



Developing an Intercultural-Based Text Book for Teaching Writing

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Abstract: The spread of English as international language has contributed to the current status of English teaching as second or foreign language. This means that the English teaching not only stimulates students to improve linguistic competence, but also to enhance their intercultural competence. Teachers or designers must incorporate the cultural aspects as part of their teaching practices or teaching materials. This research aimed at (1) developing an intercultural-based text book for teaching writing, (2) evaluating the feasibility of the intercultural-based text book for teaching writing, and (3) evaluating the effect of the intercultural-based text book on students' writing skills. Twenty one secondary school students were participated as the subject of the research. Meanwhile, ADDIE model (Analysis-Design-Develop-Implement-Evaluate) was employed as its material development design. There were two experts who validated the text book and an English teacher as the user. The result showed that intercultural-based text book was feasible to use for teaching writing. It was supported by the assessment result from the experts that were in the valid category. The use of the text book also had effect on students' writing skills even in low category. This could be seen from the post-test result that showed improvement compared to the pre-test result.



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INTRODUCTION

The identification of the cultural dimension as a key component of language learning and teaching has been one of the most important developments in language learning and teaching over the past several decades. The essence of the experience of teaching and studying languages has been profoundly changed by this change. The purpose of language learning is no longer specified by the acquisition of communicative competence in a foreign language, which refers to the capacity of a person to act in a foreign language in a linguistic, sociolinguistic and pragmatic manner (Council of

Europe, 2001). Instead, it is described in the sense of intercultural competence, which is "the ability of a person to behave adequately in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures" (Meyer, 1991). It is a difficult challenge to identify intercultural competence. The readiness of individuals to communicate professionally and efficiently with people from other cultural backgrounds is at the core of intercultural competence (Sinicrope et al., 2012). As a consequence, understanding culture is an essential component of intercultural competence. In fact, this definition adds

to and expands the notion of communicative competence to include intercultural competence.

Culture can be described as the amount of a way of life shared by members of a community, including expected behavior, beliefs, values, language and living practices. It consists of both explicit and implicit rules through which experience is interpreted (Herbig, 1998). In other hand, the ability to establish targeted skills, abilities and behaviors that contribute to observable behavior and communication that are both efficient and acceptable in intercultural interactions is intercultural competence (Deardorff, D. K., 2006). As mentioned by Byram (1997) the success of interaction implies not only an effective interchange of information, as was the goal of communicative language teaching, but also the “the ability to decenter and take up the other’s perspective on their own culture, anticipating and where possible, resolving dysfunctions in communication and behavior” (Byram, 1997). In foreign languages, the intercultural component emphasizes successful cross-cultural contact based on the acquisition of a core collection of competences, as proposed by Byram’s model of communicative intercultural competence.

Five different factors involved are defined by this model: Knowledge, Attitudes, Skills of interpreting and relating, Skills of discovery and interaction and Political education including critical cultural awareness (Byram, 1997). Knowledge means learning about social groups, goods, interaction methods and procedures. Attitudes includes curiosity and openness to others, as well as willingness to revise cultural values and beliefs and to connect and interact with others. Skills of interpreting and relating mean the ability to describe and clarify cultural views and to mediate and work in new cultural contexts. Skills of discovery and

interaction are the capacity to gain new knowledge of a society and cultural traditions and the ability to incorporate attitudes and skills of knowledge under the limitations of real time communication

Finally, Critical cultural awareness is characterized as the ability to critically analyze the views and practices of one’s own and other cultures.

Furthermore, Kramsch and McConnell-Ginet (1992) argue that the main focus of teaching the intercultural approach is focused on the target cultures, but it also involves similarities between the learner’s own country and the target country, allowing students to develop a reflective attitude to their own countries’ culture and society. Therefore, teaching students to use a foreign language implies that the students becoming accustomed to interculturally responsible by encouraging them to develop the capacity to act as a cultural mediator, viewing the world through the eyes of the other and deliberately using the skills of cultural learning (Sen Gupta, 2002).

There have been many works and studies conducted in the field of intercultural aspect in the language learning. Moeller & Nugent, (2014) have been shown that learners discover how to properly use language to establish relationships and understandings with members of other cultures when intercultural competence is an integral part of the language classroom. Learners can examine their own beliefs and practices through some different lens, negotiate points of view different from their own, and gain an insider’s perspective of another culture.

Meanwhile, Zhang & Zhang, (2015) in their study propose that language teaching cultivates the linguistic competence of students, but also intercultural communication skills.

As a result, English language teachers should know the relationship between linguistic competence and

intercultural communication competence. Understanding English language teaching itself is the practice of not only improving students' linguistic competence but also intercultural communication competence as the teaching of English language unavoidably involves the teaching of cultures from the English spoken countries. Y. Zhang, (2017) undertook a study in China to discover real picture of the ESL teachers' intercultural competence by measuring their individual system, episodic system, and relational system. In their individual framework, most English Second Language (ESL) teachers under the test were powerful in that they are highly fluent in English, and had a fair deposit of cultural and linguistic information in the target language. Nevertheless, they did not have well-built episodic system and relational system. This was largely due to the facts that they had not experienced varying intercultural contexts, and the interpersonal relations with foreigners were inclined to be simple. From the previous studies and discussion above, it is revealed that how important is to integrate the understanding of intercultural competence or awareness in language teaching, especially foreign language teaching, like English. Understanding the intercultural competence allows the students to be more responsible and reflective on how to behave to other language speakers. This study focuses on how to integrate the intercultural aspects into the foreign language classroom by developing a writing text book for secondary school students. This book is also supplemented by the graphic organizer to arouse students' critical thinking when they generate idea to start the writing activity.

The need of developing this intercultural approach in teaching writing is considerable proposed of the future students' competence. The understanding of intercultural aspects of their own local culture will be recommended to be

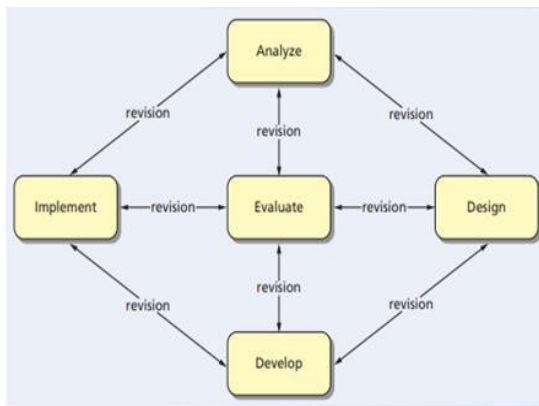
achieved for some purposes. The students must be introduced not only to their local values but also other culture values in any genre of text as part of the academic writing achievement. Since foreign language text books present the nation in "a nut-shell", they can have a significant impact on the intercultural awareness and skills of foreign language learners, as well as on their attitudes towards the target community (Risager, 1991). Culturally rich textbooks and a socially realistic portrayal in them will facilitate and accommodate the learning of the target language (Buttjes, 1991).

Considering the background above, the objectives of this study can be formulated as follows: (1) to design a writing text book based on intercultural aspects for secondary school students, (2) to evaluate the feasibility of the writing text book based on the intercultural aspects, and (3) to evaluate the effect of the intercultural-based text book on students' writing skills.

METHOD

The study employed Research and Development (R&D) as its research method and the ADDIE model was used for developing the text book design. ADDIE model consists of four steps, namely: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model gives instructional designers, teachers, or trainers the ability to take any situation and first identify if training or a product is needed to resolve an issue, improve performance, or change the change behavior of the learners (Kurt, 2019). The ADDIE model is often used to approach a systematic instructional or material development model. The following are the steps contained in the ADDIE development model (Kilbane & Milman, 2014).

Image 1. The ADDIE Model



$$Va = \frac{\sum_{j=1}^n \bar{A}_i}{n}$$

Note:

Va = average total

\bar{A}_i = average aspect of i

n = the number of aspects

Then the criteria for the validity level can be seen in the following table.
table 1. The validity criteria

RESULT AND DISCUSSION

The study involved twenty-one secondary school students, one English teacher, and two experts in validating the text book as the research subject. The participants were selected based on the consideration that they have already introduced to English writing lesson but lack of supplementary books that could enhance their intercultural competence. This study was conducted for seven months, in the city of Serang, Banten Province.

A questionnaire was employed as the instrument to collect the data. It is used to assess the feasibility of the product (the writing text book). The questionnaire was distributed to the experts and the English teacher. In this study, there were two experts, namely material expert and media expert and an English teacher as the user of the book. Interview and observation were also used to get the data during the analysis stage. To analyze the data, a qualitative-quantitative data analysis approach was used. To determine the validity score of the product, a simple statistical formula as follow was used:

Here is the research procedure in developing the intercultural writing text book using the ADDIE model.

| Va or Average Value Total | Criteria Validity |
|-----------------------------|-------------------|
| $1 \leq Va < 2$ | Not valid |
| $2 \leq Va < 3$ | Less valid |
| $3 \leq Va < 4$ | Enough |
| $4 \leq Va < 5$ | Valid |
| $Va = 5$ | Very valid |

Table 2. Research procedure

| Analyze | Design | Develop | Implement | Evaluate |
|---|-----------------------------------|---------------------------------------|------------------------|----------------------------------|
| 1. Validate the performance gap | 1. Conduct a task inventory | 1. Generate content | 1. Prepare the teacher | 1. Determine evaluation criteria |
| 2. Determine instructional goals | 2. Compose performance objectives | 2. Select or develop supporting media | 2. Prepare the Student | 2. Select evaluation tools |
| 3. Confirm the intended students | 3. Generate testing strategies | 3. Develop guidance for the students | 3. Testing the product | 3. Conduct evaluations |
| 4. Identify required resources | | 4. Develop guidance for the teacher | | |
| 5. Determine potential delivery systems (including cost estimate) | | 5. Conduct formative revisions | | |
| 6. Compose a project management plan | | 6. Conduct a Pilot test | | |

This study aims at (1) developing a writing text book for secondary school students based on intercultural aspects, (2) evaluating the feasibility of the intercultural-based writing text book with intercultural aspects, and (3) evaluating the effect of the intercultural-based text book on the students' writing skills. To design the intercultural writing text book, this study employed the ADDIE model. Here is the complete description of the steps:

1. Analyze

At this stage, the researcher conducted an observation and interview to the schools to get the information needed. These activities were conducted to analyze the problems and the needs of students with their composition book. Researcher did interview with English teachers in that school in order to get valid information. The interview then supported by some documents related to the teaching learning process in the classroom. Based on the interview it was found that the students did not have sufficient time to practice with their composition tasks and there was no adequate composition text book to support their learning activities. Based on the observation and interview the plan for developing a new composition text book was started.

2. Design

In this step, there are some activities done by the researcher such as: (1) developing the composition book, (2) composing the contents for the book, and (3) developing the research instruments. During this stage there were ten chapters being proposed to be the contents of the book. The topic of each chapter was adjusted to the English syllabus used at the schools. Also, in this stage the instruments for validating the product were also proposed. The intercultural aspects were incorporated into each chapter in the forms of texts and pictures such as ways of life, belief, historical

buildings, and famous places in the world.

3. Develop

This step consisted of two activities: (1) creating the draft of the text book, and (2) validating the book. The criteria for validating the book comprised four aspects, namely: content aspect, language aspect, presentation aspect, and graphical aspect. Meanwhile the chapters of the book cover ten topics which entailed specific writing skills and genres. The topics were: *Simple Present Tense Text*, *Descriptive Text*, *Exposition Text*, *Narrative Text*, *Opinion Text*, *Cause-Effect Text*, *Personal Letter*, *Invitation Letter*, *Application Letter*, and *Advertisement Text*. Validation of the text book was done by a material expert, a media expert, and an English teacher.

4. Implement

In this step, the teacher started to teach writing to the students by using the text book that had been validated by the experts before. The teacher taught the instruction based on the materials in the chapter. Only one chapter was selected as the sample of teaching activity. Before teaching by using the text book, the students were given the pre-test and after finishing using the text book the students were given the post-test. The tests were conducted to evaluate whether the book had effect on the students' writing skills.

5. Evaluate

In this step, the researcher used summative evaluation to know the effect of the development text book on students' writing skill. This evaluation was also intended to know whether the student's gained knowledge on their intercultural competence or not. The evaluation was obtained through the writing tests conducted before and after implementing the text book.

Meanwhile, to answer the second purpose of the study, that is to evaluate the feasibility of the writing text book based on intercultural aspects, the

researcher used the validation result from the experts. To get the validation result, a questionnaire was distributed to the material expert, media expert, and an English teacher.

The explanation of each validation result will be described in the following section and the summary of the validation result is presented in the following table.

Table 3. the Summary of Validation Result

| No. | The Experts | The Average Value (Va) | Validation Result |
|-----|-----------------|------------------------|-------------------|
| 1. | Material Expert | 4,90 | Valid |
| 2. | Media Expert | 4,05 | Valid |
| 3. | English Teacher | 4,45 | Valid |

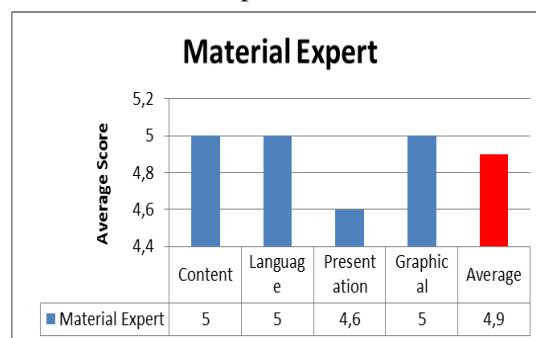
1). Validation Result by Material Expert
Validation was conducted in order to know the feasibility of the text book from aspect of content, language, presentation and graphics by filling out the questionnaire by using Likert scale. The summary of validation result by the content expert can be seen in table 4. In addition, the content expert also gave suggestions and comments for improving the text book. The recapitulation of the values is presented in the following table:

Table 4. validation result by material expert

| No | Feasibility Aspects | Total Score | Average Value Total (Va) | Category |
|----|---------------------|-------------|--------------------------|--------------|
| 1. | Content | 25 | 5 | Very Valid |
| 2. | Language | 20 | 5 | Very Valid |
| 3. | Presentation | 23 | 4,6 | Valid |
| 4. | Graphics | 20 | 5 | Very Valid |
| | Total | 88 | 4,9 | Valid |

The summary of the validation result by material expert is presented in the following diagram.

Diagram 1. Validation result by material expert



Based on the validation result by the material expert, the average value is 4.9. According to table 1, it is known that the average value (Va) 4.9 is in a range $4 \leq Va < 5$, which means that the value is categorized as "Valid". Validation result by the material expert showed that the developed text book on the feasibility aspects of content, language, presentation and graphics is feasible to use. The validation was also supported by the suggestions and comments from the material expert on the organization and technical aspects of writing.

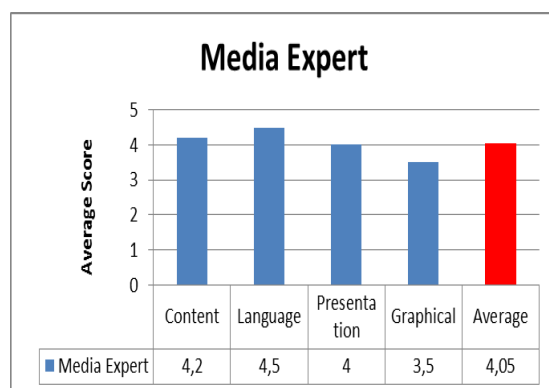
2). Validation Result by Media Expert.
Validation is conducted in order to know the feasibility of the text book from aspects of content, language, presentation and graphics by filling out the questionnaire by using the Likert scale. Recapitulation of validation result by the media expert can be seen in table 5. In addition, the media expert also gave suggestions and comments for improving the text book. The recapitulation of the values presented in the following table:

Table 5. validation result by media expert

| No | Feasibility Aspects | Total Score | Average Value Total (Va) | Category |
|----|---------------------|-------------|--------------------------|--------------|
| 1. | Content | 21 | 4,2 | Valid |
| 2. | Language | 18 | 4,5 | Valid |
| 3. | Presentation | 20 | 4 | Valid |
| 4. | Graphics | 14 | 3,5 | Valid Enough |
| | Total | 73 | 4,05 | Valid |

The summary of the recapitulation of the validation results by media expert is presented in the following diagram.

2. Validation Result by media expert



Based on the validation result by media expert, the average value is 4.05. According to table 1, it is known that the average value (V_a) 4.05 is in arrange of $4 \leq V_a \leq 5$, which means that the value is categorized as “Valid”. Validation result by media expert showed that the text book is feasible to use from the aspects of content, language, presentation and graphics. The media expert also gave suggestions and comments for improving the text book especially for the layout of the book and physical appearance of the book.

3). Validation Result by English teacher

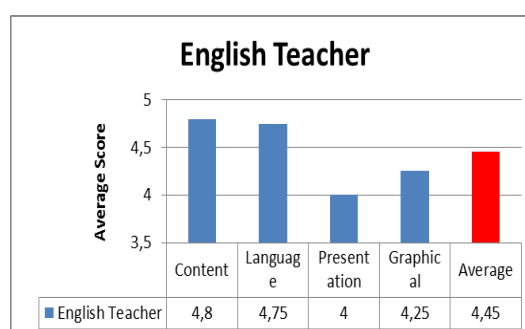
Validation is conducted in order to know the feasibility of the text book from aspects of content, language, presentation and graphics by filling out a questionnaire by using Likert scale. Recapitulation of validation result by the English teacher can be seen in the table 6. In addition, the English teacher also gave suggestions and comments for improving the text book. The recapitulation of the values presented in the following table:

Table 6. validation result by English teacher.

| No | Feasibility Aspects | Total Score | Average Value Total (V_a) | Category |
|----|---------------------|-------------|-------------------------------|--------------|
| 1. | Content | 24 | 4.8 | Valid |
| 2. | Language | 19 | 4.75 | Valid |
| 3. | Presentation | 20 | 4 | Valid |
| 4. | Graphics | 17 | 4.25 | Very Valid |
| | Total | 80 | 4.45 | Valid |

The summary of the recapitulation of the validation results by the English teacher is presented in the following diagram.

3. Validation result by English teacher



Based on the validation result by the English teacher, the average value is 4.45. According to table 1, it is known that the average value (V_a) 4.45 is in a range of $4 \leq V_a \leq 5$, which means that the developed text book was categorized as “Valid”. Validation result by the English teacher showed that the textbook is feasible to use from the aspects of content, language, presentation and graphics. The English teacher also gave suggestions and comments for improving the text book especially for the supplementary of students’ collaborative activities and critical thinking activities. To know the effect of intercultural-based text book on students’ writing skills, a pre-test was given to the students before implementing the book, and a post-test was given to the students after implementing the book.

To evaluate the writing product of the students, a paragraph writing rubric was applied. The criteria in the paragraph writing rubric includes some aspects, such as format, punctuation, content, organization and grammar. The result from the rubric analysis from each student then analyzed by comparing the gained score with the maximum score. The table.7 shows the result of the pre-test and post-test.

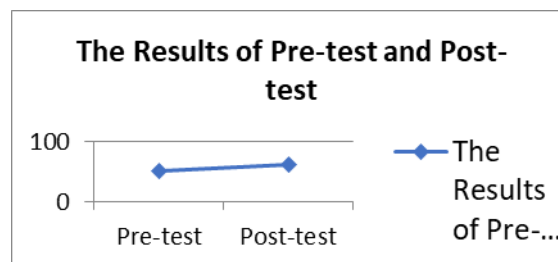
Table7. Result of Pre-test and Post-test

| No | Students' Name | Scores | |
|---------------|----------------|----------|-----------|
| | | Pre-test | Post-test |
| 1. | AD | 61 | 72 |
| 2. | I B S | 56 | 50 |
| 3. | M R S | 32 | 34 |
| 4. | J A J | 57 | 70 |
| 5. | A K | 47 | 67 |
| 6. | K M | 61 | 70 |
| 7. | S | 68 | 76 |
| 8. | M H | 54 | 72 |
| 9. | A F | 50 | 29 |
| 10. | A R M | 62 | 67 |
| 11. | N | 55 | 64 |
| 12. | S A D | 36 | 57 |
| 13. | S | 51 | 64 |
| 14. | M M | 63 | 80 |
| 15. | A F A | 31 | 77 |
| 16. | M | 53 | 56 |
| 17. | M A A | 57 | 84 |
| 18. | R | 56 | 74 |
| 19. | A R | 36 | 78 |
| 20. | M | 58 | 83 |
| 21. | R | 41 | 69 |
| Total Score | | 1085 | 1319 |
| Average Score | | 51.67 | 62.8 |

Based on the result of pre-test and post-test, there is an improvement from the students' writing skills after the intercultural-based text book was implemented. Total score of students on pretest is 1085 with the mean score 51.67. Meanwhile, the total score of students on post-test is 1319 with the mean score 62.8. The recapitulation of the pre-test

and post-test result can be seen in the following chart.

Chart 1. The Recapitulation of the Pre-test and Post-test Result



From the chart, it can be seen that there is an improvement of the students writing skills after they have utilized the intercultural book. To know the category of the increasing value, then the results of pre-test and post-test are further analyzed by using the N-Gain formula (Hake, 1999). The analysis of N-gain was used by comparing the results of pre-test and post-test scores. The result of the N-Gain calculation is presented in the following section.

$$N\text{-Gain} = \frac{62,8 (\text{post-test}) - 51,67 (\text{pre-test})}{100 (\text{maximum score}) - 51,67 (\text{pre-test})}$$

$$= \frac{11,13}{48,33} = 0,23$$

After the N-Gain value had been obtained, then it was compared to the criteria as follow:

Table 8. N-Gain Value Category

| N-Gain Values | Category |
|-------------------------|----------|
| $g > 0,70$ | High |
| $0,30 \leq g \leq 0,70$ | Moderate |
| $g < 0,30$ | Low |

Based on the research finding above, along with mastery of a given language's grammar and vocabulary, in today global world community, contemporary foreign language students are anticipated to develop intercultural communicative competence (ICC), i.e.,

the willingness to successfully use the language with regard to the sociocultural context of the language. In foreign language course-books, this requirement should also be expressed especially in the foreign language education, which are considered to be fundamental didactic instruments, even in an era of digital technologies.

Contemporary educators are surrounded by an unparalleled number of strong teaching tools. However, these resources—whether materials, models, strategies, or technologies—are effective only if teachers and educators know when and how to use them (Kilbane, 2014). Developing the materials including text books to facilitate the students' intercultural competence become a necessity in today context of learning. Thus, it can achieve not only the goal of instruction but also to create learning environment that is more meaningful and effective for the students. As it is described by Branch (2009) that ADDIE is a product development concept, thus its concept is being applied for constructing performance-based learning. The aim of such concept is that intentional learning should be student centered, innovative, authentic, and inspirational.

The need to validate the product that entails intercultural competence so it is feasible to use is also supported by the previous research conducted by (Sándorová, 2016) that claims that in the course-book packages investigated, only certain aspects of the intercultural dimension could be considered important because they were handled accordingly. The need of developing an intercultural-based text book was also supported by (X. Zhang & Zhang, 2015) in their study, it is proposed that language teaching not only can serve as a medium of improving the students' linguistic competence, but also their intercultural communication skills. As a

result, English language teachers should know how to integrate the teaching resources, including the text books they use, into their teaching activities that can elaborate not only the students' writing skills but also their intercultural competence.

This current study was still many limitations from many aspects. It is suggested that further researchers conduct research on intercultural aspect within various context such as various level of education with different language skills. The intercultural competence is one important aspect in foreign language teaching since it determines the understanding of the learners on the foreign language they are learning.

CONCLUSION

The aim of the current study is to present the results of the research focused on the development an intercultural-based text book for teaching writing at secondary school. The book is also supplemented by the graphic organizer to foster students' critical thinking and creativity. The development employs ADDIE models in developing the text book, which entails five steps namely analysis, design, develop, implement, and evaluate. To validate the product, a set of questionnaires, that entails four aspects, was conducted. The aspects consist of content, language, presentation, and graphics. The questionnaire also evaluated the aspects of intercultural components. Finally, fostering intercultural competence in foreign language teaching can be mediated through text books that accommodate the intercultural competence aspects. Instructors and teachers must integrate intercultural-related classroom practices into their language classes very often to achieve a desired-instructional goals, that is the students' intercultural awareness.

Based on the analysis of the N-gain calculation, the value obtained is 0.23. Referring to the table of N-Gain category, the value of 0,23 is less than 0,30. So, it is categorized as “low”. Even though the effect is quite low, in fact it can improve the students’ writing skills. Over all the book then can be recommended as a supplementary textbook in teaching writing.

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