THE DEVELOPMENT OF DISCOURSE ANALYSIS TEXT BOOK FOR ENGLISH STUDENTS

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Abstract: The development of the Discourse Analysis (DA) text book is insisted in an attempt to have a more practical and contextual learning material for the students mention early. The DA course is incorporated in the language philosophy. The definitions and concepts of DA are discussed philosophically in the existing books. The examples of DA are also made not in the context of the existing classes in Indonesia and students are increasingly constrained to understand the books. This text book is developed due to those students are in the heterogenous capacity and therefore the researchers undertake to accomplish the **needs** of the teaching-learning process for **this** English Department students. To recur, the current research begins by having Need Analysis. This research is developed based on the model of Lee and Owens (2004) that consist of analysis, design, development, implementation, and evaluation. The justification of the product is approved by the discourse analyst, mainly discourse lecturers at the institution stated early. After being verified, this product is tested to the students in the category of a small group and a big group. The recent product is not simply prepared to facilitate students to learn DA but it also can be utilized for others macro-linguistic fields such as semantics, speech act, and pragmatics. It intentionally designed in order to have a multifunction and sensibleness.
Keywords: *Development, Discourse Analysis, English Students*

Prior to the present research, initial observation is done to the English Students of *Fakultas Keguruan dan Ilmu Pendidikan* or Faculty of Teacher Training and Education, Jambi University along with the researcher's responsibility as the lecturer of Discourse Analysis (DA) course for years that the development of the DA text book is insisted in an attempt to have a more practical and contextual learning material for the students mention early. The available text books for DA either printed or the digital ones are rather difficult to be comprehended by the Strata 1 students of this institution where they numerously graduated from the district senior high schools in the Jambi Province. In several districts of the Jambi Province, English course is less challenging compare with the one in the city. Basically, the development of appealing DA text book is demanded as some of the students are novice learners of micro linguistics.

Along with the researcher's preliminary observations and experiences in teaching macro linguistics at the current institution, the research attempts to disclose the objectives of this developmental research as the following: "to develop a DA Text Book for the English Students and to know its quality as well". In addition to , this product developed in the form of printed Text Book containing DA learning material for 5 (five) semester students of English Study Program, FKIP Jambi University that encompasses some indicators: (1) analyzing the concepts of discourse, (2) analyzing sort of discourse, (3) analyzing various contexts, (4) analyzing factors in contexts and their interpretations, (5) analyzing literal and illeteral meanings, and (6) analyzing participant classification

Further, the texts are undemanding even as the materials adapted from various sources of discourse texts. Some concepts are less philosophical so as to be simply realized by the users. The selection of letters, colours, and sizes is adjusted to the characteristics of semester 5 (five) English students. The display of the Text Book is equipped by using a soft base colour.

Theoretical Review

Discourse is a language study consisting of various disciplines distinguished by three approaches. *First*, a formal approach sees language as a sign system separatfrom external factors of language. Formal approaches are known as structural approaches in which a language (discourse) is formed from elements that are hierarchically greater in level than clauses and

sentences. *Second* is the functional approach. Language as an open system and cannot be separated from the existence of external language factors, namely social characteristics, biological characteristics, demographic characteristics, and so on. The use of language in a social context is central in its analysis based on the view that, in its function as a means of communicating language also shows social identity, even the culture of the interlocutors. The *third* paradigm is the dialectic paradigm. Dialectics is a combination of formal approaches and functional approaches. This paradigm views discourse as utterance meaning that discourse is understood as a collection of language structural units that cannot be separated from the context. This view is based on the importance of discussing text and context to improve the scope of discourse analysis. The relationship between text and context cannot be separated from other relationships that are often considered to be between language and context (McHoul,1998;Cummings. 2005;;Arifin, 2012).

Furthermore, Rachmawati (2008) offers an example of a discourse approach based on functions as the following:

"**Sir**! **This is my thesis proposal**".

This utterance has numerous meanings depending on the context in which it is uttered, who the interlocutors are. The utterance is in the form of affirmative on the other hand it functions as an indirect request when it is uttered by a student to his thesis supervisor. The supervisor will understand the purpose of the utterance based on the schemata he has that means the thesis supervisor is inquired to give comments or suggestions on the student's thesis proposal.

Conversely, the sense of the exceeding utterance (This is my thesis proposal) is unequal with the previous one while the kinship between the interlocutors is not thesis supervisor and advisee. Presume that the kinship between the interlocutors is the student and one of the lecturers at the English Study Programme (Pak Cerru). Very probably the kinship between these interlocutors must be the student and the examiner during thesis seminar proposal. The intent of that utterance in the second context might be the student acquires *Pak Cerru* to come, examine, and comment on that student's thesis proposal. Sir or *Pak* is the common honorific functionalizes to be evidence for graciousness as well as to avoid the FTA.

In terms of teaching materials, among experts carry out and classify them in various ways According to Belawati (2003) teaching materials are grouped into three major groups, namely printed teaching materials, non-printed teaching materials, and display teaching materials. Concerning the printed teaching materials, the following discussion concisely mentionx about 1) Module that is used for independent learning, 2) Handout consists of notes (both complete and skeletal), tables, diagrams, maps, and other supplementary materials, and 3) Student worksheets which include case sheets, reading lists, practicum sheets, briefing sheets on projects and seminars, worksheets and others.

Pertaining to developmental research, there are few discussed in the article, , among of which are first, Warsihna (2005) who conducted a research on the dilemma of the use of ICT to improve the quality of education in Indonesia. In addition, he also aims to reveal the problems that arise and find solutions to improve education by using multimedia. in the same vein, Megawati and Rachmawati (2014 have presented the article dealing with the developmental research on the International Conference about young learners at Muria Kudus University, Central Java and the article entitled "Power Point-Based of English Vocabulary Learning for Students of Elementary School". Yose (2015) also wrote a research development and her research entiled +English Development Materials for Computer by means of Macromedia Flash for Teaching English at STIKOM Jambi. continue, Arisanti (2015) writes about " The Development of Interactive Video of Listening Skill for Grade Eighth Students" Arisanti's work signifies that it is very suitable as a teaching tool because of the use of animation that can increase students' interest and motivation. Students have many learning styles, and animation is one the sources for students to be active in learning. By using Interactive Vidio it accommodates students of various ages and cultures. Among the number of developmental research discussed abovr, none of them studies about the development of DA text book.

Discussion

At hand are several models of developmental research, for instance, Dick and Carey (2005: 277) who portray 10 steps of development, namely: (1) identify the instructional goal (s), (2) carry

out instructional analysis , (3) analyze learners and contexts, (4) write objectives, (5) raise an assessment of the instruments, (6) develop instructional strategy, (7) develop and select instructional materials, (8) design and conduct formative progress of instruction, (9) revise the instruction, (10) design and summative evaluation.

Borg and Gall (2003: 571) describe 10 steps of research and development, that is: (1) collect research and information including a review of the literature, (2) planning, (3) develop a preliminary form of the product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) the final product revision, and (10) dissemination and implementation.

Parallel to, Borg and Gall, Luther in Sutupo, (2003: 32) explains that there are six stages of developing instructional media, specifically: (1) concept, (2) design, (3) material collection, (4) stage of assembly, (5) testing phase, and (6) phase of distribution. At the concept stage, the steps are to identify the purpose of the development of effective learning programmes. The programme always begins with identifying objectives, learning needs, or some of the problems that arise in learning. Whatever is done, 'goal' is the most important element in the design of learning as all the elements of learning activities depends on the objectives to be achieved.

Lee and Owens (2004) depict the process of developing instructional multimedia with five stages, that is to say: analysis, planning, development, implementation, and evaluation. The current developmental research follows this procedure hence it is more simple rather than the previous ones. Besides, their design is specific to multimedia development which is resemble with the present research. Detail elaboration is as follows.

Stages of development is based on need analysis. At this stage, observation and interviews with several lecturers and students at the program stated early has going on. From the observation, it is obtained that there are less available DA text book that suit with the characteristics of the student being observed. The students need a more practical DA text book for assisting them in learning independently. Several authentic or contextual examples provided in this text book in order to offer a more applicable text book for the target students' capacity in learning DA course.

In planning and developing the product, it starts from analyzing the product, collecting or downloading the relared materials, selecting the relared materials, typing the texts, and editing the book until it is ready to be tested. It takes 2 months for constructing the product and 1 month for validation and testing it.

After completing the product, it is time to apply the product to the students of the English Students of *Fakultas Keguruan dan Ilmu Pendidikan* or Faculty of Teacher Training and Education, University of Jambi. In regard to the product, it has positive response from the English lecturers and students as well. For sure, as the product may encourage students in the learning process.

The last stage is evaluation where it aims at showing the effectiveness of the product both before and after they are validated by the experts in terms of linguistics, macro-linguistics primarily. the book is trialed to the students (large and small groups). On the basis of the data obtained from this stage, the producct is revised further duplicated to be applied to the the English Students at semester 5.

Seemingly, this developmental research is designed through several procedures before the final product is ready to be disseminated and applied by the society. This product is validated twice by experts in terms of linguistics, macro-linguistics dominantly. Due to the limited number of pages in this article, the authors cannot discuss the research specifically. Some of the suggestions incorporate: (1) the product has too many less frequency words, (2) the contrasted evidences from western to eastern cultures should be more available, (3) overall variations of animation which are appeared for each slide should be added, (4) lesson plan needs to be repaired, (5) grammatical consistency in the product must be fixed (hence some parts of the product lack of grammatical consistency), (6) the image motion of animation should have maximum effect, and (7) the writing of vocabulary needs to be emphasis on the nouns. The following advice is that the theme on each display must be varies with the composition of colours, the background of the music, and the voice of the dubber must be interesting. Lastly, the image for the lexicon (words) recorded must use a better tool for gainig maximum results.

Conclusion

The recent product of Discourse Analysis Text Book for English Students is developed by a series of processes by borrowing Lee and Owen's (2004) model which starts from the analysis, design, development, and evaluation. The product is certified by a team of experts, lecturers, and students of English as the validators and users of the product. The Discourse Analysis Text Book for English Students further revised to produce an excelent learning material. This Discourse Analysis Text Book is interesting, effective, efficient, and competitive. After refining the product as a whole, it is duplicated, disseminated to users, such as English lecturers as well as English students. The resulting product is given the name as "Doing a Practical Discourse Analysis'.

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