Model of English Teaching Materials for Police with Communicative and Task-based Learning Approaches

Syahrial

English Education Study Program of University Bengkulu
W.R. Supratman St. of Kandang Limun, Bengkulu City 38371

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Abstract: The research is aimed at developing teaching material (textbook) of English for Police based on the approach of Communicative and Task-Based Learning Approach. To achieve the goal, a model of developmental research was adopted. The research was carried out in three steps: (1) need assessment and curriculum analysis, (2) learning material design and development, and (3) teaching materials (textbook) evaluation. The need assessment was carried out on the bases of the respondents' opinions. Meanwhile, developing and designing learning materials were based on relevant theories on effective learning material development and empirical data. To assess effective model of learning material development, the respondents' opinion were elicited by questionnaires and expert judgments. After conducting several tryouts and improvements, an affective learning material model was succefully developed. This implies that developing and designing an effective model of learning material should be based a comprehensive need assessment.

1 INTRODUCTION

The police education in Indonesia, to a great extent, has promoted the use of English in working places. The mission is in line with the development of network and the strengthening cooperation among different international agencies, especially the police agencies across the countries. To develop police officer professionalism and to respond the global challenges, the police education has set up English as one of important subjects. The LEMDIKLAT POLRI (Education and Training Institution of the Police of The Republic of Indonesia) has formulated the following vision: "promoting Indonesian police who understand their identity as guard, protector, and ministers of the society".

Police educational Language School (SEBASA POLRI) is the only institution that provides English language learning course for police officers on the police boards of the Republic of Indonesia. In its implementation, the goal for learning English which is developing both oral and written communication skills in English, has not been well achieved. Two field studies held in two countries (UK and Australia) reveal that the police officers who were SEBASA students could not interact actively by using English.

From the observation, it was found that whole language interaction was dominated by the translators and tutors. Moreover, advanced activities related to the written report also could not be succefully done by the participants of field practice. Therefore, the English language learning was not considered less successful.

The results of these observations and studies show that the unsuccessful of learning program was caused by the available teaching materials has not yet been able to support communicative competence that includes the competencies of grammatical, sociolinguistics, discourse and strategic that should be owned by the students. In addition, teaching materials that are available are not arranged based on the needs analysis of the students, so they did not accommodate the skills needed by the students. The model of teaching materials that are available have weaknesses from various aspects such as the form of the exercise questions that were monotonous and less diverse, the reading material information is not adequate and not equipped with difficult *glossary* words, limited exercise that support the ability of *speaking* for students, lack of English expressions (*language expressions*) in module, focus featured in the materials contents are only in the form of the understanding of the students over the treasures word

(the *vocabulary* of police field). This causes disintegrated language ability (*skills*) in applying English in the field.

Other weaknesses found in the model of available teaching materials is the weakness of time management of learning, where the scope of the materials that is too wide only be taught in one meeting. The problems of the scope of the material and the limited time allocation were acknowledged by students who sometimes feel confused and difficult to understand the lessons thoroughly. The model of teaching materials that was rigid and less supported the ability to talk caused the teaching-learning process became less communicative so that on the implementation the acquired language knowledge often cannot be used well. As a result, in the activities of teaching and learning, the available teaching materials did not support students' performance in developing communicative language skills.

From the students' perspective, most of them feel really helped with the availability of the Treasury words for police field in the available materials. But the students feel that the benefits of language learning that they follow are only on the stages of identifying, recognizing and listing various objects in English terms correctly. The students have not been able to communicate in English with both for speaking or writing. In addition, the discussion sessions and the use of verbal language in the learning process is also not adequate, in other word the time of speaking exercise (*speaking practice*) is lack. These opinions are also supported by the statement of the teachers in SEBASA POLRI stating that the materials need to be revised or equipped with additional teaching materials that more advancing the students ability to talk (*speaking skill*). With the supplementary teaching materials then the effectiveness of the learning process will be increased and learning goals will be reached. Therefore, the development of an effective, functional, meaningful and contextual learning is needed.

Therefore, this developmental research was done on the basis idea to present a model of teaching materials with the main characteristics of using communicative and Task-based Learning approaches to create meaningful learning process and suitable with the needs on the field. The model of teaching materials selected becomes the focus of research because it is the main learning resources in the learning process which will determine the direction of the system and the purpose of the lesson. The objective wanted to be achieved is communicative competence in line with the demands of the use of English for police officers in the days of now so that

the basic principles and the purpose of English language learning are implemented.

The focus of this research is how the model of English teaching materials *English for Police* with communicative approach and Task-based Learning is. It is answered by the procedure of developmental research and the procedures of developmental teaching materials. The procedures or steps of developmental research includes the needs of materials teaching *English for Police* according to the instructor and learners in language school for police, the available and unavailable material used in language school for police, design model of English materials *English for Police* that is compatible with the needs of the students in SEBASA POLRI, decency model of materials *English for Police* with communicative approach and *Task-based Learning* in SEBASA POLRI, teachers' and students' perception against the model of materials *English for Police* with communicative approach and *Task-based Learning* developed and the results of field tests of teaching materials *English for Police* with Communicative approach and *Task- based Learning* developed.

Teaching materials is a lesson that is packaged as teaching materials to be served in the learning process. The relationship between teaching materials and the competencies is the teaching materials will affect the quality of class interaction and the use of the target language. A good material must support substantially that covers the common vision against the achievement of the purpose/ competency, materials, and indicators of success. Its rendering result is also arranged systematically, methodological underpinnings and with the needs of the students. A good material also meets the criteria of presentation that covers: have high reading level, an interesting presentation of physical formats and teaching materials.

English for Police is one form of the development of English special purpose which points on fulfilling language in the field of certain work. *English for Police* emphasizes on providing English and its using in the context of police. The translation covers vocabulary in the scope of the police, contextual reading text theme of law enforcement and crime, model conversation with the topic of the daily police task, simple expression in daily conversation in the world of the police and various knowledge of the use of English in the police. A big scope of teaching materials *English for Police* emphasizes the achievement of learning goals include the development of writing skill in form of police report which is the record of witnesses' statements, the recording of evidence; the ability to speak includes the ability to ask questions in an interview;

vocabulary such as collocation, connotation and words registered; and grammar which is the accuracy of the use of language orally and written effectively in both the time of education and in the context of work (Basturkmen, 2010).

The development of materials independently intended to produce the quality and effective teaching materials in increasing students understanding. In fact, the development of teaching materials is the selection process, adaptation and creation of teaching materials based on specific benchmark. Hamalik (2003) explained that some of the principles that need to be noted in the arrangement of teaching materials or material learning including cover the principle of relevance, consistency and adequacy.

In the development of teaching materials, various principles put forward by the experts. According to Widodo and Jasmadi (2008), teaching materials must be adjusted with the followings; and expected to change prioritizing learning itself. Teaching materials should also be in accordance with the needs and characters of learning that is listed clearly the learning aims itself. The last one is teaching material must contain materials in detail, both for training and learning activities as well as load evaluation as a tool to measure the success of learning.

The same thing was expressed by Tomlinson (2011) in the development of teaching materials and its relevance in the achievement of second language: teaching materials can provide the impact that means, advancing the principles of ease to understand by learners, can develop a sense of students' confidence, relevant and useful for learners. Teaching materials also should be able to generate curiosity of learners, provide adequate information about the topics being taught so that the learners become ready to study. Further development of English language teaching materials must show the actual use of language, describes the attention of learning through language symptoms, and gives the opportunity for learners to use the target language. When in the process of learning, teaching materials should also be able to pay attention to the positive effects of the lessons, accommodate differences in learning style, different learners, provide time attitude calm on the sidelines of the matter, and able to maximize learning potential by improving intellectual, aesthetics and emotional involvement. On the other hand, teaching material cannot be too controlling the way the exercise is delivered by providing opportunity to the students to give feedbacks.

Maley also reveals the principle of the development of teaching materials which include: (1) stimulate and develop students' motivation, both through the intrinsic interest in thematic and other techniques used; (2) prepare students with an authentic English; (3) offer students various suitability of achievement level of the work done on the same teaching materials; (4) allow teachers to specifically separate and select teaching materials in specific group; (5) make students responsible for independent learning the best possible; (6) integrate language skills; (7) advance category communicative function without ignoring the grammatical problem; & (8) teaching materials must have a mean (Maley and Grellet, 1980).

Of all the principles of the development of learning materials that have been expressed above are all in synergy with the exposure of teaching materials that accentuate academic knowledge with attention to the social aspects of empties on applying language integrated with communicative competence. Elements of the context of learning, diversity of matter, students' characters, students' attitude toward materials and the impact of materials to the achievement of the students is becoming an important consideration in developing an appropriate teaching material, in line and able to achieve the goal of learning itself.

The concept of 'communication competencies' was introduced firstly by Hymes as a critic to Chomsky. Hymes (1972) stated that Chomsky's language competencies more intended to individual capacity in developing grammatical system (*linguistic competence*) (Stern et al., 1983). Hymes emphasized sociolinguistic competence as a fundamental concept in teaching communicative language. These both experts emerge a number of communicative competence models. The models have similar concept but have different development in detail description of communicative competence.

Model of communicative competence refers to Canale and Swain, Canale, Bachman and Palmer, van Ek, Celce-Murcia, and Dornyei and Thurell. Celece-Murcia, Dornyei and Thurell made a model which is enclosing the previous models. Model of communicative competence presented by Celce-Murcia, Dornyei & Thurell (1995) is described as a pyramid consisting of a cycle and is surrounded by circles. The cycle in the pyramid covers discourse competence, and three pyramids, that is sociocultural competence, linguistic competence, and action competence. The cycles rounded the pyramid are strategy competencies, which have potential inventory skills that are able for a competent speaker strategically to negotiate the message and solve matters or compensate the lacks of others competencies. The frame shows that discourse competency as the core.

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The theory of language learning underlying the communicative approach can be composed of some of the basic principles of the communicative, they are the activities that involve real communication which can encourage learning, the task principle are activities where language is used to perform the duty means that can encourage learning and meaningful principles. It is a principle stating that a meaningful language for learning can enhance the process of learning language. Learning activities also involve various activities with the main purpose involving students in communication, information sharing, negotiations meaning and interaction.

The last learning element that is also a factor that must be noted in the communicative approach is the role of the teaching materials that affect the quality of the classroom interaction and language usage. Teaching materials has a major role to support the use of teaching materials communicatively. The materials focus on the ability of interpretation, expression and negotiation, the ability to understand, relevant and the desire for exchanging information rather than using the forms of grammatically and the main point according to Freeman (2013) teaching materials taken from an authentic language samples or found in the daily use of the language could be taken from the use of language in real communication.

In addition, communicative approach has a meaning that language learning is an approach of *Task Based Learning* (TBL). TBL approach is advancing learning activities in tasks that students must complete the target language as the appliance or the instructional language (Skehan, 1996). The activities that the students do in the classroom of TBL illustrate the problems found in daily life and advancing language meaning usage in completing each issue. In the task-based learning the students as often as possible may be presented with the target language with the aim to be able to directly observe the target language usage, make the hypothesis of understanding individually to discuss the target and as the end objective of practicing the use of the target language. The role of teachers in the TBL approach is not dominant but very important in helping students distinguish and perception of target language, help students improving, clarifying and deepening the perception of the target language. In addition, all the understanding achieved by the students is by trying out directly the target language so it is well known by the term of tasks-based learning adheres to the system of *language learning by doing*.

The principle of TBL is advancing tolerance toward the mistake made by the students during learning activities. A comprehensive input is very much appreciated. Target language used as the media or instructional language must facilitate interaction of students and vary in order to accommodate dip reversed of active and passive students. It must also be noted the meaning of tasks and activities which is based on the selection of teaching materials appropriate to the age of students. Learning activities are also designed to improve and maintain the motivation of students' learning (Nunan, 2006).

TBL approach is considered a positive effect and in line with the communicative competence that want to achieve. The Advantage found in TBL approach is the existence of the established real communication which will be integrated with the four language skills culminated in the smooth (*fluency*) and the accuracy of the language usage (*accuracy*).

2 RESEARCH METHOD

This research aims to develop teaching materials of *English for Police* applied in Language School (SEBASA) Police. They are to improve communicative competence among the students. The model of teaching materials produced in the present study was based on the result of the situational analysis and need assessment focusing on the communicative approach and *Task-based Learning*.

The research adopted a procedure as suggested by Borg and Gall (1983). They divided the developmental research into the following steps: (1) researching and collecting information; (2) planning; (3) developing early forms of products; (4) field testing; (5) revising the last product; (6) disseminating and implementation (Borg and Gall, 1983).

In addition, model developmental research will produce model of teaching materials. The development of the teaching materials model is using the principles suggested by Tomlinson (2011) consisting of: (1) *identification of need/problem*, (2) *exploration areas of need/problem*, (3) *contextual realization*, (4) *pedagogical realization*, (5) *physical production*, (6) *use of material by students*, (7) *evaluation*. Thus, the merger of these two development models will produce the realization of the development of the teaching materials model as described in the following chart.
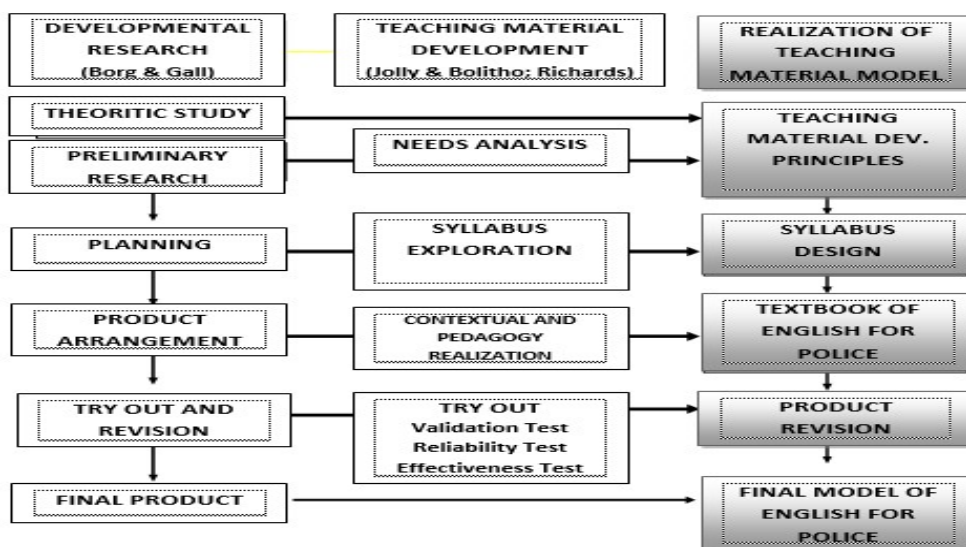
Figure 1: The framework of the development of English teaching material model for Police.

3 RESULTS AND DISCUSSION

Developing a model of English teaching material appropriate with and supporting to language learning in SEBASA POLRI begins with need assessment carried out to the students and teachers. It deals with (1) teaching materials, (2) method of learning and teaching, (3) expected language skills, (4) language content, (5) teaching materials relevant to the existing labor field, (6) aspects complementing the students' motivation (7) students' learning strategy preference, and (8) the teachers' opinion towards the existing teaching materials.

The need assessment was conducted by distributing the questionnaires to the respondents. A number of respondents (76%) stated that the existing teaching materials were not authentic yet and compounded the students in developing language skills in the labour filed. On the other hand, language and the explanation used in the teaching materials can be easily digested and motivate students' learning. In respect to the model of teaching and learning, of 56% respondents expressed that the teaching process mached with the teaching materialsl however, the teachers tend to use less interactive methods of teaching.

Most respondents (63%) were found to be in the beginning level It means that they are still low in their ability. It was proven from the mistakes made by the respondents when translating a short text into English. They also realized that they were difficult to correctly understand, respond, and communicate with the native speakers.

The result also showed their difficulties to understand English grammar, and pronunciation, and their limited space to practice English in the classroom. From the questionnaires, it can be concluded that in general the students' needs for materials were capable to synergy in integrating students' language skills. Furthermore, the result of questionnaires was used as the guideline draft of English language learning model that is compatible with the needs and capabilities of SEBASA POLRI students.

The results of the analysis to the existing textbook show the following findings: (1) the order in each unit of learning in the book is allegedly not through analysis of a logical or appropriate learning with the fact of the development of the competence; (2) In general the order of learning in one unit is arranged by considering the variation of topics that must be presented in each unit, like listening, reading, speaking, writing, literature, and grammar, and (3) the order always uses the same pattern, namely: started with reading text with the general theme as, environment, events, communication, hobbies, moral and others that are then continued by learning basic competencies.

The arrangement of such learning could be said to meet the aspects of the diversity of the topics or teaching materials but less attention to the aspects of learning in line with a competency. One unit of learning in the text books analyzed was not a unified whole but a collection of the topics. The

competencies given separately in the form of the topic which is not logically arranged in the chapter would be obstructionist police students in developing competency.

Teaching materials currently used is still based on structural approach which stresses more on grammatical aspects. Teaching materials for police students is supposed to be more focused on the development of language skills in accordance with the tasks of the police. Therefore, the basis development of teaching materials in this research that refers to the communicative and tasks-based approach becomes important as a step in improving the quality of teaching materials of SEBASA POLRI.

To identify and to collect the teachers' and students' perception of SEBASA POLRI toward the model of English material for Police based on communicative competence and tasks-based, this study used an open questionnaire containing essay tasks regarding with: (1) the availability of the material presented; 56% of respondents answered the materials were very helpful and increased knowledge and English language expression provided that it can be used in the daily work; (2) the teachers' and students' interest in using the developed teaching materials; 87% of respondents answered the display of colorful materials and exercises did not cause boredom and the language used is easy to understand; (3) activities presented in the teaching materials make the students easy to develop language skills; 45% of respondents answered the activities provided are various and interesting since the ability to Communicate is low so the language acquisition does not run smoothly ; (4) the diversity of activities encourages students to be active, 70% of respondents answered that various learning activities did make students bored and busy to complete; (5) language skills taught also includes all langage skills, 100% of respondents answered that the materials practice all language skills but portion of writing exercises is too little (6) the influence of the materials that in accordance with the working field, 52% of respondents admitted to become more confident to use English at work.

The recapitulated comparison percentage between assessment of materials and teaching materials models with positive and negative dichotomy shows that teaching materials model is more effective (87,89%) compared to the existing materials or the newly used by SEBASA POLRI students (25,24%). The formulation of the hypothesis to the interests of this test is as follows: "the average scores of the questionnaire of teaching materials development results is higher than the average score of the teaching materials which is not the result of development"

The value in the table t with degree of freedom (Indonesia Recorded Its 94) 3, shows that the value of t to rank the significance of 0.05 is 2.4 and equal significance 0.01 is 4.5. Thus, the ratio of t or t count (6.4) is greater than t tables, even to (α 0.01), it can be concluded that there is a significant difference between the developed teaching materials model and the existing teaching materials.

The value in the t table with degree of freedom (Indonesia Recorded Its 94) 14, shows that the value of t to rank the significance of 0.05 is 1,761 and equal significance 0.01 is 2,624. Thus, the ratio of t or t count is greater than t table, it can be concluded that there is a significant difference between the test results before using the teaching materials model with the test results after using the teaching materials model. This means that the developed teaching materials model is effectively used.

Table 1: Comparison of the Suitability Test Results of Two Models with t-test.

Average The Previous Model (N=4)	Average Developed Model (N=4)	T	T-table	
			α=0.05	α=0.01
52.8	106,8	6.4	2.4	4.5

Table 2: Test Results the Effectiveness of the Teaching Materials with t-test.

Samples Of Unit	Average Pre-test (n=15)	Average Post-test (n=15)	T Count	T table	
				α=0.05	α=0.01
Unit 1	51.7	68,7	2.9**	1,761	2,624
Unit 2	49.7	66	2.5*	1,761	2,624
Unit 3	53	62,7	3.8**	1,761	2,624

Description:
** = very significant;   * = significant   Ns = not significant

4 CONCLUSION AND IMPLICATION

Refering to the discussion above, it can be concluded that the teaching materials used in SEBASA POLRI , until recently, have not met the learners' need (police officers and the students of SEBASA POLRI). Therefore, the teaching materials have to accommodate their needs and they are able to achieve the learning goals.

The model of teaching materials *English for Police* shares the following properties: giving sufficient information and completing task, presenting structure exerecises given in each unit, presenting the model of text and exercises/tasks, and creating an authentic task conducted independently or in groups. The design of the developed teaching materials model relevant to the criteria of teaching materials of *English for specific purposes* is formulated as follows: stating learning objectives and specific needs; emphasizing its relevance to disciplines or specific job field; presenting materials to meet the standard of politeness with grammatical , lexical and language skills; stating successful indicators (i.e. the students are able to use the target language); using authentic materials ; fostering *self-directed learning*; and putting a teacher as a learning facilitator.

The result of test reveals that the teaching material model is effective, using test and questionnaires as its parameter. The result of the t-test for operational field tests describes that the teaching materials model (final draft) is used effectively for students in SEBASA POLRI. An effective model is indicated with the results of t-test average with significant level.

The analysis on the teachers' and students' perception towards the developed teaching materials model reveals that: (1) they have a positive response to the existing teaching materials, (2) they are interested in using the developed teaching materials, (3) the activities presented in the materials facilitate the acquisition of language skills, (4) the learning activities encourage students' active learning, (5) all language skills are developed, and (6) the teaching materials are relevant to the labour field.

Developing a model of the teaching materials of *English for Police* with communicative and Task-Based Learning aproach was conducted to meet the needs of the teaching materials relevant to the students' needs and the demands of the global expectation. In addition, the present reseach brings some implications. *First*, the the developed teaching materials model can help achieve the purpose of English learning at Language School Police. *Second*, the developed teaching material model can accommodate the students' need. *Third*, the model meets the teachers' need for communicative teaching materials which integrated all language skills. *Forth*, it helps students who will work as police officers develop their communicative competence. *Fifth*, research on developing teaching materials of *English for Police* with communicative approach and *Task-Based Learning* can enrich the availability of teaching materials.

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