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Based on Accelerated Learning Approach
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Academic Writing Materials and Accelerated Learning Approach Developing Academic Writing Materials for Learners of English Education Department Based on Accelerated Learning Approach Didik Santoso

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12**diksanto@yahoo.co.id** ABSTRACT **The objective of this** study **is to** develop a **model of**

academic writing materials for English Education Department learners based on the accelerated learning approach. This study used the developmental research. The data of this study consisted of quantitative and

qualitative data. While the data sources were learners, English instructor, and experts in the academic writing materials design. The techniques of collecting the data were observation, interview, questionnaire, document, and focused group discussion. This study followed four steps of developing the materials : (1) analyzing the existing materials, (2) doing need analysis, (3) materials development, and (4) materials validation. The data analyses applied in this study were percentage for quantitative data and for qualitative data, Miles, Huberman, and Saldana technique (2014) was used : data condensation,

> 1data display, and verification. To establish the trustworthiness of the data, this study implemented triangulation : source, method, and theory.

The result of this study was a theoretical model of academic writing materials based on accelerated learning containing : (1) the components of English writing materials, (2) communicative principle, (3) learning by integrating mind, emotion, and body, (4) activating

> 1conscious and unconscious thought, and (5) relaxation, music, and suggestion.

Keywords : Academic Writing Materials, Accelerated Learning Approach INTRODUCTION The objective of the academic writing subject for learners of English Education Department is to be able to write academic course works. To achieve this, the academic writing materials should : (1) expose to

> 2a rich, meaningful and comprehensible input, (2) engage both effectively and cognitively, (3) achieve communicative competence, (4). be mental resources, (5) give benefit from noticing salient features of the input and discovering, (6) the learners' opportunities to use language for communicative purposes

(Tomlinson, 2010). Besides, Uechi (2016) adds five principles to design the writing materials in which the materials should

> 5help learners to develop confidence, expose them to language in authentic use, be culturally relevance, stretch/challenge them, and build their intercultural awareness.

In other words, the academic writing materials should be authentic, relevant, consistent, and adequate. The authentic materials mean the content should be based on the real life that is used by the people around the learners' environment. The relevant materials refer to the suitability of the materials to achieve the competency standard and the basic competence. The consistent materials are the content of the materials should support the learners' need and adequate means that the materials should be sufficient to facilitate them to achieve the basic competence.

4In reality, based on the researcher's observation,

the academic writing materials used by the learners of English Education Department today in some ways are still not as what to be expected. The materials seem not relevant to the learners' need. The content of the materials is not based on their academic athmosphere and not containing English educational situation. Because as teacher candidates, they need this kind of materials. Besides, the materials emphasize the mastery on linguistic competence rather than discourse, sociolinguistic, and textual competences. Verbal ability is dominantly elicited. There is no pictures at all to stimulate non- verbal ability. To solve the problems, an accelerated learning approach was used to develop the academic writing materials for English Education Department learners for two reasons : First, the materials were designed not only emphasizing the mastery of the language structure and verbal ability but also language use, non-verbal ability, and natural, social as well as moral realities. Second, the accelerated learning can be used to design the materials that can create

10three kinds of learning : learning language, learning through language and learning about language

(Santoso, 2014). Accelerated learning is an approach that can encourage learners to have good motivation, effective learning techniques, and doing a reflection to what have been learned (University of Bradford, 2018). Good motivation means learners should have specific goal

6motivation, social and **activity oriented motivation,** and **learning oriented motivation.**

Effective learning techniques should develop the multiple intelligences as mentioned by Gardner. Those intelligences are optimally stimulated when learners

6engage all four senses of seeing, hearing, saying, and **doing** integratively. To **do a**

reflection means learners can review the experience, concluding from experience, and applying the experience. In foreign language instruction, accelerated learning approach is defined as

1a creative communicative language teaching with the supplement of music, relaxation, and suggestion (Pestalozzi, 2014:1). **This is a whole approach in teaching that provides positive effects on the** learners' **psychological atmosphere** and **through this process, it can help to create effective learning. In other words, accelerated learning is more economical communicative** language **teaching in utilizing time. In the elaboration stage, the accelerated**

learning is almost the same as communicative teaching. Therefore, the **learning**

materials based on the accelerated learning approach have three basic principles stating that the learning materials should : (1) create productive, joyful, and absence of tension learnings, (2) stimulate conscious and unconscious learnings, and (3) be able to optimize the learners' potentials through suggestion (Pestalozzi, 2014). English writing materials should contain knowledge, skills, and ability to utilize knowledge and skills of writing (Santoso, 2016:231). Knowledge of writing consists of vocabulary, grammar, and spelling. In the vocabulary, two elements that should be known : sound of the words and meaning of the words. In writing, sound is represented as spelling. Besides knowledge of the language, the learners need skills of writing. Writing has more than one kind of skills. When writing, they should do planning, outlining, organizing, drafting, and revising. In utilizing the knowledge and skills of writing, there are two kinds of activities : cognitive and metacognive activities. Cognitive activities deals with

9**attention, memory, producing and understanding language, learning, reasoning, problem solving, and decision making. The**

cognitive process could be natural, artificial, or conscious and unconscious. The cognition is used to process information, apply knowledge, and change preferences. Metacognitive activities deal with knowing that one knows (metacognitive knowledge) and knowing how to use what he knows (metacognitive experience). The metacognition is a process to observe, to reflect on, or to experience his own cognitive process.

8**Based on the background of the study, the research problems are formulated as follows: (1)**

How are the existing writing materials used today by the learners of English Education Department? (2) What academic writing materials are needed by the learners of English Education Department? (3) How are the academic writing materials for English Education Department learners developed based on the accelerared learning approach? METHODS The objective of this study is to develop a model of the academic writing materials for English Education Department learners based on the accelerated learning approach. This study used the developmental research.

13**The data of this** study consisted of **quantitative and qualitative data.** While **the data** sources **were the**

learners of English Education Department, English instructor, and experts in the academic writing materials design. The techniques of collecting the data were observation, interview, questionnaire (closed and open-ended questions scored in percentage), document, and focused group discussion. This study followed four steps of developing the materials : (1) analyzing the existing materials, (2) doing need analysis, (3) developing the materials, and (4) validating the materials. The data analyses used in this study were

percentage for quantitative data and for qualitative data, Miles, Huberman, and Saldana technique (2014) was implemented : data condensation,

1**data display, and verification. To** establish **the trustworthiness of the** data, this **study** utilized **triangulation : source, method, and theory.**

RESULTS The Existing Writing Materials Used by the Learners of English Education Department The existing materials used by the learners of English Education Department were analyzed in four aspects : the authenticity, the relevance, the consistency, and the adequacy. The authenticity refers to the content to be learned in the materials. The content should be based on the learners' real life. However, the existing materials showed mostly the theory of writing. The writer did not give her own example. The examples in the materials were not taken from the real use of language such as from newspaper, magazine, and other sources of meaningful communication. Some were without any example at all. For instance, one of the writing topics is 'revising'. The writer only described the meaning and the process of revising the article but there was no text at all to be revised. This was proven by the fact that at the end of the topic, the writer wrote the following instruction : "Revise your sentence, revising overall structure. Revising your paragraph, evaluating coherence, revising your words choice" (Dewi, 2013:22). This instruction was given after describing the role of revising and what thing should be revised. But, the learner could not see any text to be revised. How should the learner revise sentence, overall structure, paragraph, coherence, and word choice were not displayed in this materials. This means that the learners could not see the real revising so that he/she would find difficulty to do the activity of revising his/her writing. The same phenomena of the authenticity also occurred on page 30 (Dewi, 2013: 30) of the materials. The writer described the meaning of a paragraph. After the elaboration of the meaning of the paragraph, she wrote a model of paragraph structure. The model was not commented in detail why it was called a paragraph or the characteristics of a paragraph, which was the topic, the topic sentence and the concluding sentence. Similar thing could be seen when the writer presented the characteristics of a good paragraph. She mentioned there were two characteristics of a good paragraph : unity and coherence (Dewi, 2013: 32- 33). She just mentioned the meaning of unity and coherence. There was no examples about the unity and coherence written in the paragraph. The relevance refers to the suitability of the materials to achieve the competency standard and the basic competence. The competency standard of learning writing does not only cover knowledge of writing but also skills of writing, sosial and spiritual competence. The existing materials showed that most topics tended to elaborate the knowledge while the skills of writing were not given in appropriate number of exercise. The social and spiritual competence were almost not touched by the writer. The consistency means the content of the materials should support the learners' need. Practically, the

17**English Education Department** learners **of** the **Tarbiya and Teachers Training**

should learn subjects related to the language

11**elements (pronunciation, vocabulary, and grammar), the language skills (listening, speaking, reading, and writing),**

and linguistics (introduction to general linguistics, sociolinguistics, psycholinguistics). They also learn basic education, basic social and natural science, and Islamic religion. In fact, the content of the writing materials dealt with general theory of academic writing with minimal examples. The examples did not also represent the subjects being learned by the learners. The adequacy deals with the sufficiency of the materials to help the learners to achieve the basic competence. As mentioned above, the existing materials emphasized the knowledge of writing rather than the writing skill. Each chapter dominated the description of theory. In other words, the materials showed mostly learning about language rather than learning the language and learning through language. Beside that, some errors in lexis and grammar also occurred. The word "below" was written 'bellow'. The letter 'l' should be single not double. The phrase "Becoming a Good Leader" was written "Become a Good Leader" (Dewi, 2013:26). These kinds of error, of course, would give a bad effect on the learner's writing habit. The Learners' Need Analysis of Academic Writing Materials After doing the need analysis via the questionnaire, the results showed that there were two kinds of need : the learning need and the target need. The learning need is described in table 1 below. Table 1 Learners' learning needs Types Learning Needs Number of Respondents Objective of Learning Writing Writing a skripsi Teaching English Producing Academic Works To be Successful Writer 21.21 % 9.09 % 3.03 % 3.03 % Strategy of Learning Writing Practice Instructor's Guide Taking Course Improving Vocabulary Understanding Theory Reading Adequate Structure Doing Discussion 47.06 % 44.12 % 8.82 % 8.82 % 5.88 % 5.88 % 5.88 % 2.94 % Table 1 above indicates that from the objective of learning writing, a big number of learners (21.21%) need writing a skripsi (project paper) for their academic writing materials and then, followed by a need for the sake of their English teaching profession (9.09%). While from the strategy of learning writing, the learners needed practice (47.06) and a guide from the instructors (44.12%). This means that the learners' learning needs were writing a project paper as one of the requirements to graduate from the university. Besides, they also needed more practice and expected the instructor to facilitate them. Besides the learning needs, this paper also describes the target need of the learners as seen in table 2 as follows : Table 2 Learners' target needs Types Target Needs Number of Respondents Writing Materials Suitability of the Major Subjects Dealing with English Education Daily Writing Literature and Culture Writing Technique Writing Project Private Experience Life Styles Free Writing Health 41.67 % 37.76 % 27.24 % 8.39 % 0.22 % 0.16 % 0.04 % 0.03 % 0.03 % 0.02 % Writing Skills Writing a Skripsi Formal Letters Other Academic Works Personal Letters Literary Works Free Writing Textbook Writing 36 % 21 % 19 % 14 % 7 % 2 % 2 % Writing Topics Education Pronunciation Vocabulary Speaking Health Modern Life Style Writing Skills Literary Works Social Matters Learning English Grammar Daily Life Technology English Education Sports Religion Cleanliness Confidence in Speaking English Interest in Leaning English Writing Articles 15 % 11 % 11 % 8 % 8 % 6 % 5 % 5 % 5 % 5 % 3 % 3 % 3 % 2 % 2 % 2 % 2 % 2 % 2 % 2% Grammar Focus Simple Past Tense 27 % Simple Present Tense 26 % Simple Present Continuous Tense 24 % Simple Perfect Tense 3 % Pronouns 2 % Nouns 2 % Gerund 1 % Punctuation 1 % All Kinds of Grammar 1 % Vocabulary Scientific Words 36 % General Words 36 % Words about Education 0.14 % Vocabulary Unknown before 9 % Literary Words 2 % Culture 2 % Task Writing a Skripsi 23 % Producing Scientific Works 19 % Writing Formal Letters 9 % Daily Activities 9 % English Education 6 % Writing Paragraph 6 % Personal Writing 3. % Structure 3. % Attractive Writing 3. % How to Write Fluently and Adequately 3 % Free Composition 3 % Direct Practice 3 % Table 2 shows that the writing materials that the learners' need were those which were suitable with their subjects being learned (41.67%). As learners of English Education Department, they learn subjects in English language, education, religion, Arabic, and the basic natural and social sciences. Table 2 also describes that the learners mainly needed skills in writing project paper (36%) and many learners also needed writing formal letters (21%). This is probably because the project paper is the obligatory work that the learners should write at the end of the course of the undergraduate level. While formal letters were needed by them for their daily life in the campus. The learners' need also mostly dealt with education (15%). It is possibly because they, as the

teacher candidates, were necessary to have adequate amount of the educational terms. Besides, the learners very much needed the tenses (27%) because these made them trouble in writing. They don't have any tenses in Bahasa Indonesia (Indonesian language) as their national language. In English, they have to differentiate the grammar of the past, present, and future events. For Indonesian learners, grammar is the most difficult one. Table 2 also indicates that most learners needed scientific vocabulary (36%). As university learners, this kind of words are always found in writing a project paper and other academic writing. The words about language education, English language, and research are some examples of the scientific vocabulary. General words were still needed (36%) because most learners were lack of this kind of words. Low mastery of the vocabulary made them difficult to write in English. Theoretical Model of Writing Materials Based on Accelerated Learning On the basis of the analysis of the existing material, need analysis and the learning theory of the accelerated learning, the model of the English writing materials should contain : (1) the components of English writing materials, (2) communicative principle, (3) learning by integrating mind, emotion, and body, (4) activating concious and unconcious thought, and (5) relaxation, music, and suggestion. English Writing Materials In this current model, English writing materials based on the accelerated learning approach contain learning objective, language focus, skill, content, and also task. The learning objective of the writing is that the learners are expected to able to write academic works. One of the academic works is particularly writing a project paper. Besides the learning objective, the writing materials contain the language focus. The focus is on vocabulary, grammar, and function. The vocabulary mastered by the learners deals with scientific words, general words and words about education. The grammar needed by them is specifically on tenses and supported by other elements of grammar such as article, gerund, punctuation and so forth. The skills in writing needed by the learners are writing a project paper, writing formal letters, writing other academic works, writing private letters, writing literary works, free writing, and writing textbooks. The contents that are needed by the learners are about education, pronunciation, vocabulary, speaking, health, modern life styles, writing skills, literary works, social matters, learning English, grammar, daily life, technology, English education, sports, religion, cleanliness, confidence in speaking English, interest in learning English, and writing article. The tasks of the writing materials are how to write a project paper, how to produce scientific works, how to write formal letters, daily activities, English education, exercise in writing paragraphs, private writing, structure, making attractive writing, how to write fluently and adequately, free composition, and direct practice. Communicative Principle in Writing In writing academic English, the materials should have communicative principles. The principles are the learners have to : attain the forms of the English writing, obtain communicative function, develop the

7**skills and** the **strategies for using** the **language to communicate meaning**

in written, and

7**become aware of the social meaning of** the **language**

(Nunan 1989:13). The forms of the English writing means the learners should have adequate knowledge of the language such as mechanics of the letter formation, spelling, punctuation, vocabulary, and grammar. The communicative function in writing is that the learners should have the ability to use suitable functions to communicate ideas and feelings such as introducing people in written, greeting people, stating agreement or disagreement, expressing likes or dislikes, and so forth. The skills of the language that should be developed in writing is to find writing topic, to formulate thesis, to introduce the paragraph, to shape and to end the

paragraphs. The strategies of using the English language are the ways how to write a title, to develop paragraph, or to end the essay. Becoming aware of the social meaning means that the learners should not only realize the literal meaning but also the meaning that is socially given by the people around us. This is related the contextual meaning. Learning Writing by Integrating Mind, Emotion, and Body. When learning writing, the function of the mind, emotion and body should be integrated because the activity of writing involve the three parts of the human. The brain monitors the body. The right side of the body is monitored by the left brain and the left side one is controlled by the right hemisphere. The center of emotion is linked to the mind. The information processed in the mind is transferred to the limbic system as the center of long-term memory. In this location, the information is stored. Therefore, mind, emotion, and body could not be isolated from one another. Activating Conscious and Unconscious thoughts in Learning Writing In writing, there are three activities we do : (1) general direction of writing, (2)

3**automatized steps involved in creating the numerous letter forms as in the hand gliding across the page, and** (3) **overall pattern** and **the placement of such things as diacritics**

(Seifer, 2014: 68). The general direction of writing goes consciously, creating the numerous letter forms goes preconsciously and the overall pattern and the placement is processed unconsciously. Therefore, to accelerate the learning of writing, we need to activate the conscious and the unconscious thoughts. To activate the conscious thought, direct and indirect verbal intervention should be optimized. While the unconscious thought could be activated through direct and indirect non- verbal intervention. Relaxation, Music, and Suggestion In order to accelerate learning in writing, relaxation, music, and suggestion should be provided to the learners. The relaxation is used to motivate the learners to learn easily and with absence of tension. The music is used to create positive learning situation and joyful learning. When the learning environment is positive and the learners are learning joyfully, the area of limbic system will be open. If this area is open, they are easy to remember and the information given to them is stored in the long-term memory. The suggestion is an intervention given to the learners when learning writing. The intervention could be a

14**direct verbal, indirect verbal, direct non-verbal, and indirect** non-verbal. **The** direct verbal means **that** one kind **of**

intervention in writing in which the learners express their feeling and thought through the letters in written. The letters are consciously expressed by the learners. This mostly involves the left brain. The indirect verbal is that the ideas of writing are developed by organizing what the learners are writing about. This also occurs consciously before moving the hand to write. Before writing, the learners usually arrange what they are going to express in writing. This is always done by using outline. The direct non-verbal means that when writing the learners use pictures, diagrams, or other kinds of media which can assist them in expressing the letters into the page. This non verbal direct allows the learners to organize their ideas of writing through media before executing through letters. The indirect non-verbal is the situation which support the writing activity should be positive. All kinds of peripherals belong to this part. The peripheral here is like the place where we are writing is clean. The temperature is not hot and not cold. Motivation to write also belongs to this. The model of the academic writing materials can be seen the following figure : Figure 1. A model of

academic writing materials (Modified from: Santoso, 2014). DISCUSSION On the basis of the research findings, there are five components of English writing materials model based on accelerated learning approach: (1) the components of English writing materials, (2) communicative principle, (3) learning by integrating mind, emotion, and body, (4) activating

1**conscious and unconscious thought,** and (5) **relaxation, music, and suggestion. The**

model shows that English writing materials should contain inputs, language focus, content, and task. These components should be presented through the communicative principles. The communicative principles are delivered by integrating mind, emotion, and body. When integrating mind, emotion, and body, conscious and unconscious thought would be activated because the center of language in the left brain is present consciously when the body move and the learners' emotion involves when learning. While the right brain is unconsciously stimulated if the instructor uses peripherals or pictures. The learners' English writing materials also contain the relaxation, music, and suggestion. The relaxation is used in order the limbic system as the center of emotion and long term memory could be open. In a relaxed condition, they are easy to remember all information learned and they do not feel burden to learn because of the absence of tension when learning the materials. The music is used to help the learners to make easy to write. It contains rhytems that optimize the mid-brain where the long term memory is located. When the long-term memory is open widely, whatever the learners write is easy The suggestion is used to stimulate the learners consciously and unconciously in order to produce the letters optimally. Through suggestion, the learners are easy to express their ideas in the written form.

15**CONCLUSION Based on the** research results, **it can be concluded that** : (1) **The**

existing materials do not show the authenticity, the relevance, the consistency, and the adequacy. (2) The results of the learners' need analysis are categorized into : the objective of learning writing, the strategy of learning writing, the writing materials needed, the writing skills, the grammar focus, the writing topics, the vocabulary, and the task. (3) The theoretical model of writing materials based on accelerated learning contains : (a) the components of English writing materials, (b) the communicative principle, (c) learning by integrating mind,

1**emotion, and body,** (d) activating **conscious and unconscious thought,** and (e) **relaxation, music and suggestion.**