

NEED ANALYSIS OF ENGLISH WRITING MATERIALS INTEGRATED ON HOTS AND BLENDED CULTURE FOR CULTURE-BASED IN SENIOR HIGH SCHOOL IN YOGYAKARTA

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Abstract

This study deals with the learning and target needs on the process of developing writing materials, based on Higher Order Thinking Skills (HOTS) and Blended Culture (BC). Its primary aim is at describing that writing skills is categorized on productive skill. One of the most difficult skill on ELTL (English Language Teaching Learning) that needs HOTS to achieve it, another it is one of skill on 21st century learning. BC is a ELTL model that combine target culture, local culture, and intercultur. In addition, the L2 need to comprehending schematic knowledge well, especially on socio-cultural field to deal with ELTL. To obtain the objectives, the researcher invite 8 teachers, 180 students, 3 head masters, 9 practitioners, and 4 expert judgments on writing, HOTS, and BC involved in this study on voluntary bases. The research instrument were questionnaires, observation sheets, interview guided, FGD, and self-assessment test The data were analysed by using descriptive qualitative techniques. The research finding are as follows; most of English teachers tend to be focused on microskill of writing and they have been not been familiar with BC and HOTS in the process of ELTL. The result shows strong supports for the utilization of materials BC and HOTS and repairing of culture based curriculum on in DIY.

Keywords: ELTL, Writing, HOTS, and BC.

1. INTRODUCTION

Teaching English in the 21st century has become more challenging than ever. As an international language, English does not exclusively belong to English speaking countries anymore. It is widely used in all branches of science, technology, education, culture, politic, economic and all aspects of life for international communication around the world. The demands of 21st century which are called *globalization era*, English is used in every field both in *oral* and *written* form such as international language in international conference. Moreover, the technology tools or machines procedures, documents, reports, journals, e-books, essays, postcards, letters, movie scripts, song scripts, poems, texts, brochures, pamphlets, and newspapers use English in written form. For those reasons, it is necessary to be proficient in English both in oral or written form for learners. Both of them are categorized as *receptive skill* in language, especially *writing skills*.

Furthermore, the phenomenon of English as the *lingua franca* - a language which is used by groups of people who speak different languages but it is not used by members of the same group - may presents some demands to all of language users. Such a phenomenon requires one to be proficient in English which then enables the language users to communicate with people from diverse backgrounds, ethnicities, cultures, social traditions, etc. The English proficiency may cover four language skills namely listening, reading, speaking and writing; in view of that, *culture awareness* is also part of fifth skill for language learner, because language itself is also the product of culture. In addition, Margana (2012) highlighted that the study of target language (English) embodies two aspects of knowledge, which include 1) *systemic knowledge* that consist of the phonological, morphological, syntactical, semantic and pragmatic knowledge; and 2) *schematic knowledge* which cover four issues such as general knowledge, topic knowledge, socio-cultural

knowledge, and genre knowledge. Both types of knowledge are suggested to learn because such knowledge serve as the fundamental knowledge to deal with the success of English language learning. The sub-type schematic knowledge, socio-cultural knowledge is believed to be the prominent aspect as it provides the learners with an understanding of how English language is employed in communication both in oral form or written form based on context. In line with the role of culture and language, this statement also appropriate with the policy of BNSP and PUSPRBUK of Indonesia that in teaching and learning English processes, the teacher and developer of materials demands to include the local culture, national culture, and target culture in English materials. Under the issues of culture in English teaching and learning, the researcher concludes that English language and culture is integrated to each other like a puzzle that fulfill to each other, both of them has important aspects.

In relation with English language and culture, Yogyakarta is one of the representatives of educational city, tourism city, and cultural city which is demand to be miniatur of Indonesia. One of the efforts of Yogyakarta Governor to achieve all of those credit are; 1) Regional Regulation number 5, year 2011 provides explanation on how to organize an to implement the educational culture based; 2) Governor regulation number 68 year 2012 explanation on the implementation of culture vales in organizing and practicing of educational culture based; 3) Regional Regulation number 66 year 2013 provides explanation on educational culture-based curriculum; and the last 4) the policy of DISDIKPORA number 1980, year 2014 provides explanation on the decision of culture based senior high school. The implementation all of regulations, policies, and decisions above, should be in the framework of legislation of Yogyakarta Special Province (Daerah Istimewa Yogyakarta/ DIY) which is one of the essentials refers to educational culture-based related to national education or Indonesian curriculum. As a matter of fact that all of culture-based senior high school from three regencies – Sleman, Bantul, and Yogyakarta City have not been fully implementing educational culture-based curriculum which proposed by DISDIKPORA. The schools only focus on developing character-building-extracurricular such as traditional dance, playing *Gamelan*, wearing traditional clothes, singing Javanese song-*Karawitan*. They do not integrate culture-based teaching materials in every subject but in Javanese language learning subject, as recommended by the government in its culture-based national curriculum. Those realities led the researcher to conduct the study on developing culture-based English materials as the representational of English reading text and writing tasks as integrated skills. One way to achive it, the first step is conducting need-analysis of students, teacher, schools, DISDIKPORA, and *Dinas Kebudayaan of DIY*.

The alternative solution of the problem above is developing English materials based on '*Blended Culture (BC)*' – an English learning materials model which refers to the import of three types of culture: target culture, home culture, and interculture. In other words, BC is defined as the import of the local culture, target culture, and interculture in the pedagogical practices. In this matter, home local culture refers to a pattern of behaviors, values, and beliefs that the students have practiced in the social contexts that students encounter in their society. Target culture refers to the social plan that occurs in inner speaking countries representing the actual use of language. Interculture is defined as the cultural assimilation generated from some pedagogical activities such as the development of English learning materials, learning activities, media, and assessment; students are believed to be able to establish their intercultural awareness and language sensitivity that serve important issues in the globalization era. Furthermore, Margana (2016) states that BC will enable students to highly acquire the target language (English) as the are engaged in the use of English in context.

Related to English and writing, some reasons why the researcher only focus on conducting the study using need analysis of writing materials of students are explained as follows. *First*, most of English book that often used by English teachers at culture-based senior high school are rarely

support the students' writing skill, the students' learning style on writing, and the guidance on writing steps. *Second*, based on the questionnaire result and interview the students from nine senior high schools on three regencies of Yogyakarta – Sleman, Yogyakarta city, state that they still find difficulties on writing an English text. It also supported by their English teachers (eleven teachers) from the nine schools; they state that writing skill is the most difficult subject to acquire. *Third*, according to the guidelines of Common European Framework of Reference (CEFR), processes of learning English are divided into *productive skills* and *receptive skills*. Receptive skills comprise of reading and listening skills which allow students to understand the context, textbooks and document. Productive skill consists of speaking and writing which permits students to perform in communicative aspect such as oral presentations, written text and report; productive skills are complex and difficult skills. In line with CEFR, Brown (2000), Langan (2005), Alsamadani (2010) and Rico (2014) state that productive skill such as writing needs to be developed and learnt properly because it is a complex and complicated. It means that acquiring productive skill of writing is a challenging process that needs a creative solution to solve it. And the last - *fourth*, the managing Basic Education Research from USAID (2005) reports that writing ability of the Indonesian students is still low with the details percentages – they got 15% from the writing, 15% from the spelling, 15% from the writing devices, 20% from the length of paragraph, and 35% from the text's quality. The complexity of writing problem and writing process above led me to conduct the need analysis of culture-based senior high school students on writing skill and to find the solution to develop supplementary writing materials covering guidance steps on students' writing process. The materials can accommodate the students' learning style, their needs, their wants, their weaknesses, and their writing level.

In relation with guided-writing books, Jaramillo and Mediana (2011) state that the best way to improve writing skills is through practice. In practicing, the students need guidance. Harmer (2007) also suggests that guided writing will help learners produce appropriate texts even with fairly limited English and it will help students to write successfully and enthusiastically in writing processes with different style. The kinds of writing for the students should be depend on the most other things do, on the students age, students level, students learning style and students interest. In addition, Reddy (2013) also states that if the teacher fails to understand the level and its purpose, the learners will not learn the necessary of elements of language at that level.

Developing supplementary writing material is chosen by the researcher because of materials is helpful for school, learners and teachers carry out their responsibility to improve the learning process. Kitao (1997) states that instructional language should be considered in five components such as students, teachers, materials, teaching and methods and evaluation. O'Neills (1990) also supports that materials are suitable for students' needs. One way to achieve is conducting *need analysis*. Nation and Machalister (2010) explain that *need analysis* is directed mainly at the goals and content of a course. It examines what the learners know already and what they need to know. In addition, the beneficial of need analysis is making sure that the course will contain relevant and useful things to learn. Good needs analysis involves asking the right question and finding the answers in the most effective way.

The last variable that the researcher involved in this study is Higher Order Thinking Skills (HOTS). In relation to the previous variables; they are English, globalization era or 21st century, writing, reading, blended-culture, and Indonesian curriculum; among of them are correlated to each other. *First*, the demanding life skills to succeed in learning transformation in the 21st century era is HOTS. *Second*, language learners need to develop some skills such as critical thinking, problem solving, creative thinking – the categorization of HOTS – as reported by Tony Wagner (cited in Brookhart, 2010). *Third*, Dixon, et al. (2005) states that writing is a vehicle of students can express their critical thinking skills. Brown (2000) also explains in-depth information that the compositional nature of writing has produced writing pedagogy which demands the learners on

how to generate ideas, how to organize them coherently, how to use and check the discourse markers as well as rhetorical convention, how to put them cohesively into written text, how to revise clearly meaning, how to edit text for appropriate grammar, and how to produce the final product. Generating, organizing, outlining and integrating are categorized in *analyzing* process; checking, editing, and revising are categorized on *evaluating* process; and generating, designing, constructing, and producing are categorized in *creating* process which include of the C4, C5, and C6 on cognitive process dimension of the HOTS (Anderson and Krathwhol, 2001). *Fourth*, reading can be claimed as the process of critical thinking in which the text interpretation is relative (Aloqaili, 2012). *Fifth*, Blended Culture (BC) is an alternative model that blending local cultures, target culture, and intercultural – that demand the intercultural competence, culture awareness and language sensitivity; they are necessary to activate the prior knowledge of students about their local culture and to encourage them finding the essential points such as the similarities and differences of target culture and intercultural itself. The process of to select culture, to analyze the similarities and differences, and to evaluate culture information by finding the correlation matrix of culture that blend to each other, are called Higher Order Thinking skill (HOTS) process. The prior knowledge of students means a macro-skill of language students that they get from their receptive skill such as listening and reading a topic about culture. One way to activate the prior knowledge are recalling and recognizing (remember-C1); mapping, categorizing and matching (understand-C2); and (applying-C3) process during blending the culture to establish the essential point of target culture or intercultural on the process of their productive skill-especially writing. *Sixth*, nowadays, the paradigm of Indonesian curriculum – curriculum 2013 is Higher Order Thinking skills that can be analysed on through the component of HOTS developments covering the following aspects such as the learner-centered learning, critical thinking skills, scientific approach, formative assessment and self assessment.

Within that perspective, facts, problems, and demands, this study tries to explore the need analysis of students, teachers, headmasters, schools, DISDIKPOR, and *Dinas Kebudayaan* of Yogyakarta Special Province. This study can be one of the ways on the process of developing supplementary English writing materials based on HOTS and blended culture which aims to enable students at culture-based senior high school students to think critically in order to gain the proficiency in English language in context as the main goals of the aims of this study. Thus, the present researcher formulates the problem of this study into: 1) what are the target and learning need of the students of grade XI of science program at culture-based senior high schools of Yogyakarta, especially on Sleman, Bantul, and Yogyakarta city regencies? ; 2) what are the target need and learning need of English teachers of grade XI of science program at culture based senior high schools of Yogyakarta, especially on Sleman, Bantul, and Yogyakarta city regencies? ; 3) what are the target and learning needs of educational culture-based curriculum of culture-based senior high schools of Yogyakarta, especially in Sleman, Bantul, and Yogyakarta city regencies?

2. RESEARCH METHOD

This qualitative research was carried out in the eleventh grade students and students on science program of three culture-based senior high schools from Sleman, Bantul, and Yogyakarta city regencies, and involved 180 students, 8 English teachers, and 3 headmasters. They were chosen to represent culture-based senior high school which have the similarities of vision and mission at developing culture-based school, English proficiency program, higher order thinking skills assessment to select the administration score of students, and the representative of literacy school implementation. The use of the three schools as the present research sites was based on school rank. The three schools represent the low, middle, and high rank of culture-based senior high school. The schools are on different regions (north, south, west and east) of Yogyakarta that each of them has the different cultural background. Moreover, the English teacher and headmasters as

the practitioners, were chosen based on schools, gender, culture, and educational background. Furthermore, the researcher also chose the decision makers and practitioners on educational culture-based curriculum development; they were 5 staffs of Yogyakarta traditional culture field at *Dinas Kebudayaan*, and 4 staffs on the educational development at DISDIKPORA.

The techniques for collecting the data, the researcher used observation sheets, questionnaires, interview guidelines, forum group discussion, and self assessment which implemented comparison between peer assessment and teacher assessment. Here were all the instruments in details: 1) observation sheets consisted of 7 aspects that explored the issues about vision and mission of school programs, culture-based program, literacy program, English program, students' and teachers' characteristic, facilities and environment analysis; 2) the *questionnaires* consisted of 75 closed-ended items concerning the students' necessities, wants, and lacks that integrated in their English language, writing, reading, BC, HOTS, and curriculum 2013; 3) The *interview guidelines* for English teachers consisted of 15 five structured-questions that were designed to explore the six main issues above. The interview guidelines for headmasters consist of 8 five questions that were constructed to explore the issues about the target and possible difficulties on implementing and organizing the culture-based school program, English program, and the literacy program. The interview guidelines for *Dinas Kebudayaan* and DISDIKPORA staffs consist of 3 structured-questions that were designed to explore the selection of culture-based senior high schools, the designing of educational culture-based curriculum, and the goals of culture-based curriculum in every representative school; 4) *self-assessment checklists for learning style* consisted of 5 steps on writing process – collecting the information, generating the ideas, freewriting-drafting, revising, and editing for visual, audio, and kinaesthetic-VAK students styles which Published by Strategic Alternative Learning Technique Centre (SALTC) Journal, University of Arizona. *Self assessment Checklist for interculture awareness* concern on three mode of communication- interpretational, interpretive, and presentational which published by World-Readiness Standards for Learning Languages of five “C” goal areas (communications, cultures, connections, comparisons, and communities) and focused on culture published by the American Council on Teaching Foreign Languages (ACTFL) assessment of Performance toward proficiency in languages (AAPPL). The *self-assessment for writing and reading ability levels* published by Teacher's Guided to CEF Self-Assessment Grid for Writing and Reading of Common European Framework of Reference for Language (CEFR) which is published by Pearson Longman; and Performance Descriptions for Language Learners on Writing Proficiency Test which is published by American Council on the Teaching of Foreign Languages (ACTFL) 2015. All of those self assessments checklist were compared with teacher assessment and peer-assessment in order to achieve the objective of assessments result and to get the credibility of interpretation. 5) *Forum Group Discussion (FGD)* consisted of three to five meeting on panel discussion session with some practitioners, scholars, researchers, and experts based on their field such as HOTS, BC, English language learning, teaching and assessments, culture, writing, reading, learning style, materials development and design.

To back up the primary data, a video recording was employed. All of the instruments for collecting the data were validated by expert judgments and consulted with my research supervisor. All of the data were triangulated and analysed by using descriptive qualitative techniques. The data collection for this research started from April 2015 up to October 2016.

3. FINDINGS AND DISCUSSION

This documents present does not all every items of the research findings received from the observation, questionnaires interpretation, interview scripts, self-assessment, book analysis and literature review, foot-notes of panel discussion during the FGD, and also video record. The researcher only presents some important aspects of research instruments received from need

analysis process with the great impact on the process of developing materials related to the issues of English language learning, HOTS, BC, culture, writing, reading, and learning style.

First, the research finding about writing aspect, all of the English teachers (8 respondents) from 3 culture-based senior high schools in Sleman, Bantul, and Yogyakarta city reported focus on the presentation of microskills of language, micro-skill of writing, and systemic knowledge such as grammar and the schematic structure of any kind of text types. This finding is supported by students' responses on the questionnaire show that 145 out of 180 students or 80, 56 % claimed that their teachers tend to give an emphasis on the study of microskill of language and microskill of writing; 62, 98% focus on writing for writing exercises that writing for learning exercises. Furthermore, 32% and 50 % of students' responses states the importance of writing skill for them in ELT. However, 87% the students did not find a guided writing books. Their needs and their wants on the input materials of English writing consist of tips and tricks, the effective strategy, the credible sources and references, mind-mapping picture, authentic materials, videos, and semi-guided of writing process. The role of teacher during the writing process showed that 40 % students' responses want to be facilitators, 22, 7 % students' responses want a teacher as prompters, 14 % students' responses ask the teacher should be as the observer. Furthermore, the self assessments checklist 72% of students on visual-kinaesthetic of learning styles on writing process, 61, 33% of students on intermediate high and B1 levels.

The *second* finding is about culture and blended culture. All of the English teachers (8 respondents) from 3 culture-based senior high schools in Sleman, Bantul, and Yogyakarta city reported that they have not been familiar with the role of culture on language, concept of blended learning, and the limitation of culture knowledge on local culture, target culture, and intercultural. Furthermore, the 79, 4% of students' responses showed that they never learn and taught English culture, 95, 43% students' responses showed that they never know and find the blended culture on English book. Moreover, teachers, students, practitioners, and headmasters strongly agree on the implementation of blended culture on English books. They want a schematic knowledge such as genre, socio-cultural aspects like spiritual values, artefact, social tradition and life-style, and character; they affirm that those elements should be included in English materials for the purpose of encouraging the students' language sensitivity, intercultural competence and culture awareness (74, 6 still on novice range levels). The *third* finding is about Higher Order Thinking skills. Based on the students' questionnaire responses reported that 59, 21 % of students stay on *remember levels*, and 41, 33% of students on *understand levels*. It means that most students are on the Lower Order Thinking Skills levels (LOTS). They also still find difficulty on analyzing the schematic structure, recognizing language features and blending the culture tasks. The *last finding* result and the decision aspect on considering aspect at the developing of supplementary writing materials based on the FGD are; 1) the English writing materials should include microskill and macro skills of language, writing, and reading; 2) writing for learning task should be dominant than writing for writing task; 3) novel materials with socio-cultural issues is presented on the materials to assess the problem solving and critical thinking of the students to promote the their creative solution; 4) interpretive exercise or context dependent item task based on the blended culture concept on HOTS principles, should be included on exercising the assignments; 5) the introductory materials like authentic materials may be extracted from reading materials, pictures, graphs, maps, films, sounds and specimens, journals, newspapers, magazines, essays, and articles for the media and teaching aids; 6) the experts of assesment and proof readers on every variable –HOTS, BC, English language and assesment, Writing and Reading, and also the graphic design, are necessary to develop this materials well; and the last 7) self-assesments, peer assesment, and teacher assesments; and also pre-test and post test as well questionnaires are needed to know the effectiveness of materials.

The example of questionnaire, self assessments checklist, and diagram of need analysis results are presented as follows:

Tables 1. Analysis Result of Students Questionnaire.

Table 2. Self-Assessment Checklists for Culture Awareness.

Table 3. The Example of Questionnaire for students

4. CONCLUSION

Based on the finding above, teachers are suggested not only focusing on micro-languageskills, writing and reading skills, but also considering students' macro skill of language, writing and reading. The schematic knowledge, especially on socio-cultural knowledge and genre knowledge should be considered on developing blended-culture materials and integrated in educational culture-based curriculum of Yogyakarta. This is in accordance with the culture standard on developing English materials based on BNSP, the purpose of English as a lingua franca and the principle of cultural development on materials. The other factor to consider is the Indonesian curriculum – curriculum 2013 that the paradigm is HOTS principles. Moreover, the English students' level, writing and reading level, intercultural awareness level, and learning style of students also needed to be considered in the process of developing English writing materials based on HOTS and BC for the eleventh grade of culture-based senior high school students in Yogyakarta. Need analysis leads the present researcher to conduct the environment analysis which indicates teacher, headmaster, and all of the stakeholder are necessary to know the students' learning and target needs. This step is necessary to accommodate the government policy, school program, teacher competence and background, and also the trend of knowledge that the students need, so that the students can achieve their learning goals and are enthusiastic to learn the entire content of their course book.

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