

Macro Curriculum Analysis on Writing for Professional Context Standardized by CEFR based on the Characteristic of Pekalongan the World Creative City

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Abstract

English learning should follow standardization to show its framework competence. One of them is Common European Framework References (CEFR). Writing for professional context subject is equal with B1 and C2 on assessment grid. This study was aimed in analyzing the need to develop teaching materials of Writing for professional context which was based on CEFR standard and contextualized by Pekalongan characteristic as the World Creative city. The research method which was implemented was descriptive analysis. The subjects of this research were the head of English Department, the writing lecturer, and the second term students of English Department. The instrument of this research was questionnaire. The result showed lecturer's performance in teaching writing for professional context. Based on the students' perception, they had high interest on this subject. Meanwhile, for the questionnaire of need analysis developing electronic module, it was open question; all of the students gave positive response. They stated that E-module offers easiness for them, it can be read everywhere and anywhere. It will support the students to learn independently. In addition, it is very effective, efficient and paperless. In addition the content of E-module was agreed for having its own characteristic which raises local wisdom. Therefore, it can be contextualized with the characteristic of Pekalongan the world creative city to the content development of writing material, especially text types.

Keywords: Macro Curriculum, CEFR, E-module, World Creative City

Abstrak

Pembelajaran Bahasa seharusnya mengikuti standarisasi kerangka kompetensi. Salah satunya adalah *Common European Framework References (CEFR)*. Mata kuliah Writing for professional context setara dengan B1 dan C2 pada kisi-kisi penilaian. Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan bahan ajar mata kuliah writing for professional context berdasarkan standard CEFR and dikontekstualisasikan dengan karakteristik Pekalongan Kota Kretaif Dunia. Penelitian ini menggunakan metode deskriptif analisis. Subjek penelitian ini adalah ketua program studi pendidikan Bahasa Inggris Universitas Pekalongan, dosen pengampu mata kuliah, dan mahasiswa semester 2. Instrument penelitian ini berupa angket. Hasil penelitian menunjukkan performa dosen pada pembelajaran mata kuliah Writing for professional context. Berdasarkan perspektif mahasiswa, mereka mempunyai ketertarikan yang tinggi pada mata kuliah ini. Sementara itu, untuk angket analisis kebutuhan elektronik modul, merupakan pertanyaan terbuka; semua mahasiswa memberikan respon positif. Mereka menyatakan bahwa e-modul menawarkan kemudahan untuk mereka Karen dapat dibaca dimana saja dan kapan saja. Modul tersebut

akan mendukung mahasiswa untuk belajar mandiri. Selain itu, e-modul sangat efektif, efisien, dan mengurangi penggunaan kertas. Isi dari e-modul disepakati untuk mempunyai karakter tersendiri yang mengangkat kearifan lokal. Oleh karena itu, dapat dikontekstualisasikan dengan karakter Pekalongan sebagai kota kreatif dunia pada pengembangan materi menulis, khususnya *text types*.

Kata kunci: *Macro kurikulum, CEFR, E-modul, Kota Kreatif Dunia*

INTRODUCTION

Macro curriculum analysis was needed to get the information about the need of developing the standard of learning content. *Kurikulum Kerangka Kualifikasi Nasional Indonesia* (Indonesian National Qualification Framework Curriculum), usually abbreviated into KKNi curriculum offers opportunity to the departments to develop adaptive teaching learning process based on era development. English Department of Pekalongan University has implemented KKNi curriculum since 2015 included developing language proficiency, literature, and pedagogy (KPT PBI, 2018). Writing for Professional Context as part of language proficiency has urgent role since it taught about writing text types which is suitable to their graduate outcome.

The outcome profile as teacher attributively demand writing competence based on the framework of English competence, one of them is writing text types, and those texts can be developed autonomously by the education units. The development of Writing for Professional Context has the scope on fulfilling Common European Framework References (CEFR) and the aspect of Pekalongan local wisdom which is recognized by UNESCO as the World Creative City. This standard was used as the parameter of macro curriculum need analysis which has global vision without leaving local wisdom.

Writing is one of language skills, they are listening, speaking, reading, and writing. Writing is like speaking to others which is

done on pieces of paper or computer screen. The level of writing is taught from general communication, professional context, and academic purposes which is determined by the department in composing curriculum. The reference gradation is based on the assessment grid of CEFR which is oriented on daily communication, professional context and academic context (a handbook of CEFR: 2018: 23). The competence of writing for professional context subject is identical to the work field as English teacher, on the secondary level one of the focus in mastering the material is text types.

Writing process is done including 6 steps (Meyer, 2005:3), they are: 1) exploring idea, 2) pre-writing, 3) organizing, 4) writing first draft, 5) revising the draft, 6) producing final copy. The first process—exploring idea, it is aimed to explore the ideas from the developed issues which is contextualized into texts. The second process—pre-writing, it involves writing thoughts on paper or on computer, it can be done in relax; write quickly without considering grammar, exact word choice, spelling, or punctuation. The third step is organizing; this process involves selecting, subtracting, and adding ideas, then outlining them. The fourth process is write the first draft, in this step, do not worry about being perfect, write fast as if it is speaking to the readers. The fifth step is Revise the draft—it is paid attention on the unity and coherence of the text, the social function and generic structure need to be checked and revise if it is not suitable. The last step is producing final copy, it involves

editing and proofreading. Checking the grammar, diction, punctuation, and mechanic of the text, before it is printed, proofreading is needed to do.

Common European Framework of Reference for Language (CEFR) is a standard which is internationally recognized to describe language proficiency. CEFR is recognized in Europe and now expanded to the world. CEFR is implemented broadly in language teaching in Europe, both in public and private sector or education. In many countries, CEFR has substituted the system of level determination which is previously used in foreign language teaching. Most of the education ministry in Europe set the goal based on CEFR which is clearly for all of students who are graduated from secondary school, for example B2 is for the first foreign language and B1 is for the second foreign language. For many job seekers in Europe, they are required to do language proficiency test as TOEIC. The implementation of CEFR out of Europe is more limited, although some countries in Asia and Latin America has implemented in their education system (www.cefr.eu).

UNESCO assigned a number of creative city indicators which have to be completed by the city. All of the cities that fulfil the indicators will take place as member of UNESCO Creative Cities Network (UCCN). According to Mission Statement Bologna Creative Cities Meeting, this Creative Cities Network was aimed to reinforce the creation, production, distribution, consuming goods and culture service in local level (unesco.un.org). In addition, it also promoting the creativity of women and youths, increasing the access and participation of culture existence as well as consuming their own cultural goods; it is integrated the culture and creative industry into local development planning (Budiharjo, 2004: 66).

METHODOLOGY

The research method which was implemented was descriptive analysis. According to Sugiono (2009: 29), descriptive analysis is a method to describe or give the description of the object which is investigated through data or sample that has collected naturally without doing analysis and take the conclusion applicably. The subjects of this research were the head of Pekalongan University English Department, lecturer of Writing for Professional Context, and the second term students of Pekalongan University English Department. Those became the key informants in analyzing macro curriculum of this subject, besides there was observation and analyzing curriculum based on CEFR grid and its relevancy to Pekalongan as the world creative city. Data collection was conducted by observation, it was done to observe and analyze the situation of Pekalongan as the world creative city. The second instrument was questionnaire which was distributed to the subject of the study to get the relevant information based on the instrument blueprint. The data that were got then analyzed descriptively both primary and secondary data.

FINDING(S) AND DISCUSSION

This analysis was in the form of descriptive qualitative in the macro curriculum analysis; there were four aspects as below:

A. The Use of English Standard Framework Qualification

In macro scale, curriculum development of the subject paid attention to the standard. English Department has framework qualification, it is KKNI as normative standard and CEFR as the learning content standard. Both of them has to be used as obedience of developing up to date curriculum. Writing for professional

context tried to start the implementation of standard as writing standard although it was done partially. The control of the implementation was weak since there was no quality assurance in the level of department to control conformity of the lecturers, students, and staffs to fulfil the quality standard of teaching learning process: in RPS (syllabus) it is mentioned the duration of teaching learning process, structured assignments, and references. The level of its implementation needs transparency. The absence of this quality control influences the sustainability of KKNi curriculum implementation. The level of lecturer's performance can be analyzed using group of knowledge approach and the policy of team teaching in the level of English Department. Language group knowledge is the centre of understanding English linguistics, the competence of listening, speaking, reading, and writing is crucial because it is need to be standardized, that is framework reference. English Department has not determined the standard policy of English proficiency. The lecturer also follows it, but based on the references are good. It is very urgent to be standardized because it influences to the literature and pedagogy. Pedagogy is related to the English teaching referring to the rule of education and culture ministry. English subject of SMP (junior high school) and SMA/SMK (Senior High School) are on the level A1 CEFR on English language. This level was Basic English as the starter of learning English for foreign speakers. The policy in Indonesia places English as the main foreign language makes the stakeholder uses CEFR as the standard of English.

B. The Practice of Writing for Professional Context Planning and CEFR analysis

Ideally, English Department of Pekalongan University needs to do bench-marking from the others English Department in

developing learning content standard. The learning outcome of a course was synchronized to the course description so that it is measurable. The implementation of writing for professional context paid attention to the learning outcome competence. Text types writing represents English subject in SMP and SMA. Writing proficiency was determined by teacher's competence in contextualizing the material, the variation and interesting of the text was determined from it. The fulfilment of lecture standard referred to the written skill standard based on CEFR. This cross analyses showed lecturer performance in teaching Writing for Professional Context. The first aspect of this standard is Language Context; there are 4 elements, they are domain, situation, condition & constrain, learners/ mental context. Domain element is learning material of the subject or in KKNi it is called as course description. Situation element is situational content of the text which came from the policy of English subject in SMP and SMA. The third element is condition & constrain, it is limiting the learning content to be related to the culture and not out off the context of English Department vision. The last element is learning context, it was related to the condition of students in learning.

In this point, the lecturer has paid attention to those four sub points. Course description is identical to the domain which is written based on the professionalism and writing competence after graduated, it is oriented to the text types in the basic competence of English subject. The second point is communication themes, the themes determination is very crucial in text types teaching; theme division was aimed to the scope of learning material and the text contextual. The lecturer determined the themes of the text based on its social function and paid attention to the up to date issues and the local wisdom. The third

point is communication task & purposes, the determination of the assignment was identical to the learning objective. The lecturer gave the indicators of text types through the various activities and tasks.

The fourth point is communicative language activities & strategies in Writing for Professional Context, the element is close to teaching strategy which was chosen in transferring the material. There were three main activities, they were written production, interactive, and mediating. Those three processes showed the comprehensive teaching learning activities. The result of questionnaire showed that the lecturer implemented the strategy in teaching learning process.

The fifth point is communicative language process, the teaching learning of writing based on CEFR has six steps, they were planning, executing, monitoring, practical action, paralinguistic behaviour, and paratextual features. The steps which have not accommodated systematically were paralinguistic behaviour and paratextual features. The limited time is one of the problems since there are many text types that have to be learned.

The sixth point is text, with the sub point media and genre/text types. The materials which were taught are the text types which were breakdown from the teaching materials in RPS (Syllabus). Then, it was designed into learning material and completed with structured tasks. Media which were used were digital media such as YouTube.

C. Students' Perception on Writing for Professional Context Subject and The Need of E-Module

Based on the students' perception, they had high interest on Writing for Professional Context subject based on

some considerations. First, writing proficiency became basic learning in elementary and secondary level. Second, the effective learning of English through writing has big influence in understanding grammar and writing technique. The students did observation to the teaching learning process and gave suggestion to the need in improving the competence.

Students learning experience consisted of planning, acting, and evaluating. In the planning stage, the lecturers socialize the learning outcome, course description, and evaluation system in the first meeting of the semester as lecture agreement. The students appreciated to the clearness of lecturer's explanation, all of the preparation were discussed. The second step was acting or teaching learning process, that was the explanation of learning objectives and indicators references, learning activities, and structures assignments. The students gave good perception to the learning activities which was systematically done. The third step is evaluation. As a language proficiency subject, writing for professional context has enough target with formative and summative assessment. The students gave good perception for several reasons; formative assessment was given to know the competence of every learning objectives which is the form of weekly assignments and the Mid-term test evaluation. Second, summative assessment was really implemented to evaluate cognitive, attitude and psychomotor aspect. For the psychomotor aspect was guided in order that the students produce original text based on their ideas, the text was published in their weblog.

The students need adaptive learning as a response of technology advancement. Writing for Professional Context module is needed in order that they have learning instructional from the beginning until the end of semester. The activities were

instructed clearly and completed with learning material. The availability of learning set was absolutely needed by the students since writing competence is technique and detail. The right choice was a module. The instrument of questionnaire was composed based on the theories of developing module. Since there was mayor answer, it means the need of writing module was urgent. From the result of questionnaire, it was found out that the students need to know CPMK (Learning outcome) and Sub-cpmk (Learning objectives). The students were guided to know the indicators and the evaluation of every learning material and the form of evaluation. The learning substance or main materials became crucial aspect since it organized learning content and the learning steps. The writing of a module, instructionally permitted if there was answer key, however, almost 65 % of the students stated that answer key is not needed if the instructions were clear enough.

The questionnaire of need analysis is developing e-module consist of open question which is focused on the question on the need of e module. All of the students gave positive response. Electronic Module will give easiness for the students, instructionally it can be read everywhere and anywhere. It will support the students to learn independently. In addition, it is very effective, efficient and paperless.

D. Contextualizing the Text Types of Writing for Professional Context with the issue of Pekalongan the World Creative City

Every text has its own cultural background and social background which represents writer's thought. Contextual relevancy of writing subject is very crucial to arouse students' imagination in writing. When a teacher taught how to write, the students imagination will be the idea which is

written in a text. Pekalongan has a national identity as the World Creative city which was declared by UNESCO in 2014. The teaching learning process should have its own characteristic which raises local wisdom, moreover, the issue of Pekalongan Creative city is a universal issue and it is able to reach all off the societies out. The characteristic of the World creative city was really observed and investigated by the experts from 7 countries, objectively Pekalongan was chosen as one of them.

Then it can be contextualized between the characteristic of Pekalongan the world creative city to the content development of writing material.

Table1. Cross-reference text

No	Text Types	Titles	Indicator of Creative City
1	Recount	Celebrating Syawalan Tradition	The base of creative and tradition of the city
2	Narrative	History of Pekalongan	City History
3	Report	Batiks	Creative art, culture, and industry
4	Descriptive	Pekalongan University—UNIKAL	The existence of high collage institution
5	Procedure	How to Make Tauto	The dynamic of culture and culinary
6	Explanation	Why Pekalongan called as the World Creative City	The Role of creative city
7	News Item	Nusantara Batik Week Conserved Local Wisdom	Art and Culture Festival in Broad Scope
8	Analytical Exposition	Drop out Students should be Prevented	Professional Role of non governmental organization
9	Hortatory Exposition	Environment Awareness should be	Society education of Creative city

		Improved	
10	Discussion	Pros and Cons of Tiban Market	Economy and dynamic of culture

The titles of the text which were chose have close relationship with the indicators of creative city which has been determined by UNESCO. The ten text titles were fulfil the indicators, although not all of them are mentioned. Contextualizing text is common to be done by lecturers or education institution to introduce the culture and the character of societies, and the texts which are provided have universal value. The texts are long and they cover explicit and implicit information which can improve students' critical thinking. Therefore, they will think analytically in reading the texts.

CONCLUSION(S)

Every subject should be contextualized to the condition and characteristic on learning environment, in high education it is emphasized on transformative knowledge, that is implementing knowledge by going deep into knowledge textually related to the society's present condition. This research tried to response it, Writing for professional context was analyzed from its standard both which was implemented in English Department of UNIKAL institutionally, and CEFR as reference. In addition, it was contextualized with the learning environment—Pekalongan the world creative city.

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