THE PROPOSED CULTURALLY RICH INSTRUCTIONAL MATERIALS OF INTEGRATED ORAL COURSE FOR THE FIFTH SEMESTER STUDENTS OF D3 ENGLISH PROGRAM AT UNIVERSITY OF MERDEKA MALANG

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ABSTRACT

This article is based on an Educational Research and Development (R & D) which was conducted in order to develop materials for teaching integrated skills (listening and speaking) to the fifth semester students of D3 English Program at University of Merdeka Malang. The materials themselves were intended to be used to teach and learn not only skills but American culture as well. As the human instrument, the researcher was helped by secondary instruments such as questionnaires, checklist and observation. To develop the materials, two essential steps proposed by Graves (1996) and material evaluation and selection step proposed by Cunningsworth (1995) were thoroughly applied in the research.

Key words*: R & D, integrated skills, American culture, materials or course development procedures, and a quick checklist.*

American English or British English? This seems that it does not really matter; one can use either American or British. It is a matter of choice, actually. This article is written not intended to discriminate them from each other but it is to develop teaching materials by employing American culture, such as national holidays (Independence Day and Thanksgiving Day), sports (baseball), the power of the press and music (country music).

From the academic length wise, British English is apparently used more in Indonesia. Let us take one example; that is British and American spelling. As an English language teacher, from time to time the writer found that many of her students did not know it. When she asked them which spelling was the correct one; color/colour or center/centre, they instantly said, "Colour!" or "Centre!" In other words, students are more accustomed with the words 'colour' than 'color', 'centre' than 'center', 'flavour' than 'flavor'. Another example is the different terms used by both American English and British English to denote the same thing, for instance the words 'flat' and 'apartment', 'autumn' and 'fall', 'pavement' and 'sidewalk'. In the following quotation, Wishnubroto (1989: 41-43) tells how to differentiate British English from American one. He even gives list of words of those two English languages (it can be seen on Table 1.1).

> *Cara kedua untuk mengetahui apakah* British *atau* America*n* English *yang digunakan adalah dengan melihat "penanda". Ada banyak benda yang mempunyai nama berbeda di Inggris dan di Amerika.* Bensin *misalnya, di Inggris disebut* petrol *tetapi di Amerika disebut* gas. *Dengan demikian* pompa bensin *di Inggris disebut* petrol station*, di Amerika disebut* gas station.

Table 1 List of British and American Words

SPELLING		TERMS	
British	**American**	**British**	**American**
Centre	Center	Autumn	Fall
Sombre	Somber	Car park	Parking lot
Theatre	Theater	Film	Movie
Armour	Armor	Flat	Apartment
Colour	Color	Headmaster	Principal
Labour	Labor	Holiday	Vacation
Neighbour	Neighbor	Pavement	Sidewalk
Programme	Program	Post	Mail

Teaching skills should not be done in isolation or teaching them separately. It should be done integratedly since teaching integrated skills obviously gives students chances to show themselves better in more meaningful tasks rather than they struggle hard in one skill.

Moreover, the choice of the materials used in the class is also important in teaching integrated skills, for instance materials with American culture topics. They are appropriate ones because the students will not only learn the target language but also its culture. Rarastesa (2004: 323) states the importance of using cultural material in learning English as a second language:

> Cultural material was important to familiarize the students to the native speakers' culture and customs. By having topics like "How to express like and dislike", for example, the students learned about how American people express their like and dislike differently from, for example, Indonesian people do.

As for statement of the problem, there was only one problem to be answered that is: What kind of culturally rich instructional materials can be proposed for teaching integrated oral course to fifth semester students of D3 English Program at University of Merdeka Malang?

The objective of the R & D research was to propose culturally rich instructional materials for teaching integrated oral course to fifth semester students of D3 English Program at University of Merdeka Malang.

It was expected that later on the findings were significant for both teachers and students of English language, and teaching learning development since: 1) it is to provide useful and more information on American culture to English teachers, especially the ones who teach listening skill, and as well as to the

students; 2) by teaching integrated skills it is hoped to create more interesting classroom activities and to avoid boredom for both the teachers and students; and 3) it is also hoped that the research findings could be the ground of improvement on lesson plans, syllabus, and materials development for the teaching of English, especially in integrated skills.

To support the research, the following are a number of reviews of related literature and first is related to curriculum. Richards (2001: 39) suggests the following definition of curriculum which is apparently suitable with the research (that is supporting materials, e.g. books, handouts, dictionary, etc.) since it gives more details and specific what should be included in a curriculum:

> Curriculum is far broader concept. Curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities.

Second are definitions of American culture. Longman Dictionary of English Language and Culture states, "American is a person from North, Central, or South America, especially the United States of America". It also states, "Culture defines as the customs, beliefs, art, music, and all the other products of human thought made by a particular group of people at a particular time".

Another definition about American culture is given by Gary Althen, a long-time foreign student advisor at the University of Iowa in his book entitled American Ways. Althen (1988: 4) states, "A culture can be viewed as a collection of values and assumptions that go together to shape the way a group of people

perceive and relate to the world around them". In the same book, Althen makes a list of specific aspects of American life. In other words, according to Althen American culture are included the following aspects: Family Life, Social Relationship, Education, Sports and Recreation, and etc.

Third is teaching integrated skills. It is the fact that teachers cannot teach skills in isolation; it must be integrated, listening and writing, reading and speaking, listening and speaking, and so on. It is just like in daily life. Harmer (2007: 265) states, "When we are engaged in conversation, we are bound to listen as well as speak because otherwise we could not interact with the person we are speaking to (although some people, of course, are better listeners than others!)."

Other reference that supports the idea of teaching integrated skills is stated by Hinkel in Brown (2007). Hinkel (2006: 113) even uses the term multi skills, "In an age of globalization, pragmatic objectives of language learning place an increased value on integrated and dynamic multi skills instructional models with a focus on meaningful communication and the development of learners' communicative competence."

The last reference supporting teaching integrated skills is stated by Brown. He (2007: 295) concludes that the most successful interactive techniques in teaching language skills are by including skills areas:

> We've considered five ways to approach the integration of the four skills. The principal idea here is for you not to assume that all your techniques should be identified with just one of the four, but rather that most successful interactive techniques will include several skill areas."

Fourth is cultural learning in a foreign language teaching. The following quotations show that, besides the language itself, teaching culture in the foreign language classroom is essential to do. First was quoted from Dimitrios Thanasoulas' thesis (entitled The Importance of Teaching Culture) which is taken from the following website; http://radicalpedagogy.icaap.org/content/issue3_3/7-thanasoulas.html. Thanasoulas (2001) concludes that involving culture in teaching language gives benefits to the learners such as allowing them to increase their knowledge and making them aware of speech acts, connotations, and etiquette of the target culture.

> On a practical note, culture teaching should allow learners to increase their knowledge of the target culture in terms of people's way of life, values, attitudes, and beliefs, and how these manifest themselves or are couched in linguistic categories and forms. More specifically, the teaching of culture should make learners aware of speech acts, connotations, etiquette, that is, appropriate or inappropriate behaviour, as well as provide them with the opportunity to act out being a member of the target culture.

Second was quoted from Bilal Genc's and Erdogan Bada's article in the following website; http://www.readingmatrix.com/articles/genc_bada/article.pdf. In the article entitled Culture in Language Learning and Teaching, Genc and Bada (2005) concludes, "The findings of the study suggest that a culture class is significantly beneficial in terms of language skills, raising cultural awareness, changing attitudes towards native and target societies, and contribution to the teaching profession." It is obvious now that cultural learning in foreign language teaching brings advantages to its learners in terms of some aspects such as language skills and raising cultural awareness.

The last was quoted from Elizabeth Peterson's and Bronwyn Coltrane's article entitled Culture in Second Language Teaching, which is written in the following websites; http://www.cal.org/resources/digest/0309peterson.html. In their article, Peterson and Coltrane (2003) state that cultural learning is essential for the language learners to be successful in using the target language since it helps them to be aware of it.

> Language learners need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. They should know that behaviors and intonation patterns that are appropriate in their own speech community may be perceived differently by members of the target language speech community. They have to understand that, in order for communication to be successful, language use must be associated with other culturally appropriate behavior.

As the preliminary activity for the research, the researcher applied need analysis theory suggested by Richards (2001: 51-52) which has six important purposes and three of them are as follows: 1) to find out what language skills a learner need in order to perform a particular role, 2) to help determine if an existing course adequately addresses the needs of potential students, and 3) to collect information about a particular problem learners are experiencing. As for the theories for developing the materials, the researcher referred to Graves' theory (1996), which proposed a framework of components of course development processes and Cunningsworth's theory (1995), which proposed several checklists for materials evaluation and selection in the process of materials development.

Based on the background described previously, the study is intended to answer a problem as follows: **What kind of culturally rich instructional**

materials can be proposed for teaching integrated oral course to fifth semester students of D3 English Program at University of Merdeka Malang? As for the objective, it is to propose culturally rich instructional materials for teaching integrated oral course to fifth semester students of D3 English Program at University of Merdeka Malang**.**

METHODOLOGY

Since the intended research was to develop teaching materials in the form of workbook for Listening Comprehension 4 subject and its lesson plan as well as its syllabus, the suitable design was *Penelitian Pengembangan* or Educational Research and Development or R & D. As stated by Latief (2010: 101), "*Penelitian pengembangan bertujuan untuk menghasilkan perangkat pembelajaran, seperti silabus, bahan ajar, media, modul praktikum, latihan kerja siswa, alat mengukur kemajuan belajar, alat mengukur hasil belajar, dsb*, (The purpose of R & D is to produce a set of teaching learning apparatus, such as syllabus, teaching materials, teaching media, module, students' workbook, and etc.)."

The following are the tables of procedures of materials development proposed by Graves (1996) and two out of several checklists for materials evaluation and selection proposed by Cunningsworth (1995). Based on them, materials were developed by the researcher (it happens that she is also writer of this article) and then were validated by experts for their suitability and validity to be used as teaching materials.

Table 2 Procedures of Materials Development

First Step:			
-	Preliminary Step	Problematizing	profiling the course problematizing improvement

Second Step:

Framework of Components of Course Development Processes by Graves (1996)

No.	Components	Contents
1.	**Needs Assessment/Analysis** What are my students' needs? How can I assess them so that I can address them? Questionnaires? Observation? Interview? Etc.	Objective and Subjective Needs
2.	**Determining Goals and Objectives** What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?	**Goals** (the intended outcomes of the course). **Objectives** (what to do and learn to achieve the goals).
3.	**Conceptualizing Content** What will be the backbone of what I teach? What will I include in my syllabus?	Language Components Language Functions Language Skills Genre/Texts Etc.
4.	**Selecting and Developing Materials and Activities** How and with what will I teach the course? What is my role? What are my students' roles?	Selecting Materials (Adopt? Develop? Adapt?) Teaching-Learning Techniques Material Evaluation
5.	**Organizing Content and Activities** How will I organize the content and activities? What system will I develop?	Lesson Level and Course Level
6.	**Evaluation** How will I assess what students have learned? How will I assess the effectiveness of the course?	Students' Assessment
7.	**Consideration of Resources and Constraints** What are the givens of my situation?	-

Third Step:		
Lesson Plan and RPSCL		
-	A Lesson Plan and A Syllabus Making	-

Fourth Step:

A Quick Checklist for Material Evaluation and Selection adapted from Cunningsworth (1995)

-	Material Evaluation and Selection	Checklist for Skills (L R S W) Checklist for Discourse Checklist for Language Content (Grammar, Vocabulary, Phonology) Checklist for Topic and Subject Content

Checklist for Social and Cultural Values
Etc.

Table 3 Checklist for Listening Skill

	YES	PARTLY	NO	?

1. Kind of listening material contained in the course
   a. Does listening form part of dialogue/conversation work?
   b. Are there specific listening passages?				

2. If there are specific listening passages, what kind of activities
   are based on them?
   a. comprehension questions?
   b. deciding on main ideas?
   c. extracting specific information?
   d. others? ……………………………………				

3. Is the listening material set in a meaningful context?				

4. Are there pre-listening tasks?
If yes, mention them:
   …………………………………………….
   …………………………………………….
   …………………………………………….				

5. Are there post-listening tasks?
   If yes, mention them:
   …………………………………………….
   …………………………………………….
   …………………………………………….				

6. What is the recorded material on audio cassette/CD like in
   terms of
   - sound quality? (Good?)
   - speed of delivery? (At the right speed?)
   - clear accent? (British/American/Australian)
   - authenticity (Authentic)				

7. Is there any video material for listening?				
8. If so, is good use made of the visual medium to provide a meaningful context and show facial expression, gesture, etc?				

Table 4 Checklist for Speaking Skill

	YES	PARTLY	NO	?
1. Is there emphasis on spoken English in the course book?				
2. Is material for speaking contained in the course?				

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a. oral presentation and practice of language items
b. dialogues
c. role play
d. communication activities (information gap)
e. others ………………..…………………

3. Are there any **specific strategies** for conversation or
other spoken activities, e.g. a. debating
b. giving speeches
c. interviewing
d. discussions
e. others ……………………………….

4. Is there practice material to help learners to cope with
unpredictability in spoken discourse?

The primary subjects used were printed and recorded teaching materials for teaching Listening Comprehension 4 subject. As for the printed materials, there were three different titles of listening comprehension books that mostly used as the primary subjects; 1 book entitled Changing Times Changing Tenses (written by Patricia Peterson), 1 book entitled Listen to Me (written by Barbara Foley) and 3 books of Tuning in the USA (published by PT Gramedia Pustaka Utama). As for the recorded materials, they were a number of cassette tapes attached to those printed materials.

The two kinds of instruments used were primary instrument and secondary instrument; the primary one was human instrument and the secondary ones were questionnaires, checklists and observation. It is called as human instrument since the researcher does all the data collection. The only help the researcher gets is from the secondary instruments, which their function is to be used to complete the data collection process done by the primary instrument or the human instrument. Latief (2010: 75) states that human instrument may be equipped with various instruments that it is called as secondary instruments:

Dalam penelitian dengan metode kualitatif, karena data diambil dari berbagai sumber, dengan peneliti sendiri yang berfungsi sebagai instrument pengumpul data (human instrument) *yang boleh dilengkapi dengan berbagai macam instrument, maka pengumpulan data (yang harus dilakukan sendiri oleh peneliti walaupun boleh dibantu oleh orang lain) dilakukan dengan berbagai macam teknik sekaligus, misalnya wawancara, observasi, pemancingan, pengkajian dokumen, ornament, tata ruang, gerak-gerik, cara berpakaian, dsb.*

In the qualitative research, the researcher himself has a role as a human instrument and collects the data taken from various sources. Equipped with some instruments, the researcher collects the data, by himself or may be helped by others, by applying some techniques, such as interview, observation, or document assessment, at once.

As for data collection and data analysis, both of them mainly referred to the procedures proposed by Graves (1996) for problematizing and materials or course development, and Cunningsworth (1995) for materials evaluation and selection.

Since the researcher was intended to develop materials for teaching, as the human instrument or human investigator (as Graves calls it), she did all the data collection by herself and had to decide to choose and to use relevant procedures of materials development. However, to complete her activities in collecting all the data, the researcher also needed and used secondary instruments such as questionnaires, a checklist and observation.

About the data used, all of them are mostly verbal data in the form of soft data taken from the questionnaires (based on Graves' needs analysis or assessment), the evaluation product (based on Cunningsworth's checklist) and observation (based on Graves' problematizing step). To collect them, she was

helped by three secondary instruments; questionnaires, a checklist and observation.

As in the data collection, the primary instrument used to conduct data analysis is also human instrument or in other words the researcher as the major instrument. This is because of the researcher is functioned as materials or course developer as well.

There are three kinds of verbal data used; first is taken from the questionnaires, second is from checklist and the last is from observation. After all those verbal data are collected the next step is doing some analysis to them and the researcher decided to use descriptive analysis to interpret them.

After the data collected from the questionnaires of needs analysis, the researcher used descriptive analysis to interpret those written data into tables of objective and subjective needs (based on Graves' needs analysis or assessment). Second, as for the data collected from the checklist (based on Cunningsworth's checklist), the data are in the form of evaluation product which were, then, analyzed by interpreting them descriptively into written explanation. The last, all the data collected from the observation (based on Graves' problematizing step) were descriptively interpreted into written explanation called as problematizing that consists of profiling, problematizing itself and improvement.

FINDINGS

The result or the finding of this R & D was the 12 chapter draft of instructional materials for teaching integrated skills (listening and speaking). The

topics in each chapter is culturally related to American culture and the exercises cover comprehension for listening skill, retelling and group discussion for speaking skill. Answer keys for each exercise and speaking rubric are attached to help any teachers whom want to use these instructional materials. Besides, a lesson plan and a syllabus are also available.

The results of the validation showed that the instructional materials have strengths and weaknesses. However, they both are useful and valuable inputs because they are constructing evaluations and suggestions for the researcher to revise the draft and make it into much better one.

CONCLUSIONS AND SUGGESTIONS

The Educational Research and Development applies four steps which starts with problematizing, followed by materials or course development procedures and the making of a lesson and a syllabus, then ended with materials evaluation. The researcher used procedures proposed by Graves (1996) for the materials or course development procedures and a quick checklist proposed by Cunningsworth (1995) for the materials evaluation.

As a human instrument, the researcher conducted all those procedures and evaluation with the help of secondary instruments (questionnaires, checklist and observation). The data gained are all in the forms of verbal data and then are descriptively analyzed (descriptive analysis).

Based on the evaluation from both of the evaluators, the strengths of the draft of the instructional materials are emphasized on: 1) its skills, especially

listening skill, 2) its topics, 3) its methodology, and 4) its social and cultural values. As for the weaknesses, the two evaluators had different point of views. While the first evaluator emphasized on the needs of guidance for teachers on how to use the book, the second evaluator emphasized on the needs of course description and map of the book.

As for the suggestion, the result of the Educational Research and Development is hoped to be beneficial: 1) for D3 English Program, it will be one of useful references for the Program itself and its teaching staff; 2) for other teachers, it is hoped that it can be useful and handy reference for teaching Listening Comprehension 4 subject, which integrates listening skill with speaking skill; and 3) for future researchers, it is hoped that it can used as a reference for conducting similar study on R & D that is developing materials for teaching integrated skills.

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