A text-based learning model for college General English

Christina Eli Indriyani
Faculty of Education and Languages,
Atma Jaya Catholic University of Indonesia

Abstract

The fact that an English learning program is provided to equip college students with English skills poses several problems since every university, even every non-English department, likely has its own system. One solution is to provide an acceptable material that is arranged based on the language that needs to be acquired. In order to solve the problem of supporting the English learning process in college, this research aims to produce a learning model for the novice level, i.e. college general English. The general English course is needed to provide the students with college English before academic English. Thus, the problem discussed in this study is what is the acceptable product of the text-based college general English? The researcher employed ADDIE model for the instructional design. The researcher also adopted Borg's and Gall's R&D model as the research methodology. The final result was a course book named College Just Ahead. This book consists of five units, which has two or three sub-units in every unit. The result showed that the product was acceptable by the mean score above 4.00 out of 5. Therefore, when it is completed, the course is more transferable. The students and instructors more focus on the process of acquiring an English competence, so that the product is more valid and reliable.

Keywords: text-based learning, college, General English

Issues in EFL Materials

The expectation and demand for college students appear when English is considered important to support college students for their study and applying for a job. According to the information obtained in the preliminary interview, it was found that many graduates had a low ability in the English field so that they were less competitive in workplaces. Nevertheless, the fact that English learning program is provided to equip college students with English skill poses another problem since every university, even every major, likely has a different system. The problem is related to academic difficulties. Kannan (2009) conducted a study on India college students in learning English as a foreign language. Kannan found

that twelve years of school study do not guarantee students' mastery over English when they enter their college level. Although a bilingual method or other methods are adopted in language classes, students never meet the course's goals because the activities reduce the real language learning process. Moreover, college students learn English from the examination point of view only. This perspective prevails students that they are not able to achieve English mastery. In fact, learning English requires constant practice and patience.

Furthermore, the problem lays on the learning materials as crucial learning components. Richard and Rodgers (2001, p. 79) view materials as a way to influence the quality of classroom interaction and language use. Tomlinson (1998, p. 2) defines materials as any tools in the form of both audio-video and printed-no printed things to facilitate the language learning, not only restricted to course books. However, many universities perhaps have not had their own learning materials. Such problem occurs because of some condition. First, some universities might adopt the learning materials from the available books. Second, developing materials needs more time and considerations. Materials have to represent the goals of universities in forming qualified students, even it should be flexible and adjustable to different standardization. The last condition relates to the management. Conducting a program needs good management and adequate budget to support the process, including the qualified facilities and human resources.

Overcoming the college English problems, several studies in Indonesia have been conducted focusing on the learning strategy, developing a program, and particular skills. Hendriani (2013) conducted Research and Development which aimed at developing an appropriate model of learning strategy and finding out its effectiveness in improving the students' speaking skill. Then, Baskara (2014) provided a learning model for intensive reading at the university level. The designed model adapted e-learning which allows the teachers to adapt materials to students' needs and to connect with many web-resources so that the teachers may improve their creativity. Another study related to research and development is intended to design model of instructional vocabulary material through reading for college students (Nugraheni, 2014).

Different from the previous studies, this study is aimed to design and develop a text-based learning model for college general English. The text-based learning is defined as "a framework for language instruction" based on examples of a particular text or genre (Byram, 2004, p. 234). It means that language always happens as text, whether it is spoken or written, and not as isolated words and sentences. Texts can help conceptualize language as human resources for making meanings. Text-based learning enables learners to use the target language in ways familiar to them – with texts which are

authentic, purposeful, and functional. Furthermore, Tingting (2011, p. 7) stated that "text-based learning implies that learning target language can be done through reading texts, such as acquiring words' meaning and their typical language environment from texts". This idea is also supported by Mickan (2012, p. 21) who said that text-based instruction integrates spoken and written language as in natural language use. It is normal for people to combine reading and writing, just as listening and speaking occur together. He adds that "working with texts integrates the skills to take advantage of multisensory text experiences to enhance memorizing language." Since the study utilizes text-based learning, it does not mean that reading becomes the main skill to be improved, but the four skills are integrated. The text can be in form of receptive skills like reading and listening productive skills like speaking and writing, or its combination. Therefore, when using texts in learning and teaching, a text can be as a linguistic object, a vehicle for information and a stimulus for production.

Research Methodology

In order to provide the empirical truth discovery which would lead the researcher to present the practical model, the researcher used Educational Research & Development (R&D) method proposed by Walter R. Borg and Meredith Damien Gall (Dick, 2009), combined with ADDIE model. R&D was chosen because it was the based development model which was used to design a new product, in which the procedures were systematic and evaluated until they met the specific criteria of effectiveness and similar standard (Borg and Gall, 1983:772). Meanwhile, according to Braxton, Bronico, and Looms (2000), ADDIE model constitutes an instructional design which aims for a learner-centered so that effective learning can take place. This means that every component of the instruction is influenced by the learning outcomes, which have been determined after a thorough analysis of the learners' needs. Therefore, in this study, ADDIE model is an appropriate instructional design to design English learning material that emphasizes learner-centered. In conducting this study, the researcher considered seven of the ten steps of R&D method. The seven steps were research and information collecting, planning, developing the preliminary form of product, preliminary field testing, main product revision, main field testing, and final product revision. Under each step would be combined with ADDIE model which would provide detailed steps in designing instructional model. Rodgers (2002) develops ADDIE model into five phases, they are analysis, design, development, implementation, and evaluation.

In the first step of R&D cycle, the researcher conducted research and information collecting. The information were gained through literature study and needs analysis. Thus, the Analysis step was also done by conducting the interview and distributing the questionnaires. Some literatures related to the research field and documents related to the research target, such as syllabus and materials, were used as the references. Then, the interview and questionnaire distribution were conducted to find out the expectation of the learning process. Due to the time constraints, the needs were assumed based on the data gathered and data display. The researcher could draw the conclusion, including determining the context. The second step is Design, which refers to Planning in R&D cycle. After gaining adequate information in the previous step, the goal, objectives, topics, and activities were derived. The researcher made the template of the unit model which adopted the teaching and learning cycle (Feez and Joyce, 2002). As a result, the researcher could organize the topics and learning activities which just became the template. The next step was Development which covered the preliminary model. Organizing the subject contents was conducted and put into a syllabus containing the learning objectives, topics, activities, language function, time allocation, learning media, and sources. In this study, mixed-syllabus was utilized. The product was then developed based on the syllabus and the template of the learning model was provided as the basic to produce the acceptable model. Furthermore, the evaluation of the design was assigned to obtain qualitative evaluation of the product or expert judgement. The fourth step was Implementation. This belonged to the main field testing of R&D cycle. This step aimed to implement the revised product and to improve the learning model. The model was tried-out to one class in one English language course. Finally, Evaluation involved the main field testing and the final product revision. Summative evaluation was conducted to validate the product. The researcher distributed the questionnaires to the users and used the results to revise the product and to know whether the product was valid, reliable, and practical. The aim was to produce an acceptable – effective and efficient – text-based learning model for college general English.

This research aimed to design a text-based learning model for college general English, especially for college students who were in the novice level. In conducting this research, the participants were the targeted students and lecturers from a university in Yogyakarta. There were 133 students from non-English departments who joined English class, and 3 lecturers who taught English. In the pre-design research, the interview and questionnaire were used to collect the information of the needs analysis. To analyze the interview results, the recorded interviews were put into a transcript and coded. The information was classified and organized based on

the following fields of inquiry: characteristics of the students, intended skills, the teaching and learning activities, learning media, and evaluation phase. The questionnaire for need analysis was closed and open questions. All information was summarized in paragraphs to ease further interpretation. Then, in the post-design research, questionnaires were distributed to validate the product and to revise and improve the designed learning model. The questionnaire consisted of two parts; closed questions and open questions. The closed questions contained five points of choices to figure out respondents' degree of agreement based on Likert scale (Best and Kahn, 2006, p. 331). The results were calculated using descriptive statistics and interpreted.

Findings and discussion

This section further synthesizes the process of designing the learning model and the presentation of the learning model. There were five phases conducted as mentioned in the methodology. The initial step, Analysis, was on need analysis of how the conceptual model looked like. Literature study, interview, and questionnaire were used to gain the data. As the result of literature study, it showed that English for college students has to achieve the epistemic level, in which students are able to transform knowledge in a certain language (National Education Department, 2013). Hence, the four skills like reading, listening, speaking, and writing was integrated into the selected materials. The four skills were presented in form of texts since the text is fixed in social practices so the learning program focuses on college students' purposes for language use (Mickan, 2013, p. 22). Text constitutes a model that brings the utterance through reading and listening to assist the language production in speaking and listening. Therefore, this study emphasized text-based learning because it was concerned with what learners do with language and the whole texts in context (Feez and Joyce, 2002,p. 4). The essence is to determine what is going on in a context and how language is necessary to what is taking place.

Then, the results of the questionnaire as shown in Table 1 were also considered to analyze the needs in designing the materials. Items number 1 to 2 asked about the frequency of using English outside the class. Students often used English outside the class gained 3.20, meanwhile students sometimes used English outside the class gained 3.71. It meant the students were quite frequent in using English to communicate outside the class. Then, there were four items asked about the goal of students in learning English. The mean of those four statements gained more than 4.00. Students should be able to communicate in English in order to help them compete positively and build a connection with other people from different countries

Table 1
Needs Analysis Questionnaire Result

NO	STATEMENT	TOTAL SCORE	MEAN
1	I often use English outside class.	425	3,20
2	I sometimes use English outside class.	494	3,71
3	College students should be able to communicate in English.	550	4,14
4	Communicating in English helps college students to compete with other people.	588	4,42
5	Communicating in English helps college students to connect to other people globally.	605	4,55
6	Communicating in English helps college students to cooperate to other people globally.	604	4,54
7	I need to read English texts in my major.	590	4,44
8	I need to listen to presentation using English.	548	4,12
9	Speaking is important to communicate for college students.	607	4,56
10	Writing is important to communicate for college students.	593	4,46
11	Vocabulary is important in learning general English.	621	4,67
12	I have learned less than 500 vocabularies.	448	3,37
13	I have learned between 500 - 1500 vocabularies.	414	3,11
14	I have learned more than 1500 vocabularies.	378	2,84
15	Grammar is important in learning general English.	581	4,37
16	Expressions/gambits are important in learning general English.	585	4,40
17	Learning general English involves reading, writing, speaking, and listening.	612	4,60
18	Speaking practice helps college students to be able to communicate fluently.	611	4,59
19	Presentation helps college students to be able to communicate fluently.	561	4,22
20	Performing role-play helps college students to be able to communicate fluently.	559	4,20
21	Listening practice helps college students to be able to communicate fluently.	575	4,32
22	Writing practice helps college students to be able to communicate fluently.	577	4,34
23	Reading practice helps college students to be able to communicate fluently.	575	4,32
24	Discussion helps college students to be able to communicate fluently.	523	3,93
25	Weekly quiz is appropriate to college students.	498	3,74
26	Mid and final test are appropriate to college students.	510	3,83
27	Relating learning to the relevant real-life context helps students to communicate.	569	4,28
28	The text-types should be related to the students immediate needs.	552	4,15
29	The length of the text should be less than 500 words.	472	3,55

Items number 7 to 10 figured out students' interests during their study. Students were interested in learning speaking gained 4.56. Then, learning writing gained 4.46. Students were interested in reading English texts gained 4.44. They are strongly agreed that reading is important since they need to read English source books or journals. Students need to listen to presentation using English gained 4.12. It was still strongly agreed, but not became the major. Referring to the results, the learning model then should provide integrate skills of speaking, listening, reading, and writing in order to achieve the goals which the students expected. It is also one of the considerations for material development according to Graves (2000). Furthermore, considering the questionnaire results that are in accordance with the previous literature study, providing texts is also important to help the students learn English through the spoken or written texts. The students get more exposure which stimulates them to easily understand the context and content of the text (Dammaco, 2010). Therefore, written and spoken texts are necessary to be provided in the learning model and to cover the integrated skills.
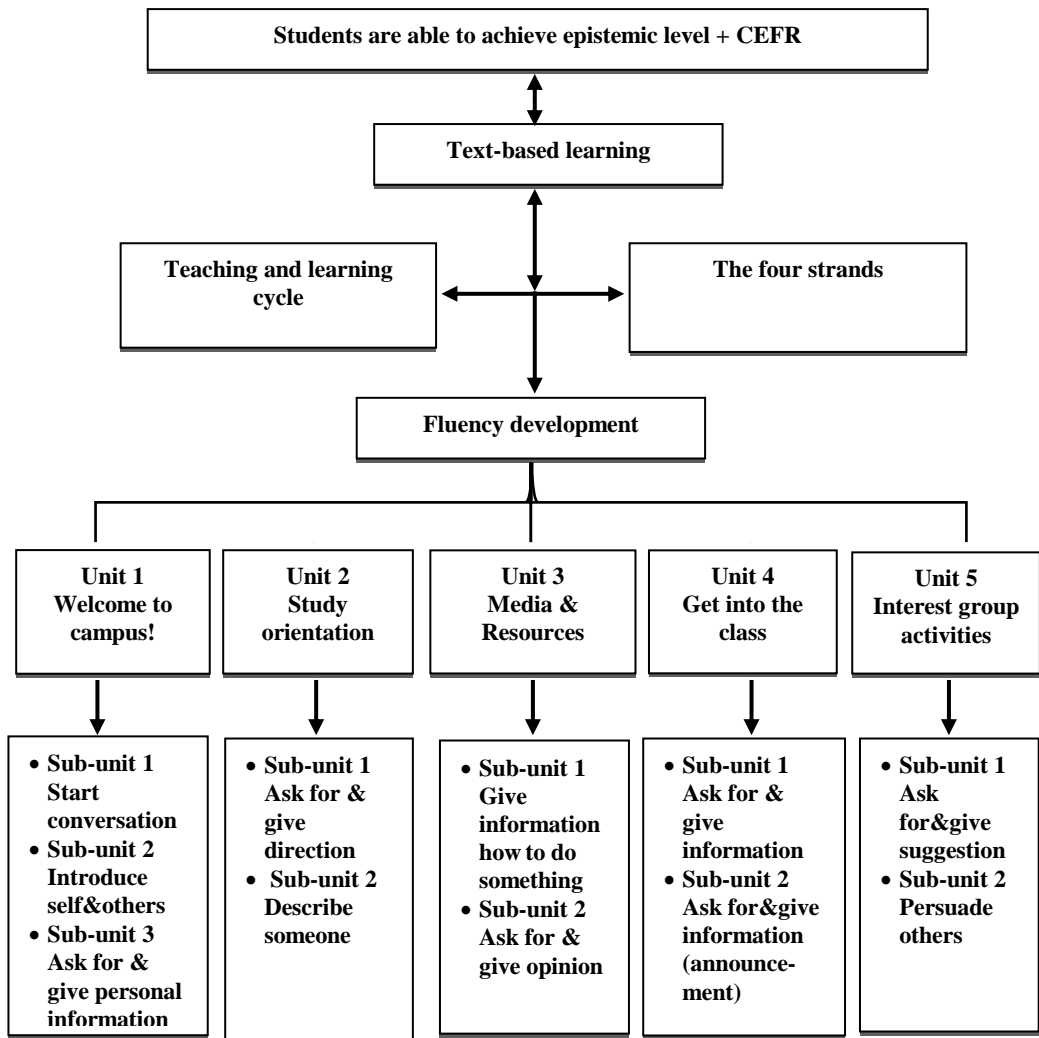
In addition, there were four items check the students' vocabulary mastery. Students strongly agreed that vocabulary is important to include in learning general English, which was showed by the mean score, 4.67. During the learning process, almost all students had not mastered more than 1500 vocabularies because the mean score is under the expected mean, i.e 2.84. Thus, it can be inferred that most students had learned less than 500 words during the general English class. Then, the students also strongly agreed that grammar and expressions are important to learn in general English class. It was proved by the mean score for learning grammar was 4.37 whereas the mean score of learning English expressions was 4.40. Therefore, those three language components; vocabulary, grammar, and expressions, would be considered in the designed learning model. This idea goes along with Graves' suggestions for material development. The target relevant aspects, such as grammar, language expressions, and vocabulary can be provided for the students to learn English, and help the researcher choose the appropriate texts (Graves, 2000).

The next items were used to find out what kind of learning activities that students need. The mean score of the idea that learning general English involves the four skills was 4.60, which meant that students strongly agreed that the four skills were integrated into the learning process. Then, there were some learning activities that students strongly agreed to provide in general English class, those were speaking practice (4.59), listening practice (4.32), writing practice (4.34), role-play (4.20), reading practice (4.32), and presentation (4.22). Meanwhile, the mean score for discussion was 3.93, which meant that activity was good to be provided in the class.

Based on the results in which the score range of every skill was from 4.10 to 4.60, the students needed to learn the four skills which were integrated and presented through activities, such as role-play, presentation, and discussion. This condition was in accordance with Far's statement, i.e. in general English class, the skills must be integrated because the learners have to be provisioned with reading, listening, speaking, and writing, although it is still on the surface (Far 2008). Then, the language learning involves many activities that influence the learning process. The combined activities should be considered because each activity has its portion. Consequently, language course should cover balanced activities. According to Nation (2007), balancing the learning activities is necessary, so that the researcher decided to include the four strands to describe a framework which sees the appropriate balance of opportunities for learning. The four strands became the basis for determining the learning activities which could be appropriate for the students.

After that, related to the assessment that could be provided, students agreed that quiz, mid-test, and final test are good to check their learning progress. The mean score for weekly quiz was 3.74, and the mean score for mid and final test was 3.83. Based on the previous result and the underlying theory in chapter two, formative and summative assessment should be provided in the learning process. Assessing learning in course design is influenced by four major purposes, they are assessing proficiency, diagnosing ability, assessing progress, and assessing achievement. Proficiency level of the students can be assessed in the pre or post courses (Bailey, 1998). During the learning process, pre, progress, and post assessments were better provided in order to identify and measure whether the goal could be achieved. Therefore, the assessments were given in form of pre-test, mid-term test, and final test. The last two items asked about the text provided in the learning material. The result aimed as the additional consideration to provide the texts. The students strongly agreed that the texts should relate to their immediate needs. It was proved by the mean score, 4.15. The length of the texts should be less then 500 words. From the results above, it can be inferred that students need 200-to-500-word texts which are related to aspects of study or life. In addition, the second part of the questionnaire was then used to derive the topics and detailed materials.

Figure 1
Conceptual Model of Material Design

Students are able to achieve epistemic level + CEFR

Text-based learning

Teaching and learning cycle	The four strands

Fluency development

Unit 1 Welcome to campus!	Unit 2 Study orientation	Unit 3 Media & Resources	Unit 4 Get into the class	Unit 5 Interest group activities
• Sub-unit 1 Start conversation • Sub-unit 2 Introduce self&others • Sub-unit 3 Ask for & give personal information	• Sub-unit 1 Ask for & give direction • Sub-unit 2 Describe someone	• Sub-unit 1 Give information how to do something • Sub-unit 2 Ask for & give opinion	• Sub-unit 1 Ask for & give information • Sub-unit 2 Ask for&give information (announce-ment)	• Sub-unit 1 Ask for&give suggestion • Sub-unit 2 Persuade others

The next phase was Design. After exploring more during the literature study, Common European Framework References (CEFR) was determined as the basis of the designed text-based learning material and the proficiency level of the learners. Since Indonesia has not provided official standard, the researcher employed CEFR in which college students should achieve more or less B1 (independent users). This idea was also in line with the interview result in which the respondents stated that the institution decided to use CEFR as the standard so that the level classification was clear. Then, to fulfill the requirement of the proficiency level and adjust the institution policy, the text-based learning material was designed for two-

credit program with 50 minutes for each credit. There were fifteen meetings including the tests for one semester. Then, the topics were selected from syllabus of general English course for non-English departments and adjusted with the results of the questionnaires. The conceptual model could be summarized as figure 1.

Regarding the contents of the syllabus, the researcher pondered all cognitive development of adolescents. Adolescents have attained the stage of formal operations which means that they are able to conceptualize an idea, understand cause and effect, imagine possibilities, hypothesize and apply principles of logic to situations never encountered before (Bastable and Dart, 2007, p. 22). These characteristics influence adolescents' language skills in which they can conceptualize and think abstractly. Thus, activities like peer or group work, discussion, role-play, and game, might be effectively put in the learning process. In addition, the cognitive development also touched the kind of genres which were selected. The selected texts control a set of communicative purposes within certain social situations and have structural features (Kay and Dudley-Evans, 1998, p. 309). Therefore, this study did not emphasize particular skill but tried to make it integrated.

After constructing the conceptual model, the researcher answered the research question, i.e. what the acceptable product of college general English is. This phase belonged to Development phase. The blueprint of the product was presented in the syllabus. Then, the design of the product should also refer to some underlying theories. In this field, the teaching-learning cycle (Feez and Joyce, 2000) and the four strands (Nation, 2007) were employed to make systematic contents. Both were combined because the skills which were going to be learned by the students had to be integrated with the learning activities. The four strands were needed to balance the learning activities. Nation (2007) said that the receptive skills and productive skills should be put in equal portion which see the appropriate balance of opportunities for learning. The meaning-focused input, which could be provided in listening and reading activities, built students' knowledge and bridged the gap between what they have already known and what they are going to know. Moreover, learning the vocabulary, grammar, and language expressions deliberately was necessary to be provided in the learning process, although the portion was not dominant. Finally, the meaning-focused output could be achieved when the learners enable to convey the message by using spoken or written language. In conclusion, the designed model adopted teaching-learning cycle in developing the units and the four strands in determining the activities.

In developing the template product, the researcher reflected Feez and Joyce (2002) stages of the teaching-learning cycle. Each unit consisted

of four stages which the teacher and students went through so that the students gradually gained independent control of a particular text-type. The first part was called 'What do you know?' which represented the first cycle, i.e. building the context. This stage constituted the introduction in which the social context of the text-type was introduced. The authentic model like text or picture with text was provided so that the students were able to explore features of the general cultural context. Besides, vocabulary building became one of the options for the activity to measure how far the students had known the material. The context of situation could also be recognized by investigating the registers of the text-type, those were field, tenor, and channel. The interaction occurred between the teacher and the whole class.

Then, modeling and deconstructing the texts became the whilst activity in which the learners gained the text features. It was so called 'Let's find out'. The students got the model with examples of the spoken or written texts. Combining the second stage of teaching and learning cycle (Feez and Joyce, 2002) and the meaning-focused input (Nation, 2007), the researcher provided the learning activities, such as reading a text, listening to a conversation, and finding the meaning of vocabulary based on the context. Then, the text was deconstructed to identify the social function, language expressions, and language features. Like the first stage, the interaction occurred between the teacher and the whole class.

The third part was 'Let's practice'. It reflected the third stage of teaching and learning cycle, joint construction (Feez and Joyce, 2002) and began to focus on the meaning-focused output (Nation, 2007). Thus, speaking and writing were the examples of the learning activities. The students worked in pairs or groups to construct a text with the teacher's guidance. The students deserved any assistance from their peers and teacher. In this stage, the teacher began gradually to reduce the contribution to the text construction in order to let students got closer to control the text independently. There were also interactions happened at this stage, those were teacher-student and student-student.

Finally, as Feez and Joyce (2002) proposed the learning cycle, the last part gave chance for the students to produce texts on their own. Thus, it was so called 'Express yourself". The students should have been able to work independently with the text. The examples of the learning activities were presentations, role-plays or conversations, discussions, writing texts to persuade other people, and writing opinion or suggestion. This step aimed to show the students' performances. The performance than would be used for achievement assessment. The students were also expected to relate what they had learned to other texts in the similar or different contexts. The interaction was between student and student, and teacher and student. However, the role of the teacher was limited only to give feedback.

Table 2
Result of expert validation

Item	Statements	Total score	Mean
validity			
1.	The learning objectives are achievable.	13	4,33
2.	The material is appropriate for adolescents.	14	4,67
3.	The content is current.	14	4,67
4.	The content is relevant to the needs of the college students.	13	4,33
5.	The content is accurate.	10	3,33
7.	The materials present opportunities for text-based learning.	12	4,00
8.	The materials present options for meeting individual needs.	11	3,67
9.	The materials satisfy the various teaching and learning styles.	12	4,00
10.	The materials can be adapted to meet the needs of the targeted group.	13	4,33
11.	The content reflects current and accepted methodology.	11	3,67
13.	The materials present information in appealing ways.	12	4,00
14.	The materials provide flexibility in its use.	12	4,00
15.	The materials support self-directed learning.	12	4,00
16.	The instructions are clear and easy to comprehend.	12	4,00
17.	The layout is clear and well designed.	12	4,00
18.	The fonts are legible.	14	4,67
19.	The type of colour and fonts are appropriate.	14	4,67
20.	The audio is clear.	13	4,33
		Subtotal Mean	4,15
Practicality			
6.	The flow from unit to unit is systematically organized.	11	3,67
12.	The competencies and tasks are easily identified.	13	4,33
		Subtotal Mean	4,00

In order to check the product acceptability, the text-based learning materials were implemented, and the validity and reliability of the learning materials were measured. This phase was so-called Implementation and Evaluation. The validity of the product was intended to be considered both theoretically and empirically. Theoretically, some criteria, proposed by Graves (2000), were employed in this study to underlie the needs analysis. Then, it also addressed how the learning materials were evaluated. For instance, whether the objectives appropriate and achievable, whether students really need the materials, whether the flow from unit to unit is good, whether the users are satisfied, and so on. Empirically, the researcher utilized questionnaires to attain data that supported the evidence. The first questionnaire was for expert validation, in which three lecturers were asked

to evaluate the designed learning model. The second questionnaires were distributed to the students, as user validation, after they used the book and experienced the learning activities for several meetings. The result is shown in Table 2.

In the expert validation, it was shown that the mean of the validity was 4,15 which meant very good. Almost all aspects in the validity reached the score 4,00 or more. It meant the evidences of how well the learning model was obviously supported by some criteria like the construct, content and face validity. The construct validity can be seen from the learning goal. The clarity of the learning objectives reached 4,33 which meant very good. Then, the average mean of the relevance of the learning materials with the needs was more than 4,00. It showed that the contents of the learning materials were appropriate to the students' needs and based on the underlying theories. Thus, the contents were able to help students achieve the proficiency level they should equip with and motivated students in learning English. The face validity gained high score with the average mean 4,67. The layout and the materials were well-designed and organized with clear tasks and instructions. Nevertheless, there were some aspects whose mean score was less than 4,00. The accuracy of the content gained 3,33 which meant fair. The content accuracy needed to be improved based on the suggestions from the experts. Furthermore, the meet of individual needs and the acceptance of the learning methods had score 3,67. It meant that the researcher needed to explore more related to the learning methods and improved some instructions. In other words, some aspects that had lower point needed minor revision. Therefore, since almost all aspect could be well fulfilled, the conceptual model and the designed product were acceptable.

The practicality of the product could be seen from the sequence of the activities. The flow from unit to unit was systematically organized. The mean showed 3,67 which meant good. In addition, the tasks were easily identified. The mean gained 4,33. The units were arranged based on the allocated time and it was not time-consuming. It was adjusted to the credits or the amount of the meetings provided in one semester. Furthermore, the activities did not need much media or facilities in the class. The media were commonly available in the classroom. In conclusion, the learning process would not cost much. In addition to the results of the questionnaire, all respondents agreed that the learning model offered the elaboration of the four language skills that could be presented into variations of classroom activities targeted upon choices of goals a teacher would like to obtain. The designed materials provided balance language input and output. Hence, the respondents stated that the product was very useful for college students,

especially freshmen because each unit contained lessons related to campus life, which were real and contextual.

Table 3
Results of users validation

Item	Statements	Total Score	Mean
Construct validity			
1.	I understand the learning goal in every meeting.	90	4,29
		Mean	4,29
Content validity			
2.	The materials in the course book are suitable for my needs on learning English.	93	4,43
3.	The materials support me to practice reading.	97	4,62
4.	The materials support me to practice writing.	94	4,48
5.	The materials support me to practice listening.	92	4,38
6.	The materials support me to practice speaking.	95	4,52
7.	The topics are interesting.	93	4,43
8.	The materials are relevant to the topics.	92	4,38
10.	The activities are various.	92	4,38
11.	The activities encourage me to participate.	92	4,38
		Mean	4,44
Face validity			
13.	The instructions are clear and easy to comprehend.	88	4,19
14.	The layout is clear and well designed.	87	4,14
15.	The fonts are legible.	92	4,38
16.	The type of colour and fonts are appropriate.	89	4,24
17.	The audio is clear.	86	4,10
		Mean	4,21
Reliability			
12.	The course book can be used in any majors.	85	4,05
Practicality			
9.	The materials are arranged systematically, from the easiest one to more difficult one.	89	4,24

After the implementation and the users validation, the researcher could gain some feedback. The first part of the questionnaire showed the validity, reliability, and practicality of the designed product. The validity was classified into three parts, construct, content, and face validity. The mean score of the construct validity was 4,29. It was considered very good, so the students were able to understand the learning objectives in every meeting. Then, the mean score of content validity gained 4,44. It showed that the materials responded to the needs on learning English. The materials were also relevant to what students were going to learn, especially the four skills (reading, writing, listening, and speaking). Instead of the four skills

which were integrated, the materials provided relevant and interesting topics which were closely related to college life. Moreover, the activities were various so that the students were encouraged to participate. Furthermore, the mean score of face validity was 4,21. It meant the students' impressions toward the course book were very good. The product actually looked English course book with good and clear layout. It could be concluded that the product was acceptable.

The reliability was also important to be measured. Here, the students were asked whether the course book could be used in any majors or not. The mean score was 4,05. It meant students agreed that the product could be used by every student with different major because the materials were still general. Further result talked about the practicality of the product. The mean score gained 4,24. It meant very good. Practicality showed that the materials were systematically arranged. A good arrangement made the course was not time-consuming and did not cost much. The other important thing was that the program could be conducted even with minimum facilities because the materials utilized any media that were easily found. From the result above, it could be concluded that the product was acceptable.

The second part of the questionnaire helped the researcher to measure how the utility of the designed product was. Although the researcher only tried-out one unit of the course book, the students were given a chance to take a look at the whole parts of the coursebook before they wrote their comments and suggestions. Almost all students agreed that they would like to use the course book *College Just Ahead* because of some reasons. First, the book couraged students to improve the four skills, especially because the topics were interesting and really supported students in learning English. Second, the materials started from the easiest one to the more difficult. Students felt that it could help them learn English from basic and gradually increase. Third, the materials were appropriate to college life. On the other hand, students gave suggestions related to the materials. The font should be more clear and the sound in the recordings should be clear as well.

Another finding that confirmed the designed product was reliability showed that the product had the same result though it was used in different conditions like what semester and intensive or regular program. Thus, the final product was one book designed for one semester. The book contained syllabus including the detailed activities and the materials. Considering that there were fifteen meetings in one semester, the materials consisted of 5 units with 2 or 3 sub-units in each unit. Every sub-unit might be conducted for one meeting.

In designing the template, the researcher reflected Feez and Joyce (2002) text-based syllabus design. Each unit consisted of four stages which

the teacher and students went through so that students gradually gained independent control of a particular text-type. The first part was called 'What did you know?' which represented the first cycle, i.e. building the context. Then, modelling and deconstructing the texts became the whilst activity in which the learners gained the text features. It was so called 'Let's find out'. The third part was 'Let's practice'. In this stage, students work in pairs or groups to construct a text with the teacher's guidance. Finally, as Feez and Joyce proposed the learning cycle, the last two parts gave chance for the students to produce texts on their own. Thus, it was so called 'Express yourself'. The content was described in figure 2 below.

Figure 2
The unit contents of the iconic model
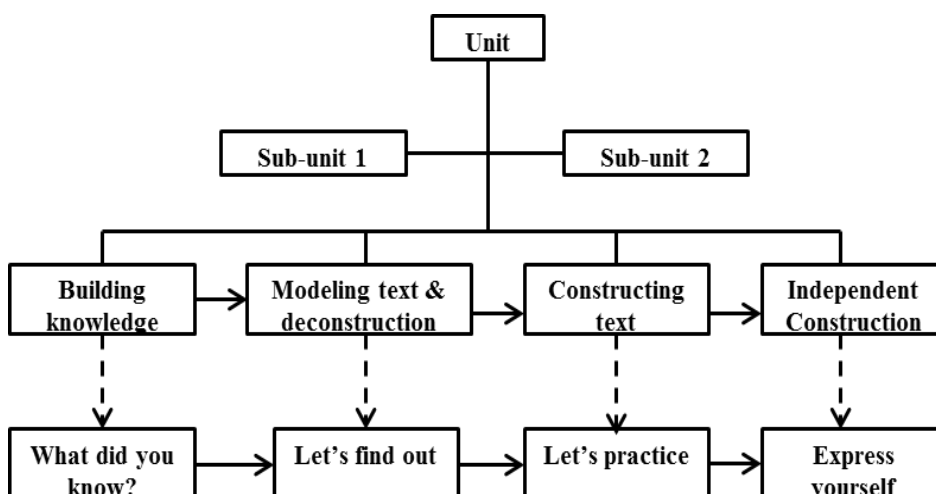
In addition, to support the four stages provided in the unit, the four strands proposed by Nation (2007) were chosen so that the four skills could be provided in balanced portion. The activities focused on the input (reading and listening) and output (speaking and writing). However, the deliberate learning was still involved in one of the activities. Hence, the students were expected to be fluent in the four skills and be able to receive and convey a message.

The assessment for this learning model was provided in two ways, those were progressive and summative assessments (Brown, 2003). At the beginning of the course, a pre-test was provided to quantify the knowledge attained by the students with different learning styles and educational backgrounds. The progressive assessment was presented in form of review

in each meeting and two progress tests. The review was aimed to recall what students have learned previously and connected to the new topic. This also enabled to check students' comprehension of the integrated skills. Progress test also helped the teacher monitor the students during the learning process and reflect the way of teaching. In addition, the final test was provided as the summative assessment which determined whether the students achieve the goals or not.

Closing Remarks

The learning model was undergone series of steps and revisions to produce a good model. The product was also assessed and verified with experts and students in order to know that the conceptual model and iconic model were valid, reliable, and practical. The last step was the researcher revised the product based on the comments and suggestions from the experts and users. Improvement is conducted to present the final acceptable product. The results showed that the mean of each aspect of validity, reliability, and practicality reached more than 4,00. It meant that the product well-developed. Moreover, it was also proved by positive comments from the users. Therefore, the text-based learning model for college general English was theoretically and practically acceptable.

The author

Christina Eli Indriyani is a lecturer of the English Education Study Program, Faculty of Education and Language, Atma Jaya Catholic University of Indonesia. She received her BA in English Language Education from *Sanata Dharma* University and an MA in English education from the English Studies Magister Program of *Sanata Dharma* University. Her research interests are teaching and learning material design, learning methodology, and language assessment.

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