
Developing Teaching Materials of CCU Course by Applying Graves' Framework

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KEYWORDS

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ABSTRACT

This R&D research was done as a continuation of the previous research entitled 'The Proposed Restructured Lesson Plan of CCU Course Taught to Students of D3 English Program'. Ideally, to develop teaching materials, the lesson plan of the related course must be made. Based on the result of the mentioned research – a lesson plan – this qualitative research was conducted. The researcher herself was the primary instrument and conducted library research. To fully develop the teaching materials, the researcher applied Graves' framework of components of the course development process. The research resulted in ten units of teaching materials, which include topics such as verbal and non-verbal communication, polite customs, spatial differences, and life values. In short, hopefully, the lesson plan and teaching materials that have been developed will be fruitful for other lecturers and be able to be used as a reference as well.

INTRODUCTION

Cross Culture Understanding or CCU course is a compulsory course taught to the fifth-semester students of the D3 English Program, University of Merdeka Malang. It is a must for students to learn the culture of the target language they are studying. Apart from it is compulsory for them to learn the culture of the target language, these are the reasons why they need to learn it. ESL students need to understand the culture of the target language since misunderstanding is the main problem that often arises in the daily encounters (Farani, Lailiyah and Tedjaningtyas, 2016, 580). In the context of cross-cultural understanding, it is important for ESL students to recognize the differences among people with different cultural backgrounds (religions; ethnics, and beliefs) and to be able to communicate with them, especially those who have different nationality or languages (Ratnasari, 2018, 127-128). In the globalization era, in which English is used as an international language, to be able to interact effectively and appropriately with people from different cultural backgrounds, one needs to be interculturally communicative competent (Tran and Duong, 2018, 1). Without an understanding of the background of the target language, it will not balance for students since they only learn linguistics competence (Maulana, 2020). If language learners want to be successful in using the target language, cultural learning is essential. It assists them to be aware of the target language they are learning (Peterson and Coltrane, 2003). In short, giving CCU courses in foreign language classes is a must for the students who need to know and understand the culture of the target language to be successful in using it.

The CCU course is one of the eleven courses which are designed to be taught in the fifth semester. This course is best taught in the fifth semester. In the Department of English, Faculty of Letters, Universitas Negeri Malang, CCU is a compulsory subject offered to students from the 5th semester (Anugerahwati, 2023, 256). By the way, besides giving the students cultural courses, it is to prepare them to get ready to conduct On the Job Training in the sixth semester, which means entering the real working world before they graduate. Intercultural Communicative Competence or ICC also known as CCU may benefit its learners if they develop their ICC. They may be able to compete more in, for instance in the job and business market (Wilberschied,

2015, 2). The following Table 1 is a description of the CCU course that includes, among others course code; course name; and number of credits. Apart from that, this CCU course is considered a practicum course, which means students do not get the only theory but are also assigned to have practicum by; such as making posters, presenting dialog, and making videos, related to the given topics in the course.

Table 1 CCU Course

No.	Course Code	Course Name	Credit	Sifat	Pre-requisite
11	630322	Cross Culture Understanding	2	Compulsory	-

Lastly, this study continues the previous research titled 'The proposed restructured lesson plan of CCU course taught to students of D3 English program,' which primarily focused on the lesson plan for the related course. this study aims to develop teaching materials based on that lesson plan. although the D3 English program already had a lesson plan and teaching materials, both had to be adjusted due to the curriculum restructuring that occurs every four years. consequently, the author decided to first restructure the lesson plan and then develop the corresponding teaching materials.

METHOD

Research and Development or R&D research, under qualitative research, is always challenging for the author does not need primary instruments, since he or she has a role as the primary instrument. Other references call it a human instrument or human investigator: as a human investigator (Grave, 1996, 2); the human investigator is the primary instrument (Ary et. al,2002, 424); the key instrument is human instruments (Bogdan and Biklen, 2007, 4); and human instrument equipped with secondary instruments (Latief, 2010, 75). In this study, the author continued her previous R&D research entitled 'The Proposed Restructured Lesson Plan of CCU Course Taught to Students of D3 English Program', which mainly focused on restructuring the existing lesson plan. For this study, the author intended and focused on developing the teaching materials themselves. The good part, which is consequently gained, is the author has a sustainable role, that is as a materials developer. There are five roles of a teacher and they are; as Controller, Director, Manager, Facilitator, and Resource (Brown, 2007, 214-216). That role as manager lets the author plan lessons, modules, and courses and is considered a sustainable role (Yasmin and Winarni, 2018, 89-93).

As for the secondary instrument, the author used open-ended questionnaires in the previous research to know the students' general opinions about the related course. As human instruments, researchers may be equipped with various instruments (Latief, 2010, 75) and they are responsible for conducting observation and obtaining data by using it (Gall et.al., 2003). The questionnaires themselves consist of three items and were given at the end of the semester: 1) What do you think about the CCU course/subject – in terms of content and activities?, 2) Do you think the topics of the related course/subject are easy to understand and useful? Briefly explain, and 3) Please suggest topic/s that you think you want to know more about and are related to the working world. The results show that, first, the students agreed that they were (content and activities) all relevant and important to learn. Second, they found that the given or offered materials (including the topics) and the activities were manageable and easy to follow. Besides, they helped them realize that there were more aspects to learn. Learning a language means learning the culture of the Western people living where the English language is spoken. Third, they gave suggestions, such as getting ready to seek job opportunities and preparing for job interviews, to improve the course materials topics. As for the last, the author has included the suggestions as one of the topics in the teaching materials (see Table 3, topic 9).

In regard to Graves' framework, the author has utilized it for years and found it highly effective for developing teaching materials. The proposed steps helped the author to orderly develop the materials, starting from needs analysis up to evaluation. In the previous research on the lesson plan, the author applied three out of seven components, namely Needs Assessment/Analysis, Determining Goals and Objectives, and Conceptualizing Content. For this study, the author applied four out of seven components to develop the teaching materials, namely Selecting and Developing Materials and Activities, Organizing Content and Activities, and Evaluation. The details of them can be seen in the following Table 2.

Table 2 Procedures of Materials Development

Framework of Components of Course Development Processes by Graves (1996)		
No.	Components	Contents
Step 4	Selecting and Developing Materials and Activities How and with what will I teach the course? What is my role? What are my students' roles?	Selecting Materials (Adopt? Develop? Adapt?) Teaching-Learning Techniques Material Evaluation
Step 5	Organizing Content and Activities How will I organize the content and activities? What system will I develop?	Lesson Level and Course Level
Step 6	Evaluation How will I assess what students have learned? How will I assess the effectiveness of the course?	Students' Assessment

By applying Graves' framework, as seen in Table 2, the author, who has a role as the primary instrument, had to follow those steps one by one, starting from selecting and developing materials and activities up to making an evaluation. The details, it is explained in the Results and Discussion.

RESULTS AND DISCUSSION

In this Results and Discussion section, the author divides the section into three parts; 1) The Original and the Proposed Lesson Plans, 2) The New Lesson Plan, and 3) The Process of Developing Teaching Materials.

The Original and the Proposed Lesson Plans

The results of the previous research on the lesson plan are seen in the following details in Table 3. The old lesson plan consists of eight topics while the new one consists of ten topics. In the restructuring processes, first, for the sake of the correlation of each topic, the old topics were reordered. Secondly, two old topics (bold, no. 7 and no. 8) were deleted because they were considered less related to the working world. Lastly, four new topics (bold, no. 6, no. 7, no. 9, and no. 10) were added and topics no. 9 and no. 10 were considered to be more related to the working world or working world-oriented topics.

Table 3 Topics of CCU Course

No.	Original Lesson Plan Topics	Proposed Lesson Plan Topics
1.	Formal & Informal Introductions	Verbal & Nonverbal Communication

2.	Polite Customs (please, thank you, sorry)	Formal & Informal Introductions
3.	Making Suggestions or Invitations & Giving Criticism	Polite Customs (please, thank you, sorry)
4.	Space Differences	Making Suggestions or Invitations & Giving Criticism
5.	Verbal & Nonverbal Communication	Space Differences
6.	Education System	Male – Female Relationship
7.	Family Life	Life Values: Personal, Family & Friends
8.	Family Life and Relationship	Education System
9.	-	Applying for a Job
10.	-	Working World: Practice & Attitude

The New Lesson Plan

Based on the proposed or restructured lesson plan (as seen in Table 4 below), the author developed the teaching materials for the related course. In the curriculum of the D3 English Program, the CCU course is given or offered to the fifth-semester students and it is intended to help them to understand the different cultures of English-speaking people (especially American people) so that there will be no misunderstanding during their interaction with multicultural people in their workplace or their working environment. The topics and the sub-topics were carefully chosen and decided, considering that they only learned the course in a limited time, that is one semester. Besides, this also included suggestions obtained from the questionnaires.

Table 4 Restructured Topics and Sub-topics

No.	Topics	Sub-topics
1.	Verbal & Nonverbal Communication	Why is communication is important? Verbal communication Non-verbal communication, Types of non-verbal communication
2.	Formal & Informal Introductions	American Informality, Formal, Informal & Introducing a speaker
3.	Polite Customs (please, thank you, sorry)	Polite customs, Saying please, thank you & I'm sorry
4.	Making Suggestions or Invitations & Giving Criticism	Saying Yes or No, Making suggestions or invitations, Giving criticism
5.	Space Differences	Understanding space differences, Culture, geographical location & seasons, Building, Space, House & rooms
6.	Male – Female Relationship	Types of family, Women liberation, Husband & Housewife VS Wife & Househusband
7.	Life Values: Personal, Family & Friends	Personal relationship, Family relationship, Friendliness VS Friendship
8.	Education System	Age on entry for Education, From Nursery to Doctor's Degree, Formality & Informality in the

		Classroom, Important Values (independence, trust & honesty)
9.	Applying for a Job	Writing Application Letter, Resume/CV and Preparing for an Interview
10.	Working World: Practice and Attitude	Boss VS Employee, Working hours, Time is money, Work alcoholic

CCU Course (course code: 630322) is a two-credit course and is taught for one semester, which equals sixteen meetings. Every meeting lasts for 100 minutes (2 x 50 minutes) and includes theory and assignments (individual and group). Table 5 shows the simple new lesson plan that consists of topics and activities for sixteen meetings. As this course is considered a practicum subject, the author spent 4 meetings out of 16 meetings for practicum assignments: meeting 4, meeting 7, meeting 11, and meeting 14. The assignments were varied from making posters and making short videos to roleplaying which were presented in groups or pairs.

Table 5 New Lesson Plan

No	Topics	Activities
1.	Introduction to the course	Lecturing, assignment
	Verbal & Nonverbal Communication	(individual/pairs), class discussion
2.	Formal & Informal Introductions	Lecturing, assignment
		(individual/pairs), class discussion
3.	Polite Customs (please, thank you, sorry)	Lecturing, assignment
		(individual/pairs), class discussion
Meeting 4: Practicum #1: Poster presentation – verbal & nonverbal communication		
5.	Making Suggestions or Invitations & Giving Criticism	Lecturing, assignment
		(individual/pairs), class discussion
6.	Space Differences	Lecturing, assignment
		(individual/pairs), class discussion
Meeting 7: Practicum #2: Video presentation (duration max. 5 mins) – making suggestions or invitations		
8. Mid-term Test (written)		
9.	Male – Female Relationship	Lecturing, assignment
		(individual/pairs), class discussion
10.	Life Values: Personal, Family & Friends	Lecturing, assignment
		(individual/pairs), class discussion
Meeting 11: Practicum #3: Video presentation (duration max. 5 mins) – visiting American friend's house		
12.	Education System	Lecturing, assignment
		(individual/pairs), class discussion
13.	Applying for a Job	Lecturing, assignment
		(individual/pairs), class discussion
Meeting 14: Practicum #4: Roleplay – interviewer and applicant		
15.	Working World: Practice and Attitude	Lecturing, assignment
	Review	(individual/pairs), class discussion
16. Final Test (project based)		

The Process of Developing Teaching Materials

The processes of developing the teaching materials for the CCU course followed the 3 steps of Graves' framework, namely Step 4, Step 5, and Step 6. Since the lesson plan has been made, the author did not have to follow all the steps. First is **Step 4: Selecting and Developing Materials and Activities**. In this step, the author decided to provide the students with teaching materials (a manager role) which is why she had to develop ones. Second is **Step 5: Organizing Content and Activities**. In this step, the author carefully selected the materials, which are in the form of textbooks since the CCU course is a theoretical course or subject. Apart from that, she had to consider the lesson and the course levels as well. In this case, the students are in their fifth semester and they are in the upper intermediate-advanced levels. The last is **Step 6: Evaluation**. In this step, the author assessed the students individually and in groups or pairs and the assessments are in the forms of essay items (writing) and presentations (integrating speaking and writing).

CONCLUSION

In conclusion, the primary objective of this study is to develop teaching materials for the CCU courses. The author applied Graves' framework of seven components. However, she did not use all of those course development processes. She especially applied Step 4 (Selecting and Developing Materials and Activities), Step 5 (Organizing Content and Activities), and Step 6 (Step 6: Evaluation). The results of the developing process are, first, there are 10 topics and their sub-topics will be used in the teaching materials. Those topics themselves are the final results of the previous study on lesson plan restructuring and development. Second, apart from lecturing activities, the assignments are done individually and in groups or pairs. They cover essay items, making posters, making short videos, and roleplaying, which integrate writing and speaking skills.

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