THE ANALYSIS OF LEARNERS' NEED OF TASK-BASED HANDOUT FOR LEARNING ACADEMIC WRITING ACADEMIC WRITING OF THE FOURTH SEMESTER STUDENTS IN STIBA PERSADA BUNDA

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ABSTRACT

This study aimed at investigating need of task-based handouts for learning academic writing for the fourth semester in STIBA Persada Bunda Pekanbaru. To achieve the aim, the researcher distributed questionnaire and conducted interview. The data of this research were two, qualitative and quantitave data. Qualitative data was analyzed descriptively, while quantitative data was analyzed by using formula and likert scale. The result showed that provided material of academic writing did not fullfil the learners' need of material. The provided material presented the material of academic writing in complicated explanation, while the learners need the material in simple and understandable presentation. Thus, the analysis result showed that task-based handouts was needed by learners.

Keywords : Task-Based, Handouts, Academic Writing

INTRODUCTION

Education is a complex thing, beginning from early age education, elementary education, high school education until university level education. The problems, which occur in it, are also the complex ones. It can be from the students, teachers, learning quality, learning sources, media, and school itself. The demand of learning in this globalization era requires the students do not only receive and imitate what their teacher gives, but also actively act and involve in that learning based on their own skills and

beliefs. By doing this, it is hoped that success of learning can be reached and change the students become independent and creative.

In order to reach that learning purpose, thus the learning process should be the student centered. The students are given wide opportunity to involve themselves actively and mentally. For university level, it will be lecturers' role to make their students involved in learning process by doing activities and tasks. As stated by Sardiman (2007: 95) there will be no learning without activities. The learning will occur only when the lecturer is able to construct component in learning and teaching process. When we talk about teaching and learning process and the components of it, it cannot be far from material. It is one of the important components in reaching the purposes of learning and teaching process.

Handout is one of categories of teaching materials (Ellington and Race, 1994:12).The use of teaching material is one of the media utilizations in a learning process (Hadisaputra, et al, 2019). Handout is one of printed media that is easy to develop and use in learning process. Handout is simpler than module. It is suitable for the function of handout itself, as the completion of material. The main advantage of handout was that it can support and complete the lack of material, which the material was only given and pasted form textbook. Handout can be made in form of brief explanation about one material or the elaboration of some topics to discuss, explain the relationship of each topic, give questions and activities to the students; also, it can give feedback and the next steps in learning. Shortly, the students also got the advantages of using handout as well the advantages of module. Nonetheless, in designing a handout, a teacher is expected to know how to design it for the students which is based on their need. Need analysis is an important step in term of developing syllabus and handout for different courses. It is necessary to become familiar with students' objective, learning habits, attitude, and expectation of the course in order to have an appropriate and suitable syllabus and handout (Moinvaziri, 2014).

Based on the researcher's informal interview and discussions to some students, they had set their mind that the material of Academic Writing seemed to be a difficult and boring subject for them. It happened because they could not understand the material delivered by the lecturer. In addition, the way of material presenting was only by

lecturing. Besides, there were no tasks and exercises that supported the students' understanding in learning Academic Writing. Furthermore, the lack of media and the other sources became the other factor in making the problem occurred. As the result, it made the lecturer still became the dominant learning source in Academic Writing class.

Another factor is that the students only used the photocopied material distributed by the lecturer, and it made the material became text booked materials. For example, the material about quotation, the materials given were only the meaning of quotation and a little bit example of quotation without direct tasks and exercises for the students to make quotation. It made the students made many mistakes when they composed their final project, which needed references and quotations. Finally, it still made the students have no interactive communication with the lecturer and they were not involved in learning process. While makingthe students involved in the learning process, the lecturer must be able to design an interactive material, for this case is the material for Academic Writing.

Dealing with the need of appropriate instructional materials of Academic Writing and the exercises in Academic Writing, which inquires the students to have good result in writing their thesis, it was solved with the appropriate solution, and by identifying the students' need for designing the handout may answer the problems. Therefore, in designing the handout, the researcher need the identification of the students' need in order to enable her to find an appropriate design of academic writing handout based on task-based approach at fourth semester students at STIBA Persada Bunda.

METHOD

The type of the research used in this study was descriptive analysis. that was aimed to investigate students' need of academic writing task-based handout. The research was conducted at Persada Bunda Pekanbaru. This institution is located on Jl. Diponegoro, Pekanbaru, Riau. In this study, the researcher used a triangulation method and by using two different instruments, inteview and questionnaire.

RESULTS AND DISCUSSION

In this part, the researcher displays all the result of the research. It begins from the result of need analysis based on the questionnaires from lecturers and students. The

questionnaire for lecturers contained four aspects, theye were: Based on the analysis of lecturer's need, the researcher obtained information that: current material of Academic Writing did not help the students a lot in understanding material of Academic Writing. The lecturers thought that current Academic Writing subject was not interesting much since the material was just from textbooks. It happened because the lecturers did not provide and prepare the material systematically. Moreover, the lecturers never prepared the material presentation in form of handout, which contained tasks or exercises. All these factors influence the students' interesting and understanding. Below table is the calculation of each category of questionnaire the following:

a) Lecturers' Perception toward Academic Writing Subject

Based on the analysis of lecturers' perception on Academic Writing subject, the researcher obtained the information that the lecturers did not think that the material of Academic Writing was interesting and pleasant.It is shown from the percentage of the lecturers is 66,7 % which means that from 3 lecturers, there were 2 lecturers thought the material of Academic Writing was monotonous. Furthermore, there were 2 lecturers chose JR (*Jarang* or rarely) for indicator number 2 (current available exercises in Academic Writing material helped students in understanding the lesson). It can be seen from the percentage, 66,7%. In conclusion, it can be said that most lecturers were agree that Academic Writing subject was not too interesting because of material presentation.

b) Lecturers' Experience in Preparing Academic Writing Material

Based on the table 17 about lecturers' experience in preparing Academic Writing material, it can be seen that eventhough the lecturers prepared the material that related to syllabus and curriculum, the lecturers were fail to prepare the material meets the students' need. Moreover, though the lecturers already took the material from different sources, the material was still in form of textbook (printed or pdf). It was shown by the percentage for indicator "I took material from other supported sources" which was 100%. It was contrary to the result for indicator "I prepared material contained tasks taken from authentic sources" which was 100%. Moerover, the lecturers never prepared or used material presenting in form of

handout. It was shown by the percentage 100%. It means, the three lecturers never presented the material by using handout.

c) Lecturers' Experience in Teaching Academic Writing

Based on the result of analysis about lecturers' experience in teaching Academic Writing, the researcher obtained information that mostly lecturers gave motivation to the students in learning Academic Writing subject and doing assignment. It was shown by the percentage 100%. In additon, the lecturers also did brainstorming in the beginning of learning process. The percentage was 100% for it. However, the motivation and brainstorming from the lecturers was not followed with the material presentation. From 3 lecturers, there were 2 lecturers (66,7%) rarely improve their material presentation by using innovative media, and 1 (33,3%) lecturer never used new media for presenting material. As a result, it was needed to improve the way of material presentation by the lecturers with new innovative media.

d) Lecturers' Perception toward the Available Academic Writing Material

After analyzing the lecturers' need questionnaire about the lecturers' perception toward available material, the result showed that three lecturers chose JR (*Jarang* or rarely) about the current material supported the students' need. It was showed by the percentage 100% for this indicator. Moreover, the available material wasnot completed with appropriate tasks or exercises. There were 2 lecturers (66,7%) chose TP (*Tidak Pernah* or never) and 1 lecturer chose JR (*Jarang* or rarely) for this indicator. The last, the lecturers (100%) were agree that the available material wasnot divided into three stages of activity

The analysis of the students' questionnaire helped the researcher covered the target need of the students which divided into the students' perception on academic writing subject, students' learning experience on academic writing activity and students' perception toward available teaching Academic Writing.

Based on the analysis of students' need, the researcher obtained the information that: the students did not think that the subject is interesting due to insufficient provided media and examples included in the material, which lead to the inability of the students to understand the subject. Furthermore, the subject was also not

considered as a useful and powerful tool for the students in helping them for their final assignment in their final study. Eventually, as the consequences of the above fact, the students did not get meaningful experience in their learning process of Academic Writing teaching. Below table is the calculation of each category of questionnaire as the following:

a. Students' Perception toward Academic Writing Subject

Based on the analysis of students' perception on Academic Writing subject, the researcher obtained the information that the students do not think that the subject is easy to be understood. It is shown from the percentage of the students is 88 % which means that most of the students (22 students) are not able to understand the material being delivered by the lecturer. Even though they found that the subject is quite interesting and joyful, but the percentage of the students who thought so was only 24 %, which means that there were only 6 students who thought the subject is attractive out of 25 students. Furthermore, the students also thought that the subject did not give any significant effect on their final assignment in guiding them to finish it for their study, which is shown in their perception in 2nd and 3rd category (28 % or only around 7 students out of 25). Based on the conclusion of the analysis of the questionnaire below, the researcher drow a conclusion to change the students' perception on Academic Writing subject, the lecturer planned to develop academic writing task-based handouts.

b. Students' Learning Experience on Academic Writing

Based on the analysis of students' learning experience on Academic Writing, the researcher gained some information that, even though the lecturers showed their attention to their students by monitoring students' work during the class (shown by 28 % or 7 students out of 25), the students still did not have enough meaningful studying experience in their Academic Writing learning process. The students' thought that they do not get sufficient and significant learning experience, particularly in academic writing. It can be noticed from their responses on the statements provided in the questionnaire. The insufficient provided media drove one of the causes of the students' condition. The fact can be noticed from the students' statement that they were rarely given specific work

sheet to practice their writing, which is shown by the percentage of 96% or 24 students out of 25. The other causes are that the lecturers also rarely give guidance to help their students in revising their writing which is firmed by the number of percentage is 89 % or 21 students out of 25. Then, 80% of the students (20 out of 25 students) also found that the lecturers rarely guided them in completing their writing tasks and apply teaching innovation in class. The students were also aware of the fact that the lecturers rarely used communicative teaching strategy in their teaching process (68% of the students or 17 students out of 25). The above facts display some evidences that the students did not acquire meaningful experience in their learning process. The fact also the other reason for only some of the students for thinking the subject was interesting (15 students or 60%). The reason for the subject is not interesting to all of the students could be caused by the insufficient examples provided by the lecturers in their writing practice during the learning process, so that the students did not feel excited with the subject.

c. Students' Perception toward Available Teaching Academic Writing Material

Based on the analysis of students' perception toward available teaching Academic Writing material, the researcher found that the teaching material was not sufficiently provided by the lecturers during the teaching process. The fact is exposed by the percentage of the students who selected 'JR' (*Jarang* or rarely) in the questionnaire. For example, 96% of the students or 24 out of 25 students stated that the material is rarely presented briefly and solidly and the sheets for doing writing practices are rarely provided by the lecturers. The consequence is that the students did not have guidance available to evaluate their writing (92% or 23 students out of 25). Furthermore, the provided Academic Writing material did not give definite and clear clues for the students for finishing the writing assignments (shown by 84 % or 21 students out of 25).The material also did not provide clues for the students to do revision (88% or 22 students out of 25), do editing (84% or 21 students out of 25), and the most crucial thing was that the material did not assist the students in comprehending the subject (76% or 19 students out of 25). Above all, the material did not deliver gradually or in stages

(48% or 12 students out 25). Based on the conclusion of the analysis of the questionnnaire, the researcher drow a conclusion. To change the students' perception toward available teaching academic writing material, the researcher planned to develop academic writing task-based handouts.

CONCLUSION

The conclusion of this research was built based on the findings explained in previous chapter. All steps of this research have been done, starting from proposal; theories applied, need analysis, design the product and its validation, implementation, and last were the data analysis. Thus, based on findings and discussion, it can be concluded that the fourth semester students at STIBA Persada Bunda needs a new presentation of material, which can fulfill the students' needs in understanding material. The new material presentation was developed in form of task-based handout.

Task-based handout provided students with a lot of tasks or exercises. Those tasks helped the students to reach the comprehension about Academic Writing concept. Moreover, it helped the students in producing their writing academically, especially for their final project (thesis). Through the organization of tasks, students were assisted not only to master the language but more on completing their task, which simulated their real-life problem.

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