developing course material for a very specific students and needs instead of general English and secondly this study was aimed at university level. 3. Research Methods This research was designed and conducted using a modified research and development design. The purpose of this study was the development of English course Book Material.

while the subject of the research was the Students of HEDL. The study was conducted on three classes. The HED I C2 Denpasar, The HED I BI Denpasar and The RED B stngaraya: With 25 students, 30 students, and 29 students respectively. The total of students who took part in for both the Need Analysis as well as the Field Test of this study was 84 students. The data were collected using Questionnaires, Expert Judgment, and Interview. The criticisms on the material were collected using Feedback Forms, conducted by two experts. The first expert was GA Lokita Purnamika Utami, an English lecturer of the English Education Department of Ganesha Education University.

She was tasked with examining the material from English teaching as well as grammatical point of view. The second expert was Drs I Nyoman Ananda, M.Ag. An English lecturer of the penerangan Agama Department of IAIN Denpasar. Mr. Ananda holds BA in English Literatures and MA in Hinduism Studies. He was tasked to examine the material, especially the Hinduism content, as well as English content. The results of

the Feedback Forms were used to improve the material. The material was also examined from two points of views, The Empirical requirements and the Theoretical Requirements.

The Empirical Requirements was based on the ideal expectation of the content of the material. Said content must be able to fulfill the student's needs as delineated by the results of the Need Analysis, and the Curriculum Requirements. The Theoretical Requirements stemmed from Tomlinson guidelines on good material and Sudarta's Material Guidelines on good material (Tomlinson 1998: and Sudarta 2009). The Theoretical requirement posed the requirements for the content as well the technical side of the material. Ranging from the types of fonts used, the colors and pictures in the material, up to the consistency of page display format in the material.

To obtain data on The Empirical requirements a Material Compliance questionnaires of 13 questions were used, administered to judges and the students. This questionnaire examines the material compliance to the students' needs and Curricular requirement based on the need analysis and curriculum review. The results of these questionnaires were calculated to obtain Material Compliance percentage to the students' needs and Curriculum requirements- The higher the percentage, the better the material in fulfilling the student's needs and the curriculum requirements.

An Evaluation Rubric was used to measure the fulfillment of the Theoretical Requirements. The Evaluation Rubric consists of 26 questions with 1-5 point per questions, The Evaluation Rubric used to measure the categorical values of material based on Tomlinson guidelines on good material and Sudiarta's Material Guidelines on good material. The results of this rubric were converted into Category value based on the Material Category Conversion table. The material quality value ranged from very poor, poor, acceptable, good, and very good category. Thus.

the result of the above instruments represented the Quality of the material in terms of fulfilling the students' needs curriculum requirements, and the criteria of a good course material. 4. Findings and Discussion As described in the previous part the English Course material for HED Students was developed based on the Good Material Criteria. The Good Material Criteria were formulated based on the results of Curriculum Review, Students' Needs Analysis, and Theoretical Review. The Good Material Criteria was formulated as follows - The material must be able to fulfill the skills needed by the students, namely reading and speaking skills.

and at the same time provide enough tasks to improve their weakness on grammar.

\_ teachers independence and autonomy. Meetings must be planned. Based on the above Good Content, the material was developed. The process started selection in accordance to the requirements. To prepare the material for 14 meetings, 8 chapters with topics were provided. In the material were developed from articles in the internet, tourism and news, were published as learning materials, therefore deemed as authentic materials (2002).

2005) The material also covered English grammatical points and namely the simple tenses, Continuous Tenses, and the perfect tenses. After all the chapters were finished, the materials were sent to the Expert Judges to be checked and to be given feedbacks. The expert Judges were tasked to check the weaknesses and errors. The results of the expert judges were good. The topics were deemed appropriate, however some of the materials were still too heavy and some parts of the material did not have clear instructions, thus might confuse the students. Some of the instructions were still in Bahasa Indonesia.

The tasks were too difficult, did not prompt students' cooperation. The activities and tasks were deemed too monotonous. There were no language games and fun activities such as crossword puzzle, matching and pairing in the material. Listening skill were not given enough attention. More speaking activities should be added to material. Several irrelevant bound materials were deemed incorrect, and need to be corrected. The material lacked pictures and photos, as well as colors.

The draft of the material was then revised based on the feedbacks from the expert judges. The result of this revision was then sent back to the experts for the second round of examination. The expert judges suggested that the material to be supplied with cover and all the administrative paraphernalia such as the Acknowledgement, Table of Contents and references. At the same time the material was fielded for field testing. During the field testing, the material was truly put to the test. The students also asked were to be taught till the using questionnaire the material and the did evaluation all the activities rubric.

The Students results and of said the expert questionnaire judges and rubric were used to determine the quality of the material. The students scored the 92.67% while the expert judges scored the material 92.31% for Compliance to curriculum and students' needs. As for the quality of the material, the students scored the material 118 and the expert judges scored the material 122.8 out a 26-130 score range. The score from the students and the experts put the material in the very Good Material (score of 117-130). The results of the field test and the suggestions from the expert judges were then incorporated to the final material. In the final form the material consists of 109 Pages, with a (eight) chapters. Each chapter consists of seven subchapter, coded A through H.



Tomlinson. Brian 2012m Material Development for Language Teaching available and Learning.

Accessed on July at \_\_2013 159

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