

The Feasibility of the Coursebook Entitled “ELT Research Paper Writing” as an Instructional Material of Academic Writing

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Abstract: Although there are some research revealing the effectiveness of the prototype model of to be used as an instructional material for academic writing, but a study investigating the feasibility of the course book entitled “ELT Research Paper Writing” written by M. Ali Ghufon (2016) as an instructional material were scarce. The current study aimed at investigating the feasibility of the course book entitled “ELT Research Paper Writing as an instructional material for academic writing. This study used the qualitative case study. This case study was intended to analyze the feasibility of research paper writing to be used as instructional material for academic writing course. The participants of this study were 35 students of academic writing class in high education. Semi-structured interview and questionnaire were used to gain the data. The data analyzed descriptively following bottom-up approach. The results revealed that research paper writing book created is feasible and applicable as an instructional material in academic writing class. Further research in evaluating the effectiveness of research paper writing should be taken into account by the related parties.

Keywords: academic writing, high education, research paper writing, course book evaluation.

1. Introduction

In teaching English as a foreign language, The teachers usually teach their students by using available course books provided by the ministry or government. However, the learning materials which are meet the students' needs are rare in number. The situation must be considered as a challenge for the teachers to create an instructional material that fit to the objective(s) of the teaching. The objectives of the teaching are familiar with the needs of the students. By understanding the teaching objectives, the teachers can create their own materials for the students to achieve the needs of the learners. The process of selecting materials for the students is an important task for the teachers as they provide a platform through which students learn the English language. Presentation of the material has to be appropriate, relevant and engaging materials. Therefore, the main responsibility of the teachers in selecting the right instruction makes teaching and learning a meaningful activity and creates a classroom situation efficient, effective and joyful.

Materials of the course books may play a pivotal role in innovation, as it was stated by [1] Hutchinson and Torres (1994: 315). They inferred that course books can support teachers through disturbing and threatening change processes, demonstrate new and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can create creative methodology in the teaching. The consideration was because course books are considered as central to teaching and learning, as their quality is a determining factor in increasing or diminishing the quality of a language teaching.

Furthermore, [2] Cunningsworth (1995: 7) stated that material development (course books) have multiple roles in ELT and can serve as: (1) a resource for presentation materials; (2) a resource for activities of learners' practice and communicative interaction; (3) a reference source for learners on grammar, vocabulary and pronunciation; (4) a resource of stimulation and ideas for classroom language activities; (5) a syllabus (where they reflect learning objectives which have already been determined); (6) a source for self-directed learning or self-access work; and (7) a support for less experienced teachers who have yet to gain in confidence.

Additionally, [3] Richards (2001) points out that course books are the key component of language teaching serving as the basis for much of the language input learners receive when learning a language. The course book is a media to help students not only understanding with the linguistic aspects of the language but also social and cultural aspects of the language. One of the basic goals of course books is to make the containing knowledge available for the students in a selected, easy and organized way. Furthermore, [1] Hutchinson and Torres (1994) argue that any course book has a very important and positive part to play in the teaching and learning of English. They state that course books provide necessary input into classroom lessons through

different activities, readings, and explanations. Besides, the use of a course book can guarantee that students in different classes will receive a similar content and therefore, can be evaluated in the same way. In other words, course books provide the standards in instruction.

Academic writing is a general term that refers to all writing created for the purpose of study [4] (Chin, Khoizumi, Reid, Wray, & Yamazaki, 2012). University students are evaluated largely based on their writing, so writing skill is essential for academic success. The position of writing in language teaching has accelerated tremendously since 30 years ago. According [3] to Richards (2001) writing in a second or foreign language is regarded as one of the most difficult skills for a learner to master, particularly in free academic writing. The difficulty is due to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization and to turn such ideas into a readable text.

Writing course is a subject which is taught in English study program in all universities. There are many writing course books for university students. Based on the result of survey conducted in pre-research stage to all of lecturer, the most popular book of academic writing used by the lecturers is the fourth edition of a book entitled "Writing Academic English" written by [5] Oshima and Hogue (2006). The writing teacher suggested that there should be teaching materials that can be used to teach students how to write ELT research paper such as principles of academic writing, writing an abstract, writing an introduction, writing a research method, writing research results, writing discussion section, writing a conclusion, and writing citations and references.

Based on the results of text book evaluation of the fourth edition of a book entitled "Writing Academic English" written by [5] Oshima and Hogue (2006) was critically evaluated based on two major points, namely general attributes of the course book and the learning-teaching content of the course book. The results indicate that the lecturers and students were not really satisfied with the book since it does not represent the students' needs and curriculum. Based on this condition and needs, to fill the gap, the research tried to use course book entitled ELT Research Paper Writing.

The course book is mainly focused on teaching students of how to write ELT research paper. Because of the importance of its implementation, the development of course book materials which cover some topics dealing with ELT research paper will give many contributions in improving students' writing skill in a research paper. Besides, course book materials can be used wherever and whenever, even without any teachers. It means that the students can learn the materials independently in order to improve their writing skills as far as the materials are available. Therefore, this research focused to measure the feasibility of the course book entitled "ELT Research Paper Writing" written by [6] M. Ali Ghufron 2016 published by *deepublis* has an instructional material for the academic writing course that used by the fourth-semester students in English Education Study Program.

2. Method

The current study used qualitative case study. The for choosing the current approach was because it is the most relevant for this study since the objective of this study was analyzing the feasibility of the proposed course book in teaching academic writing. This study conducted at the fourth consideration semester students of English education study program of IKIP PGRI Bojonegoro, Indonesia. The number of the participants were a lecturer and 35 students in academic writing class. The data collection techniques were questionnaire, document review and interview. The interviewees were 5 students with randomly chosen. Meanwhile, for questionnaire distribution, 12 from 35 students were involved. The students were purposively chosen. The document review was done to gain the data of the information of the content contained in the course book.

Data collection technique used to gain the data dealing with the students' perceptions and opinions of the feasibility of the proposed course book to study academic writing. The second instrument used to collect data was questionnaire. The questionnaire was in the form of close-ended questions. It was consisted of five options following the Likert Scale. The questionnaire distributed was used to check the validity of the interview result. To guarantee the validity of the qualitative data the current study used triangulation of technique. It was done by comparing and analyzing the results of interview and questionnaire simultaneously. The data gathered from interview was analyzed descriptively. This analysis initially consists of developing a general sense of the data, and then coding description and themes about the central phenomenon.

3. Findings and Discussion

3.1 The Feasibility of the "ELT Research Paper Writing" Course book to Teach Academic Writing

The aim of this section was to analyze the feasibility of the proposed course book to teach academic writing. To get the data dealing with the objective, semi-structured interview, document review and distributing questionnaire were done. From the results of semi-structured interview, it can be inferred that the proposed

course book entitled *Research Paper Writing* composed by [6] M. Ali Ghufron (2016) is feasible to teach academic writing. It can be proved from the following the data presented below:

3.1.1 The Relevance of the Existing Course book Material to Academic Writing Course

The study began with general questions about the existence of course book materials for academic writing course involving a general questions, the existence of course book materials for academic writing course could be sorted out easily. This could also help the teachers who did not have any prior knowledge about course book materials. After being sorted out, the course book materials were then evaluated necessarily. In addition, the researcher did a searching on course book materials related to the primary concern of this study (i.e. academic writing course book) for the same evaluation. Based on the result of document review, the followings are the results in detail.

The course book material used is a book entitled “ELT Research Paper Writing” written by [6] M. Ali Ghufron (2016) is a course book to students from upper intermediate to advanced level. This course book focusing on ELT research paper writing which is requires 14 meetings to practice academic writing. The goal of the course book is to provide students and teachers with a practical and efficient approach to learning the writing skills, strategies and knowledge that are necessary for succeeding in content coursework. A parallel goal of the course book as stated in the introduction is to provide opportunities for students to explore their opinion, discuss their ideas and share their experience through written communication.

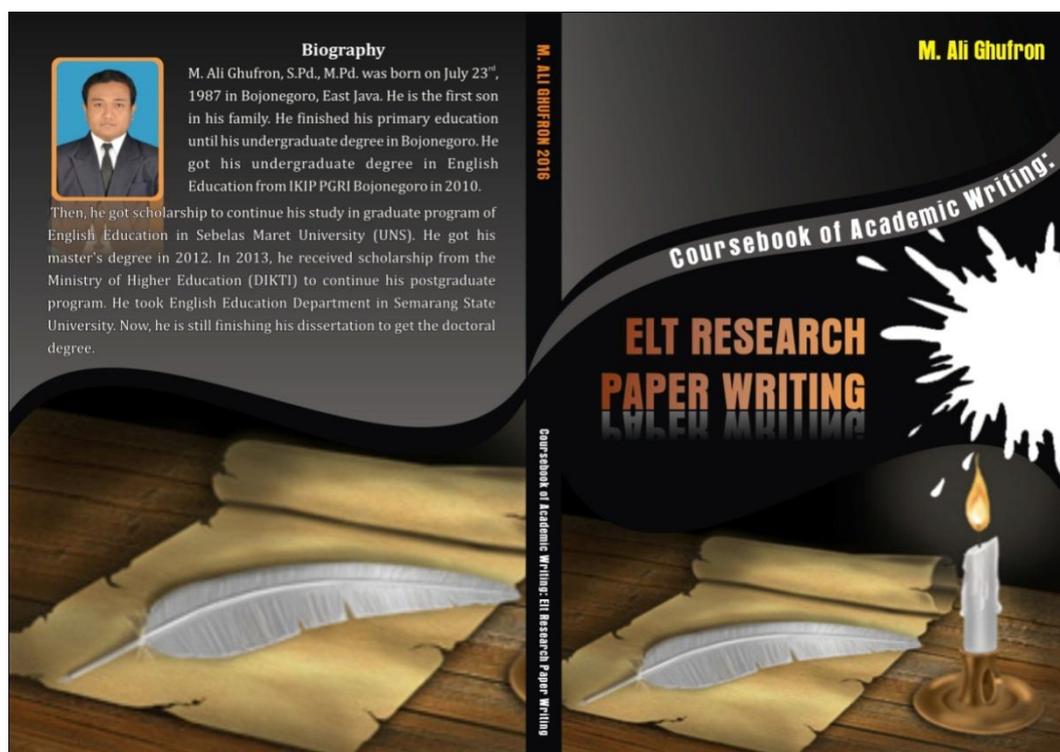


Figure 1. The cover of ELT Research Paper Writing Course book

The course book was organized in some parts: (1) *parts 1*, organized to spark interest as students begin thinking about the topic; (2) *parts 2*, the students are introduces to a specific rhetorical mode beginning with brainstorming ideas that will use to write the parts of research paper; (3) *parts 3*, the students asked to develop the ideas from outline and produce a first draft; (4) *parts 4*, the students were intended to be able to edit their writing and produce a final draft; (5) *part 5*, part 5 is the last step before the students submit their work to be evaluated by the lecturer; (6) *part 6*, students are reminded about materials (rhetorical focus and linguistic features) that they have learned before. Throughout the book, models and practices feature general academic topics that are timely and relevant to students living in a rapidly changing world. In addition, readings from current, real-world publications conclude the chapters on different essay forms. Most chapters offer a variety of writing assignments, and each chapter ends with a review of the main teaching points.

Group brainstorming and in-class writing of first drafts are especially helpful in the early stages because the instructor is available for immediate consultation. Also, the instructor can check to make sure everyone is on the right track. Pair and group collaboration are appropriate for brainstorming and editing work; however, writing is essentially an individual task even when done in class. The final practice exercises of the sentence-structure chapters usually ask the students to write original sentences. Because these practices prove whether the students understand the structures and can produce them correctly on their own.

Based on the general description above, it can be revealed that the existing course book material "*ELT Research Paper Writing*" is in line with the curriculum of English Education Study Program of IKIP PGRI Bojonegoro which mandated to enclose research paper writing materials in Academic Writing Course. *ELT Research Paper Writing* focus on research paper writing, especially on ELT research. This book provides materials of basic research, it is considered that the materials are specific and focus. Therefore, it can be said that the course book entitled *ELT Research Paper Writing* book is relevant if it is used to teach Academic writing course.

Besides, it also motivates the students to write. Commonly, the students are reluctant to learn academic writing. They perceived that writing is difficult and a boring. But, their perceptions are changed after the lecturer treat the students in academic writing class using proposed course book. The following are the excerpt of the interview with the students when they were asked about their opinion dealing with the use of proposed course book to learn academic writing:

Researcher : *What is your opinion dealing with the used of the course book entitled "research paper writing" composed by M. Ali Ghufron (2016)?*

Student 1 : *Alright, I think the book is quite challenging than the books that ever used*

Student 2 : *Well, it really give us a proper and a clear guidance for us to compose a research writing*

Student 3 : *Yach... I think, the decision to use the book is very good for us, it provide us better understanding to write our research report*

Student 4 : *Eemh.. I think the book is good...but sometimes I trapped in a different understanding with the lecturer's Explanation*

Student 5 : *It was a good book for the beginner to help us understanding the composition to write research paper.*
(interview, 25/08/2019)

Based on the result of interview, commonly the students' opinion dealt with the proposed course book is that they considered the proposed course book was very good to learn academic writing. Especially the students need the knowledge to prepare their thesis writing and also research paper writing that has to be submitted as a final project. The book was very specific and meaningful for the students. Further the student feels motivated to write than before. The course book is applicable for academic writing. The following are the excerpt of the interview:

Researcher : *Is the course book applicable to learn academic writing?*

Student 1 : *yes...I think so, the course book was very applicable to learn academic writing especially for us who have a high interest in writing a paper*

Student 2 : *yes ,,the book was specific and very applicable to guide us in academic writing*

Student 3 : *with a good guidance and explanation from the lecturer, I think the book is applicable to learn Academic learning.*

Student 4 : *yes it is, the book comprehensively presenting a guidance to write research paper in academic writing*

Student 5 : *The book was very useful and applicable even for the beginner*
(interview, 25/08/2019)

Another response was given by the students. They confirmed that after the use of the course book entitled "Research Paper Writing", they become more motivated in learning academic writing. It was because during the face-to-face meeting, the teacher give the students a challenge in the form of mini research project that has to be reported in the form of research paper. Therefore, the course book was very needed, since it presents a brief explanation how to write the body of a research paper.

3.1.2 The Quality of the Existing Course book Material

The following is the result of questionnaire distributed to the students who had been treated by using the proposed course book. First edition of a book entitled "*Research Paper Writing*" written by M. Ali Ghufron (2016) was critically evaluated based on two major points, namely general attributes of the course book and the learning-teaching content of the course book. The general attributes of the course book cover the book in relation to syllabus and curriculum, the methodology, the book's suitability to learners, physical and utilitarian

attributes, and efficient outlay of supplementary materials; and the learning-teaching content of the course book covers general elements (move of the tasks, tasks' objectives, etc.), Academic writing (specified in a research paper writing), vocabulary, grammar, and exercises. The questionnaires developed to evaluate the course book were adapted from course book evaluation checklist developed by [7] Mukundan, Nimehchisalem, and Hajimohammadi (2011).

The data of this study were gained from questionnaires distribution to an academic writing lecturer and 12 (twelve) fourth semester students of English Education Study Program of Language and Art Education Faculty of IKIP PGRI Bojonegoro, East Java, Indonesia. The 12-students were chosen purposively. They were chosen because of capability in academic writing was above average. Therefore, the researcher decided to choose them to be the respondents. The results of the questionnaire were grouped into three categories, i.e. **HighlySatisfactory**(if the mean score is more than 4, **Satisfactory** (if the mean score is 3 and/or more), and **Unsatisfactory** (if the mean score is less than 3). The results are presented as follows:

Table 1. The Questionnaire of the feasibility of the course bookentitled *Research Paper Writing*for academic writing
Course book Evaluation Checklist (adapted from checklist which was developed by Mukundan, Nimehchisalem, and Hajimohammadi, 2011)

No.	Criteria	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Mean	SD	Conclusion
General Attributes									
A.	The book in relation to syllabus and curriculum								
1	It matches with the specifications of the syllabus	100	0	0	0	0	5.0	0	Highly satisfactory
B.	Methodology								
2	The activities can be exploited fully and can embrace the various methodologies in ELT	100	0	0	0	0	5.0	0	Highly Satisfactory
3	Activities can work well with methodologies in ELT	100	0	0	0	0	5.0	0	Highly Satisfactory
C.	Suitability to learners								
4	It is compatible with background knowledge and level of students	0	77	33	0	0	3.8	0	Satisfactory
5	It is culturally accessible to the learners	0	69	31	0	0	4.7	0	Highly satisfactory
6	It is compatible with the needs of the learners	54	46	0	0	0	3.5	0	Satisfactory
7	It is compatible with the interests of the learners	100	0	0	0	0	5.0	0	Satisfactory
D.	Physical and utilitarian attributes								
8	Its layout is attractive	69	31	0	0	0	4.7	0	Highly Satisfactory
9	It indicates efficient use of text and visuals	0	46	54	0	0	3.5	1	Satisfactory
E.	Efficient outlay of supplementary materials								
10	There is a teacher's guide to aid the teacher	0	0	0	100	0	2.0	0	Unsatisfactory
Learning-teaching content									
A.	General								
1	Most of the tasks in the book are interesting	0	54	46	0	0	3.5	1	Satisfactory
2	Tasks move from simple to complex	100	0	0	0	0	5.0	0	Highly Satisfactory

No.	Criteria	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Mean	SD	Conclusion
3	Task objectives are achievable	38	62	0	0	0	4.4	1	Highly Satisfactory
4	Cultural sensitivities have been considered	69	31	0	0	0	4.7	0.5	Highly Satisfactory
5	The language in the book is natural and real	69	31	0	0	0	4.7	0.5	Highly Satisfactory
6	The material is up-to-date	0	31	69	0	0	3.3	0.5	Satisfactory
7	It covers a variety of topics in ELT	0	62	38	0	0	4.4	0.5	Highly satisfactory
8	The book contain materials taken from ELT research findings	0	69	31	0	0	3.3	0.5	Satisfactory
9	The book covers materials of writing research paper	0	46	54	0	0	3.5	1	Unsatisfactory
B. Academic Writing									
10	Tasks have achievable goals and take into consideration of learner	0	77	33	0	0	3.8	0.4	Satisfactory
11	Models are provided for different genres	100	0	0	0	0	5.0	0	Highly Satisfactory
C. Vocabulary									
12	The load (number of new words in each lesson) is appropriate to the level	69	31	0	0	0	4.7	0.5	Highly Satisfactory
13	There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book	0	62	38	0	0	3.6	0.5	Satisfactory
14	Words are efficiently repeated and recycled across the book	0	62	38	0	0	3.6	0.5	Satisfactory
D. Grammar									
15	The spread of grammar is achievable	38	62	0	0	0	4.4	0.5	Highly Satisfactory
16	The grammar is contextualized	0	0	54	46	0	2.5	0.5	Unsatisfactory
17	Examples are interesting	0	0	69	31	0	2.7	0.5	Unsatisfactory
18	Grammar are introduced explicitly	0	0	69	31	0	2.7	0.5	Unsatisfactory
E. Exercises									
19	They have clear instructions	100	0	0	0	0	5.0	0	Highly Satisfactory
20	They are adequate	100	0	0	0	0	5.0	0	Highly Satisfactory
21	They help students who are under/over-achievers	0	69	31	0	0	3.7	0.5	Satisfactory

Based on the result of the questionnaire distributed, it can be inferred that After analyzing the course book by using evaluation checklist developed by [7] Mukundan, Nimehchisalem, and Hajimohammadi (2011), it is concluded that the lecturer and students were really satisfied with the book since it represent the students' needs and curriculum (the curriculum of English Education Study Program of IKIP PGRI Bojonegoro mandated to teach research paper writing for academic writing course). The materials provided were specified to research paper writing. However, the course book is very good on some points such as the methodology, physical and utilitarian attributes, outlay of the book, general elements. Besides, if it is used for teaching and learning of academic writing course in English Education Study Program of IKIP PGRI Bojonegoro is relevant to the students' needs and curriculum.

Investigating the feasibility of the book to be used in a current lecture was needed to guarantee its necessity. [8]Sheldon (1988) points out that textbook evaluation is done for two reasons. First, the evaluation will help the teacher or program developer in making decisions on selecting the appropriate textbook. Furthermore, evaluation of the merits and demerits of a textbook will familiarize the teacher with its probable weaknesses and strengths. This will enable teachers to make appropriate adaptations to the material in their future instruction. In this line, [2] Cunningsworth (1995) and [9] Ellis (1997) propose that textbook evaluation can be of three types, namely “pre-use”, “in-use”, and “post-use” evaluations.

Evaluation of textbooks for pre-use or predictive, purposes helps teachers in selecting the most appropriate textbook for a given language classroom by considering its prospective performance [10]. The second type of evaluation aids the teacher to explore the weaknesses or strengths of the textbook while it is being used. Finally, post-use or retrospective evaluation helps the teacher reflect on the quality of the textbook after it has been used in a particular learning-teaching situation

4. Conclusion

From the questionnaires, interviews, and documents analysis, it was revealed that The course book entitled *ELT Research Paper Writing* composed by [6] M. Ali Ghufon (2016) is feasible to be used as an instructional material of academic writing. It was viewed from the relevant of the content of the book and also the quality of the book. The lecturer needs to explore learning resources of academic writing course optimally to the success of learning. The learning materials used of those textbooks guarantee could cope the students' needs, and even the materials are relevant enough to the curriculum of English Education Study Program of IKIP PGRI Bojonegoro, especially for academic writing course. The findings implied that the need to conduct further research to measure the effectiveness of the course book entitled *ELT Research Paper Writing* to be used as an instructional material for worldwide used.

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