INSTRUCTIONAL SYSTEM DEVELOPMENT
OF ESSAY WRITING
IN UNDERGRADUATE ENGLISH PROGRAM

DISSERTATION

By

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Ditulis untuk memenuhi sebagian persyaratan dalam mendapatkan gelar Doktor ilmu Pendidikan

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ABSTRACT

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As a foreign language, English Writing Instruction in Indonesian Undergraduate Programs has suffered many looses due to the lacks of systematic course design and its implementation. The absence of sounds method of teaching, authentic materials, and techniques of empowering students to cultivate the process involved in writing were assumed to cause students' low achievement in expository writing. These and other related pedagogical issues raised several questions such as: 1). What kind of Instruction was appropriate for EFL Teaching and Learning to write in Undergraduate English program?; 2). What was the validity of the Instruction being developed?; 3). What was the practicality of such an instruction?; and 4) What was the effectiveness of the instruction?

To answer such the questions, a research and development was conducted by using systematic approach under the steps and procedures promoted by Dick and Carey (1996) including designing, developing, evaluating, and revising. The Elements of the model consists of ten major components (nine basic steps in an iterative cycle and a culminating evaluation of the effectiveness of the instruction) beginning from determining instructional goal, analyzing the instructional goal, analyzing learners and context, writing performance objectives, developing assessment instruments, developing instructional strategy, developing and selecting instruction, designing and conducting formative evaluation, and end up with revising instruction.

The design model was tried-out to a limited number of students at State Islamic University, Imam Bonjol of Padang, West Sumatra, to determine the validity, practicality, and effectiveness of the model. The results of the study were in the form of interrelationships among the elements of instruction such as goals and purposes, materials, instructional strategies, and system of evaluation. The unity of these elements were claimed to be the products of the research and they were relevant to the current National Curriculum Framework. The Instructional strategy was revealed in the learning stages which comprised building knowledge and modeling of text, joint construction, independent construction, and peer review. Meanwhile, the Instructional materials showed the students the stages, process, and topics to be written, as well as formats of peer-review and evaluation of products.

The dissemination of the products showed that the average score for the designed instruction was very valid (4.66). The validity of Teacher's Guidebook was 4.66, while the validity of Students' Guidebook was 3.04. The practicality of this instructional design was 4.86 with the ideal percentage of 97 percents, and the product was 4.86 with the ideal percentage of 97 percents. The students' learning activity and interests were found to be effective (4.56) and very effective (5.00) with the ideal percentage of 100 percents.

ABSTRAK

Besral, 2017. Pengembangan Sistem Pembelajaran Menulis Essay pada Program S1 Jurusan Bahasa Inggris. Disertasi. Program Pascasarjana. Universitas Negeri Padang.

Pembelajaran menulis dalam bahasa Inggris sebagai bahasa asing pada jenjang S1 di Indonesia telah mengalami banyak kemunduran sejalan dengan kurangnya disain perkuliahan yang sistematis dan implementasinya. Tidak adanya metode pembelajaran yang mumpuni, bahan ajar yang autentik, dan teknik-teknik yang dapat membantu mahasiswa dalam mengembangkan proses yang ada dalam menulis mungkin menjadi penyebab rendahnya kemampuan mahasiswa dalam menulis teks ekspository. Kelemahan seperti ini ditambah dengan persoalan kependidikan lainnya telah menimbulkan sejumlah pertanyaan seperti: 1). Perkuliahan seperti apakah yang cocok untuk mengajarkan mahasiswa menulis dalam bahasa Inggris di S1 Jurusan Bahasa Inggris?; 2). Bagaimanakah validitas perkuliahan yang dikembangkan tersebut?; 3). Bagaiamana praktikalitas perkuliahan itu?; dan 4) Bagaimana efektifitas perkuliahan tersebut?

Untuk menjawab pertanyaan di atas, maka dilakukan sebuah Penelitian dan Pengembangan dengan menggunakan pendekatan sistematis seperti yang dikemukakan oleh Dick and Carey (1996) seperti mendisain, mengembangkan, mengevaluasi, dan merevisi. Elemen model tersebut terdiri dari 10 komponen (9 langkah utama pada siklus yang dapat dilakukan secara berulangkali dan berakhir pada evaluasi terhadap keefektifan perkuliahan tersebut) mulai dari menentukan tujuan perkuliahan, menganalisis tujuan perkuliahan, menganalisis pembelajar dan konteks, menulis tujuan, mengembangkan instrument penilaian, mengembangkan strategi perkuliahan, mengembangkan dan memilih bahan ajar, mendisain dan melaksanakan evaluasi formatif, dan berakhir dengan merevisi perkuliahan.

Model disain tersebut diuijicobaksn kepada sejumlah mahasiswa Jurusan Tadris Bahasa Inggris di UIN Imam Bonjol Padang untuk mengetahui validitas, praktikalitas, dan efektifitasnya. Hasil-hasil penelitian adalah dalam bentuk hubungan antar elemen-elemen perkuliahan seperti tujuan, materi, strategi pembelajaran, dan sistem evaluasi. Kesatuan elemen ini merupakan produk dari penelitian dan sesuai dengan kerangka Kurikulm Nasional saat ini. Strategi pembelajaran tercakup dalam tahap-tahap pembelajaran seperti membangun pengetahuan, memodelkan teks, bekerja sama membangun teks, bekerja sendiri-sendiri menyelesaikan teks, dan melaksanakan review dalam kelompok. Sementara itu, materi pembelajaran menunjukkan tahapan, proses, dan topil-topik yang akan ditulis mahasiswa beserta format peer review dan evaluasi produk.

Uji coba produk dalam skala terbatas menunjukkan bahwa rerata skor disain perkuliahan sangat valid (4.66). Validitas Buku Pedoman Guru adalah 4.66, validitas Buku Panduan Siswa adalah 3.04. Sementara praktikalitas disain ini adalah 4.86 dengan persentase ideal 97%, dan produk adalah 4.86 dengan presentase ideal 97%. Kegiatan belajar beserta minat mahasiswa sudah efektif (4.56) dan sangat efektif (5.00) dengan persentase ideal 100 %.

Lembar Pengesahan

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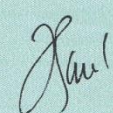
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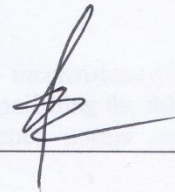
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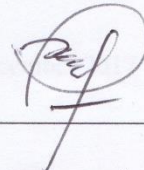
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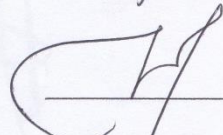
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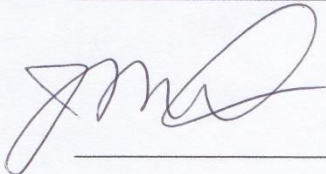*(Promotor/Penguji)*

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DECLARATION

I hereby declare that:

1. This written work, a dissertation entitled "Instructional System Design for Teaching Essay Writing in Undergraduate English Program", is my original own-work;

2. This piece of writing is purely my own opinion, formulation, and research, without the help of any people, except from my Promotors;

3. There is no work or opinion written or published by others in this dissertation, except, they are cited or quoted properly as references;

4. This statement is truly my own words and in case of the inconsistency, I deserve to have academic sanction namely in the form of demolishing the title for this work and other sanctions based on the established norms and regulation.

Padang,   December 2017

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FOREWORDS

Praise be to the Almighty God who has provided me with faith, knowledge, and strengths that I have finally been able to complete this dissertation entitled "Instructional System Design for Teaching Essay Writing in Undergraduate English Program". The writing of this dissertation was done to complete one of the requirements in English Education Study Program, Post Graduate Program at State University of Padang.

The writing of this dissertation will never have been completed without motivation and assistance from many parties. Therefore, I would like to thank Prof. Dr. H. Anas Yasin, MA., Prof. Dr. Jufrizal, M.Hum., and Prof. Dr. Agustina, M.Hum., as my first, second, and third Promotors, for their great contributions and patiences to the completion of this dissertation.

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I am fully aware that this work is far from perfect, therefore, critiques and valuable suggestions are really needed to the completion of this dissertation.

Padang, September, 2017
Besral

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CHAPTER I

INTRODUCTION

G. Background of the Problem

The national character building has been a remarkable effort launched by Indonesian government since the year of 2000 promoting that education should not only 'develop competence, but also form character, as well as excellent civilization' (Law Number 20 Year 2003). This is in line with the current trend of 21 century learning in which learners should strive to survive in globalized areas, master or familiarized with information technology, create new things, and communicate successfully.

The key to the success of such modern civilization, as many theorists and practitioners claimed, is that literacy development. The fact that Indonesian literacy rate is far left behind the ASEAN countries has been critical issues as to question and what should be done to solve the problems. In general, the experts in education maintain that students' learning should focus on application. Others believed that learning should have direct access to human's life. Still others suggest that learning should direct students to the ability to the following things such as: observing, asking, collecting information, analyzing, communicating. In addition to students' successful learning, they should also have critical thinking skills and master strategic learning.

However, dealing with literacy development, the biggest challenges in preparing qualified Undergraduate English students in Indonesia today is how to transfer the skills of writing. The problems become apparent in the context of EFL learning that: (1) Students do not have appropriate access to writing

community in English. In addition to this lack of medium for interaction, most subjects in the curriculum demand students to read more than write; (2) Writing instruction, for the most part, has been relied heavily on theories of First and Second language (L1 and L2) acquisition which are growing rapidly into this era; (3) Writing was considered an advanced skill, taught only after students had mastered vocabulary, spelling, punctuation, grammar, syntax, and other mechanical language function thought to provide the necessary foundation. This approach was particularly ineffective, for whom difficulty mastering the basics often prevented progression to the more 'advanced' writing lesson (Baker at al.,2003). To overcome these challenges, therefore, great efforts must be initiated as to look at a new perspective in the Instructional Design System.

Although many approaches and methods have been implemented in conducting the EFL learning to write, there have not been any significant results on the parts of the learners. Students' line of reasoning was still beating around the bush, target readers were rarely touched, and grammar errors were very dominant. In addition to students' lack fluency in writing, they often lost control in organizing ideas. Consequently, to achieve purpose of writing was a big business. Moreover, the absence of appropriate design for Writing Instruction made the teaching and learning process out of control. The condition becomes worse as the Indonesian government demanded the National Qualification Framework (2015) for its curriculum.

In particular reference to teaching writing, some theorists maintain that it should be conducted in line with logical approach as well as suitable techniques that enhance cooperative and autonomy learning, and student-centered. To

accommodate such needs, curriculum or syllabus must be set up. Hutchinson and Waters (1987) stated that a syllabus 'tells the teacher and the students not only what is to be learnt, but implicitly, why it is to be learnt'. A syllabus also provides 'a set of criteria for materials selection and/or writing, as well as a visible basis for testing' (pp.83-84).

Many researches showed that teaching writing in the university level had long been rooted from the traditional practices which reflect a general lack of awareness and application of research and theory (Applebee, 1981; Tighe & Koziol, 1982). Hudelson (1984) for example, pointed out that ESL literacy is dominated by procedures that strictly control writing and language skills are hierarchically sequenced, and writing is reduced to a limited range of exercises and activities. Zamel (1987: 697) also reported that ESL writing teachers viewed themselves primarily as language teachers, that they attended to surface-level features of writing, and that they seemed to read and react to a text as a series of separate pieces at the sentence level or even clause level, rather than as a whole unit of discourse. Zamel (1987) further contends that 'they are so distracted by language-related problems that they often correct these without realizing that there is a much larger, meaning- related problem that they have failed to address.' As text book influences and reflects practice, it was claimed that it was restrictive, arbitrary, and reductionist rules and formulas that atomize and dismantle process, transforming composition into a kind of decomposition.

To deal with the problems above, materials design and teaching techniques should be the first priority to be considered since they are among the most determinant factors of successful teaching in the higher education. In the field of

Teaching English as a Foreign Language (TEFL) in Indonesia, the lack of materials and teachers' inappropriate teaching techniques have long emerged especially in the university level, resulted in low performance of students' communicative competence. This is not surprising because the materials show the teacher what to teach, while the technique informs how to do it. In the context of English for Specific Purposes (ESP), Hutchinson and Waters (1987:105) contend that:

> materials provides a stimulus to learning, help to organize the teaching-learning process, embody a view of the nature of language and learning, reflect the nature of the learning task, provide model of correct and appropriate language use

In order to achieve their roles and functions, the materials of language teaching should be clearly linked to the curriculum they serve, be authentic in terms of text and task, stimulate interaction, allow learners to focus on formal aspects of the language, encourage learners to develop learning skills, encourage learners to apply their developing skills to the world beyond the classroom (Tomlinson, 2003:109; Penaflorida, 1995: 172-9; Nunan, 1988).

Despite the crucial roles of materials and techniques in higher education, current observation in English Tadris department, Faculty of Islamic Education and Teacher Training, State Institute for Islamic Studies 'Imam Bonjol' of Padang, showed that students' learning in Essay Writing Course was under pressure. Students had been forced to write essay in English while there was no special book or materials to guide them. In the contrary, students had to find and read the examples of text from any possible sources. While some lecturers prepared copies of sample texts from the newspaper (i.e., *Jakarta Post*), other

instructors used a text-book such as Process Writing by Reid (1993). Having had 30 to 35 students in each class, most lecturers' classroom techniques were mainly discussions in which students were told about types of text (genre) and asked to write independently. Those who had finished earlier should share their texts by writing them into the board. No discussion was held to comment or critique the products, except those promoted by the teachers.

The syllabus lacked vision of model or technique to be implemented as students' learning experience were not explicitly stated. The absence of clear purpose and types of interaction showed that the lecturers were not well-informed about the appropriate portion of knowledge, attitude, and skills to be transferred to the students. It was evidenced that in almost every learning session, students' products of writing were judged mainly in terms of vocabulary and language structures, leaving the organization or generic structures of the text in the box of mysterious.

As a result, most of students' writing products were inappropriate in that they did not reflect relevant contents and organization. Most of them suffered from the inability to use correct grammars and suitable vocabularies. From a number of students taking Writing 2 subject (2012-2013; N=24), the average score (Mean) was 63.92. The sources of their difficulties were included in the indicators as presented in the table below.

Table 1

Students' Average Score in Writing Expository Text

Content (16-30)	Organization (7-20)	Vocabulary (7-20)	Lg. Use (5-25)	Mechanics (2-5)
18.71	13	14.25	14.62	2.67

Source: Writing Lecturer of English Tadris, Faculty of Islamic Education (2012)

Students' low ability in essay writing was quite common in ESL writing instruction as found in Malaysian Postgraduate Business. Al-Khasawneh (2009) identified some sources of these difficulties such as: (1) The complexity of the language itself which includes vocabulary, organization of ideas, grammar, spelling, and reference; (2) Environment which includes few opportunities to practice English and cultures; and (3) Methods of teaching English dealing with the strategies of instruction, L1 or L2 in English classes, teachers' low proficiency in English, and lack of writing practice in educational institutions.

It can be inferred from the phenomena above that students' poor performance in writing was mainly due to inadequate Instructional Design (ID) system. In the case of Writing Instruction at English Tadris Department - Faculty of Islamic Studies - Imam Bonjol Padang, as described above, students' low writing competence was due to the limitation of: (1) Syllabus Design; (2) Materials Development; and (3) Techniques and Strategies in teaching and learning process. Therefore, to improve the quality of teaching and learning process of essay writing, these three determining variables should be redesigned or developed.

Based on the description above, the main problem of this research was 'How can the appropriate Instructional Program for Essay Writing be developed so that it matched with the needs of students in English Tadris Department?' The ideal criteria of this program is that it must be valid, practical, and effective.

In order to answer such a question, therefore, a research and development needed to be carried out.

H. Formulation of the Problem

The current study was conducted to answer the following questions:

1. What kind of Instruction was appropriate for EFL Teaching and Learning to write in Undergraduate English program?
2. What was the validity of the Instruction being developed?
3. What was the practicality of such an instruction?
4. What was the effectiveness of the instruction?

I. Purpose of Development

In line with the problems above, the current study was conducted to develop an Instructional Program for Communicative Writing Instruction that promotes students' effective learning to write essay in English;

J. Specification of the Expected Products

The expected product of this developmental research was a set of Instructional Design model for teaching and learning process of Writing consisting of syllabus, materials, techniques and strategies. This Instruction was different from the other common types in that it combined two predominant approaches such as Process Approach (PA) and Genre Based Approach (GBA).

The product which promoted principles of communicative learning language teaching would be documented in the book form. This book contained some aspects related to model of Communicative Writing.

The Teacher's Guide-Book should include the following activities such as: (a) Building knowledge of field or exploring students' background knowledge; (b) Modeling of text; (c) Joint construction of text; (d) Independent construction of text; and (e) Peer-reviewing. Another feature of this guideline was that it helped the instructor to modify the learning phases based on the learning model. The book also guided the instructor in grouping the students so as to form community learning. Most important of all, students were also guided to move on through the writing process so that they may share ideas while constructing or outlining the new text. In short, teacher was directed to respond to the students' product of writing and to do the reflection.

In the same way, the Student's Book should explore the indicators of learning so that they know what to learn and discuss. In the early stage, students were exposed to text so that they would apply their reading skills, and then followed the model text as they were required to produce the text.

The expected instructional effects were the improvement of students' essays as reflected in the following competences such as generating ideas, making outline, applying the generic structures and language features of the text. The nurturrant effects were such an improvement of students' interests, motivation, and most importantly, their oral skills.

K. Significance of Development

The products of the current development were expected to be useful for the following things:

1. To help students understand the materials or essences of essay writing by using communicative writing instruction.

2. As a reference for the EFL teacher to improve their effectiveness learning to write.

3. As a reference for the further studies in the field of EFL writing instruction especially in the university level.

L. Assumption and Limitation of the Development

The current Instructional Design system was developed under the assumptions that: (a) Students' communicative competence (orally or in writing) would be better improved if communicative writing instruction through Genre Process Approach had been used; and (b) The development of instruction model through Genre Process Approach provided the students with various and interesting learning experiences.

Based on the assumptions above, this research was limited to the following things: First, the learning materials in this study were directed to facilitate students' learning in expository or Essay Writing (Writing 2) focusing on the persuasive and argumentative texts. As quoted earlier, the materials should provide a stimulus to learning and help teacher as well as students to organize the teaching-learning process. Moreover, the materials should embody a view of the nature of language and learning and reflect the nature of the learning task. Finally, the materials should provide model of correct and appropriate language use (Hutchinson and Waters, 1987:105).

Second, the subject of this study was limited to the fourth semester students of English Tadris Department who had been taking Writing 2 subject in Academic Year 2012-2013. Third, students' writings in this study were assessed through EFL Writing Profiles as proposed by Jacob (1981) consisting of five indicators: content, organization, vocabulary, language use, and mechanics.

M.   Definition of Key Terms

To avoid misunderstanding of specific terms used in this research, it is important to explain the following definitions:

A model is a 'small-scale reproduction or representation of something; design to be copied' (Hornby, AS, 1974:544). Model in this study referred to the reproduction, representation, and design of teaching and learning process of writing. This model served as a plan or pattern to design a specific classroom teaching and to shape instructional material. An appropriate model of teaching must be supported by four concepts such as: syntax, social system, principles of reaction, support system, and instructional nurturant effects (Joyce and Weil, 1992: 4).

Communicative Writing Instruction in this study was the kind of Writing Instruction in which students were made aware of not only the use of grammatical structure in their writing, but also the knowledge of the topic, the readers, and rhetoric. In short, all language skills (such as listening, speaking, reading, and writing) were activated to promote students' writing skills.

N. Organization of Dissertation

This dissertation was written in line with the *Guideline* of *Dissertation Writing*' arranged by Graduate School Program, Padang State University, (Revised Edition) 2014, comprising:

Chapter I (Introduction), presents background of the problem, formulation of the problem, goals of development, specification of the expected product, significance of development, assumption and delimitation of the development, definition of key terms, and organization of writing.

Chapter II (Review of Related Literature) discusses and reviews the related literature.

Chapter III (Research Method) comprises type of research, model of development, procedure of development, product try-out, subject of try-out, types of data, instrumentation for data collection, and technique of data analysis.

Chapter IV (Results of Development) reveals the results of development including process of development and their proof, presentation of try-out data, data analysis, and product revision.

Chapter V (Conclusion, Implication, and Suggestions).