

Development of Academic Text Writing Materials through Media Thesis with Scientific Approach in Higher Education

Mahmudah
 Post-Graduate Program
 Universitas Negeri Makassar
 Makassar, Indonesia
 mahmudah.mahfud@unm.ac.id

Nurhusna
 Faculty of Language and Literature
 Universitas Negeri Makassar
 Makassar, Indonesia
 nurhusnanurdin@yahoo.co.id

Abstract—The purpose of this study was to develop (1) the content of the teaching material for writing academic texts for universities, (2) the presentation of teaching materials for writing academic texts for universities, and (3) the use of language in teaching materials for writing academic texts. This study uses Borg and Gall's development research method. Based on this method, there are eight stages of development procedures that have been modified in this study, namely (1) preliminary study, (2) research planning, (3) initial product development, (4) initial trials, (5) initial product revisions, (6) field testing, (7) final product revision. Product testing was carried out by involving (1) experts in learning to write academic texts, (2) expert in teaching materials development, (3) practitioners' tests involving lecturers learning to write academic texts, and (4) field tests involving 3rd semester students of the Department of Language Education, Indonesian Literature Universitas Negeri Makassar, and (8) disseminating the developed products through national / international seminars. This type of research data is numerical data and verbal data. The test results of the development of teaching materials are as follows. The conclusions of this development research are the teaching materials for writing academic texts that have been developed shows that the products are classified as feasible and ready to be implemented in the learning process of writing academic texts as a guide in writing academic texts in universities. The step of utilizing products from the development of teaching materials can be used as an alternative for lecturers to teach in the learning process of writing academic texts to students, so learning to write academic texts is not just assignments and lectures. The use of teaching materials in learning to write academic texts can provide a more interesting learning experience; this has never been done so that the students will be more enthusiastic in the learning process.

Keywords—teaching materials, learning, write academic texts

I. INTRODUCTION

The Indonesian language stated as the official language of the State in Article 36 of the 1945 Constitution of the Unitary State of the Republic of Indonesia originating from the language that made in the Youth Pledge on 28 October 1928 as a united language that developed in accordance with the dynamics of national civilization. Indonesian language as a union language functions as (1) national identity, (2) national pride, and (3) unifying means of various ethnic groups, communication between regions and interregional culture.

In the variety of ethnic diversity and religious belief, the existence of the Indonesian language is grateful as the gift of the Almighty God by every citizen by actualizing themselves in Indonesian-language communication both verbal (oral) and nonverbal (written). The position of the Indonesian language as the state language has the consequence that the Indonesian language is used as educates the life of the nation. Text-based Indonesian language learning is carried out by applying the principle that (1) language should be seen as text, not merely a collection of linguistic words or rules, (2) the use of language is the process of restoring linguistic forms to express meaning, (3) language is functional, the use of language can never be released from the context because the form of language that reflects ideas, attitude value, and ideology, users, and (4) language is a means of forming human thinking, and such thinking is implemented in the text structure.

In accordance with the Indonesian language in the learning principles that have been stated, people who are in the academic community cannot be separated from academic texts. Students and lecturers as academic communities must be able to write to create academic texts by using the Indonesian language.

The differences between the academic and non-academic texts need to be adequately explained by identifying existing characteristics of language. Opinions about the academic texts that have developed so far are that academic texts have characteristics such as simple, solid, objective, and logical. As a consequence, these characteristics are usually only understood instinctively without being based on certain data or theory. An academic person must be able to explain it academically. Based on this reality, a serious investigation is needed in order to reveal the approach that can explain the problems that related to the scientific level of an academic text which in this study is devoted to the thesis.

Writing the academic texts is a daily activity that becomes a routine for the academic community, especially students, starting from the first semester to the final semester. Based on the observations of researchers on the students' tasks both in the form of micro and macro academic texts there are many academic texts that do not reflect the characteristics of a good academic text. This happened because of inadequate teaching materials that discussed the basis of academic texts, the characteristics of

academic texts, and the steps in writing academic texts hierarchically.

To overcome this problem, a study was carried out entitled Development of Academic Text Writing Materials through Media Thesis with Scientific Approach in Higher Education. This study is focused on developing teaching materials for writing academic texts so as to produce teaching materials that are able to guide students in writing short stories independently and can be used in learning to write the academic texts.

The teaching materials that developed used the scientific approach, in accordance with the current curriculum that emphasizes the modern pedagogical dimension of learning. Students are involved directly in the learning process. That includes three domains, namely attitudes, knowledge, and skills. The steps of the scientific approach, such as observing, asking, reasoning, and communicating as a form of success that greatly facilitate students in understanding and writing academic texts hierarchically.

Achieving the maximum learning outcomes is certainly requires the learning media that function as intermediaries for messages from educators to students. Foulger [1] defined media as a source of means used by educators to convey, and facilitate the message of educators so that they can be understood by students. This study uses thesis media as an intermediary and messenger for students in understanding academic texts and writing academic texts.

The thesis has several advantages as a medium for training students in writing academic texts. In addition, to providing an overview of academic texts, the thesis also has to need sufficient scientific levels to be observed and analyzed. The thesis is an effective medium to arouse the imagination of students in understanding academic texts and writing academic texts.

II. RESEARCH METHOD

This study is a development study that uses the Borg & Gall procedural model [2]. Procedural models are descriptive models that describe the flow or procedural steps that must be followed to produce a particular product. The Borg & Gall model was adapted to formulate a teaching material development model in this study. The steps that taken in the development model of Borg and Gall, namely (1) preliminary study by conducting research and gathering initial information, (2) planning, formulating the objectives to be achieved, (3) product development, (4) initial trials, (5) initial product revisions, (6) field trials, (7) final product revisions, and (8) disseminating products developed through national/international seminars. The procedure of the study started by Borg and Gall was not entirely applied in this study. The procedure described has been adapted into 7 steps. Step 7 and 8 are not implemented. From the research procedures that have been carried out in the field, the researcher obtained the research data related to the feasibility of the tested teaching materials.

The study and development of teaching materials for writing academic texts is carried out by the following procedures (1) pre-development, (2) development, and (3) evaluation.

A. Pre-Development

The pre-development stage is the preparation stage in developing teaching materials. A pre-development activity that carried out by researchers is a preliminary study and planning. Preliminary studies are conducted through interviews with lecturers about availability and the need for teaching materials to write academic texts and to review the results of previous studies related to the development of teaching materials in writing academic texts. The next step is planning by doing a number of things, namely (1) reviewing the theory of writing academic texts, and approaching the development of teaching materials, (2) developing plans for implementing learning to write academic texts, and (3) designing assessment instruments for teaching materials, and designing grid-file teaching material.

B. Development

The results of the field studies and planning are the basis for developing teaching materials. The development steps that carried out are (1) designing the initial draft of teaching materials, namely compiling material for writing academic texts, making questions and exercises, and compiling judgments, (2) making similar opinions on teaching materials between researchers, and (c) revising teaching materials.

C. Evaluation

These evaluation activities include initial trials, initial product revisions, field trials, and final revisions. The initial trial by making an opinion equation between researchers to see the feasibility of teaching materials that have been prepared theoretically and methodologically by utilizing the assessment instruments that have been prepared. The value range for each indicator is one to five. If the indicators assessed get grades four and five, they would be revised according to expert advice. Teaching materials that have been revised based on the expert test results are then packaged and tested in the class to see the effectiveness of the teaching materials that developed. These products are tested with limited samples. The results of the field trials are then revised. The instruments used in this study were adjusted to the research objectives to be achieved, namely developing learning teaching materials writing academic texts. The instruments that are compiled correctly will be able to collect data objectively, completely, and can be processed to solve research problems. The instruments consist of interview guidelines and questionnaires.

The instruments of this study are below.

A. Interview Guidelines

The interview guidelines are prepared with the aim of exploring the initial information about the availability and the needs of teaching materials in writing academic texts.

B. Questionnaire

The questionnaires are given to experts and practitioners to assess the appropriateness of content/material, presentation of the material, and use of language in teaching materials that have been developed.

C. Test Materials and Assessment Guidelines

Test materials and assessment guidelines were used during field tests to determine learning outcomes in basic competencies in writing academic texts.

The instrument that used was developed independently by the researcher with the following steps.

1. Identify the variables in the formulation of the research title.
2. Develop an instrument grid in the form of a specification table that contains variable indicators.
3. Write the instrument items that contain the statement.
4. The items that have been written are then discussed by the research team to be validated.
5. Revisions or improvements based on the results of the research team's consultations.
6. Before being used, the instrument is tested to check the validity. If there is a shortage of instruments that have been made, the instrument is revised so that it can be utilized as needed.

The type of data in this study is divided into two, verbal and nonverbal data. Verbal data in the form of written and non-written information that obtained from (1) the results of the assessment of teaching materials in the form of advice by experts and practitioners, and (2) the results of interviews with lecturers during the preliminary study. The nonverbal data is obtained from student grades in writing academic texts.

Qualitative data analysis is done by: (1) collecting written verbal data obtained from interviews, questionnaires, observations, and field notes, (2) transcribing non-written verbal data from interviews, questionnaires, and observations, (3) collecting, selecting, and classify written verbal data and the results of non-written verbal transcripts based on the criteria, (4) analyzing data and formulating analysis conclusions as a basis for taking action on products that developed. Meanwhile, quantitative data analysis techniques in the form of questionnaire data processing that obtained from expert questionnaires, teacher questionnaires, and student questionnaires that have been previously validated by experts were analyzed using the formula of per item data processing and the formula of overall data processing [3].

III. DEVELOPMENT RESULTS

A. Product Description

The advantage of this teaching material is that it contains guidelines for writing academic texts complemented by empirical examples of writing academic texts. The students are given examples and exercises to determine topics, ways to simplify sentence structure, how to compact information, concepts of sentence objectivity, and concepts of sentence assignments. In addition, it is also equipped with competency tests and assessments to measure students' abilities. This teaching material is divided into four sections, namely (1) recognizing academic texts, (2) practicing academic text writing, (3) academic text writing competency tests, and (4) academic writing assessments.

The systematics of this teaching material consists of (1) competency review, (2) introduction, (3) this section, and (4) closing. Competency review is an illustration of the

things students must achieve in learning. The competency review contains a description and a summary of the material for each chapter. The introductory section contains introductory words, remarks, table of contents, and book peculiarities.

The core section is the most important in the teaching materials systematic. The core section consists of four chapters. Chapter one is entitled Getting to Know Academic Text which is divided into (a) the scope of academic texts, (b) characteristics and features of academic texts, (c) types of academic texts, and (d) structure of academic texts. Chapter two is entitled Practicing Writing Academic Text which contains (a) the definition of writing academic texts, (b) explanation of thesis media, (c) learning to write academic texts with a scientific approach using thesis media with the learning steps, (d) examples of writing academic texts with a scientific approach using thesis media, and (e) training in writing academic texts. Chapter three is titled Academic Text Writing Competency Test which contains questions that are used to measure students' ability to write academic texts. Chapter four is entitled Assessment of Writing Academic Text which contains a rubric of assessment that lecturers can use to assess the ability of students to write academic texts.

The closing section is the final part of the teaching material. This section contains a list of references and biographies of the author.

The language used is in accordance with the level of development of student thinking. This teaching material is presented in an interesting and prevalent language in the Indonesian language written communication. The language that used fosters joy when reading it, and encourages students to study the book thoroughly. In addition, it encourages students to think critically. Using symbols and terms correctly and consistently, meaning (1) the use of consistent terms between the parts of the book, (2) the use of consistent symbols between the parts of the book, and (3) the use of spelling that refers to Pedoman Umum Ejaan Bahasa Indonesia.

B. Trials Data

Exposure to the results of data analysis is to explain the data analysis of teaching material trials that obtained from validation tests with experts in learning writing academic texts, experts in developing teaching materials, and practitioners (lecturers of learning to write academic texts), and field testing with students.

Expert test of teaching material conducted by experts in learning to write academic texts is held on April 20, 2018. Expert test of learning to write academic texts is conducted by lecturers of Indonesian Language and Literature Education, Universitas Negeri Makassar, Dr. Mahmudah, M.Hum. Expert test of learning to write academic texts consists of four aspects that are assessed, namely the accuracy of the material, the depth of the material, the completeness of the material, appearance, and layout teaching material. Experts in learning to write academic texts provide criticism and suggestions that written and non-written for the perfection of this teaching material.

Expert test of teaching material that conducted by experts in developing teaching material is held on May 5, 2018. Expert test of developing teaching materials is

conducted by lecturers of Indonesian Language and Literature Education, Universitas Negeri Makassar, Dr. Salam, M.Pd. Expert test of teaching materials consists of four aspects that are assessed, namely description of content, presentation system, language, appearance, and layout of teaching materials. Experts in developing teaching material provide criticism and suggestions that written and non-written for the perfection of this teaching material.

Expert test of teaching material conducted by a practitioner (lecturers of learning to write academic texts) is held on June 4, 2018. Expert test of developing teaching materials is conducted by lecturers of Indonesian Language and Literature Education, Universitas Negeri Makassar, Nurhusna, S.Pd., M. Pd. Expert test of teaching materials consists of five aspects that are assessed, namely description of content, presentation system, language, appearance, the layout of teaching materials, and the depth of the material. Practitioner provides criticism and suggestions that written and non-written for the perfection of this teaching material.

Field tests are conducted on students on the 3rd semester of Department of Indonesian Language Post-Graduate Program, Universitas Negeri Makassar. Tests on students were held on July 1 to 20, 2018 at the Post-Graduate of Universitas Negeri Makassar, the subject of the trial is 10 students that consist of Class A and Class B. The field trials were carried out by testing teaching materials writing academic texts consist of chapters 1 to chapter 6, with four components of assessment, namely content, presentation, language, and graphics.

The development of teaching materials includes seven aspects, namely the accuracy of the material, the depth of the material, the completeness of the material, the content, appearance, and layout of teaching materials, presentation, and language. The data is classified based on the components presented in table form.

The results of the development of teaching materials are as follows: (1) the results of the expert test in learning to write academic texts based on the components of material accuracy classified in the appropriate category (75%), the depth of the material classified in the appropriate category (91.67%), the completeness of the material classified in the appropriate category (81.25%), display and layout shows the product is classified in the appropriate category (87.5%), (2) the results of expert development of teaching materials based on the components of the content description of teaching materials classified in the appropriate category (75%), systematic presentation of teaching materials classified in the appropriate category (80%), language usage classified in the appropriate category (91.67%), appearance and management the location of teaching materials is classified in the appropriate category (8.33%), (3) the results of practitioners' expert validation based on the component description of teaching material contents are classified in the

appropriate category (75%), systematic of teaching materials classified in the appropriate category (90.91%), language usage classified in the appropriate category (75%), appearance and the layout are classified in the appropriate category (79.17%), the depth of the material is classified in the appropriate category (75%), and (4) the results of a field test of teaching materials in learning to write academic texts based on content components, presentation, language, and graphics are classified in the appropriate category.

C. Product Revision

Product revision is based on the achievement of the validity score of the teaching material and the record of the test subjects. Based on the results of validation by experts in learning to write academic texts, experts in developing instructional materials, expert practitioners, field tests, and notes from experts can be concluded some suggestions for improving teaching materials that developed that the use of language is revised in accordance with Pedoman Umum Ejaan Bahasa Indonesia because there are words that don't match spelling especially in writing descriptions of each table. The arrangement of the layout of teaching materials still needs to be reorganized so that it is better and neater.

IV. CONCLUSION

Teaching materials play an important role in lecture activities because teaching materials can facilitate the lecture process so that they can achieve optimal results. Without fulfilling teaching materials, the lecture process will not run well, so the predetermined learning goals will not achieve optimal results. Teaching materials as a set of material that systematically arranged can be used as a reference for teachers. Teaching materials can help the learning process (simplify and understand learning resources) because each teaching material is designed to facilitate the teaching and learning process.

Based on this, teaching materials can be used as a solution in learning to write academic texts, so that the learning process can be active, creative, effective, fun, and innovative.

This research on the development of teaching materials has been validated and revised based on criticisms and suggestions from experts. The review of the revised product is the language usage section.

REFERENCES

- [1] D. Foulger, "Roles in media," in *National Communication Association Summer Conference*, 2002.
- [2] M. D. Gall, W. R. Borg, and J. P. Gall, *Educational research: An introduction*. Longman Publishing, 1996.
- [3] D. Silverman, *Qualitative research*. Sage, 2016.