

## STRENGTHS AND WEAKNESSES OF WRITING MATERIALS FOR UNIVERSITY STUDENTS OF EX-KARESIDENAN SURAKARTA

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### **ABSTRACT**

*Writing lecturer has no enough knowledge as to the writing material development. He is usually as a writing material provider, not a writing material developer. This study is aimed at describing the weaknesses and the strengths of the writing materials used at the beginning semester of University of ex-Karesidenan Surakarta. The data are the teaching materials of writing used at it; collected by the document analysis, observation, and interview; and the step of analysis is data collection, data reduction, data display, and conclusion. The research result is that writing materials at the one of UMS belong to the point chosen from writing skill, belong to the writing skills, writing skill is learned after reading skill, and cannot be the base for learning the ones in the next semester; the ones at UNS can be the base for it, do not belong to the point chosen from it, some of which do not belong to them, and it is learned before it; and the ones at UNIVET, UNISRI and UNWIDA belong to the point chosen from it, cannot be the base for it, some of which do not belong to them, and it is learned before it.*

**Keywords:** *writing skill, material*

### **Introduction**

It is known that there are many components of teaching. They are teacher, students, objectives, materials, media, methods, and evaluation (Tarigan 1987: 7). It is, of course, the teacher or lecturer himself that has to manage the other components, so that he has an important role in teaching. Some of them, such as: objectives, materials, media, methods, and evaluations are actualized in the lesson plan before the teaching and learning process takes place and the lesson plan itself is made in order that his teaching can be effective. It is in accordance with what Montague (1987: 12) says about planning, viz. The key to effective instruction. Through planning, he can do many things, such as: thinking about the goals, identifying objectives which is congruent with the goals, choosing learning experiences which is likely to achieve the objectives, choosing and / or writing evaluation instruments, etcetera.

By the use of his lesson plan, what he has to do in teaching is actually making his students understand what is taught. To be able to understand it, the process of students' learning is worth creating, and it is, of course, the teacher or lecturer himself that is responsible for the creation of it since according to Hasibuan and Moedjiono

(2000:3), teaching is a creation of environment system that enables the learning process to occur. Based on that notion of teaching, what he has to do can be asking the students to listen to his explanation, read the content of the material, do the exercises, etc. It is in accordance with what Cottrell (2001:16) says. He says that there are innumerable ways to learn: "by listening, by watching others, through imitation, by daydreaming, by taking small steps or through an inspired leap, by practice, by thinking through the relationship between two different problems, and so on." It is possible for them to understand the content of the material by themselves or without being explained, but the beginning students usually have some difficulties in understanding it by merely reading it.

In order that learning can occur, information must be obtained and it must be used to practice. It is in accordance with what Gunter, et al. (1990:257) says. What is said is that "learning is most likely to occur when learners have access to information and opportunity to practice using that information. The kind of information is whatever information which is necessary to accomplish the learning objective at hand." Based on that statement, information can be oral or written, and writing learners must

obtain it with a purpose. Some of them are likely to obtain it without any purposes and do not try to practice to write. If they have opportunity to practice it, the practice is sometimes not controlled. As a result, they do not gain success in learning writing.

In order that his students are able to gain success in learning it, it is necessary for him to identify several factors influencing it. They can be curriculum, students, teacher, material, method, instrument, and environment. Unless they care one of those factors, the result of students' learning is not able to achieve maximally, even they can gain no success. Whether they can succeed or not greatly depends on the students' motivation to learn. They can have no motivation at all, less, or great one. Anyhow, what he has to do is giving a stimulus, such as question, explanation, or practice, to those having no or less motivation to learn. It is in accordance with what Hamzah, et al. (2004:11) says. They say that learning is a student's change of ability to perform in a new way as a result of interaction between stimulus and response. In this case, the response constitutes something the students have to give after the stimulus is given and the response itself can, of course, be any effort to perform. To support the students' success in learning it, the other factors other than student factor are worth paying attention to.

With regard to the students' success in learning, notably the learning of the language, it is the language teacher himself that is responsible for making his students good at both oral and written language. The indicator is that they are good at listening, speaking, reading, and writing skills. To be able to be good at those four skills, grammar, one of the language elements, is worth mastering. In grammar, there are rules of a language. If we know more about them, it does not mean that we are always able to communicate. It is in accordance with what Cook (2003:40) says. He says that "Yet there are many cases where someone knows the rules of a language but is still not a successful communicator." To be a successful communicator, the language elements other than grammar are worth mastering. The example is that vocabulary, grammar, and spelling mastery is needed to support a written communication. In this case, the

grammar is the main language element to master in the writing skill since the sentences the writer produces are difficult to understand or meaningless unless they are grammatically correct. That is why the first step in being good at writing is producing grammatically correct sentences, but they are meaningful.

To be able to make the students master grammatically correct sentences, which can constitute the goal of grammar teaching, the grammar subject is given at college, notably, in the English Education Program. Although it is given in the three or four semesters, for example, the result is not always satisfactory. Based on the result of the research about the students' writing a composition or the process of writing a scientific paper, the students still have many grammatical errors that can be used as a proof of the unsatisfactory result. It can be caused by several factors, especially the means of achieving the goal of teaching it. They are materials or methods, which must correspond to the curriculum in terms of the teaching objectives. It is in accordance with what Richards, et al. (1985:70) says. They say that curriculum is an educational program which states three things. One of them is "the content, teaching procedures and learning experiences which will be necessary to achieve the educational purpose of the program."

Besides materials and methods, assessment must correspond to the curriculum, and it is as a means for assessing whether or not the goal contained in the Competence Standard has been achieved. The goal cannot be measured, but is assessed through the achievement of the general objective contained in the Basic Competence. The general objective cannot be measured either, but is assessed through the specific objectives as indicators of achieving the general one. On the contrary, the specific objectives themselves can be measured using measurement instruments. In giving the assessment, the lecturers can give a criterion-referenced or norm-referenced test. If the norm-referenced test of writing is given to the first semester students, they cannot have a satisfactory result of learning writing or not succeed in learning it in the second semester since writing in the first semester is a prerequisite skill in the second semester. According to Cole and Chan (1994:

470),”Frequently, pupils cannot engage in a unit of content until they master a preceding unit.” For this reason, the lecturers of writing must know whether their students have mastered the skills needed to proceed with the tasks before them. Besides, they have to have enough knowledge as to the writing material development to be able to develop the one that can be used to proceed to learn writing in the second semester. In fact, most of them do not have it.

Based on the fact that the grammar subject given to the students of English Education Program cannot achieve a satisfactory result, it is possible that they still have many grammatical errors if they are asked to write sentences when they are taught writing. Some of the materials of writing that the lecturer provides to the beginning or the first semester students should contain the exercises that enable them to write sentences in which their ideas are arranged and they must be correct in terms of mechanics, style, and register. In this case, they are not introduced how the paragraph is built or genre is produced, but how the sentences are constructed. In fact, however, they have to master the sentences before building the paragraph or producing a genre. It is in accordance with what Pincas (1982:45) says. According to her, composition starts at sentence level. Accordingly, they must master all the declarative sentences categorized by full predication, but it is the simple one the students must learn first. Anyhow, their abilities in constructing them greatly depend on the writing materials since material is one of the means of achieving the objectives. In this case, he is usually as a writing material provider, not a writing material developer. As a result, they can be used to achieve them, but they are likely to have some weaknesses.

The aim of this study is to describe the weaknesses and the strengths of the writing materials that have been used in the teaching and learning process of writing at the beginning semester of English Education Program of University of ex-Karesidenan Surakarta. The solution of the available problem is that the researcher will conduct the research in the next stage, viz. development stage, the stage where the writing material for the students at it is

developed in such a way that it is appropriate, effective, and efficient.

## **Literary Theory**

### **A. The Notion of Material**

The term language-learning material, according to Tomlinson (1998:2), is used to refer to “anything which is used by teachers or learners to facilitate the learning of a language” or “which is deliberately used to increase the learners’ knowledge and/or experience of the language.” Based on that notion of material, what is used as the materials can be presentation, practice, production, recognition, games, etc. They can be from cassettes, videos, dictionaries, books, readers, photocopied exercises, newspapers, tasks written on cards, etc. Learners usually use writing books as the writing materials to facilitate the learning of writing. It is, of course, the teachers themselves that have to be responsible for the writing materials their learners use, so it is better for the writing teachers to ask them to provide the material of grammar and mechanics to be used as the additional materials of writing if they do not try to develop the writing materials by themselves.

### **B. The Type of Material**

Material can be classified by authentic and created material (Richards, 2001: 252). Those two types of material are, of course, different from each other. “Authentic materials refer to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specifically prepared for pedagogical purposes”, whereas “created materials refer to textbooks and other specifically developed instructional resources.” The type of writing material can be a created material or a mixture of created and authentic materials. Created material is generally built around a graded syllabus and hence provides a systematic coverage of teaching items. Besides, material can belong to the one designed to be used in addition to the core material of a course. Such a material is called a supplementary material. It is usually related to the development of language skills rather than to the learning of language items. In this case, writing material cannot belong to the supplementary material since it is as a core material. The material of grammar and mechanics can be a

supplementary material of writing material since it can be used for supporting the writing material mastery. Material can also belong to the self-access material which is designed to be used on the learners' own without access to a teacher or a classroom. Such a material is usually used in the place other than in the classroom, such as at home, in a library or in a self-study centre. The example of it is a dictionary. The material of writing does not belong to it. Material can belong to the multi-media material, too. Such a material uses a number of different media, such as: print, video, and sound; print, graphics, video, and sound; or print, graphic, and sound. In this case, multi-media material of writing is likely to be never found.

### C. Writing

Writing is one of the activities in making a communication, viz. in written communication. In written communication, we can find the writer and the reader and according to Dechant (1964: 2), "communication from writer to reader occurs only if the reader can take meaning to the printed page. Without the reader, communication via the printed page is impossible." That statement means that what the writer expresses in communication can be the expressions he starts to produce or the ones he produces after understanding the other writers' expressions. In other words, what he expresses can be a stimulus or response. Both stimulus and response contains at least one sentence. If it contains some sentences, they must be about a certain topic and organized in an appropriate order.

Ideally, before the sentences are organized, they must be correct. In writing, the sentences are regarded correct in terms of mechanics, such as punctuation, capitalization, and spelling; register, such as the word choice; and style, such as grammar. Consequently, what is taught in the teaching of writing for the first time is not how the sentences are organized, but how the ideas are arranged in correct sentences. After the students are able to arrange them, they can be taught how they are organized into paragraphs and then they are taught how the paragraphs are constructed into whole essays, stories, etc. Because, according to Pincas (1982: 26), what are included in the writing skills are communication, composition, and

style, the students must remain to be expected to be able to arrange the ideas in correct sentences. Such being the case, communication is the most appropriate thing included in the writing skill for the first semester students or for those of English education program starting to learn writing. In fact, in English education program of certain university, writing does not start to be given in the first semester, but in the second semester. Besides, what has been taught in the first semester of English education program of University, especially in ex-Karisedenan Surakarta is not communication, but composition or style. In this case, genre (types of text) is included in the style. Although composition or style has been given in the first semester, it seems that communication remains not to be given in the next semester. The reason is likely to be that what the lecturer thinks in writing is that the writer starts to write something to be understood, whereas he can write something after understanding what he has read.

### D. The Writing Material

The writing material for the different semester students is, of course, different from each other. The one for the first semester students must be able to be used as the base of learning the one for the second semester students. Therefore, the one for the first semester students must cover the following things:

1. One of the types of sentences, viz. declarative sentence,
2. The sentences categorized by full predication, viz. simple, compound, complex, and compound-complex sentences,
3. All the sentence patterns, viz. S P, S P SC, S P O, S P DO IO, and S P O OC, and
4. Active and passive voices in the present and past tense.

Those four things must be covered since it is a declarative sentence usually used to practice and, it always belongs to one of them. For example, the sentence "I study English" belongs to the followings:

1. Declarative sentence,
2. Simple sentence,
3. S P O, and
4. Active voice in the present tense.

If the writing material contains the exercises as to the punctuation and capitalization, register, spelling, and grammar in each unit, it means that it is in accordance with what is tested in the teaching of writing (Heaton, 1975). If they are tested, it means that the material of writing also contains the knowledge and exercises about them. If the students are expected to be able to communicate in the written form, they can be given some questions in the written form to answer. If they are given such exercises, it means that they are expected to have the skill of written communication, viz. understanding and producing written sentences. The ones they have to produce must have a correct punctuation and capitalization, register, spelling, and grammar.

If the first semester students are expected to be able to produce some sentences in the writing subject, the contents of the writing material for the first semester students can be the ones included in the communication. Such a material can be used for the base for learning writing in the second semester, so that the contents of the writing material for the second semester students can be the ones included in the composition (paragraph development). The contents of the writing material for the third semester students can be the ones included in the style, viz. genre (types of text). In the curriculum of English subject (Depdiknas, 2003: 47), the types of text are Recount, Report, Discussion, Explanation, Exposition (Analytical), Exposition (Hortatory), New Items, Anecdote, Narrative, Procedure, Description, and Review. Each type of text has a social function, generic structure, significant lexicon, and grammatical features. The contents of the writing material for the fourth semester students can also be the ones included in the composition (essay). Consequently, writing is ideally given in four semesters, but in practice, the contents of the writing material included in the communication are not given.

## Research Method

### A. Research Strategy

This research is included in the exploration study held to obtain the description about the teaching materials of writing for the beginning semester students

that have been used at English Education Program of University of ex-Karesidenan Surakarta.

### B. Research Location and Time

#### 1. Research Location

Observation was made in the classroom of English Education Program of University. Interview with the writing lecturers of English Education Program of UNS, UMS, UNWIDA, and UNISRI was made in the office of English Education Program of University, but interview with the writing lecturer of English Education Program of UNIVET was made in her house.

#### 2. Research Time

Observation in the classroom of English Education Program of UMS and UNIVET was made in the odd semester, viz. in September, 2009; observation in the classroom of English education program of UNISRI and UNWIDA was made in the even semester, viz. in February, 2010; and observation in the classroom of English Education Program of UNS was made in the odd semester, viz. In September, 2010. Interview with the writing lecturers of English Education Program of those five universities was made in January, 2011.

### C. Data and Data Source

The data at this exploration study are the teaching materials of writing that have been used for the

beginning semester students of English Education Program of University of ex-Karesidenan Surakarta. Those data were collected from the following resources:

1. The writing lecturers of the beginning semester of English Education Program of University
2. Teaching and learning activity of writing at the beginning semester of English Education Program at University selected based on the various teaching material the lecturer uses
3. Document covering teaching material of writing

**D. Technique of Data Collection**

Some techniques used to collect the data are as follows:

1. Document analysis that relates to the process of teaching and learning writing for the beginning semester students of English Education Program of University to obtain more complete information about the use of teaching material of writing
2. Classroom observation made to obtain some information about learning experience based on the teaching material of writing used for the beginning semester students of English Education Program of University. The observation was made by using 'passive participant observation' which means that the researcher is present in the classroom, but does not interact or participate
3. Deep interview made based on the interview guide to obtain some information about the teaching material of writing for the beginning semester students of English Education Program of University and the use of it in the classroom.

**E. Technique of Examining the Data****Appropriateness**

What the researcher has done in obtaining the data appropriateness is as follows:

1. Using some techniques of collecting the data or data triangulation
2. Using some sources of data
3. Spending sufficient time to collect the data
4. Using a recording in making an interview
5. Matching the data with the informant

**F. Technique of Data Analysis**

Since the types of data are nominal data, the data are analyzed qualitatively. The analysis constitutes the one stated by Miles and Huberman (1994), viz. data collection, data reduction, data display, and conclusion.

**G. Research Output**

The output of this research is an idea in developing the writing material which is appropriate, effective, and efficient for beginning semester students of English Education Program of University.

**Research Result and Discussion****A. Research Result**

The data have to be analyzed to find the research result, which constitutes the research finding and answers the research questions. What the writer would like to analyze are the data that have been taken from many sources. They are the materials of writing for the beginning students of English Education Program of University of ex-Karesidenan Surakarta, viz, Sebelas Maret State University of Surakarta (UNS), Muhammadiyah University of Surakarta (UMS), Bangun Nusantara Veteran University of Sukoharjo (UNIVET), Slamet Riyadi University of Surakarta (UNISRI), and Widya Dharma University of Klaten (UNWIDHA).

In analyzing the data, the activities of analyzing them are as follows:

1. Data Reduction

Data reduction means summarizing the data, choosing the main issues, focusing on the important issues, and finding the patterns and losing the unimportant issues (Sugiyono, 2008: 338). Data taken from documentation, observation, and interview are reduced. In reducing the data, the researcher focused on the data as follows:

- a. Writing materials that have been used at Muhammadiyah University of Surakarta are presentation and production
- b. Writing materials that have been used at State University of Surakarta are presentation, practice, and production
- c. Writing materials that have been used at Slamet Riyadi University of Surakarta are presentation, practice, and production
- d. Writing materials that have been used at Veteran University of Bangun Nusantara of Sukoharjo are presentation, practice, and production
- e. Writing materials that have been used at Widya Dharma University of Klaten are presentation, practice, and production

2. Data Display

After the data had been reduced, they were displayed. They can be

displayed in the form of narrative text, flowchart, and relation among categories. In this case, Mile and Hubberman (1984) states that the most frequent form of data display for qualitative research data in the past has been narrative text. Consequently, in displaying the qualitative research data, the researcher often uses narrative text. By having data display, it will be easier to understand what actually happened in the setting of research. In this case, the data display is as follows:

a. The writing materials of English Education Program of Muhammadiyah University of Surakarta (UMS) are taken from three books written by the different writers and all of them are not written by the English lecturer of that University. What is contained in those three books are as follows:

- 1). The first one contains the social function, generic structure (text organization), and lexico grammatical features (language features) of any type of text, viz. narrative, recount, descriptive, procedure, report, anecdote, hortatory exposition, spoof, explanation, and discussion, directly followed by the practice of recognizing the type of text and giving the reason about the type of text in terms of generic structure and language feature.
- 2). The second and third one contain many text types, and each text type is followed by listening, reading, speaking, and writing activities, but it is only the text types themselves taken as the writing material. The text types contained in the second one are two recount texts, two narrative texts, and two procedure texts. The text types contained in the third one are one narrative text, two new items texts, two description texts, and one review text.

The writing materials taken from those three books are not the production of the text, but the

presentation of the text. The production of the text itself is as the material developed by the lecturer herself. The students are asked to write the types of text.

b. The writing materials of English Education Program of Sebelas Maret State University of Surakarta (UNS) are taken from many books written by the different writers and all of them are not written by the English lecturer of that University. They are not copied, but retyped. What is retyped as the writing materials are presentation and practice. The presentation is as follows:

- 1). The first one is 'punctuation', viz. period, comma, semicolon, colon, question marks, exclamation mark, apostrophe, hyphen, dashes, quotation marks, parentheses, brackets, ellipsis, and slashes.
- 2). The second one is 'spelling', viz. spelling guidelines, using a spelling checker, commonly misspelled words, variant spellings, plurals, commonly misspelled, frequently confused words, homonyms, possessives of pronouns, prefixes, and suffixes,
- 3). The third one is 'capitalization', viz. names, terms, and titles; abbreviation, shortened words, acronyms, first word of a sentence, direct quotation, words derived from proper nouns, and personifications.

The practice is as follows:

- 1). The first one is the practice of spelling, asking the students to choose the correct spelling of the words provided.
- 2). The second one is the practice of capitalization, asking the students to capitalize of the words in the sentences.
- 3). The third one is the practice of punctuation, asking the students to choose the correct sentence in terms of punctuation
- 4). The fourth one is the practice of punctuation, asking the students

to put the punctuation of the sentences followed by the original sentences as the key.

The other writing material is the presentation taken from the internet, viz. sentence patterns, and the basic patterns are discussed in the simple, compound, complex, and compound-complex sentence. Such a material is followed by the following things:

- 1). Producing the sentences by answering the questions in the simple sentences.
- 2). The practice of comparing three types of conditional sentence
- 3). The practice of analyzing the conditional sentence type two and three
- 4). The practice of recognizing the meaning of the conditional sentence type two and three

c. The writing materials of English Education Program of Bangun Nusantara Veteran University of Sukoharjo (UNIVET) are taken from three books written by the different writers and all of them are not written by the English lecturer of that University. What is contained in those three books are as follows

- 1). The first one contains the definition of phrase, viz. noun phrase, verb phrase, adverbial phrase, and adjective phrase directly followed by the examples of them, then the practice of finding the phrases in the clauses. It also contains one of the purposes of using 'present tense' in any type of communicating activities directly followed by the descriptive text asking the students to pay attention to the use of present tense.
- 2). The second one contains a descriptive text asking the students to read it, identify the elements that make up of it, and learn how they are rhetorically organized. Then, they are asked to complete the information needed in the table by paraphrasing the content of the text. Afterward, they are asked to find and read a biography of a famous person, singer, movie star, politician, football player, etc. and

paraphrase his or her biography and describe it in the table. It also contains the function of coordinating conjunction, descriptive text, and the examples of coordinating and subordinating conjunction.

- 3). The third one contains a recount text asking the students to study the text and its schematic structure, study the text and its language features, identify and analyze the schematic structure of the text, and identify and analyze the language features of the text.

The other writing materials containing type of words, nominal sentence, and verbal sentence are not taken from books and they are developed by the lecturer herself. Besides, the production of the text is developed by her.

- d. The writing material of English Education Program of Slamet Riyadi University of Surakarta (UNISRI) are taken from three books written by the different writers and all of them are not written by the English lecturer of that University. What is contained in those three books are as follows:

- 1). The first one contains the text entitled my family, brothers and sisters, our house and neighborhood, working in the house, people I know, a picnic in the country, our city, descriptions and directions, the production of our country, the wild life of our country, accidents, something to remember, travel overseas, following instructions, a bad experience, describing how things are done, applying for a job, attending a wedding, entering hospital, and writing a book review index of words. Each text is followed by the following things:

- a). The practice of quoting the sentences given to arrange a paragraph
- b). The practice of answering the questions, the answer of which is given, to form a paragraph



- c). The practice of writing a sentence based on the words given
  - d). The practice of answering the questions based on the text
  - e). The production of the sentences about a person
  - f). The practice of completing the sentence
  - g). The production of a paragraph about something
  - h). The production of the sentences based on the picture
- 2). The second one contains the text entitled square dancing, the weekened cook, that is not my job, in a restaurant, pen pals: Roberto writes a letter, pen pals: Sara writes back, enermous cabbages show the effect of long alaskan days, food customs, the kramers' woodpile, in the city or in the suburbs?, riddles, crowding, corner stores and supermarkets, family roles, tall tales. Making a banana split, a debate: dogs in the city, planning a trip, phobias, and a day at the beach. Each text is followed by the practice of mechanics, grammar, vocabulary, and spelling.
- 3). The third one contains the topic sentence, supporting topic sentences, enumeration, types of enumeration, cause and effect, comparison and contrast, definition, and from paragraph to composition.

The production of the text as a writing material is not taken from the book, but developed by the lecturer herself.

- d. The writing materials of English Education Program of Widya Dharma University of Klaten (UNWIDHA) are taken from two books written by the different writers and all of them are not written by the English lecturer of that University. What is contained in those two books are as follows:
- 1). The first one contains what paragraph is, what it expresses, and what it contains, followed by the example of the paragraph and the

identification of which the topic is, which the supporting details are, why the paragraph is unified, the methods used to achieve unity and coherence, and the exercises of composing five topic sentences and developing a paragraph from one of the topic sentences given. It also contains what mode of developing paragraphs is, followed by the explanation of the methods of developing paragraphs, such as analysis, description, classification, exemplification, definition, comparison and contrast, narration, process, and cause and effect and the example of them.

- 2). The second one contains what writing is, followed by the activities of working with a partner or a small group to look at two pictures, discussing the questions given, and taking notes on the students' discussion, the ones of drawing a picture of one person they admire, preparing to talk about the person they have drawn by making notes, working with a partner or a small group to take turns telling their classmate (s) about the person they have drawn, and saving their notes they will use later to write a paragraph, and the ones of noticing the capitalized words and the subject-verb agreement as they read the model essay. It also contains what paragraph and essay are, followed by some important instructions to follow when they handwrite or type essay assignments, the use of the title, handwritten and typed paragraph format, capitalization rules directly followed by the capitalization practice, end-of-sentence punctuation rules, and the practice of writing a paragraph directly followed by editing and revising the paragraph. Besides, it contains what sentence is, what simple sentence has, subject-verb agreement, prepositional phrases, the practice of identifying subjects, verbs, and complements, the practice of subject-verb agreement, and the practice of writing. Moreover, it contains the writing process, viz. prewriting to get ideas,

organizing the ideas, writing the rough draft followed by the model of the rough draft, editing the rough draft followed by the model of edited and revised draft, writing the second draft, and writing the final draft.

### 3. Conclusion

In this activity, the researcher made an initial conclusion. This initial conclusion is as a research result and was able to answer the research questions based on the qualitative data taken from documentation, observation, and interview. The following things are used as frameworks to answer them:

- a). There are three points the teacher can choose from writing skills, viz. communication, composition, or style (Pincas, 1982: 26). It means that the material of writing at the beginning semester must belong to one of the available points. To know what point it belongs to, the aims of the material must be identified and according to Hutchinson and Waters (1987: 99), the aims of the materials are actually what they are said to be.
- b). Continuity is one of the principles in developing a curriculum (Idi, 2007). It means that the materials of writing at the beginning semester can be the base for learning the ones in the next semester. What can be the base is a sentence level, not paragraph or essay level.
- c). The classification of cognitive objectives, according to Montague (1987: 19), is knowledge, comprehension, application, analysis, synthesis, and evaluation. It means that the materials of writing at the beginning semester only contains synthesis that belongs to one of the types of cognitive objective since what belongs to writing skill is writing a sentence, paragraph, essay, and genre.
- d). Writing skill is learned after reading skill.

The conclusion that is as a research result is as follows:

- a). The strengths of the writing materials for the beginning students of English Education Program of Muhammadiyah University of Surakarta are as follows:

- 1). They belong to the point chosen from writing skill, viz. style.
- 2). They belong to the writing skills.
- 3). Writing skill is learned after reading skill.

The weaknesses of the writing materials for the beginning students of English Education Program of Muhammadiyah University of Surakarta are that they cannot be the base for learning the ones in the next semester.

- b). The strengths of the writing materials for the beginning students of English Education Program of Sebelas Maret State University of Surakarta are that they can be the base for learning the ones in the next semester. The weaknesses of the writing materials for the beginning students of English Education Program of Sebelas Maret State University of Surakarta are as follows:
  - 1). They are do not belong to the points chosen from writing skill.
  - 2). Some of the writing materials do not belong to the writing skills.
  - 3). Writing skill is learned before reading skill.
- c). The strengths of the writing materials for the beginning students of English Education Program of Bangun Nusantara Veteran University of Sukoharjo are that they belong to the point chosen from writing skill, viz. composition and style. The weaknesses of the writing materials for the beginning students of English Education Program of Bangun Nusantara Veteran University of Sukoharjo are as follows:
  - 1). They can not be the base for learning the ones in the next semester.
  - 2). Some of the writing materials do not belong to the writing skills.
  - 3). Writing skill is learned before reading skill.
- d). The strengths of the writing materials for the beginning students of English Education Program of Slamet Riyadi University of Surakarta are that they belong to the point chosen from writing skill, viz. composition. The weaknesses of the writing materials for the beginning students of English Education Program of Slamet Riyadi University of Surakarta are as follows:

- 1). They cannot be the base for learning the ones in the next semester.
  - 2). Some of the writing materials do not belong to the writing skills.
  - 3). Writing skill is learned before reading skill.
- e). The strengths of the writing materials for the beginning students of English Education Program of Widya Dharma University of Klaten are that they belong to the point chosen from writing skill, viz. composition. The weaknesses of the writing materials for the beginning students of English Education Program of Widya Dharma University of Klaten are as follows:
- 1). They cannot be the base for learning the ones in the next semester.
  - 2). Some of the writing materials do not belong to the writing skills.
  - 3). Writing skill is learned before reading skill.

## B. Discussion

The materials of writing must, of course, contain the exercises that belong to the writing skills. In this case, the difference between skill and activity is worth recognizing. The activity in doing something does not always constitute the teaching of certain English language skills. For example, reading aloud does not constitute the teaching of reading skill, but constitutes the reading activity. This activity is aimed at practicing to pronounce words or sentences that constitutes the micro skill supporting the teaching of speaking skill. The other example is that reading a text not aimed at recognizing the content of the text, but recognizing the structure of the text, its function, and the language feature does not constitute the teaching of reading skill, but constitutes the activity of reading as well. This activity of reading constitutes the process or the first step in the teaching of writing skill, and is aimed at being able to write a text after recognizing them.

The material of writing given to the students does not always constitute the

one the writing lecturer develops by himself, but the one the other one develops. In this case, that lecturer is a writing material provider, and not a writing material developer. Either the one he provides or develops by himself must, of course, belong to one of the points chosen from writing skill, namely communication, composition, or style. In this case, it means that writing skill minimally constitutes the skill of producing sentences. Based on those three points, one of them constitutes the one he has to choose, and the writing materials that belong to one of them are used as the basis of teaching the writing material in the next semester. The writing material that belongs to the communication can be the form of one sentence the writer produces after he has comprehended the sentence the other writer has produced. The material of writing that belongs to the style is a text containing more than one sentence. In this case, there are many types of text, each of which has a certain function, structure, and certain language feature. The material of writing that belongs to the composition is in the form of paragraph, namely one or more than one paragraph (essay) that can only be produced after the comprehension of cohesion theory. In this case, there are, of course, many types of paragraph. The material of writing that belongs to the communication can be used as the basis of the teaching of writing material that belongs to the style, and the material of writing that belongs to the style can be used as the basis of the teaching of writing material that belongs to the composition.

In the material of writing, it can be recognized whether reading skill is learned before writing skill or not. In this case, the learner of writing must, of course, read a text first to recognize many things in that text, such as the meaning of the sentences in it, text function, text structure, vocabulary in it, grammar in it, etc. before the practice of writing. If such

being the case, many errors can occur in writing, and the writer does not know whether he has a correct writing or not. Consequently, writing skill constitutes the process that must begin with reading skill.

### Conclusion

It can be concluded that the writing materials for the beginning semester students of English Education of University of ex-Karesidenan Surakarta are different from each other since the applied curriculum of writing are also different from each other. Although they are different, they must remain to be relevant to the applied one. Although they are relevant to it, they can have their own qualities. The ones having a high quality are worth recognizing, so that they can be provided to the students in the teaching and learning process of writing. The ones having no high quality can be modified by using many ways of modification, such as adding some theories of writing or some exercises of writing, omitting some exercises, reorganizing the order of the materials, etc. If the available ones cannot be provided to them and if possible, the writing lecturer himself has to develop the writing materials. It is better for the writing lecturer to be able to recognize whether or not the writing material has a high quality. Besides, the writing lecturer should not provide the writing materials having no high quality. Furthermore, the writing lecturer ought to recognize how to develop a teaching material, notably the teaching material of writing before developing it.

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