The Development of Teaching Aids for Academic Writing by Using Communicative Approach Web Based

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Abstract—**The purpose of this research is to describe the development process of teaching aids for academic writing that is material spelling, diction, sentence, and paragraph by using communicative approach web based. The research methodology used in developing the teaching aids is 4D model. They are define, design, develop, and dissemination. The data collection technic is validation, observation, test, and questionnaire. The data analysis of this research teaching aid advisability, research instrument validity, teaching-learning process, the result of teaching, activity and students response.**

Keywords—learning model, teaching

I. INTRODUCTION

Conditions in the field that is in the Publishing Study Program, State Polytechnic of Creative Media Jakarta, students have not understood the spelling, diction, sentence, and paragraphs in scientific articles. Pre-test is done to 90 first year students on the second semester in 2017. The result is known that 93% of students are still confused to apply spelling writing in Indonesian like writing "di" as affix and "di" as the foreground. In addition, students are still often wrong in using interconnected words, each sentences, and correlative.

Actually in the Publishing Studies Program has ever made learning tools consisting of syllabus and Indonesian module. However, the learning tool uses a grammatical approach as its main approach. The use of this approach makes it difficult for students to write academic because they have to learn a lot about grammar. Therefore, through this research scheme will be developed learning tools of academic writing of spelling, diction, sentence, and paragraph in scientific writing with communicative approach.

According to Abidin communicative approach is a learning approach that emphasizes language learning to be directed at the formation of communicative competencies of students who are realized through four language skills (listening, reading, speaking, and writing) [1]. The main characteristic of communicative approach is the existence of two activities that are closely related, namely the existence of functional communicative activities and activities of a nature of social interaction.

With the development of learning tools with communicative approach assumed student learning outcomes will increase. This study is limited to the development of learning devices only on spelling, diction, sentence, and paragraph material. The purpose of this research is to develop learning tools for academic writing of spelling, diction, sentence, and paragraph with communicative approach.

II. LITERATURE REVIEW

Literature of the paper consist of communicative approach, teaching aids, academic writing, and web based learning media.

A. Theory of Communicative Approach

According Ghazali based on the discussion in his book entitled "Learning Skills Speaking with Communicative and Interactive Approach" mentioned there are seven principles of class with communication-based perspective, as follows [2]: First, emphasize the use of functional languages in different social settings. Second, organize classroom activities that connect language forms with language functions and provide functional practice in various social situations. Third, using interesting materials, stimulating intellectuals, and challenging students. Fourth, combine language tasks that involve collecting information, collaborations, and interactions that have a specific purpose. Fifth, focused on students as some whole-their cognitive, physical, and affective qualities. Sixth, provide opportunities for students to exchange and explore their attitudes, feelings, and opinions. Seventh, provide opportunities for students to integrate different language skills to accomplish language tasks.

B. Theory of Teaching Aids

According to Hobri, learning tools are a set of learning resources that enable educators and learners to carry out learning activities [3]. Learning tools can include Learning Implementation Plan (RPP), Student Worksheet (LKS), student book (module), teacher and student activity instrument, learning result test, and instructional media.

C. Theory of Academic Writing

Research on the design of Indonesian language teaching materials for academic purposes has been done Widjono [4]. In the study it was stated that the less trained students interpret the scientific discourse he reads. Careful, polite, straightforward, critical, creative, and academic attitudes are part of the learning process in college. Simultaneously, the ability of language to communicate the ideas developed. The developed model is expected to improve writing skills for academic purposes that are characterized by: (1) the ability to write using the language variety effectively, (2) critical reading skills that enable students to think and write objectively, (3) clearly and focused on the issues discussed (4) the ability to process writing through the development of creative ideas, organizing ideas, and drafting, (5) the ability to consider the needs of the reader objectively, (6) the ability to include references based on the requirements of the text conventions, (7) the ability to write based on strategies appropriate to the needs of the students; (8) the skill of correcting manuscripts and editing self-written scientific papers.

D. Web Based Learning Media

A website is a collection of web pages that run from one domain web address. Websites can be used to display text information, still or moving images, sounds, animations, or a combination of them all. Website is believed to be an effective alternative learning media for students because it is easily accessible from various devices connected to the internet. By its nature, the website can be divided into two, namely static and dynamic websites. Static websites are types of websites whose pages are static and unchanged. Static websites are typically used for personal or organizational web profiles. Dynamic websites are types of websites that are often changed or added content.

E. Previous Relevant Research

The results of research by Kurniawan in the Journal of Education showed that learning Indonesian language with communicative approach can be used as a reference by teachers in improving the writing skills of junior high school students [5]. Meanwhile, Pasmiati succeeded in improving the ability to write scientific papers with the help of Student Worksheet [6]. In pre-circle, the mean score of 68.96 students increased to 74.87 in cycle I and increased again in cycle II to 83.34.

Previously, based on the results of student needs analysis, he found some barriers of students of class XI SMAN 1 Ungaran in writing scientific papers, namely student's difficulty in developing paragraphs and students less mastering the use of spelling, punctuation, standard words, and systematics writing scientific papers.

Furthermore, Cahyani in the Journal Sosiohumanika proposed the results of his research on students who take the general course of Indonesian language proves the effectiveness of the use of research-based learning model in improving the ability to write papers [7]. In the study, the learning plan was designed to involve students in a study independently. Thus, the ability to write student papers increased from the first cycle of the average of 1.95 to 3.07 in the second cycle and increased again to 3.87 in the third cycle.

Then, Sumarwati in the Litera Journal reveals that the main problem facing teachers is in teaching grammar by integrating all language skills [8]. Therefore, material preparation, strategy selection, and assessment are needed of the learning tool. The successful learning model in this research is the focus on form which stages include instructional process, interactive feedback, and improvement of text understanding, task-based learning, collaborative task, and discourse-based approach.

III. RESEARCH METHODS

This research is development research and the type is descriptive. Learning tools to be developed are academic teaching learning tools that mainstream four competencies namely grammatical, sociolinguistic, discourse, and strategic competence on spelling, diction, sentence and paragraph material using communicative approach. The subject of the study is the learning device of academic writing of spelling, diction, sentence, and paragraph material.

In this study, the trial will be conducted on 15 students of 2nd semester of the State Polytechnic of Creative Media in Publishing Study Program who acts as a lecturer is a researcher himself. The design of this research tool development adapted 4D model made by Thiagarajan [9]. Device development model consists of four stages, namely the definition, define, design, development, and disseminate. The types of data obtained in this study are the validation of learning tools at the define and design stage which include: (a) Learning Implementation Plan (RPP), (b) Student Worksheet, (c) Module Book, (d) Media learning (PowerPoint slide), (f) Instrument of observation of lecturer and student activity related to the implementation of RPP, and (g) Instrument assessment of student learning outcomes and student responses to learning activities. Meanwhile, the type of data obtained during the field trial in the develop stage of the observation activities of lecturers and students related to the implementation of RPP and student assessment results and student responses to learning activities.

Analysis of validation data of RPP components, student worksheet, module books, observation instruments, assessment instruments, and learning media were conducted by averaging value of each component. This validation is performed by a competent validator in the field. Average value results are described as follows:

- $\leq SV \leq 1.5$ means invalid, unusable and still require consultation.

- $1.6 \leq SV \leq 2.5$ means less valid, can be used with many revisions.

- $2.6 \leq SV \leq 3.5$ means valid, can be used with a few revisions.

- $3.6 \leq SV \leq 4.0$ means very valid, can be used without revision.

Description:

- SV = Score Validation Slightly revised if the subcomponent of the learning device per component must be revised at most 25% of the total number of subcomponents.

Many revisions if the device feasibility subcomponents should be revised more than 25% of the total number of subcomponents.

Implementation of learning by analysed by percentage and using the following formula:

$$R = \frac{\Sigma A}{\Sigma B} \, x \, 100\% \quad (1)$$

Description:

- R = Average score

- ΣA = Total score obtained in 1 meeting for one particular type of activity

- ΣB = Total score Observations of student activities are analysed descriptively and for each RPP will be determined the percentage (P) with the equation:

$$P = \frac{\text{Average both Observer}}{\text{Total Observation}} \, x \, 100\% \quad (2)$$

Student responses are analysed descriptively quantitatively by percentage. The percentage scale can be obtained by the formula:

$$P = \frac{\Sigma K}{\Sigma N} \, x \, 100\% \quad (3)$$

Description:

- P = percentage

- ΣK = Number of response responses

- ΣN = Number of responses.

IV. RESULTS AND REVIEW

Development of Learning Implementation Plans, module book, student worksheet, media learning, instrument observation, and instrument assessment is carried out with the following procedures:

- Identification of learning problems in class through literature review, classroom observation, and review of documents related to existing RPP and used by lecturers in the field.

- Curriculum analysis by analysing the learning outcomes of study programs and learning achievement of courses, study materials, and assessment indicators.

- Draft a plan for implementing learning based on the theoretical foundation and standard of the process of higher education.

- Validation of experts to determine the suitability of the draft implementation plan of learning with the theoretical foundation of the preparation of learning implementation plans using validation instruments.

Validation tests were conducted by learning experts as experts, lecturers as users, and students as audiences. Validation results by experts indicate that there is a match between RPP and theory with percentage validity criteria of 70.01% - 85.00% or with a validity level that is quite valid or can be used but needs minor revision. Validation results by the lecturer show the level of implementation of the implementation plan of learning in the classroom with the validity criteria percentage of 85.01% - 100.00% or with a validity level that is very valid or can be used without revision. Validation results by students showed the effectiveness level of learning implementation plan was associated with the achievement of learning objectives with the validity criteria percentage of 85.01% - 100.00% or with a validity level that was very valid or could be used without revision.

- Revision of the draft implementation plan of learning based on expert validation so as to produce a draft plan for the implementation of learning that is better and in accordance with the theory of communicative approaches.

Only activities that show actual communication are encouraging for students to learn. In principle communication activities occur because of a vacuum. Language activities that aim to do meaningful tasks encourage students to learn. The material from the communicative syllabus is prepared after an analysis of language needs is held. The emphasis in the communicative approach is on students and what is expected of language learning. The role of the teacher is as an instructor, learning needs analyser, and group manager. The role of instructional material in the communicative approach is to actively support student communication. The instructional material consists of three types, namely: material based on text, material based on assignments, material based on authentic material (reality).

The model developed is expected to improve writing skills for academic purposes characterized by:

- The ability to write using a variety of scientific languages effectively;

- Critical reading skills that enable students to think and write objectively, clearly, and focus on the issues discussed;

- The ability to write scientifically by practicing research papers and research papers;

- The ability to process writing through the development of creative ideas, organizing ideas, and drafting drafts;

- The ability to objectively consider the needs of readers;

- The ability to include references based on requirements of the text convention;

- The ability to write based on strategies that are appropriate to the needs of students;

- The skill of correcting manuscripts and editing scientific papers written by themselves.

Therefore, linguistic problems, especially writing spelling, diction, word formation, effective sentences, paragraphs, making scientific topics, and writing scientific scripts must be enhanced. Indonesian language learning for academic purposes is also expected to improve the ability to apply various scientific languages without being tainted by various other languages. As a means of academic scientific communication in the form of scientific texts, discourse must meet seven textuality standards, namely cohesion, coherence, intentionality, acceptability, informatively, situationally, and interactivity.

V. CONCLUSION

Learning tools for writing academic material for spelling, diction, sentences, and paragraphs can be applied to students of the publishing study program with a validity score of $3.6 \leq SV$ means 4.0 which means it is very valid or can be tested without revision.

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