

A Model of Research Paper Writing Instructional Materials for Academic Writing Course:

Needs & Documents Analysis and Model Design

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Abstract

This study aimed at designing a model of instructional materials for Academic Writing Course focusing on research paper writing. The model was designed based on the Curriculum at the English Education Study Program, Faculty of Language and Art Education of IKIP PGRI Bojonegoro, East Java, Indonesia. This model was developed in order to improve students' skill in writing research paper which is one of the prerequisite tasks before graduating from university. The steps of this research and development consist of needs analysis, document analysis, model design, model development, and model experimentation. The researchers conducted needs analysis to the fifth semester students and three academic writing teachers, in order to generate information dealing with the students' needs in academic writing course materials. The needs analysis and documents analysis were dug up through questionnaire, interview, and discussion among students and academic writing teachers. The documents analyzed in this study were syllabus, lesson plan, and the existing textbook. The model design used is derived from Borg and Gall (1983) and Sukmadinata (2008), in which there are four steps, i.e. (1) exploration phase; (2) model development phase; (3) model experimentation phase; and (4) dissemination and model implementation phase. The results of needs analysis questionnaire reveal that students need to be taught how to write academic writing in terms of journal article since it will be the final project of the students at the end of their study in university. Instructional materials with different strategies focused on research paper writing are needed by the students.

Keywords: academic writing, research paper, instructional materials

1. Introduction

Regardless of their major, university students are required to try different types of writing, such as term papers or exam answers, throughout their studies. Moreover, the students must write a research paper as their final project at the end of their study in university. The students will be considered "pass or fail" from their study depending on this research paper (Ghufron, 2015). The Ministry of Research, Technology, and Higher Education (KEMENRISTEK DIKTI) also always offers many kinds of grants for students every year in order to develop students' ability in expressing their ideas in terms of scientific writing and the results of their scientific writing are written in the form journal article (Ditlitabmas, 2014).

Academic writing is a general term that refers to all writing created for the purpose of study (Chin, Khoizumi, Reid, Wray, & Yamazaki, 2012). University students are evaluated largely based on their writing, so writing skill is essential for academic success. Chin et al. (2012) state that academic writing is different from other types of writing in several ways including (1) purpose: academic writing is mainly purposed to demonstrate knowledge of a topic; (2) audience: it refers to the reader of the writing; (3) evidence; (4) style; and (5) the process of writing.

The status of writing in language teaching has accelerated tremendously since 30 years ago. According to Richards (2001), in the teaching of writing, the sequence of activities typically involves: (1) familiarization: learners study grammar and vocabulary, usually through a text; (2) controlled writing: learners imitate given

patterns, often from substitution tables; (3) guided writing: learners manipulate model texts; and (4) free writing: learners employ the patterns they have developed to write a letter, a paragraph, an essay, and the like. Writing in a second or foreign language is regarded as one of the most difficult skills for a learner to master, particularly in free academic writing. The difficulty is due to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence structure, and paragraph organization and to turn such ideas into a readable text (Richards & Renandya, 2002).

Writing course is a compulsory subject which is taught in English Education Study Program of IKIP PGRI Bojonegoro, East Java, Indonesia, generally in 8 credits which are distributed in 4 semesters, each semester 2 credits. In WRITING IV, the teaching process is focused on academic writing to prepare the students to be able to write their final project at the end of their study. The goal of this subject is mainly to make the students able to write scientific writing in terms of journal article with appropriate content, good organization, correct diction, grammar, and mechanics.

Based on the study held by Ghufron in 2015, it was revealed that the students come across difficulties in academic writing. These difficulties were indicated by both the low score of students' writing skill and the results of interview to the students. The students face difficulties in academic writing since there are limited sources of materials which are appropriate to be implemented, limited of challenging materials and learning activities. The teaching materials are a hundred percent taken from printed books which are available in the market, in which these books in some cases are problematic. The students also admitted that they felt bored with the materials used. Besides, they also said that there was no challenging activity during the teaching and learning process. The lecturer usually teaches them by explaining the textbook materials then asks the students to write based on Instruction in the book. It was also revealed that the problems faced by most of students in English Education Study Program of IKIP PGRI Bojonegoro in academic writing were caused by the monotonous teaching material used and the lack of challenging activities that could motivate students during teaching and learning process. He suggested that there should be teaching materials that teach students how to write ELT research paper in detail such as writing a topic and title; gathering information; writing an introduction; developing main paragraphs; quotations, paraphrasing and summarizing; commenting on data; writing a conclusion; writing a review; writing an abstract; writing references; revising and editing texts. Besides, there should also teaching materials that combine challenging activities and relevant materials (Ghufron, 2015).

Selection of materials for classroom use is a challenging task for English language teachers as they provide a strong platform through which students learn English language. Presentation of developmentally appropriate, relevant and engaging materials is, therefore, the prime responsibility of the material developers and the teachers. Selection of the right materials makes teaching and learning a worthwhile activity and creates a classroom environment which is efficient, effective and meaningful.

Hutchinson and Torres (1994) have pointed out that ELT materials (textbooks) may play a pivotal role in innovation. They suggest that textbooks can support teachers through potentially disturbing and threatening change processes, demonstrate new and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can build a more creative methodology of their own. Textbooks are considered as central to teaching and learning, as their quality is a determining factor in enhancing or diminishing the quality of a language program.

Furthermore, Cunningsworth (1995) explains that material development has multiple role in ELT and can serve as: (1) a resource for presentation materials; (2) a resource for activities of learners' practice and communicative interaction; (3) a reference source for learners on grammar, vocabulary and pronunciation; (4) a resource of stimulation and ideas for classroom language activities; (5) a syllabus (where they reflect learning objectives which have already been determined); (6) a source for self-directed learning or self-access work; and (7) a support for less experienced teachers who have yet to gain in confidence.

Additionally, Richards (2001) points out that textbooks are key components of language teaching serving as the basis for much of the language input learners receive when learning a language. Textbook is a device to help students to get not only familiar with the linguistics aspects of the language but also with social and cultural aspects embedded in language.

One of the basic functions of textbooks is to make the existing knowledge available and apparent to the learners in a selected, easy and organized way. Hutchinson and Torres (1994) argue that any textbook has a very important and positive part to play in teaching and learning of English. They state that textbooks provide the necessary input for classroom lessons through different activities, readings and explanations. Thus, textbooks will always survive on the grounds that they meet certain needs. Richards (2001) states any learning program

may have no impact if it does not have textbooks as they provide structure and a syllabus. Besides, the use of a textbook can guarantee that students in different classes will receive a similar content and therefore, can be evaluated in the same way. In other words, textbooks provide the standards in instruction. Moreover, they include a variety of learning resources such as workbooks, CDs, cassettes, and videos, etc., which make the learning environment interesting and enjoyable for learners. They do not only provide a framework for teachers in achieving the aims and objectives of the course, but also serve as a guide to the teacher when conducting lessons. The content of English language textbooks influences what teachers teach and learners learn.

Teaching materials are regarded as a key factor in most language programs (Richards, 2001). For teachers, textbooks or course books, either required or supplementary, provide content and teaching-learning activities, which shape much of what happens in the classroom (Celce-Murcia, 2001). Furthermore, Wright (cited in Lee, 2003) says that teaching materials (e.g. textbooks) help to define the goals of the syllabus and the roles of teachers and learners within the instructional process.

According to Richards (2005) effective instructional materials in language teaching are shaped by consideration of a number of factors including teacher, learner, and contextual variables. Teacher factors include the teacher language proficiency, training and experience, cultural background, and preferred teaching style. Learner factors include learner's learning style preferences, their language learning needs, interests, and motivations. Contextual factors include the school culture, classroom condition, class size, and availability of teaching resources in situation where the materials will be used.

Since the choice of language teaching materials can determine the quality of learning-teaching procedure, there should be appropriate materials by considering (1) teacher factors, such as teacher language proficiency, training and experience, cultural background, and preferred teaching style; (2) learner factors, such as: learning learner style preferences, their language learning needs, interests, and motivations; and (3) contextual factors, such as: school culture, classroom condition, class size, and availability of teaching resources. As a part of the materials used in the language classroom, textbook, therefore, can often play a crucial role in students' success or failure. Therefore, particular attention must be paid to evaluate such textbook materials to suits those three factors and learning outcomes.

Based on this condition and needs, to fill the gap, the researchers aimed at designing a model of instructional materials in the form of textbook prototype that discusses the ELT research paper writing. There must be textbook materials that are mainly focused on teaching students how to write ELT research paper. Because of the importance in its implementation, the development of textbook materials which cover some topics dealing with ELT research paper will give contribution in improving students' writing skill in research paper. Furthermore, textbook materials can be used wherever and whenever, even without any teachers. It means that the students can learn the materials independently in order to improve their writing skills as far as the materials are available. Therefore, this research will focus on the development of a model of research paper instructional materials for academic writing course that will be used by the fourth semester students in English Education Study Program of IKIP PGRI Bojonegoro. Since this paper a part of the researcher's dissertation, the results presented in this study were only the results of exploration phase.

2. Needs Analysis in Language Teaching

Need Analysis is the process of identifying and evaluating needs (see sample definitions below) in a community or other defined population of people. The identification of needs is a process of describing "problems" of a target population and possible solutions to these problems. A need has been described as:

- a. A gap between "what is" and "what should be." (Witkin & Altschuld, 1995).
- b. "A gap between real and ideal that is both acknowledged by community values and potentially amenable to change." (Reviere, Berkowitz, Carter, & Gergusan, 1996, p. 5)

Need analysis focuses on the future, or what should be done, rather than on what was done as is the focus of most program evaluations. Some people use the related term "needs assessment".

a. Target Situation Analysis

It is a study of the situations in which the language is used. This provides a guide as to what language to teach. The Target-Situation Analysis model started with Munby's (1978) model of the Communication Needs Process. This model contains a detailed set of procedures for discovering target situation needs. It is based on analyzing language communication in the target situation in order to provide a communicative needs profile for a specified group of learners.

b. Present Situation Analysis

The second major model in needs analysis is the Present-Situation Analysis proposed by Richterich and Chancerel (1980). In this approach the information to define needs is drawn from a wide range of sources: the students, the teaching establishment, and the place of work (Jordan, 1997). Since the sources of data collection are multiple, this model provides detailed guidelines and techniques about the kind of information to be included.

c. Learning Situation Analysis

Learning Situation Analysis (LSA) includes subjective, felt and process-oriented needs (Dudley-Evans & St. John, 1998). LSA also refers to what learners want to learn. Dudley-Evans and St. John (1998) stated that LSA refers to effective ways of learning the skills and language. According to them, LSA also refers to why learners want to learn.

3. Instructional Model

The word “instruction” is a science and “instructional design” is a technology of the science (Merriell, 1996). It is a procedure which is not governed by any natural laws, teachers should be creative to produce instructional design model to improve their teaching and learning process. On other hand, it must relate to scientific principles of instructional strategies. Instruction should allow students to do appropriate learning activities; therefore, teachers should help students control the learning activities that promote learning.

4. Method and Model Design

Since this research and development followed the pattern proposed by Borg and Gall (1983, p. 775) which are simplified by Sukmadinata (2008) into four phases, the following are the steps:

Table 1. R&D phases in developing a model of research paper writing instructional materials

Borg and Gall (1983)	Sukmadinata (2008)
1. Research and information collecting	1. Exploration Phase a. The study of literature and document analysis; b. Findings description.
2. Planning	
3. Developing preliminary form of product	2. Model Development Phase a. Draft arrangement; b. Draft revision.
4. Preliminary field-testing	3. Model Experimentation Phase a. Limited tryout; b. Expanded tryout.
5. Main product revision	4. Dissemination Phase
6. Main field testing	
7. Operational product revision	
8. Operational field-testing	
9. Final product revision	
10. Dissemination and implementation	

The procedure of R&D in developing a model of Research Paper Writing Instructional Materials for academic writing course is described in Figure 1

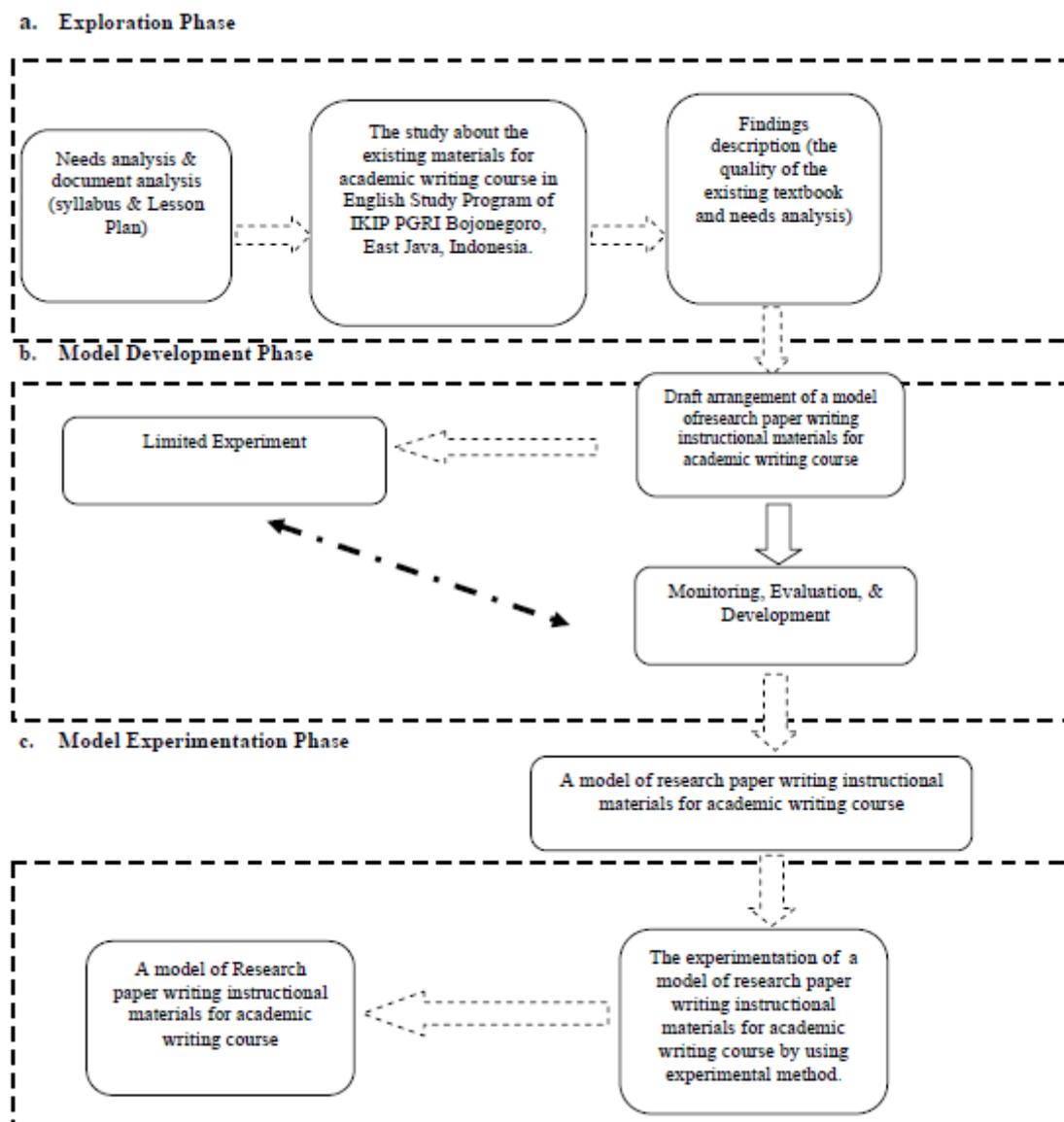


Figure 1. The Procedures of R&D (The Model Design)

Since this study is the part of the researcher's dissertation, the focus of this study is merely describing the results of exploration phase i.e. needs analysis, document analysis and model design.

The exploration phase was aimed at researching and collecting information of the existing product which consists of several activities such as reviewing related literatures, document analysis, interview and questionnaires. In order to investigate the existence of specific product, we started from the investigation of any related products in general. After investigating the existing products, the quality of the products was evaluated necessarily. In this case, the existing textbooks that are used in the fourth semester students of English Education Study Program of IKIP PGRI Bojonegoro were evaluated; and to measure the extent to which the teachers, students, and the heads of English Education need a model of research paper writing instructional materials for academic writing course in English Education Study Program of IKIP PGRI Bojonegoro, East Java. The result of textbook analysis was not presented in this study since the focus was merely needs analysis, documents (syllabus and lesson plan) analysis and model design.

Reviewing relevant references is beneficial for the researchers in building some better understanding. Somehow the literature review is not enough to develop a model without any data collected from the field. Therefore, any data retrieved from the research is significantly employed to support the literature review.

Research design that was used in this exploration phase was descriptive explanatory research. Descriptive explanatory research is appropriate to provide a picture of an event, condition or situation, or to answer the question of how and why. By making use of this design, the researchers were basically challenged to collect information in more accurate way about how the existing product was evaluated.

The scope of this research covered the description of the existing textbooks materials and their quality. Besides, the research in this stage was to conduct needs analysis to research paper writing instructional materials for academic writing course. This research was conducted in English Education Study Program of IKIP PGRI Bojonegoro, East Java, Indonesia. The population of this research was all students in English Education Study Program of IKIP PGRI Bojonegoro, East Java. The sample was the fifth semester students in B class consisting of 36 students that were chosen by using cluster random sampling technique. This exploration was conducted in 3 months (From September to November 2015).

This exploration phase aimed at obtaining qualitative data on the existing textbook materials for academic writing course and the needs on research paper writing instructional materials. The data was taken from interview, questionnaire, and document analysis. Questionnaire and interview was done in order to reveal: (1) the textbook materials used by the lecturers; (2) their relevance to academic writing course in English Education Study Program; and (3) the need of the students, lecturers, and the Head of English Education Study Program of the development of research paper writing instructional materials. In order to get the valid data, it is necessary to validate the data. The data validation technique used in this research was *member check, peer debriefing, and triangulation* technique (Lincoln & Guba, 1985).

Technique of data analysis used in this exploration stage is descriptive qualitative. This technique was used since the collected data was qualitative data in the form of non-numeric information. This technique of data analysis covered three ways: data reduction, data presentation, and drawing conclusion.

The output of this exploration phase was some wide, deep, and accurate information about the existence of any related products, their quality as well as the users' needs and criteria for developing new product. The collected information is then used as a foundation or basic for arranging the new educational product.

5. Results and Discussion

5.1 Needs Analysis

Needs analysis here refers to the students' needs and lecturer/teacher's needs. To conduct needs analysis, the researchers distributed questionnaires to students and teacher/lecturers. For the students, the researchers distributed two kinds of questionnaires. The first is the questionnaire which asks the students to answer the questions based on ideal condition. There are five possible answers in the first questionnaire, they are: strongly agree, agree, undecided, disagree, strongly disagree. The second questionnaire asks the students to answer the questions based on fact (real condition). In the second questionnaire, there are only two possible answers, "yes or no". The two kinds of questionnaire were developed by the researchers and were distributed to students in order to know whether or not there was a gap between the ideal condition and the real condition (fact). The followings are the results of needs analysis:

Table 2. The results of needs analysis Qusetionnaire 1 (Ideal Condition)

NO.	STATEMENTS	OPTIONS					TOTAL (%)
		Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)	
1	Teaching materials of academic writing course should teach students to write a research paper.	26 (72%)	10 (28%)	-	-	-	36 (100%)
2	In teaching academic writing course, a teacher/lecturer should use a teaching technique which makes students easy to understand the materials.	31 (86%)	5 (14%)	-	-	-	36 (100%)
3	Teaching materials of academic writing course should give students enough	12 (33%)	22 (61%)	2 (6%)	-	-	36 (100%)

	proficiency in English education research.						
4	Teaching materials used in academic writing course should be appropriate with the students' level of writing skill.	32 (89%)	4 (11%)	-	-	-	36 (100%)
5	Topics discussed in academic writing course should be interrelated to research paper writing.	7 (20%)	23 (64%)	3 (8%)	3 (8%)	-	36 (100%)
6	Examples and exercises of academic writing course materials should be interrelated to the results of scientific article writing.	13 (36%)	19 (53%)	4 (11%)	-	-	36 (100%)
7	The results of English education researches should be used as main teaching resources in academic writing course.	9 (25%)	19 (53%)	3 (8%)	5 (14%)	-	36 (100%)
8	Materials about English education research should be taught to students and are integrated in teaching materials.	9 (25%)	19 (53%)	3 (8%)	5 (14%)	-	36 (100%)
9	Materials taken from the results of English education research should be used as main teaching resources in teaching academic writing.	10 (28%)	21 (58%)	1 (3%)	4 (11%)	-	36 (100%)
10	Materials taken from the results of English education research should be used by students as references in writing final project in university.	23 (64%)	13 (36%)	-	-	-	36 (100%)
11	Materials taken from the results of English education research should be used by students to help them developing their skill in academic writing.	22 (61%)	14 (39%)	-	-	-	36 (100%)
12	Materials taken from the results of English education research should be used as teaching and learning resources, and as a medium of dissemination.	13 (36%)	17 (47%)	2 (6%)	4 (11%)	-	36 (100%)
13	The report of English education research should be used as teaching & learning resources in academic writing to teach its 'genre', such as abstract, introduction, research problem, etc; and to learn the structure of research report.	10 (28%)	21 (58%)	1 (3%)	4 (11%)	-	36 (100%)
14	Students should use English education research report as a reference in learning the structure of research report.	9 (25%)	19 (53%)	3 (8%)	5 (14%)	-	36 (100%)
15	Teachers/lecturers should teach academic writing course to students through systematic steps, such as: pre-writing, writing, editing, and re-writing.	29 (81%)	7 (19%)	-	-	-	36 (100%)
16	In pre-writing stage, students should be asked to conduct a research (mini research) in group and are guided by the teachers/lecturers in order to get	31 (86%)	5 (14%)	-	-	-	36 (100%)

	materials in academic writing class.						
17	Teacher/lecturer should provide a model of teaching materials which could be used as a reference in writing English education research report and its examples.	12 (33%)	22 (61%)	2 (6%)	-	-	36 (100%)
18	In teaching academic writing course, the teacher/lecturer should provide a model of teaching materials with clear instruction in order to make the students easy to learn and understand what they should learn or do during teaching and learning process.	31 (86%)	5 (14%)	-	-	-	36 (100%)
19	The model of teaching materials should appropriate with the students' level or competency which should be achieved by the students (based on the curriculum or syllabus).	29 (81%)	7 (19%)	-	-	-	36 (100%)
20	The model of teaching materials should consider the following elements: level of difficulty, students' background knowledge, curriculum or syllabus (dealing with the competence that should be achieved by students), and practicality.	29 (81%)	7 (19%)	-	-	-	36 (100%)

From Table 2 above, it can be seen that there are ideal conditions that must be fulfilled in teaching academic writing course. There are 17 ideal conditions that should be fulfilled in teaching academic writing course in English Education Study Program of IKIP PGRI Bojonegoro, East Java, and those ideal conditions are also needed by students of the Study Program. Those conditions are as follows:

- a. Teaching materials of academic writing course should teach students to write a research paper.
- b. In teaching academic writing course, a teacher/lecturer should use a teaching technique which makes students easy to understand the materials.
- c. Teaching materials of academic writing course should give students enough proficiency in English education research.
- d. Teaching materials used in academic writing course should be appropriate with the students' level of writing skill.
- e. Topics discussed in academic writing course should be interrelated to research paper writing.
- f. Examples and exercises of academic writing course materials should be interrelated to the results of scientific article writing.
- g. The results of English education researches should be used as main teaching resources in academic writing course.
- h. Materials about English education research should be taught to students and are integrated in teaching materials.
- i. Materials taken from the results of English education research should be used by students as references in writing final project in university.
- j. Materials taken from the results of English education research should be used by students to help them developing their skill in academic writing.
- k. The report of English education research should be used as teaching & learning resources in academic writing to teach its 'genre', such as abstract, introduction, research problem, etc; and to learn the structure of research report.

- l. Students should use English education research report as a reference in learning the structure of research report.
- m. Teachers/lecturers should teach academic writing course to students through systematic steps, such as: pre-writing, writing, editing, and re-writing.
- n. In pre-writing stage, students should be asked to conduct a research (mini research) in group and are guided by the teachers/lecturers in order to get materials in academic writing class.
- o. In teaching academic writing course, the teacher/lecturer should provide a model of teaching materials with clear instruction in order to make the students easy to learn and understand what they should learn or do during teaching and learning process.
- p. The model of teaching materials should be appropriate with the students' level or competency which should be achieved by the students (based on the curriculum or syllabus).
- q. The model of teaching materials should consider the following elements: level of difficulty, students' background knowledge, curriculum or syllabus (dealing with the competence that should be achieved by students), and practicality.

Those ideal conditions above are still not in line with the real conditions/facts. Based on the second questionnaire, the following table presents the real conditions in teaching academic writing course:

Table 3. The results of needs analysis Questionnaire 2 (Real Condition/Fact)

NO.	STATEMENTS	OPTIONS		TOTAL (%)
		YES (%)	NO (%)	
1	Academic Writing course material already taught me to be able to write papers.	-	36 (100%)	36 (100%)
2	Academic Writing lecturer already delivered materials using techniques that are easy to understand by students.	9 (25%)	27 (75%)	36 (100%)
3	Academic Writing course material has given me the knowledge about the provision of English education research.	-	36 (100%)	36 (100%)
4	The material taught in the Academic Writing course is in conformity with the development of students' academic writing skills.	13 (36%)	23 (64%)	36 (100%)
5	Topics covered in the Academic Writing course have been related to the paper writing.	-	36 (100%)	36 (100%)
6	Examples and exercises of teaching materials in Academic Writing course have been related to the writing of the results of a scientific article (paper).	-	36 (100%)	36 (100%)
7	Results of the English language education research have been used as a primary source of teaching material in the Academic Writing course.	-	36 (100%)	36 (100%)
8	Students have been taught about the English education research materials that are integrated within the lecture material early on.	-	36 (100%)	36 (100%)
9	The material comes from the results of the English language education research has been used as teaching materials especially in writing skill materials.	-	36 (100%)	36 (100%)
10	Teaching materials drawn from the results of English educational research for Academic Writing course already equip students in preparation of the final project.	14 (39%)	22 (41%)	36 (100%)
11	Teaching materials sourced from the research results of English education have helped students develop academic writing skills.	-	36 (100%)	36 (100%)

				(100%)
12	Results of English language education research have been used as a source of teaching material, as well as a way to disseminate research results to the public.	-	36 (100%)	36 (100%)
13	Students are able to take a sample of research reports of English language education to be used as reference in the writing of scientific writing structure report.	11 (31%)	25 (49%)	36 (100%)
14	Students are taught to write the Academic Writing through coherent and correct process, ranging from pre-writing, writing, editing, and re-writing.	36 (100%)	-	36 (100%)
15	In the pre-writing activities, students are given the opportunity to do research (mini research) in groups led by lecturer as a scientific writing material in lectures.	-	36 (100%)	36 (100%)
16	Lecturer already provided a model of teaching materials that can be used as a reference in educational research report writing of English language with relevant examples.	-	36 (100%)	36 (100%)
17	Model of teaching materials provided by the lecturer had given clear instructions about what should be done by the students every stage in the learning activities.	-	36 (100%)	36 (100%)
18	Model of teaching materials are already adjusting to the ability or competence to be achieved in the level of students which have been formulated in the course curriculum (syllabus).	-	36 (100%)	36 (100%)
19	Model of teaching materials have noticed the following elements: the level of difficulty, the background knowledge of the students, curriculum or syllabus (dealing with the competence that should be achieved by students), as well as the practicalities.	17 (47%)	19 (53%)	36 (100%)

By comparing Tables 2 and 3 above, it is clearly seen that there is still a gap between “*what should be*” or the ideal condition and “*what is*” or the real conditions. The main gap is that there is still no model of research paper writing instructional materials that provides good teaching technique and that appropriates with the level of difficulty, students’ background knowledge, students’ competence that should be achieved based on curriculum, and practical instructional materials.

5.2 Documents Analysis

There were some documents that were analyzed by the researchers in order to get the comprehensive information dealing with the students’ needs. The documents were vision, mission, and purposes of English Education Study Program of IKIP PGRI Bojonegoro, the curriculum draft (syllabus of academic writing course), and the exiting textbook/s used in as teaching and learning resources in academic writing course.

The vision, mission, and purposes of English Education Study Program of IKIP PGRI Bojonegoro, East Java, Indonesia are as follows:

Vision:

The vision of English Education Study Program in 2019 is "English Education Study Program will be able to produce prospective teachers who have high competence in the field of English education, adaptive to the development of Science and Technology, have entrepreneurial insight and have good character based on Pancasila.

Mission:

- a. Providing effective education which is oriented to life skills to produce prospective English teachers who have high competence, good moral, and entrepreneurial insight;
- b. Carrying out research to support innovative education and English teaching and learning;
- c. Carrying out community service in the field of teaching and learning of English as the dissemination of research results; and

d. Strengthening public relations with various stakeholders.

Purposes:

- a. To produce graduates prospective English teachers who have high competence, adaptive to the development of science and technology, entrepreneurial-minded and have good character based on Pancasila;
- b. To produce graduates with 4-year study period and a minimum GPA of 3.25 and a waiting period of up to one year of work;
- c. To produce students who are able to win competitive scientific activities;
- d. To improve the quality and quantity of lecturer and students' academic work published at the local, national, and international journal;
- e. To improve the quality of community services that contribute to the development of English education; and
- f. To increase and memeperluas networking and public relations with various stakeholders.

The followings are the competences (learning objectives) that students should achieve at the end of academic writing course (Writing IV) in English Education Study Program of IKIP PGRI Bojonegoro:

- a. Students are able to write scientific writing in terms of journal article;
- b. Students are able to understand the structure of scientific work in terms of journal article;
- c. Students are able to find research topics and how to develop it;
- d. Students are able to create a strong and clear scientific writing (paper), with related transitions between sections and making inferences;
- e. Students are able to understand, avoid, and protect their written works from plagiarism action; and
- f. Students are able to develop ideas and thoughts through reading.

Based on the analyses done by the researchers (needs analysis and document analysis), it is clearly seen that there was a gap between the ideal condition in teaching and learning of academic writing course and the real condition (the implementation of teaching and learning of academic writing course). The curriculum is in line with vision, missions, and purposes of English Education Study Program and also the students' needs. However, the practice of teaching and learning of academic writing course still does not adjust those aspects.

6. Conclusions and Suggestions

In line with the findings and discussion above, it is concluded that the students' needs, curriculum, and the vision, missions, and purposes of English Education Study Program of IKIP PGRI Bojonegoro are in line. The Study Program wants to improve the quality of lecturers' and students' academic works published at the local, national, and/or international journal and so does the curriculum. The curriculum mandated the students to be able to write academic writing in terms of journal article. The results of needs analysis questionnaire also shows that students need to be taught how to write scientific writing since it will be the final project of the students at the end of their study in university. Unfortunately, in the implementation, the teacher/lecturer does not do what have been stated in the curriculum, even the purposes of English Education Study Program. In the implementation, the teacher/lecture merely uses the textbook which is available in the library. The book itself does not represent the students' needs and the curriculum (*the result of textbook analysis is not presented here*). The teacher/lecture never develops a model of teaching materials for academic writing course that is in line with students' needs and curriculum.

Based on the conclusion above, it is highly recommended that there will be a model of teaching materials of academic writing course that focuses on research paper writing which is appropriate with students' needs, curriculum, and also the purposes of English education Study Program of IKIP PGRI Bojonegoro, East Java, Indonesia.

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