The Development of Teaching Material for English Writing Skill for Young Learners (ages 12-14) in English Courses in Bekasi

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Abstract: This research is about the development of teaching material in writing skill for young learners (ages 12-14). This research takes places in some English courses in Bekasi. The purpose of this research is to create sets of teaching material that is more applicable for all students in those ages. The research applies qualitative approach and the methodology of developmental research. In this case, the research utilizes steps of module development, namely: 1) Pre-research, 2) Creation, 3) 1st Trial Class, 4) Revision, 5) 2nd Trial Class, and 6) Final Development. This research involves one head researcher and 2 teachers who do the test-teaching. The head researcher writes all the draft based on the result of pre-research. The researcher then trains the teachers before the teachers do the teaching, so all the teachers can conduct the teaching in the same or standard ways. The researcher also guides all the teachers to do the steps in teaching, conduct the test after teaching process, as well as apply the scoring system. The researcher hopes that, at the end of the research, the module is applicable in broader scales of class, not only in English courses but also in formal schools.

Key words : teaching, writing, learners, courses

The question in this introduction is that whether or not learning process in the classroom can make students become a better writer. More serious question is actually what kind of good learning process that will make the students write. This research is aimed to help the teacher to conduct a better-planned teaching learning process for writing ability. This means that this research develops set of teaching activities. This research is conducted only in classroom for young English learners of 12-14 years old and in English course (not in formal classroom).

METHOD

In doing this developmental research, I took several steps of a development as follows.

Pre-research ➡ Creation ➡1[st]Trial class ➡Revision➡2nd Trial Class➡Final Development

First, Pre-research is the beginning step of the whole circle of this developmental research. Second, I started to create my own teaching plan andteaching materials consisting: (1) General Teaching Objective, (2) Specific Teaching Objectives, (3) Topics, (4) Steps of teaching, (5) Teaching Material, and (6) Teaching tools.Meanwhile, my teaching materials consist of: (1) Session or Unit number, (2) Topic of Unit, (3) Steps of Learn-

ing Activities (and teaching material). Third, the 1st Trial class was conducted for 3 sessions of meeting with the students in the classroom. Fourth and Fifth, after the revision, the 2 teachers and I conducted the 2nd Trial Class. Finally, I summed up the

ACTIVITIES	TIME ALLOCATED	PURPOSES OF LEARNING
Listen to the recording and repeat!	5 minutes	Students are accustomed to hear and get the idea of the dialogue or essay
Complete the following sentences!	10 minutes	Students are aware of appropriate words to complete the sentences
Rearrange the following words to make good sentences!	10 minutes	Students are aware of the correct structure of a sentence
Complete the following dialogues (or essay)!	10 minutes	Students are aware of the appropriate expression to complete the dialogue
Compose your own dialogue (or essay)!	10 minutes	Students are able to explore their free ideas

information in order to make final teaching plan and teaching materials.

FINDINGS AND DISCUSSION

Pre-Research

In pre-research, the researcher found the following information:
1. Teaching writing was not put in special session;

2. Teachers did not have special book to teach writing skill
3. Teachers never got any special training for teaching writing
4. Teacher never created teaching plan and their own teaching materials for writing class.

The Creation of Teaching Plan and Teaching Materials

I created 3 teaching plans. I used simple form of teaching plan in order to make the other 2 teachers understand easily.

Table 1: Learning Activities, Time Allocation, and Purposes

The 1st Trial Class

Here is a report and the results of the implementation of the 1st Trial Class:

Table 3: The Implementation of the 1st Trial Class

Name of teachers	Name of school	Total classes	Total sessions	Total students	Time
Juliansyah (the main researcher)	Al Muawanah English Course	1	3	10	3 x 45 minutes
Indri	Pelita English course	1	3	12	3 x 40 minutes
Solikha	Al Marzukiyah English Course	1	3	8	3 x 40 minutes

In term of the teaching learning process, here are the report and the results:

Table 4: The Coverage in Teaching Learning Process (all 3 sessions)

Session 1

Aspects	Juliansyah	Indri	Solikha
Units of teaching materials (all 3 units)	All covered	All covered	All covered
All steps of teaching	Steps 1-3	Steps 1-4	Steps 1-4

Session 2

Aspects	Juliansyah	Indri	Solikha
Units of teaching materials (all 3 units)	All covered	All covered	All covered
All steps of teaching		All covered	All covered

Session 3

Aspects	Juliansyah	Indri	Solikha
Units of teaching materials (all 3 units)	All covered	All covered	All covered
All steps of teaching		All covered	All covered

Most of the problems are almost similar.

Table 5: The Coverage of Problems in Teaching Learning Process

No	Aspects of Problems	Description
1	Time allocated	Time to cover all steps was not enough
2	Steps of	Some are applicable, but some

	teaching	are not
3	English skill	Students had different level of English mastery
4	Others	Some students had low motivation

Table 6: Problems in Teaching Materials

UNIT NUMBER	PROBLEMS		SUGGESTION
1	1	Students were not familiar with the name given	Change the name into name of the students' teacher
	2	The instruction seemed to be too long and hard for students to understand	Change the instruction shorter
2	3	Some students thought too much about different type of sentences	Use similar type of sentence
3	4	The same as number 3	

Table7: Problems in Steps of Teaching

Steps of Teaching	Problems found
Listen to the recording and repeat!	Taking time because of the repetition of recording and making sure the students got what they heard
Complete the following sentences!	Some students lost ideas on anything they heard from the previous step, so they were not able to complete the sentences Some students had

	problem in spelling when they tried to complete the sentences
Rearrange the following words to make good sentences!	Some students did not have strong knowledge about correct structure of English sentences
Complete the following dialogues (or essay)!	Some students got confused because they found the activity the same as the previous activity
Compose your own dialogue (or essay)!	Not enough time to finish this step because teacher had to approach the students one by one

Revision

Table 8: Revision of Teaching Materials

Findings of Problems	Revisions
Unfamiliar name on Unit 1	Change the name into name of the students' teacher
Too long instruction seemed in almost all steps	Change the instruction shorter
Different type of sentences in Unit 2 and 3	Use similar type of sentence (statement and questions)

Table 9:Revisions in Steps of Teaching

Steps of Teaching	Revisions
Listen to the recording and repeat!	Read together!
Complete the following sentences!	Complete the sentences! (this became step 3)
Rearrange the following words to make good sentences!	Rearrange the words to make good sentences! (this became step 2)

Complete the following dialogues (or essay)!	Deleted
Compose your own dialogue (or essay)!	Write your dialogue (or essay)!

The 2ⁿᵈ Trial Class

The purpose of conducting the second trial is to find out whether the revision of the first draft has achieved the expected learning process.

Table 10: Learning Activities, Time Allocation, and Purposes (of Revised Teaching Plan

ACTIVITIES	TIME ALLOCATED	PURPOSES OF LEARNING
Read together!	5 minutes	Students can identify the spelling of words and sentence structure
Rearrange the words to make good sentences!	10 minutes	Students are aware of the correct structure of a sentence
Complete the sentences!	10 minutes	Students are aware of appropriate words to complete the sentences
Write your dialogue (or essay)!	20 minutes	Students are able to explore their free ideas

Table 11: The Implementation of the 2ⁿᵈ Trial Class

Name of	Name of	Total	Total sessi	Total stude	Time

teachers	school	classes	ons	nts	
Julian-syah (the main re-search-er)	Al Mu-awanah English Course	1	3	10	3 x 45 minutes
Indri	Pelita English course	1	3	12	3 x 40 minutes
Solikha	Al Mar-zukiyah English Course	1	3	8	3 x 40 minutes

Table 12: The Coverage in Teaching Learning Process (all 3 sessions)

Session 1

Aspects	Juliansyah	Indri	Solikha
Units of teaching materials (all 3 units)	All covered	All covered	All covered
All steps of teaching	Steps 1-4	Steps 1-4	Steps 1-4

Session 2

Aspects	Juliansyah	Indri	Solikha
Units of teaching materials (all 3 units)	All covered	All covered	All covered
All steps of teaching	Steps 1-4	Steps 1-4	Steps 1-4

Session 3

Aspects	Juliansyah	Indri	Solikha
Units of teaching materials (all 3 units)	All covered	All covered	All covered
All steps of teaching	Steps 1-4	Steps 1-4	Steps 1-4

Table 13: Problems in Steps of the 2nd Trial Class

ACTIVITIES	PROBLEMS FOUND
Read together!	Some students asked the meaning of words
Rearrange the words to make good sentences!	Taking time in rewriting
Complete the sentences!	Some students asked for new words
Write your dialogue (or essay)!	Some students asked for new words

Final Development

The following table shows the revisions that I had.

Table 14:Revision based on Problems in Steps of the 2nd Trial Class

Activities	Revisions
Read together!	Put meaning of words below the dialogue or text
Rearrange the words to make good sentences!	Students did not rewrite the sentences but the code of words (in number)
Complete the sentences!	The instruction changed into: Use the following word to complete the sentences!
Write your dialogue (or essay)!	The instruction changed into: Use the following words to write your dialogue (or essay)!

Discussion

Writing is probably the highest level in language capabilities. The problem is on the teaching learning process so the students can write better.

CONCLUSIONS AND SUGGESTIONS

Learning process is all activities that involve teacher and students in a periodic of time in which those activities are based on the teaching plan and conducted to gain the teaching goals. Learning process also includes the teaching materials which are used by the teacher and students to run the learning process.

One of the most important findings of this research is set of the teaching plan and materials on how to teach writing. These teaching plan and materials are probably the most systematic and reasonable to be applied in the classroom.

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