



DEVELOPING WRITING TEXTBOOK FOR THIRD SEMESTER STUDENTS OF IAI AL-QOLAM GONDANGLEGI MALANG

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ABSTRACT

Observasi peneliti pada sebuah kampus yang terletak di wilayah Malang selatan yaitu IAI Al-Qolam Malang menemukan bahwa pada Program Studi Tadris Bahasa Inggris belum memiliki buku ajar yang sesuai untuk mata kuliah *writing* dikarenakan jurusan ini masih baru berdiri tepatnya pada tahun 2015. Kebutuhan akan ketersediaan buku ajar untuk mata kuliah *writing* yang sesuai pada Program Studi Tadris Bahasa Inggris mendorong peneliti untuk mengembangkan bahan ajar untuk pengajaran *writing*.

Langkah analisis buku yang tersedia pada toko-toko buku terdekat sudah dilaksanakan dengan cara mengunjungi toko-toko buku yang ada di Malang. Pada langkah ini, peneliti menemukan beberapa buku *writing* yang tersedia pada toko-toko buku terdekat dari kampus IAI Al-Qolam kurang sesuai dengan kurikulum Tadris Bahasa Inggris IAI Al-Qolam. Seiring dengan kondisi tersebut, penelitian ini bertujuan untuk mengembangkan buku ajar untuk mata kuliah *writing* 1 Tadris Bahasa Inggris IAI Al-Qolam yang akan dipergunakan oleh mahasiswa semester 3.

Kurikulum Tadris Bahasa Inggris IAI AL-Qolam merupakan pedoman materi yang dipergunakan dalam penulisan buku ajar ini. Terdapat 12 bab yang bisa dipergunakan untuk mendampingi mahasiswa dalam perkuliahan *writing* selama satu semester. Buku ajar untuk mata kuliah *writing* ini di tulis dengan melalui beberapa tahapan. Tahapan-tahapan itu adalah “validasi dari para ahli, uji coba lapangan dan perbaikan-perbaikan berdasarkan dari saran-saran ahli serta hasil pengamatan lapa-

ngan agar buku ajar lebih siap digunakan. Produk dari penelitian pengembangan ini diharapkan mampu memberikan kontribusi yang positif terhadap para dosen dan mahasiswa agar dapat melaksanakan kegiatan pembelajaran dengan baik.

Kata kunci: Pengembangan, buku ajar *writing*, IAI Al-Qolam Malang

1. BACKGROUND

Writing skill is really needed in facing global economy especially for the improvement of career because career would not go far without the ability of reading and writing. Through writing, we can deliver our messages in any kind of ways such as informing, persuading, telling story and complaining. Teaching writing is a process of building productive skill as we know that speaking and writing are the skill which generates the language. To master writing skill, students need to rewrite particular words, passages and sentences to understand particular theme which is often used in writing English text. Writing is an essential skill in the teaching and learning of English as a Foreign Language (EFL). On one hand, it stimulates thinking, encourages students to concentrate and organize their ideas, and cultivates their abilities to summarize, analyze, and criticize. On the other hand, it reinforces learning, thinking, and reflecting on the English language.¹

Common problem faced by teacher as well as lecturer in teaching writing is the appropriate textbook which is match with the students' ability. It means that the textbook should be easy to understand. The textbook should be able to attract students' interest in learning writing. Each students in different university has different ability in comprehending the materials. So, all textbook which is sold in the bookstore cannot be used for them because it is sometimes too difficult and complicated. Lecturer should be able to choose which textbook that is appropriate for their students. In addition, the materials in every textbook which is sold in bookstores are different with the syllabus used in each campus. Certainly, lecturer should simplify their own materials for their students instead of buying the textbook in the bookstore and ask the students to use it.

To know the lecturer's response related with the writing textbook, researcher conducted some personal interview with some lecturers in some university. Generally, they stated that although there are many available writing textbook in book stores, they still combine some books, simplify the materials which are appropriate with their campus syllabus because Book Company do not know the condition of the students for each campus. They comments about many writing textbook sold in the

¹ Jeremy Harmer. *The practice of English language teaching (3rd ed.)*. (Harlow: Longman, 2001).

book stores which has many weakness. The materials mostly consist of grammar and sentence structures.

Lecturers may use the book sold in book stores. However, they should check out the content of the book, and make sure that the materials are appropriate for their students. Some lecturers hope that they can find a textbook which mostly give the as many examples of good writing, activity to write, good writing guide and technique of writing so that when students follow the textbook, they can improve well their writing skill. Students are expected to be able to write as many sentences as they can, not only just understand about grammar and the technique of writing.

Fulfilling the need analysis, researcher conducted a personal interview with the head of English department in Institut Agama Islam (IAI) Al-Qolam, Siti Aisyah. She explained that Institute Agama Islam (IAI) Al-Qolam is a campus which just have English education department. This department does not have any textbook or handbook to learn. So far, students in IAI Al-Qolam used the book which is sold in some book stores. However, the books are considered difficult for them. Based on the students data, the students of English department in IAI Al-Qolam is coming from those remotes area in south of Malang. Their ability is different with the students in city. That is why they feel difficult in learning those book which available in some book stores such as Gramedia, Togamas and Willis.

Based on the condition above, it can be concluded that students need a textbook which is simpler where students can understand the materials well so that students can learn effectively and efficiently. Here, researcher wants to solve the problem above by designing a writing textbook. The textbook is written based on the syllabus of IAI Al-Qolam which is adapted from the Diktis or government. By having a writing textbook which is designed in accordance with students need in IAI Al-Qolam, it can help them to learn writing well. The aim of this development is to provide students with the appropriate materials for teaching and learning process. Thus, this study entitles "Developing Writing Materials for English Education department students in IAI Al-Qolam Malang. The materials of the textbook are adapted from some writing books in some campus which is considered appropriate for its materials to be taken. The material is designed as interesting as to be. It is completed with many attractive pictures to help students in learning writing. Besides, it can attract students' interest to enjoy using this textbook.

This product is in form of writing textbook which will be used by teacher and students to learn writing lesson. The Textbook consists of 14 chapters. Each chapter present general explanation of topics, exercise and focus discussion, the chapters are; 1. Introduction Sentence Structure: Some criteria of constructing good English sentences; 2. Kinds of sentence structure : simple sentences, compounding sentences, and complex sentences; 3. Linking verb; 4. Transitive and Intransitive verb;

5. Passive Voice; 6. Conjunctive adverb; 7. Noun Clauses; 8. Adjective clauses; 9. Adverbial clauses; 10. Narrative Writing: Telling about habitual activities; 11. Narrative Writing: Telling about experiences; 12. Descriptive Writing: Describing something; 13. Descriptive writing: Describing Place or spot; 14. Descriptive Writing: Describing person. This textbook is based on Contextual Teaching and Learning activity. The title of this textbook is “let’s write”.

Contextual teaching and learning (CTL) is a recent innovative approach offered by educational world. It is a learning process which relates a subject matter with students’ daily life. Some of its strategies are emphasized to problem solving, becoming independent learners, and having relationship with learners’ home, school, and society. Those strategies are associated with most of learning strategies. Those learning strategies are problem solving learning, cooperative learning, inquiry based learning, work based learning, project learning, and in-service learning. Therefore, It is believed that contextual teaching and learning can create an effective teaching and learning which is able to reach the lesson objective and master the competences.

The concept of contextual teaching and learning has to do with meaningful learning. It is believed that using contextual teaching and learning (CTL) will engages students in significant activities. It helps them to connect academic studies to their context in real life situation. By applying contextual teaching and learning approach, teacher can help students make relations with their roles and responsibilities as family members, citizens, students, and workers.² The implementation of CTL emphasizes the development of the students’ potential by doing learning activities. A teacher should engage students in significant activities that help them connect academic studies to their context in real life situations.

A study related with writing materials developments in university level have been conducted by Candlin, Bhatia, and Jensen (2002).³ Researchers develop legal writing materials for English second language learners. Based on his need analysis on 37 textbooks, he categorized those textbook into four categories. The first is lexicogrammatical which focus on word and sentence level writing. The second is rhetorical which focus on audience and purpose of writing as well as drafting and editing. The third is legal content which focus on topics and discourse in legal methods and are written by specialists in law. And the last is English for Academic Legal Purposes (EALP) which focus on legal content, but are written by language specialists. Candlin, Bhatia, and Jensen suggest that teachers of EALP customize materials to

² Johnson, Elame B. *Contextual teaching and learning. What it is and why it’s here to stay.* (London: Corwin Press, 2002)

³ Candlin, C.N.; Bhatia, V.K. and Jensen, C.H. 2002. *Developing legal writing materials for English second language learners: problems and perspectives.* Online Journal <http://oro.open.ac.uk/id/eprint/343>

make them appropriate for L2 contexts and develop materials that integrate language and law using a genre based approach.

Another research has been conducted in high school level by Widyatmoko (2011).⁴ The study was design to develop appropriate materials for English writing class for the tenth graders of SMAK St. Albertus Malang. The materials were written based on the School Based Curriculum prescribed by the government and the result of the needs assessment. In addition, it was authentic in terms of texts and tasks, meaning that the materials were intended to enable the students to write essays on topics related to curriculum competently. And it was arranged in such a way that by the end of the course the students were able to write essays.

The similar study about developing writing materials which is conducted in high school level is conducted by Alyani (2016).⁵ The researcher used this study to develop writing materials by using genre based approach for the first semester of the tenth grade students at SMA Piri 1 Yogyakarta. The research whose design is R and D design developed three units of materials. The model of development adapted the R&D model proposed by Borg and Gall (1983) and Masuhara in Tomlinson (1998).⁶ The result of the research is in form of writing textbook where each unit of the textbook consisted of five parts namely “Let’s Start”, “Let’s Move”, “Finding Out”, “Let’s Create”, summary and reflection.

Other research related to writing material development was also conducted in junior high School. Yudhi (2014)⁷ develop writing materials through the Genre-Based Teaching for Year-Nine students of SMPN 1 Karangmojo. The developed materials consist of three units, each of which represents the different genres. The units are (1) Advertisement, (2) Procedure, and (3) Report. Furthermore, each unit was presented in the four stages namely Building knowledge of Field (Let’s begin), Modeling of the text (Let’s Move further), Join construction of the Text (Find Your partner), and Independent Construction of the text (try to Do It). The research finding of this study indicated that the developed materials through the Genre-Based Teaching give a good contribution to the improvement of the students’ writing skill.

⁴ Widyatmoko, Fransiscus Xaverius Lilik. *Developing English Writing Materials for the Tenth Graders of SMAK St. Albertus*. Thesis. (Malang: The English Language Teaching, Graduate Program of State University of Malang, 2011)

⁵ Rochana Fitri Alyani. *Developing Writing Materials By Using Genre-Based Approach For The First Semester Of The Tenth Grade Students At SMA Piri 1 Yogyakarta*. (Jogjakarta: Thesis Yogyakarta State University, 2016).

⁶ Borg, W.R and Gall, M.D. *Educational Research: An Introduction (4th Edition)*. (New York: Longman. 1983)

⁷ Yudhi A., V. Ristyawan. *Developing English Writing Materials For Year-Nine Students Of Smpn 1 Karangmojo Through The Genre-Based Teaching*. (Yogyakarta: Thesis, Universitas Negeri Yogyakarta. 2014)

Therefore, it was recommended that the teachers should apply the Genre-Based Teaching in developing English materials for teaching.

The next study which is related to the development of writing materials in junior high level is held by Haryanti (2016).⁸ This study is conducted for students of eighth grade of SMP N 3 Tempel. The process of developing involved English teacher and headmaster of SMPN 3 Tempel to get what students need in the process of need analysis. As a result, The product of this study is a set of writing materials entitled “Guide for Writing” for students of eighth grade of SMP N 3 Tempel. The writing materials consist of three units, “*My Best Friend*”, “*My Unforgettable Experience*”, and “*My Favorite Story*”. Each unit consists of Pre-writing, Drafting, Responding, and Editing tasks ranging from 15-17 tasks.

The benefit of development of this writing textbook is the availability of textbook for learning writing lesson of semester 3 students at IAI Al-Qolam Gondanglegi Malang. By using this writing textbook, students can learn writing skill effectively and efficiently. Hopefully, they can write English well in their daily life or their written communication. The topic written in this writing textbook is related to the students’ daily lives. Therefore, the content will be interesting for students and easy to understand and to follow since the assumption of this research is that semester 3 students can learn writing lesson efficiently and effectively by using this writing textbook which is designed attractively.

This writing textbook is only used by semester 3 students of IAI Al-Qolam Gondanglegi for teaching writing. The limitation of this product is restricted only for beginner who learns writing because this product is aimed for learning writing one. It is expected that this writing textbook is helpful for students. It means that students will enjoy using this writing textbook since this textbook is written based on contextual teaching and learning where this approach can help learners to relate subject matter content to the real world situation and can motivate students to make connections between knowledge and its application to their lives.

⁸ Ari Putri Haryanti. *Developing Writing Materials For Students Of The Eighth Grade Of Smp N 3 Tempel*. (Yogyakarta: Thesis Universitas Negeri Jogjakarta. 2016)

2. METHOD

The objective of this study is to develop a writing material for third semester students of IAI Al-Qolam. Therefore, the appropriate research method used in this study is Research and Development. The researcher uses this design because this design has covered anything related with any development to create a product. The product in this study is a textbook.

Educational research and development is process use to develop and validate an educational product. The terms product refers not only to material object such as textbooks, and instructional media and so on.⁹ Research and development design in considered the appropriate design to employ for this research since this research is aimed at developing the material for facilitating writing materials that is more interesting, practical, effective, and able to make students achieve their competence in writing skill.

The R&D cycle based on Borg & Gall consist of ten stage, they are; First, need analysis to analyze need of criteria to do research and development. Second is planning, researcher focused on problem or question research. Third is research development of product. In this stage, researcher determines design product that will be developed. Fourth, preliminary field-testing, in this stage, researcher does testing the design product with revision. Fifth stage is main product revision; this stage is second revision after try-out in big group. Sixth is main field-testing. Seventh stage is operational product revision. Eighth is operational field testing. In this stage, researcher is doing test for the effectiveness of product design that involve the student. Ninth stage is final product revision. This stage is to make sure of the product that is developing and also the result of the product has been ready. The last stage is dissemination and implementation.

The activities in the proposed model which are good in terms of developing materials are simplified into three main steps. It consists carrying out need analysis as information collecting activity. The next step is developing the product, while the validation consisted of expert validation, trying it out in the field and the completion of final product. In line with the design suggested by Borg & Gall (1983),¹⁰ the researcher adapted some stage in this study. The adaptation model is taken due to the time limit and the use of product.

The reason for choosing this model is that it has detailed and complete steps compared with other models. The adaptation model is simplified but it is still suffices

⁹ Borg, W.R and Gall, M.D, *Educational Research: An Introduction (4th Edition)*, (New York: Longman,1983)

¹⁰ Ibid

for the purpose of the development of the material. The whole procedure is described in figure below

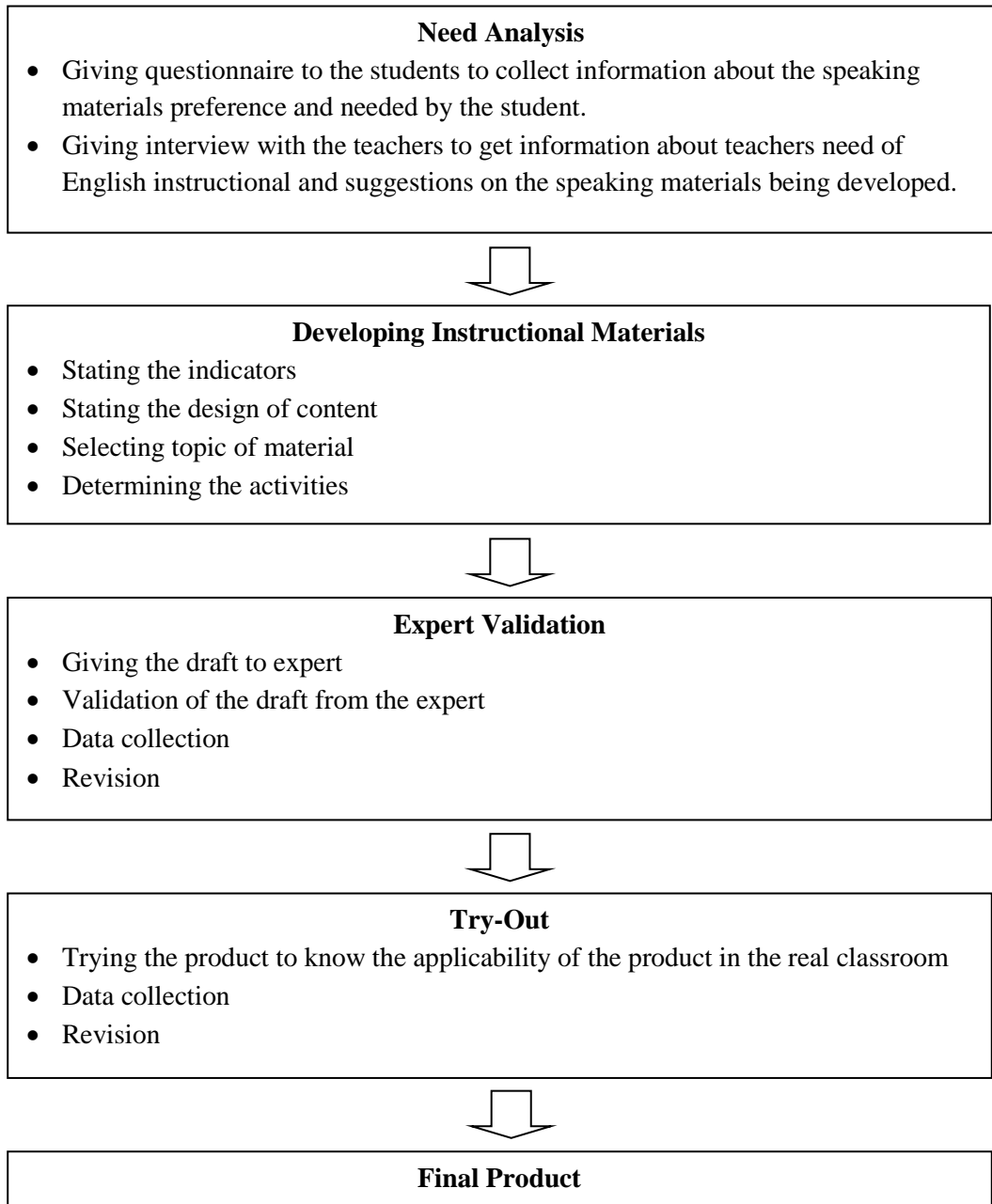


Figure 3.1 Procedure of Research and Development used in this study adapted

Borg & Gall (1983)¹¹

In this research, the researcher chooses four steps only. By using these four steps, the researcher believes that it can provide good materials and can compete with limitation of time. Those steps are easy and simple to follow and suit with my need in developing this writing materials. The steps are elaborated as follow:

2.1. Need Analysis

For achieving the target of need survey, the researcher conducted some steps of need survey. The first step is making questionnaire for students and interview guide for English teacher. This instrument is used to dig up the information as many as possible to know more about what students need in detail. Researcher need to prepare this instrument so that all information needed can be got well. Researcher hopes, by making this instrument, there will be no missing information about students need.

The second step is analyzing the available textbook in IAI AL-Qolam Malang. As a result, there is no writing textbook provided in IAI Al-Qolam Malang since English department is just established in year 2015 in Education Department of IAI Al-Qolam Malang year. Therefore, writing textbook is not available yet in this department since IAI Al-Qolam run this English department still for one year. This condition certainly encourage researcher to provide this need for supporting English students in writing as well as the lecturer.

The analysis is supported by the result of interview with Chief of Department, Siti Aisyah. She told that the name of English Department in IAI Al-Qolam is Tadrís Bahasa Inggris since it is beyond Fakultas Tarbiyah. The program of Tadrís Bahasa Inggris was proposed on 2015 and legalized by education ministry to launch in 2016. It has 30 students for 2016-2017 students recruitment. On the other hand, the age of this department is still one year when researcher conducted this preliminary study which was hold on year 2016-2017 of odd semester exactly on September 2016. This department needs many facilities especially textbook. This research aims to help this department by providing appropriate textbook for students to learn writing. In addition, chief of Tadrís bahasa Inggris IAI Al-Qolam comments that some books which are provided in bookstores are considered not appropriate with vision and mission of campus. She hoped that this study can provide a textbook which bring vision and mission of campus into writing teaching and learning activity. The vision and mission of IAI Al-Qolam is creating an atmosphere of Pesantren campus research based and producing Islamic students which can apply scientific knowledge in social civilization.

¹¹ Ibid

After conducting those steps above, the researcher held an observation about writing material in shops nearby. Researcher visited some book stores in Malang. As a result, researcher found that the writing materials for third semester students is not appropriate with Al-Qolam Tadris Bahasa Inggris curriculum. Researcher found that some writing materials book in some great book stores like in Gramedia, Togamas and Siswa do not afford vision and mission of IAI Al-Qolam in teaching and learning process. In addition, researcher still found some weakness of those books. The material of the books sold in bookstores are considered too difficult for IAI Al-Qolam students' condition.

2.2. Developing Materials

This research uses two steps to develop the material. The first step is selecting material and the second is writing prototype. In first step, researcher chooses the theme that suit with the curriculum. Then, researcher collects material that is suitable with the theme. The materials are writing material as a compulsory textbook to provide students in learning writing. The materials are in form of explanations, exercises, discussion activity and pictures.

The components in this Writing materials used for third semester students of IAI Al-Qolam contain: 1), introduction to the unit topic, 2) pre-writing activities include the information of the topic, generic structure of the text and grammar used for the text, 3) drafting include Activities for students to practice their writing skill and to apply the understanding about the materials given before, 4) Responding includes Activities for students to give and get feedbacks from peers and the teacher, 5) Editing Activity for students to write their final draft, 6) Complement includes students dictionary or word List, Reflection and Summary, 7) aspect of cross culture communication, and project work.

2.3. Expert and lecturer's Validation

The expert evaluates some aspects of the product including (1) the content, (2) the language, (3) the exercises, (4) the pictures used in the materials, and (5) the instructions. The expert validation is needed to know if the product has had good quality before it is implemented in practical use.

In this stage, validation form was utilized as the instrument of validation. The inputs and suggestions given by the expert became the main consideration in revising the product for better improvement purpose.

2.4. Try Out

The data are collected by using Questionnaires and through observation. Students are given questionnaire to know their opinion, need, and response about the use of

writing materials during the class activity. The observation sheet is used to write some important things that researcher found during the implementation of the product. All students comments related to the use of writing textbook including its weakness and its strength are recorded. The revision is based on students' feedback and some teacher's consideration through observation in classroom activity. The result of tryout report is consulted to the experts to see if the syllabus is well interpreted by the lecturer.

2.5. Final Product

After prototype is revised and then validated by the expert, the researcher develops the next chapter by following the prototype as a branch marker of the textbook. The model of the second, third and the following chapter, the same with the first chapter that has been validated will be.

In developing the product, researcher collects some topics and suitable materials. In this writing materials, since there are fourteen meetings that should be held by third semester students of IAI Al-Qolam Malang in one semester, there will be 14 chapters that will be used for one semester.

Final product is got after the researcher revised the textbook. All the feedback in form of comment, suggestion and critic from the students during the tryout as well as from the lecturer during validation are used to revise the product. After all chapters have completed all steps, it is considered that the textbook is able to be used for third semester students of IAI Al-Qolam Malang.

2.6. Validation Process and Empirical Process.

In the first section, the data are collected through questionnaires and interview. The questionnaire administered to the students who are studying in third semester to get the data about their needs and also their problems encountered while semi-structured interview is addressed to an English department lecturer.

The second, data collection is done after the development of textbook to confirm procedure. In the verification stage, the developed textbook is given to educational experts to get their feed backs and comment. This feedbacks and comments are the data used to revise the textbook in the revision stage. The data gathered are very important for the need of revision and improvement of the final product.

3. RESULT OF DEVELOPMENT

3.1. The Result of Needs Analysis

a. The Description of the Students

The respondents of the needs analysis of this research were students of the third semester in IAI Al-Qolam Malang. The respondents consisted of 30 students. The age of the respondents was around 18-20 years old. The description of the respondents is presented in the following table.

Table 1: The Respondents of Needs Analysis

Number of respondent	Sex		Age
	Male	Female	
30	10	20	18-20

b. Students' Opinions of Writing

What students need are the basic reason of developing this writing textbook. The product of this research is expected to be able to fill up the students need. There are three points concerning with students' opinion of writing. They are difficulties of writing, the importance of writing and the frequency of students' writing. The descriptions of the students' opinions are presented in the following table.

Table 2: Students' Opinions of Writing

Question	Opinions	Percentage
In my opinion, writing a text in English is an activity that....	Very easy to do	8 %
	Easy to do	9 %
	Quite easy to do	11 %
	Hard to do	52 %
	Very hard to do	20 %
In my opinion, writing is.....	Very important	27 %
	important	48 %
	Less important	18 %
	Not important	7 %

I write an English text	Always	0 %
	Often	27 %
	Sometimes	73 %
	Never	0 %

From the Table 2, it can be seen that the students' opinions of writing is divided into three points. The first point is the difficulties of writing. More than half of the students stated that writing was difficult to do. Furthermore, 20 % of the students stated that writing was very difficult to do. They said that it was difficult because they had to deal with grammar, vocabulary, coherence and others. They also said that they got problems in developing their idea in writing a text. There were 9 % of the students stated that writing was easy to do. The rest of students stated that writing was quite easy to do. Only 8 % students stated that writing was very easy to do. To sum up, the students still found some problems to do writing activity.

Second, it is students' opinion related to the importance of writing. There were 27% of the students stated that writing was very important, 48% of students told that writing was important and the rest of the students stated that it was quite important. It means that students already realized the importance of writing.

The Third point is students' frequency in doing writing. The needs analysis gives information that most of the students sometimes practiced their writing activity. There were 27% of them stating that they often practice their writing activity. Further, 73% students stated that they sometimes practice writing. The practices were hold at school when they had English lesson.

From the explanation above, it can be concluded that the third semester students of IAI Al-Qolam Gondanglegi already knew the importance of writing, but they still had some difficulties in writing.

c. Students Necessities

Hutchinson and Waters (1987: 55) say "necessities are what the students need to know in order to function effectively in the target situation."¹² The descriptions of the respondents' necessities are presented in the following table.

¹² Hutchinson, T & Waters, A. *English for Specific Purposes*. (Cambridge: Cambridge University Pers,1987).

Table 3: The Respondents Necessities

Questions	Options	Percentage
Which skills do you need in writing an English text?	Using appropriate words	10 %
	Expressing idea into good sentences	30 %
	Arranging coherence and cohesive sentences	20 %
	Using correct and appropriate grammar	40 %

For the students' necessities, based on the result of questionnaires which is spread by teacher to the students, there are 40 % of the students who chose grammar skill as their necessity in writing text. The skill of expressing idea into good sentence is chosen by 30% of them. Further, There are 20 % of the students who chose skill which is about arranging coherence and cohesive sentence. The last, 10% of the students chose skill of using appropriate words.

d. The suggested materials from the students

In order to get suitable topic in the textbook developed, researcher try to get suggestions from the students as a user of the textbook. Suggested materials would be beneficial for the researcher to choose the appropriate materials based on students want. The more appropriate materials are the higher students motivation will be. The descriptions of the suggested materials are presented in this following table.

Table 4: The topic materials

Questions	Options	Percentage
The topic of materials that I like is related to.....	Daily life	68 %
	Teenagers	47 %
	Economic	13 %
	Education	24 %
	Science	15 %
	Cultural	13 %
	Others	0 %

The Table above shows that there are 68% students who want “daily life” as the topic of materials and the students who chose topic related to teenager are 47%. The rest students are on the small number who choose economic, education, science, and cultural as the topic materials.

Table 5: The materials

Question	Materials	Percentage
The writing material I like is.....	Pictures	4 %
	Grammar and written expression	41 %
	Written text	7 %
	writing guide	40 %
	Structure of writing	8 %

The materials suggested by students are mostly on grammar and written expression in which its percentage is 41 %. Further, 40 % of students also suggest writing guide as the materials needed. Although the percentage of pictures, written text and structure of writing are low, it can be a consideration for developing this writing textbook.

Table 6: Suggested activity in learning writing

Question	Activity	Percentage
In writing, I want activity like....	Writing text from the picture	12 %
	Writing text based on the topic given	30 %
	Free writing.	8 %
	Making mind- mapping before writing.	15 %
	Writing with questions as guide.	35 %

There are two kinds activity that are preferred by students to have in learning writing. They are “writing text based on the topic given and writing with questions as guide”. The total response for the activity of “writing text based on the topic given” is 30 % while the total response for the activity of “writing with questions as guide”

is 35 %. Still, the other activities are responded by the students on the small percentage are taken by researcher as consideration activities for completing the activity of this writing textbook.

e. Teacher's roles

Teacher's role is an important part in teaching and learning process. There are many roles can be done by teacher and those role should be match with the model of teaching and learning use. The descriptions of the teacher's role are presented in this following table.

Table 7: Teacher's role during writing activity

Question	Options	Percentage
During the teaching and learning process, you would like the teacher to....	Explaining the materials	40 %
	Giving many examples	30 %
	Discussions	30 %
	Others	0 %

The data on the table above shows that the activity which students want are explaining materials, giving many examples, and discussion

3.2. The Developing Materials

After discussing the result of need analysis, the next step was developing prototype. The prototype was developed in accordance with the data obtained from the needs analysis and with the Campus-Based Syllabus. It was written as a model for developing the writing materials for third semester students of IAI Al-Qolam Gondanglegi Malang.

In developing the prototype, the researcher wrote fourteen chapters as the model of learning materials. Each unit represents the different text types; those are descriptive text, recount text and narrative text. Moreover, the activities for each unit consist of four stages of writing process adapted from some experts. They are pre-writing, drafting, responding and editing.

After writing the prototype, the next step was developing writing materials. In developing materials, each unit was developed and sequenced using the same procedure. It is conducted in four stages. The first was Pre-writing. In this stage, students

were introduced the text given to the students as a model. Further, information about generic structure and the genre of the text are given to the students. Several guided questions about the text were also given in comprehending about the content of the text. This stage also discussed about grammar and some activities to practice their grammar. On the other hand, the teacher also gives them the explanation about those writing materials. In addition, this stage included some activities to brain up students mind to make them more ready in writing before students start writing. The second is Drafting. This stage was activities that students tried to write their draft of the text. In this stage, students express their understanding in the first stage to their writing. Besides, Students were given some guidance such as pictures, videos, or questions to develop their ideas in writing a text.

The third was Responding. In this stage, students’ work got comments as a feedback from the teacher or peers. Students tried to correct their partner’s work and then the teacher completed the correction. Teacher’s feedback were also included in this stage to make students’ writing better.

Here, the teacher’s role was as a feedback provider that was to encourage students’ writing. The last stage was Editing. After receiving feedback from the teacher and peers, students revised their writing based on their friends and teacher’s comment. This stage was the last stage for each unit. In addition, the materials also provided reflection, the summary of each unit and Words’ list to enrich students’ vocabulary.

The following table described the framework and materials of the textbook.

Table 8: Framework of developed materials

<p>Unit Title</p> <p>PRE-WRITING</p> <ol style="list-style-type: none"> 1. Text example: a simple text as an example of the genre of the text. 2. The information about the generic structure of the text. 3. Grammar Focus: information about grammar used of the text. <p>DRAFTING</p> <p>Activities for students to practice their writing skill based on their understanding in the skill of writing.</p> <p>RESPONDING</p> <p>Activities for students to give and get feedbacks from peers and the teacher.</p> <p>EDITING</p> <p>Activity for students to write their final writing.</p> <p>COMPLEMENT</p> <ol style="list-style-type: none"> 1. Word List 2. Reflection 3. Summary

Table 9: Materials of the textbook

No	Topic	Materials
1	Nature Wild and Wonderful	Introduction Sentence Structure: Some criteria of constructing good English sentences.
2	Story Starters	Kinds of sentence structure : simple sentences, compounding sentences, and complex sentences
3	Adventures in Space	Linking verb
4	Fabulous and Fanciful Fashions	Transitive and Intransitive verb
5	Sea and Sky	Passive Voice
6	Delightful and Delicious Delicacies	Conjunctive adverb
7	World of Wizardry, Wicked Witches and Magic	Noun Clauses
8	Fairies and Fantasies	Adjective clauses
9	Marvelous Music	Adverbial clauses
10	Journeys Far and Wide	Narrative Writing: Telling about habitual activities
11	Fearless Friends and Formidable Foes	Narrative Writing: Telling about experiences
12	Sleeping and Dreaming	Descriptive Writing: Describing something
13	Wonderful World of Science	Descriptive writing: Describing Place or spot
14	Myths and Mysteries	Descriptive Writing: Describing person

3.3. Expert validation

The expert was Teguh Sulistyono. He is a senior lecturer who teaches writing skill in Kanjuruhan University of Malang. He is a professional English lecturer who has been teaching in university especially writing subject for about 10 years. He has ever written a writing textbook for writing course in Kanjuruhan University of Malang. The researcher hopes to be able to follow his effort to create a writing textbook for his students.

From the thirty one items, four items were judged. Thirty one items were evaluated by the expert which covers cover design, letter, material, grammar review, task,

layout, clarity, word use, use of jargon and appropriateness of responses listed. The judgment indicated that in general, the quality of the developed writing materials is good.

There were many suggestions which the expert gave. The expert noted some items and suggestions for improvement of the product. Some note given by expert are (1) there should be page numbers for each page, (2) there should be table of content, (3) there should be preface, (4) the pictures should be on the right size, not too small. (5) the pictures should be appropriate to the students, not sexy picture, (6) each pictures should be completed with sources, (7) the layout should be more tidy, (8) the fonts used should be consistent.

Generally, he agreed the developed material. He was also interested in the pictures used in this textbook since these are easy for the students to find in their environment or their real life. He also liked the activities presented in the textbook. The activities are good and the students can follow the instruction easily because the instruction has been stated clearly. In addition, the vocabularies used are not too difficult for the students, even for the students who have low vocabulary skill.

3.4. Product Revision from Expert

The researcher revised the lack in the textbook. He deleted the unimportant parts and added the explanation, the pictures, and the activities suggested by the expert. It was done to make the textbook complete, perfect and ready to be tried out. The revisions are (1) giving the page number. Before revision, there is no page number. After revision, the book is completed with page number, (2) giving table of content. Before revision, there is no table of content. After revision, the book is completed with table of content, (3) completing the book with preface. Before revision, there is no preface. (4) revising small pictures. Before revision, the pictures on unit one is too small. After revision, the pictures is large enough and easy to read, (5) revising sexy picture. Before revision, there is one picture on Unit 3 that is not appropriate to the students. It is the picture of girl wearing sexy cloth. After revision, the picture is changed with the picture of boy, (6) giving sources to each pictures. Before revision, each pictures is not completed with sources, (7) designing layout since before revision, the layout is less tidy, (8) revising the font use. Before revision, the fonts used are not consistent.

To conclude, there are eight revisions on the developed material. Generally, the revision is about pictures, fonts, layout and some parts that need to be made to complete the book. The book is revised in order to get the better quality.

3.5. The Result of Observation in Tryout

While the researcher was trying out the textbook, he used field note to write the students' activities happening in the class. From the result of the tryout, the researcher found that the textbook is suitable with the third semester students of IAI Al-Qolam Malang. The students were very interested in learning writing using this textbook. It was seen that all students think that it helps them understand the lesson very easily. It is proven from its work. Almost of all of them can follow the activity well and able to work individually to finish the task.

Some facts indicated the strength of the product were (1) the teacher can implement contextual teaching for teaching Writing, (2) most of the instructions in the students' book and in the teacher's book were understood by the students and the teacher, (3) the students enthusiastically followed the activities, (4) some students arose some questions to the teacher related to the materials they were learning, (5) most of the students looked happy with the writing activities, (6) the students enthusiastically did the exercises.

4. CONCLUSION

The unavailability of appropriate writing material becomes a main problem for the students and the lecturers in teaching and learning process. The existing textbook does not support to learn writing because it considered having many weaknesses such as too difficult and the materials are not appropriate with the campus curriculum.

The book developed in this research is writing material for third semester students in IAI Al-Qolam Malang. The campus is located in South of Malang and need to have a betterment. The developed textbook is arranged based on campus curriculum called as *tadris bahasa Inggris*. The model of the textbook is contextual teaching and learning. The topics in this book are about topics which are appropriately used to teach teenagers where third semester students are mostly still teenagers. Those topics are "Nature Wild and Wonderful, Story Starters, Adventures in Space, Fabulous and Fanciful Fashions, Sea and Sky, Delightful and Delicious Delicacies, World of Wizardry, Wicked Witches and Magic, Fairies and Fantasies, Marvellous Music, Journeys Far and Wide, Fearless Friends and Formidable Foes, Sleeping and Dreaming, Wonderful World of Science, Myths and Mysteries.

After passing the process of development, expert validation, Try Out and revision, the product is proper to be used as materials for teaching writing in the third semester students of IAI Al-Qolam. As a teaching material, the product has the characteristics of a good teaching material namely (1) it is consistent with the goal of the

course being taught, (2) it is not culturally sensitive in terms of issues of race, gender, religion, and ethnicity, (3) its content match the educational level of the students, (4) it is logical in its organization and presentation of materials, (5) it is affordable, (6) it is accompanied with useful supplement such as multimedia support and teachers' guide, and (8) the materials are potentially interesting for the students. With the mentioned characteristics, the product can be a problem solving on the unavailability of good writing materials which are suitable with the need of the lecturer and the students. By using this product, it is expected that the quantity and the quality of the teaching writing in IAI Al-Qolam Malang can be improved.

In spite of the fact that the developed material has achieved good quality in terms of the effectiveness and the practicality, some important points should be taken into consideration in the implementation of the product as teaching materials for writing skill. Therefore, the researcher proposes some suggestions, i.e. for English lecturers, for students, for campus, and for future researchers.

For the English lecturers who will use the developed materials to teach writing, it is suggested that they can make modification on the suggested teaching technique to make them more suitable with the students' need and characteristics. Besides, when the teachers find that the students still get difficulties in following the activities, the teacher guide them well. If it is needed, teacher also suggested to explain in steps and giving them examples as many as possible.

For students, it is suggested that they continuously practice writing in English to improve their skill in writing English text. The developed writing material is not the only source for the students to have writing practice. The students should find other sources for writing practice outside the classroom.

For campus, it is suggested that the campus should support and facilitate the publication of the product so that the product will be useful for campus, especially in the effort of improving the quality of English teaching and learning in the campus especially for Tadris bahasa Inggris department.

For future researchers, it is suggested that they conduct researches for the improvement of English language teaching. In conducting a research to develop teaching materials, the students need should be the main basis for developing the materials so that the product will be truly applicable because it is really needed by students. Besides, the whole part of the product should be tried out before it is used in practical purposes. []

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