

PROCEEDING

The Seventh INTERNATIONAL CONFERENCE ON APPLIED LINGUISTICS



**“Language Varieties and Language Teaching
in a Multiethnic Setting”**

Bandung, 24-25 November 2014



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*Language Varieties and Language Teaching
in Multiethnic Setting*

Editor:

Wachyu Sundayana and Eri Kurniawan

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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, communication, translation, literature, and other relevant fields. The language under examination can be varied, 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 VII.

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.

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DEVELOPING ENGLISH MATERIAL FOR THE STUDENTS OF HINDUISM EDUCATION DEPARTMENT OF INSTITUT HINDU DHARMA NEGERI (IHDN) DENPASAR

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Abstract

This paper reports the steps as well as the theoretical consideration taken during the development of English material for the students of Hinduism Education Department in Institut Hindu Dharma Negeri (IHDN) Denpasar. Due to the nature of the Hinduism Education Department, the students of Hinduism teacher need a specific and tailor made materials in order to fulfill their future role as research and development model. The material was developed using a modified version of Dick and Carrey's review, curriculum review, and students' needs analysis which led to blue print of the material. Based on the blue print a material draft was developed. The draft was then judged by experts on both English and Hinduism, to ensure correctness of the material, which resulted in a revised draft. The revised draft was then put into field test. The result of the field test was then became the final material. The development resulted in an English Course book which was specifically designed to fulfill the students' needs and maintain compliance to the good material criteria. The Material achieved the impact on the students by presenting the learning materials attractively; provides students with exposure to real life experience through class survey, projects, interviews to other students and group discussion; the course book also addresses different learning styles and intelligences, as well as encouraging students autonomy and independence in learning through independent activities

Key words: Material development, Hinduism education

1. 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 HED, 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 in the end, the material will be a ready to use material, as well as good to use material.

2. Theoretical Framework

2.1. Course Material and Developing Course Material

Teaching materials or course material is an inseparable part of teaching a process. Unlike teachers of elementary and secondary education, lecturers in higher education have rather free hands in designing the learning experience including the material they are. On the other hand, said freedom poses a pressure for the lecturers to come up with their own ideas in designing the learning experience as well as the course material. Until the development of this Course material, the English lecturers simply used general English material, despite the apparent needs of the 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 Siswa* in Indonesia) to realia, native speakers, even internet sites. Celce - Murcia (2001) further states that Course Material is one of the vocal 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 material 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 the 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, this 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

research design was based on Dick and Carey Research and development design (Gall & Gall; 2003). The modification was in the form of steps simplification due to the limitation in research duration. The following figure shows the simplified research design used in this study.

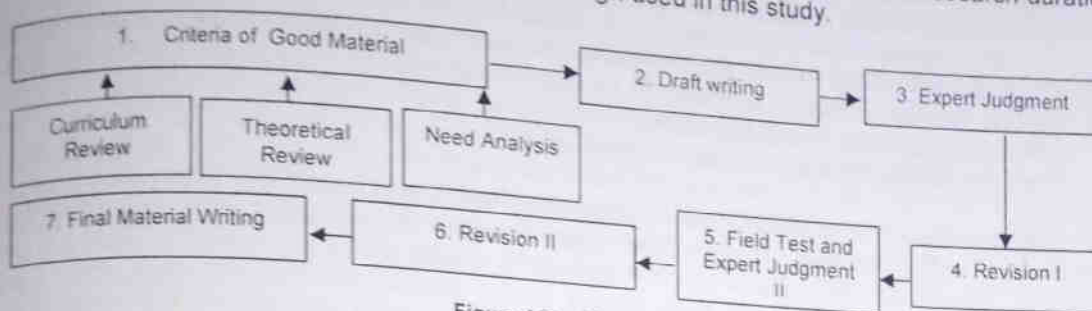


Figure 1 The Modified Research Design

The object of this study was the development of English Course Book Material, while the subject of the research was the Students of HED. The study was conducted on three classes, The HED I C2 Denpasar, The HED I B1 Denpasar, and The HED B Singaraja; with 25 students, 30 students, and 29 students respectively. The total number 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 IGA 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 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 draft.

The material was also examined from two point 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 Sudiarta's Material Guidelines on good material (Tomlinson 1998; and Sudiarta 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 expert 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 students' 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 was 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 the 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:

1. The material must 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.

2. The material should be presented in an interesting way to attract students' attention and to maintain their focus on the material.
3. The material should expose students to the use of English in real life, and highly related to their aim of study in the HED as well as the future function as Hinduism teachers.
4. The Material must be able to accommodate students' learning styles and intelligence level as well as providing enough activities to be used independently in order to prompt students' learning independence and autonomy.
5. The materials must be planned for 14 meetings.

Based on the above Good Material Criteria, the material was developed writing the first draft. The first draft writing process started from topic selection in accordance to the curriculum requirements. To prepare the material for 14 meetings, 8 chapters with topics were provided in the material. The topics were developed from articles in the internet tourism and news sites. Said materials were not published as learning materials therefore deemed as authentic materials (Kelly, et al, 2002; Heitler, 2005.). The material also covered English grammatical points and 8 tenses, 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 examined and to be given feedbacks. The expert judges were tasked to check the materials for weaknesses and errors. The results of the expert judges were:

1. The topics were deemed appropriate, however some of the materials were still to heavy and long.
2. Some parts of the material did not have clear instructions thus might confuse the students.
3. Some of the instructions were still in Bahasa Indonesia.
4. The tasks in the materials were too individualistic, did not prompt students cooperation.
5. 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.
6. Listening skill were not given enough attention.
7. More speaking activities should be added to material.
8. Several religious bound materials were deemed incorrect, and need to be corrected.
9. 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 were taught using the material and did all the activities. Students and the expert judges were also asked to fill the questionnaire and the evaluation rubric. The results of said questionnaire and rubric were used to determine the quality of the material. The students scored the material 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 +iii Pages, with 8 (eight) chapters. Each chapter consists of seven subchapter, coded A through G, starting from A) Reading Passage, B) Vocabulary, C) Reading Comprehension Tasks, D) Grammar Points, E) Group Exercise, F) Listening Activities, and G) Speaking Activities. Beside paper based material, the Course material also accompanied by listening material with 21 conversation units. These conversation units were used for listening activities.

Based on the data obtained from the study, it can be concluded that the Final Material was a good material and can be used to teach the students in HED. Having fulfilled both Empirical and Theoretical requirements, the material was truly tailor made for the HED students' needs and at the same time maintained a good quality.

5. Conclusion

Developing a course material is a part of lecturers' obligation, for an appropriate material would pave the way to a successful teaching and learning process. In order to develop said appropriate material, students' needs, curriculum requirements, as well as theoretical considerations must be used as vital

bases of consideration. A well-developed material would serve as an invaluable learning source and provide the lecturer and the students, an exciting, fun, and meaningful learning process.

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