DEVELOPING ENGLISH MATERIALS FOR FINE ARTS STUDY PROGRAM STUDENTS AT THE FACULTY OF CULTURAL STUDIES OF UNIVERSITAS BRAWIJAYA

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Abstract: this study was aimed at developing an English textbook for the students of Fine Arts Study Program in Faculty of Cultural Studies of Universitas Brawijaya Malang. The study was based on the design of Research and Development by Borg and Gall (1983). Thus, this study involved several stages namely the needs analysis, development of product, expert validation, materials try-out, and the finished product as the final stage out of the series of stages suggested. Questionnaires were employed as one of the instruments to obtain data during the needs analysis. Semi-structured interview was also conducted to lecturers teaching English in those particular students. an expert was then requested for his involvement in validating the textbook and giving some suggestions for the improvement of the product. Try-out stage was carried out in the real class situation for the purpose of investigating the feasibility of the developed textbook. The final product of this study was in the form of a textbook consisting of six units in which each covered materials on three language skills (reading, speaking, and writing) plus those of vocabulary and grammar. This textbook was also completed with a guidebook for teacher containing the guideline fo each activity and the answer keys for the exercises.

INTRODUCTION

Teaching material is one of the components of teaching and learning that is inevitably required. Some of the materials for teaching are already available for purchase. Unfortunately, due to the distinct characteristics and diferent needs of learners in particular settings, the instructional materials cannot be easily grabbed over-the counter. Thus, it is the responsibility for teachers to dedicate time in the developing one that is pertinent with the field of study.

Materials development has continously been attractive and quite a challenge for some practitioners that the studies on this field has been conducted by some researchers. Among others are Winarti (2012) who did her research entitled 'Developing Supplementary Materials (Workbook) for I-Tutor Net English Course, Malang. Meanwhile, Ulfa (2012) performed the study with the title ' Developing a Prototype of Englsih Textbook for Information Management

Progra, at Politeknik Negeri Malang. Kurniawan (2012) wrote his thesis under the tiltle 'Developing Listening Materials for the Eleventh Year Students of Madrasah Aaliyah Al-Maarif Singosari Malang.' Sukirman (2013) finished his thesis entitled 'Developing English Word-formation Materials for Undergraduate tudents at State Islamic University Alaudin Makasar'. Meanwhile, Aniroh (2009) finished her thesis entitled ' Developing Textbook for the Students of Diploma III Program in Hotel Management.' Sismiati (2011) conducted her dissertation with the title 'Developing English Oral Communication Instructional Material for the Nursing School.' Hidayat in 2013 also finished his study with his thesis under the title of ' Developing Instructional Material for Biology Education Department Students of IAIN Raden Intan, Lampung.' Many more research have been conducted and are in the process of doing and this fact somehow confirms that instructional materials for the

teaching and learning processes are of very great importance.

REVIEW OF RELATED LITERATURE

The presence of textbook is considered to be basic and essential although it is not the only component required in the teaching and learnin process. Some other instructional materials can come in many different forms such as videos, flashcard, websites, games, and textbook. Oura (n.d, 65) confirms that 'there has been a wide range of materials that can include EFL-ESL texts, audiotapes with accompaniying workbooks, videotapes with students worksheets, and various Computer Assisted Language Learning (CALL) programs.' Many of the previously mentioned instructional materials are accessible for purchase over-the-counter. Thus there is the need to develop materials, in this case textbook, which in accordance with the specific needs of the particular students, stake-holders, and institution.

The importance of instructional material for the teaching and leraning process is emphasized by Richards (2011:251) who articulates that 'instructional materials generally serve as the basis of much of the lnguage input that learners receive and the language practice in the classroom.' Tomlinson (2012) is also in agreement with this idea. Allwright (1990: 14) says that materials should teach students to learn that there should be resource books for ideas and activities for instruction in learning, and that they are expected to provide teachers with rationales for what they do. Above and beyond, Flanagan indicates that workbook is a form of printed materials intended to offer objective exercises for the good command of certain skill. Besides, instructional materials present learners with experiences and expossures in the classroom.

Developing instructional materials takes not only time into the making, but also a lot of thoughts and effort. To avoid the objectives of teaching and learning from being violated, there are some aspects to be taken into consideration. Some experts have set guidelines of a good instructional materials. Tomlinson (2008: 17) suggests that the developers of instructional materials should consider 'for what kinds of learners who use these books, and are these books meeting the targets users need and want'.

Meanshilw, Nunan (1991: 208) states that materials, be the one developed commercially or produced by the teachers, serve as the essential element in the curriculum and are the most perceptible and establish a crucial element within the curriculum, are often the most tangible and perceptible aspect of it. meanwhile, Hyland (2003: 85) argues that materials tend to be predominantly printed out in paper, yet they can come in the forms of audio and visual materials, computer-based properties, and actual objects.

As in the examination of textbook, Hyland (2003: 96) proposes that some considerations are to make prior to examining any textbook. Those are: (1) the general orientation of the course, (2) the role that the textbook plays, (3) who the learners are, their profieciency levels, their expectation of the textbook, and their budgets, (4) the learners' goals, (5) the institutional constraints, (6) who the teachers are and the training, skills and experiences they have.

Principles in the development of instructional materials have been developed by some experts as guidance for the development processes. The presence of principles are required to ensure that the instructional materials developed benefit the teachers and students in many ways possible. As for the students, instructional materials are expected to give learners more intake for learning that teachers might fail to deliver. As for the teachers, instructional materials help teachers to get the message acrossed and intensify the explanation on the subject matter. Thus, it is to say that instructional materials influences the disposition on the outcomes of teaching and learning activities. It is so as instrcutional materials bear with them what is taught, learned, and prearranged. Besides, instructional materials posses control over the classroom sessions in that the core of students' and teachers attention is on the instructional materials employed.

Characteristics of instructional materials are other aspect necessary to be paid attention to in the production of instructional materials itself. Some experts have come out with their set of characteristics. One of them is Tomlinso (2012: 54) whi states that 'materials can be informative (informing the learners about the target language), instructional (guiding the learner in

practicing the language), experiential (providing the learners with experience of the language in use), eliciting (encouraging the learners to use the language), and exploratory (helping the learners to make discoveries about the language).

Nunan (in Hidalgo, 1995: 173 – 179) devices six principles for the production of instructional materials. The first is that the instructional materials constructed have to be in line with the curriculum established. The second is that the texts and tasks have to be authentic by nature. Then, instructionl materials have to provoke interactions, trigger learners to pay their attention to the formal aspects of the language, incite laerners to foster the learning skills, and drive the students to put their developing language into practice.

Authenticity of the texts and tasks in an instructional materials becomes another concern. This is somewaht in line with Nunan (in Hidalgo, 1995: 173) who states that 'the authenticity of the texts which are used as the basis of materials development and authenticity of the tasks which learners perform in connection with the texts.' A text is considered to be authentic when it is not solely designed for the purpose of learning. As for the task, its authenticity is when it requires the learners to practice a language which reflects the real life situation's need such as explaining an artwork or performing as a curator for Fine Arts students.

Instructional materials have several functions. Dudley-Evans and St. John (1998: 170 – 171) in Richards, 2001: 251 list the functions of instructional materials which are: (1) a source of language, (2) a learning support, (motivation and stimulation, (4) as reference.

English for Fine Arts study program students is one of the cumpolsary subjects they have to take an is offered in the second semester that take up two credits. The *Buku Pedoman* (2015) contains the description of this subject as 'the students are expected to have mastery aand competency on vocabulary and structure of the language orally and in written form to be further implemented in various activities within the teaching and learning processes and in real life.'

As one of the subjects offered to students, English course has been equiped with

the syllabus developed earlier. The development of the syllabus underwent several stages including and was developed based on the analysis of needs. They were classroom observation, questionnairres and interview to gain some necessary data. The outcome of the process is the content-based syllabus considering that the English taught will be related with the topics related to the discussion in their field of study.

The syllabus then proposes three learning objectives. The first is that the students are expected to have comprehension on many different texts related to their field of study upon completing their course. The second happends to be that the students are expected to have understanding on certain vocabulary items and English structures related to the texts. The development of writing skill is ephasized to be the last learning objective set.

So far, the teaching and Learning of English in the Fine Arts study program is lacking in that there has not been any fixed instructional material available for use based on their specific needs. The existing materials, if any, are in the form of loose materials and some of them do not have exercises in them. Thus, the objective of this study is to develop an English textbook which would be used by the lecturers in the teaching and students in learning English for Fine Arts study program in the Faculty of Cultural Studies, Universitas Brawijaya.

METHOD

This study used the Educational Research and Development approach which has been adapted from the model developed by Borg and Gall. Borg and Gall (1998: 772) put it as:

a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage

This design by Borg and Gall proposes ten stages of instructional material development (Borg and Gall, 1983: 272). The first is the

research and information collection which can consist of acivities such as literature review, classroom observation and subject matter's report provision. The seond stage is planing which includes several activities such as skills and course objective identification as well as the administration of small scale feasibility testing. The third stage is the development of preliminary form of the product. It comprises the preparation of instructional materials along with the evaluation devices. The following stage that follows is the preliminary field testing that is designed to get some essential information from the field. For this objective, some instruments such as questionnaires, observation sheet, and interview are utilized. Stage five of the process is main field-testing. This phase enables the researchers to collect the subjects' qualitative data before and after the course. Next, revision on the

product is conducted. The eight stage is then the operational field testing. As for the stage nine if the revision of the final product based on the results of operational field-testing. The stage ten is then the dissemination and implementation. This last stage enables the researchers to report the result of the research in meetings or journals or when the book is finally commercially published.

However, this study adapted the processes proposed by Borg and Gall into shorter cycle of the process. Nevertheless, the adapted version of the cycle stil ensured that the quality was still maintained. The adapted stages were the needs analysis, instructional materials development, expert validation, instructional materials try-out, and lastly final revision and evaluation.

Figure 1 The Adapted Stages of Material Development
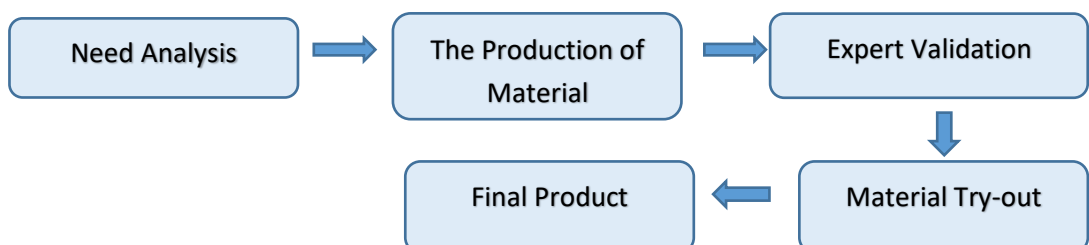
This study required data in the form of responses from the

students and lecturers which were obtained from the survey

and would be used as the basis for the textbook development. The feedbacks and comments from the expert validator were also used that would be used for the revision of the instructional materials developed whenever deemed necessary.

Table 1 The Instruments of the Study

No	Stage	Instrument	Data Collected	Subjects
1	Needs survey	Questionnaires and unstructured interview	Feedback and comment for the developed instructional materials	Students and English Lecturers
2	Expert Validation	Checklist	Feedback and comment on the developed instructional materials	Expert
3	Try-out	Questionnaires	Response on the developed instructional materials	Students and English Lecturers

The data collected were processed for different purposes. The data obtained from the questionnaire distributed to the respondents in the need survey elicited information required for the construction of the components to be present in the instructional materials developed. the interview would provide insights contributing to the details of the research. Meanwhile, the data provided by the expert validator was used for the improvement for the improvement of the product.

The result of needs analysis drove the researcher to come up with the planning of what to be present in the book as described in the bookmap shown below.

Table 2 Bookmap

No.	Chapter		Description
1.	**Chapter 1** 'Color'	Reading	: The Color Wheel
		Grammar	: identifying part of speech
		Speaking	: What is Your Favourite Color?
		Writing	: A Survey
2.	**Chapter 2**	Reading	: Peruvian Pottery

	'Peruvian Pottery'	Grammar	: Simple Past Tense
		Speaking	: Talking about past experience
		Writing	: Writing about pottery in the past
3.	**Chapter 3** **'**Modern Art Movement'	Reading	: Modern Art Movement
		Grammar	: Noun phrase
		Speaking	: Interviewing
		Writing	: Writing a biography of an artist
4.	**Chapter 4** 'Wood Carving in Indonesia'	Reading	: Wood Carving in Indonesia
		Grammar	: Degree of Comparison
		Speaking	: Asking for Opinions
		Writing	: Comparing Works of Art
5.	**Chapter 5** 'Cubism'	Reading	: Cubism
		Grammar	: Modals: should and could
		Speaking	: Giving advice
		Writing	: Writing text messages
6.	**Chapter 6** **'**Louvre Museum'	Reading	: Louvre Museum
		Grammar	: Simple present
		Speaking	: Tour Guiding in Art Exhibition
		Writing	: Describing a Museum

RESULT OF THE DEVELOPMENT

The instructional material which is in the form of a textbook was developed based on the syllabus and needs analysis. As the result, the textbook developed comprises of 6 units. Those units were designed to be used for 16 meetings in which each lasted for two-credit hours. This idea was supported with the rationale that out of 16 meetings, there are usually around 12 meetings which require the use of the textbook as the rest are for introduction, mid-term test, review, and final test sessions. the number of the units developed was based on the syllabus and also with the consideration that one unit could be used in two meetings. The rrangement of the order of materials presentation were made similar in each unit. Each section was initiated with reading section with vocabulary exercises embeded in it. Therefore, the vocabulary items put in the vocabulary exercises were the ones found in the reading text. Next, each unit discussed grammar explanation and exercises which was decided base on the grammar feature mostly use in the text and then followed by speaking and writing activities as the closing.

Unit 1 discussed the topic of color with the text entitled 'Kinds of Color.' The grammar explanation in this unit was about part of speech. In the speaking section, students were led to compose dialogs focusing on 'likes and dislike.' Meanwhile, the writing section was developed to help students to write a short paragraph, if not a longer passage, about the favourite colors of their friends. Thus, the students were provided with a survey table to fill the result of which would be used to develop their paragraph.

Unit 2 contained reading text with the title 'Ancient Poetry.' The grammar discussed was simple past tense and past experiences became the topic for the speaking section which required the students to make dialogs on the topic with their fellow counterparts. Since past experience belonged to recount text, the writing material intended for this unit was writing recount text. Speaking exercise had been developed to support students in doing writing exercise.

In unit 3, the text under the title of 'The Modern Art' was presented. As for the grammar section, the focus was on the discussion of noun phrase.finding personal information was designed to be used in the speaking activity. This was so because the text mostly discussed the influential figures in the modern art movements. While in writing activity, the students were assigned to write a short biography. For this activity to run well, some pieces of information about the facts of life of those figures were made available. However, the students were allowed to add more pieces of information necessary on the figure chosen.

Meanwhile, Unit 3 of the textbook developed discussed the art in Indonesia using the text entitled 'Art in Indonesia.' It mainly discussed what shaped art in Indonesia. Degree of comparison was then presented in the grammar section to help the students to tell their preference or what they like better. Having the knowledge on hand, the students were expected to be capable of comparing things, in this case the works of art. Thus, the writing section enabled the students to do comparison in the written form.

Cubism was presented as the topic in Unit 5. The text chosen in reading section was entitled 'The Characteristics of Cubism.' The use of modals 'should vs. can' and how they differ from each other was the

topic for grammar section. in speaking section, the topic on giving and asking for suggestion was given to students. Since writing was developed in accordance with the speaking section, it directed the students to write a letter about giving an advice. Some problems were provided for the students to choose from and they had to write the solution for it.

The last chapter of this textbook, Unit 6, offered reading text about the Louvre Museum. The grammar section discussed Simple present. Then, the speaking section enable the students to become a tour guide in an art exhibition and this skill was to be practiced in a group by doing role play as if they were in the real situation of an at exhibition. Descriptive text, then, became the topic for discussion in the writing passage. It was epexted that upon mastering this skill, the students would be able to describe their own work of art in the future.

This textbook was also supplemented with a separate book for the teacher. This separated supplementary book contained the instructions or guidelines on what to do with the materials presented and the exercises that followed. This was also complemented with answer key for the exercises (especially for the reading, vocabulary, and grammar sections).

CONCLUSION AND SUGGESTIONS

The product of this study was an instructional materials developed in the form of a textbook for the students of Fine Arts Study Program in the Faculty of Cultural Studies at Universitas Brawijaya. The development of this textbook was mainly based on the syllabus that was already available and the needs analysis.

The textbook developed in this study were evaluated by the expert validator and the students during the try-out session. Some feedbacks and suggestions were given by the validator and the revision was made accordingly. The suggestion given by the students from the try-out session was also given into consideration.

Nevertheless, the responses obtained from the expert validation stage and try-out sessions indicated that the textbook developed was ready and appropriate to be used in the real class session in the study program of Fine Arts, Faculty of Cultural Studies of Universitas Brawijaya.

It is expected that this study can contribute

theoretically to the instructional material development for specific purposes of English in that it might give some insights on what students studying arts need to learn regarding English subject and what teachers and instructional materials developers need to provide. Practically, the product resulted in this study can be used for teaching and learning process in the classroom in the study program of Fine Arts in the Faculty of Cultural Studies of Universitas Brawijaya. Somehow, this product can also be used for students studying arts in other universities with some adjustment where necessary considering. This is with the considerations that differents settings of education have different teaching and learning objectives and needs.

Suggestion related to this study can be offered for future research. This developed textbook does not include listening. Thus, further research might make possibe revisions by considering listening materials.

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