DEVELOPING CORPUS-BASED DESCRIPTIVE TEXT LEARNING MATERIALS USING A TEXT DRIVEN APPROACH FOR GRADE 7 JUNIOR HIGH SCHOOL STUDENTS

(A Thesis)

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2023**

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The development of computer and communication technology has produced a corpora. Corpora or corpus is a collection of spoken and written texts taken from various authentic sources on a large scale to represent actual language use. In Indonesian curriculum, the descriptive text is still mandatory material in learning English in secondary schools. The fact shows that students still have difficulty in understanding descriptive text. These difficulties include, students' writing is not coherent and having difficulty in expressing ideas. It is necessary to have an alternative teaching material that support learning English in descriptive material. In order for students to be helped in studying descriptive texts, in this study, the authors will develop corpus-based descriptive text teaching materials using a text-based approach.

Based on the above background, research on the use of the corpus as a learning resource for language learning can be formulated the following problems: 1). How to develop corpus-based descriptive text learning materials using a text driven approach? 2). How is the quality of the corpus-based descriptive text learning material developed using the text approach?

The type of research used in this research is research and development (R&D). This research was conducted at Xaverius 3 Junior High School Bandar Lampung. The subjects in this study were grade 7A students in Xaverius 3 Junior High School Bandar Lampung. The data collection techniques used were observation, questionnaires, and documentation. The data analysis techniques used were qualitative and quantitative data analysis technique.

This descriptive text learning module was developed using the Text Driven Approach method. The development method consists of 8 steps: Text Collection, text selection, text experience, readiness activity, experiential activity, intake response activity, development activity, and input response activity. The validation results of expert lecturers, English teachers, and student assessments on content, presentation, language, and graphic validity show that the learning modules on corpus-based descriptive texts developed fall into the "very valid" category.

Keywords: Corpus, Module, Learning Materials, Descriptive

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INDRIYANTO

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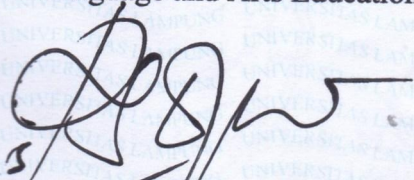Faculty : Teacher Training and Education

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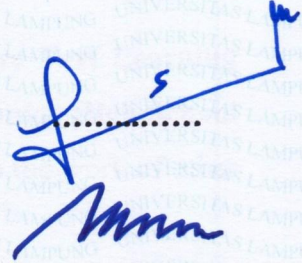NIP 19700318 199403 2 002   NIP 19600713 198603 2 001
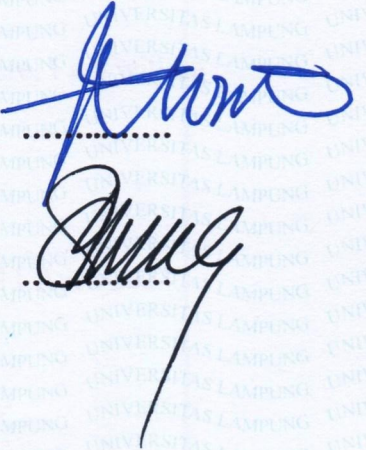
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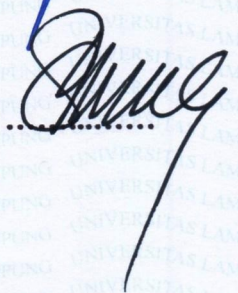
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DECLARATION

I hereby declare that:

1. The thesis entitled "**Developing Corpus-Based Descriptive Text Learning Materials Using a Text Driven Approach for Grade 7 Junior High School Students**" is my own work and I do not plagiarize or quote the work of other author in a way that is inconsistent with academic ethics.
2. This intellectual right is entirely left to Lampung University.

Regarding this statement, if it turns out that there is untruth in the future, I am willing to bear the consequences and sanctions based on the prevailing law.

Bandar Lampung, 11 April 2023

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CURRICULUM VITAE

Indriyanto was born on September 4th, 1989 in Sleman, Yogyakarta Special Region. He is the second child of two children from Paidi and Wakini.

He spent his childhood and youth in Yogyakarta and its surroundings. He initially attended his formal education at TK Masyitoh Minggir in 1994 and graduated in 1995. In elementary level, he continued his study in SDN Balangan 1 in 1995 and graduated in 2001. In primary level, he continued his study at SMPN 1 Minggir in 2001 and graduated in 2004. In secondary level, he continued his study at SMAN 1 Seyegan in 2004 and graduated in 2007. In 2007, he continued his study in Sanata Dharma University majoring English Education Study Program and graduated in 2014. After finishing his study, he works as an English teacher in SMP Muhammadiyah 1 Seyegan, SDN Ngijon 3, and SDN Sejati Moyudan. In 2020, he registered as a student of Master of English Education Study Program at Lampung University.

DEDICATION

By giving praise and gratitude to Allah SWT for all the blessings, mercy, and convenience given to the author in completing this thesis, the author dedicates this work to:

- ❖ My beloved daughter, Naladhipa Dahayu Kaiyn.
- ❖ My beloved wife, Meika Nita Widyaputri, S.Tr.Keb.
- ❖ My beloved parents, Paidi and Wakini.
- ❖ My beloved parent-in-law R. Dwi Wahyuna and Sumiyati.
- ❖ My beloved sister Indriyani, S.Pd. and Mutya Ardha W, S.Pd.
- ❖ My fabulous friends from 2020 year of Master of English Education Study Program.
- ❖ My Almamater, Lampung University.

Hope is the last thing ever lost.
- Italian Proverb

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The final word, the author realized that this research is far from being perfect. Therefore, the author invoke comments, suggestion, and criticism which is built for the sake of perfection.

Bandar Lampung, April 18th, 2023
The writer

Indriyanto

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CHAPTER I
INTRODUCTION

This part explains the background of the problem, problem formulation, research objectives, research benefits, and expected product specification.

1.1. Background of the Study

When knowledge is still limited, when technological inventions have not developed as great as it is today, the main role of teachers in schools is to convey knowledge as a cultural heritage of the past which is considered useful and must be preserved. In such conditions the teacher acts as a source of learning for students. Students will learn about whatever the teacher says. Therefore, there is an adage that says "No matter how smart the student is, it is impossible to beat the smartness of the teacher". Can this condition still be maintained? Can education knowledge as a legacy of the past that must be mastered only be learned from the teacher? Of course not. In this era of technology and information, students can learn from various sources.

The role of the teacher in the teaching and learning process is so crucial. The teacher is the spearhead of education whose job is to teach various students with various characteristics. Therefore, teachers are required to have the skills and abilities to create various innovations to support the teaching and learning process. Teaching materials are all forms of materials used to assist

teachers/instructors in carrying out teaching and learning activities in the classroom.

Teaching materials can be in the form of written materials or unwritten materials. There are various reasons why teachers should need to develop teaching materials in every lesson, including: the availability of materials in accordance with the demands of the curriculum, characteristics, and the demands of solving learning problems. In this case, the teacher, of course, every time he will teach / enter the class is required to always have the ability to develop his own learning materials.

In order to support the applicable curriculum, a teaching material may be positioned as a main or supplementary teaching material. In order to develop teaching materials, references can be obtained from various sources, either in the form of knowledge, own experience, or extracting information from resource persons, either experts or colleagues who are usually invited to discuss. Similarly, references can be obtained from books, mass media, internet, and others quite easily. However, even if the materials in accordance with the curriculum are quite abundant, it does not mean that we do not need to develop our own materials, at least by combining the existing ones.

The development of computer and communication technology has produced a corpora. Corpora have already become a crucial tool for the analysis of

languages, and a dynamic relationship has thrived between corpora and language teaching. Corpora or corpus is a collection of spoken and written texts taken from various authentic sources on a large scale to represent actual language use. Corpus is considered necessary in the development of language learning because it provides a new color as a learning resource. Corpus-based learning resources play an essential role in the English teaching and learning process. English is undoubtedly a complex language to understand for most learners as a foreign language. This certainly makes teachers need to determine appropriate strategies and learning resources to attract better students' interest in learning English.

With its simplest definition, corpus is the collection of written or spoken texts stored on a computer for text analysis. It has both direct and indirect applications. According to Romer (2011), indirect application is the selection of language features, the order of which to teach them in, and how to teach them has been influenced by research based on large corpus collections has impacted their usage on pedagogical textbooks and syllabus design. In direct application, the application is more focused into teacher and learner. The corpus can be used as a learning resource in language learning. Corpus gives an example of how a language is used in real-life situations. Thus corpus has often been used in various areas of linguistic research: including translation, forensic linguistics, discourse analysis, and teaching. Corpora, corpus analytic tools, and corpus

evidence have been increasingly used in English language teaching and learning for the last two decades. Using corpora in language teaching is a recent phenomenon that only began in the late 1980s and mostly focused on English Language. Corpus-based approach to language teaching is based on actual usage, real, and authentic occurrences of language uttered, written, and used by native speakers in various situations.

Nowadays, Corpora can be accessed widely nowadays using technological advances such as computers and the internet. It is now possible to access numbers of articles, books and journals on the topic published every year essential resources of linguistic description of language (Baiquni, 2020). The majority of the use of the corpus is used in the study of dictionary preparation, vocabulary mastery development, and translation. In compiling a dictionary, the corpus is very helpful in working on the dictionary's microstructure, including entries/sublemmas, word classes, definitions, and writing examples of the use of a word or phrase. The dictionary can select several words to be included according to the type of dictionary to be compiled. The corpus can help the dictionary distinguish between lemmas and sublemmas, compound words, or idioms. In the study of compiling a dictionary, the corpus helps the lexicon in determining the word class in an entry because the corpus can provide different contexts according to where the word is located. Besides being used in the preparation of dictionaries, the corpus is also used in translation studies.

There are many benefits from using the corpus as a learning resource. One of them is easy to access, and corpus-based analysis can be generalized quantitatively. In teaching vocabulary, the corpus can be a learning resource that provides descriptive data about how language is used. Teachers or students can use that as a medium to find evidence or confirmation of the use of a language.

Today, English has strengthened its existence as an international language. It's proven by the many texts we read or the utterances we hear every day. Therefore we are required to be able to use English both productive skills and receptive skills. Receptive skills involve students being able to receive messages, or ideas in the form of spoken or written language. The example of receptive skills are reading and writing. Therefore, productive skills involve us in producing messages both orally and in writing. These productive skills include speaking and writing. Speaking is the delivery of messages through spoken language. This process can occur through a transactional or interactional process. While writing is an activity that focuses on word choice, use of appropriate grammar, syntax, mechanics, organization of ideas into a coherent and cohesive form, readership, and purpose, and is a continuous process to understand the meaning. As for the language components, it includes pronunciation, vocabulary, and grammar. Pronunciation relates to sound, stress, and intonation. Vocabulary is one of the components of language related to the meaning of a concept, while

grammar is the rules. However, nowadays, someone's ability to read and write can also be interpreted as a communication skill in society. Reading is crucial because it includes knowledge and understanding to search for, process, and understand the information to analyze it.

Descriptive text is one type of text that we often encounter, whether we read or write in everyday life. Descriptive text is a text that serves to explain or describe something to the reader or interlocutor. Meanwhile, in the education curriculum in Indonesia, the description text is still mandatory material in learning English in secondary schools, both junior and senior high schools. In secondary education, writing and reading descriptive text is essential for grade 7 Junior High School students. The descriptive text has a social purpose of describing an object based on its physical characteristics. The image presented in this text must be specific to the existence of the object being described. The skill of reading and writing description text is indeed one of the most challenging language skills to master. This is due to two elements that must be mastered, namely language elements, such as spelling, sentence structure, cohesion, and coherence, as well as non-language elements that are used as ideas in writing or text.

The fact shows that students still have difficulty in understanding descriptive text. These difficulties include, students' writing is not coherent, students have difficulty expressing ideas, have not been able to use good and correct English,

are less precise in using words and sentences in their writing, and are less precise in applying the rules in the General Spelling Guidelines. English. In addition, students also have difficulty starting to write and developing which parts to write. This problem arises among students due to several things, including the low ability of students in aspects of vocabulary, texts that are too long, and difficult vocabulary that appears in the text. This causes when learning about descriptive text the results are not as expected.

Based on the background stated above, it is necessary to have an alternative teaching material that support learning English in descriptive material, especially for reading skills. In order for students to be helped in studying descriptive texts, in this study, the authors will develop corpus-based descriptive text teaching materials using a text-based approach. The developed teaching materials have several advantages compared to other teaching materials such as textbooks or student worksheets.

This teaching material was developed using a text-driven approach which has several stages that can make it easier for students to understand learning material. In addition, teaching materials use common words that are easily understood by students and short and simple passage. If students still do not understand the terms or words in the teaching materials, the researcher completes the module with a glossary which contains a collection of difficult words and their meanings. Teaching materials are materials both information,

tools, or texts that are arranged systematically and fully display the competencies that can be mastered by students to be used in learning with the aim of planning and studying the implementation of learning.

1.2. Problem Limitation

This research is focused on developing modules or corpus-based learning resources on descriptive text material using text driven approach.

1.3. Problem Formulation

Based on the above background, research on the use of the corpus as a learning resource for language learning can be formulated the following problems:

1. How to develop corpus-based descriptive text learning materials using a text driven approach?

2. How is the quality of the corpus-based descriptive text learning material developed using the text approach?

1.4. The purpose of the research

Based on the formulation of the problem above, the purpose of this research is to describe:

1. To find out the development of corpus-based descriptive text learning materials using a text driven approach.

2. To find out the quality of corpus-based descriptive text learning materials using a text driven approach.

1.5. Uses of the research

1. **For Researcher**

   a. This research is an attempt to apply every knowledge that has been obtained during the lectures

   b. Provide new experiences in designing, creating, and utilizing interesting learning resources to be used in the English learning process.

2. **For Students**

   a. Improve students' interest and motivation.

   b. The results of this study can be an alternative learning resource for students besides the printed books.

3. **For Teachers**

   a. The results of this study can be an alternative learning resource for teacher besides the printed books.

   b. Provide contextual, practical, and exciting learning resources.

   c. Changes the role of the teacher to become a facilitator.

   d. Make the teaching and learning process more exciting and compelling.

4. **For Further Researchers**

   As a reference for researchers who will or who want to use or develop corpus-based learning resources as a media to support learning.

1.6. Expected Product Specification

1. This developed teaching resource is based on an ongoing curriculum containing learning objectives on descriptive text material for reading and writing skills.

2. This developed teaching resource is expected to support teaching and learning activities in descriptive text material, especially in reading and writing skills.

3. This developed teaching resource contains core competencies, essential competencies, indicators according to the learning syllabus and subject matter, practice questions, evaluation sheets, and student worksheets.

CHAPTER II
REVIEW OF LITERATURE

This chapter contains various theories related to the topic. The theory includes the definition of Research and development method (R&D), learning materials, the principle of developing materials, text driven approach, corpus and its types, descriptive text, and module.

2.1. Research and Development (R&D)

Research and development method or often called R&D is research used to develop, produce, and test the effectiveness of products. A simpler definition of R&D is also a research method that produces a specific product and then tests the effectiveness of that product. Borg and Gall (1983) as cited in Maydiantoro (2021), explained that development research is a process used to develop and validate a research product. Borg and Gall, also explain that the educational products produced are not only limited to learning materials, such as textbooks, educational films, etc, but can take the form of processes such as teaching and learning methods. He also states that educational research and development (R&D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it will be

used eventually, and revising it to correct the deficiencies found in the field testing stage. In indicate that product meets its behaviorally defined objectives.

Research and development methods are not limited to producing learning products and media, but also develop a material. Brian Tomlinson (2013) explained that the product of research and development can be in the form of materials or materials that can be used to help teach learning. These materials or materials can be in the form of text books, workbooks (LKS), cassettes, CD-ROMs, newspapers/newspapers. The research and development (R&D) method has various steps or procedures in its implementation. According to Brian Tomlinson (2013), the development procedures include needs analysis, design, implementation, evaluation, and revision.

Based on some of the definitions above, the writer concludes that research and development is a method or step to produce new products or develop and improve existing products and is used to test the effectiveness of these products. The products are determined through systematic procedures and field trials to meet certain quality criteria or standards.

2.2. Learning Material

According to Daryanto (2014) on Cicilia et al (2018), Teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities in the classroom, the material can be either written or

unwritten material. Therefore, teaching materials are made to foster learning that is interesting, effective, and efficient. The material in question can be in the form of written material or unwritten material. Dick, Carey, and Carey (2009) state that instructional material contains the content either written, mediated, or facilitated by an instructor that a student as use to achieve the objective also includes information that the learners will use to guide the progress.

According to the National Centre for Competency Based Training (2007) cited in Prastowo (2011), the notion of teaching materials is all forms of materials used to assist teachers or instructors in carrying out the learning process. The intended material can be in the form of written or unwritten material. The views of other experts say that teaching materials are a set of materials that are systematically arranged, both written and unwritten, so as to create an environment or atmosphere that allows students to learn. According to Harvest (2001) revealed that teaching materials are materials or subject matter arranged systematically, which are used by teachers and students in the learning process.

According to the Directorate of High School Development (2008), the notion of teaching materials is all forms of materials used to assist teachers in carrying out teaching and learning activities. The material in question can be in the form of written material or unwritten material.

Based on the definitions earlier, it can be concluded that teaching materials are learning components used by teachers as learning materials for students and assist teachers in carrying out teaching and learning activities in the classroom. Teaching materials in the form of learning materials to discuss a subject can be printed or non-printed. Teaching materials are designed to be tools in learning related to certain topics or materials.

2.3. The Principle of Developing Material

Material development can take various forms, such as textbooks, workbooks (LKS), CD-ROMs, videos. Brian Tomlinson (2013) explains that the material or materials produced can be anything that can be used to facilitate language learning, both visual and auditory.

According to Tomlinson (2013) there are 16 principles of material development. These principles include:

1. The material must have a real or visible influence on learning. An example is the learner feels curiosity, interest, and attention is drawn to the material;

2. The material should help the learner feel comfortable and enjoyable;

3. Materials should help the learners to develop confidence for example through 'pushing' learners slightly beyond their existing proficiency by involving them in tasks which are challenging but achievable);

4. Materials should require and facilitate learner self-investment for example through giving learners responsibility for making decisions and through encouraging them to make discoveries about the language for themselves;

5. Materials should expose the learners to language in authentic use;

6. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes;

7. Materials should take into account that the positive effects of instruction are usually delayed (and therefore should not expect effective production immediately to follow initial presentation but should rather ensure recycling and frequent and ample exposure to the instructed features in communicative use);

8. Materials should take into account that learners differ in learning styles;

9. Materials should take into account that learners differ in affective attitudes;

10. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities;

11. Materials should provide opportunities for outcome feedback (i.e. feedback on the effectiveness of the learner in achieving communication objectives rather than just feedback on the accuracy of the output);

12. Materials should help the learner to develop cultural awareness and sensitivity;

13. Materials should reflect the reality of language use;

14. Materials should help learners to learn in ways similar to the circumstances in which they will have to use the language;

15. Materials should help to create readiness to learn;

16. Materials should achieve affective engagement.

Based on the principle of development by Tomlinson, the writer can conclude that the principle of material development is that learning material should be relevant to achieving competency standards and basic competencies. In addition, the material taught should be sufficient enough to help students master the basic competencies being taught. In addition, the principle of material development must also pay attention to student's needs, such as differences in learning styles, maximize student potential, and provide constructive feedback.

2.4. Text Driven Approach

Text Driven Approach is a teaching materials development method developed by Brian Tomlinson. The design consist of eight stages covering Text Collection, Text Selection, Text Experience, Readiness Activity, Experiential Activity, Intake Response Activity, Development Activity, and Input Response Activity.

1. Text Collection

   Create texts (written or spoken) with the potential for engagement. Such texts can help the reader/listener to achieve a personal multidimensional representation in which inner speech, sensory images and affective stimuli combine to make the text meaningful.

2. Text Selection

   In this stage you select from your library of potentially engaging texts (either one text for a particular lesson or a number of texts for a set of materials or a textbook). As the materials are going to be driven by the text(s) this stage is very important and should be criterion-referenced.

3. Text Experience

   In this stage you experience the selected text again. That is, you read or listen to it again experientially in order to re-engage with the text then reflect on your experience and try to work out what was happening in your mind during it. This re-engagement and reflection is essential so that you can design activities which help the target learners to achieve similar engagement.

4. Readiness Activity

   Start to devise activities which could help the learners to experience the text in similar multidimensional ways. First of all, devise readiness activities which get the learners ready for the reading experience. The activities aim to stimulate mental activity relevant to the content of the text

by activating connections, by arousing attention, by generating relevant visual images and by getting the learner to use inner speech to discuss relevant topics with themselves

5. Experiential Activity

These are activities which are designed to help the learners to represent the text in their minds as they read it or listen to it and to do so in multidimensional ways which facilitate personal engagement.

6. Intake Response Activity

These are activities which help the learners to develop and articulate what they have taken in from the text. They focus on the mental representation which the learners have achieved from their initial reading of the text and they invite the learners to reflect on this representation rather than return to the text.

7. Development Activity

These are activities which provide opportunities for meaningful language production based on the learners' representations of the text. The point is that they can base their language production both on what they have already understood from the text and on connections with their own lives.

8. Input Response Activity.

These are activities which take the learners back to the text and which involve them in studies reading or listening tasks aimed at helping them to make discoveries about the purposes and language of the text.

Mohlabi-Tlaka (2016) in Baiquni (2020) defines text-based instruction as the teaching of language built on the exposure to, and the handling and manipulation of different text types. It is an approach which helps learners be able to handle a variety of texts to help them use language effectively. Text-based instruction helps learners to comprehend not only language but also other non-linguistic texts. Moreover, according to Baiquni (2020), text-based teaching and learning pursue to develop communicative competence by mastering different types of texts in which, have different purposes and are organized in different ways with different language features.

It can be concluded that Text-driven approach aims to develop activities around an engaging text, in appose to many approaches that aims to find a text meeting their activities purpose. Text-driven approaches to materials development for language learning are those in which units of materials are driven by potentially engaging written spoken or visual texts rather than by pre-selected teaching points. The objective is to engage learners affectively and cognitively.

2.5. Corpus

Leech (1992) in Dazdarevic, et al (2015) the term "Corpus Linguistics" was initially presented by Leech in 1980s. Leech argued that "computer corpus linguistics defines not just a newly emerging methodology for studying language, but a new research enterprise, and in fact a new philosophical approach to the subject" and goes on to describe the characteristics of computer corpus linguistics as a new paradigm.

Leech (1992, 106) as a leading figure in the revival period of corpus linguistics states that computer corpora are not random collections of texts. They are usually gathered with a specific goal and are to be considered as representatives of special languages or text types. According to Baker (2010) in Ahsanuddin (2020), the corpus is a collection of texts, both oral and oral writings stored on a computer. The word corpora has been used to refer to a collection of texts stored in computer. The references of text are not limited only to language that was initially written but also can be a transcription of a speech. Corpus linguistics is a field that concentrates on a group of processes or methods for learning words.

According to Krieger (2003) cited in Syafriyani (2020) formulates that a corpus is a set of texts which is put together for some purposes. A corpus usually consists of written texts, transcriptions of spoken material, or both. Corpus-based research was used because learners must read many texts written in

English to grab the corpora and enhance their vocabulary mastery. Wilkins (2015) state that the critical goal of corpus linguistics is to discover patterns of proper language usage by examining actual usage. Linguists McEnery & Wilson (1996) cited in Rabbadi (2014) described Corpus linguistics can be used in many aspects of linguistic inquiry such as syntax, semantics, and lexicography. McEnery and Hardie (2012) cited in Szudarski (2018) stated, that corpus linguistics is ultimately about finding out about the nature and usage of language. In addition, Reppen and Simpson (2002); Conard, (2004) state that corpus linguistics has been used as a method to investigate natural language usage and as a means for improving classroom materials of language instruction.

Based on its form and purpose, Hunston (2002), Baker (2010) defines a corpus as a collection of natural language examples consisting of several sentences from a series of written texts or voice recordings compiled which stored on a computer for linguistic studies. The text in oral and written form is then arranged systematically. The corpus is called "natural" because the texts collected are texts that are produced and used naturally without being artificial. In contrast to Baker's and Hunston's opinion, Setiawan (2017) in Ahsanuddin (2020) states the corpus is a collection of writings written by someone both in the forms of hard copy and soft copy. Corpus in the form of hard copy can be exemplified, such as books, magazines, dictionaries, and newspapers.

Examples of the soft copy are in the types of applications, websites, online dictionaries, and so forth.

In KBBI V, the corpus belonging to the linguistic domain is defined as a collection of written or spoken utterances used to support or test hypotheses about language structure. In linguistic studies, the use of the corpus itself focuses more on evidence of language use (linguistic evidence). That's because the text that is collected as a corpus is a natural text that is not made up. These authentic texts include news, novels, journals, and blog posts.

Based on the explanation from some linguist experts, corpus can be defined as a collection of texts that capture language in written or spoken form. Corpus will give an example of how a language is used in real-life situations. The corpus is a collection of authentic texts, both written and conversational transcripts, stored electronically in large quantities.

2.6. Types of Corpora

According to Bennet (2010), the corpus is classified into several types, namely:

a. Generalized corpora

Generalized corpora are often very large, more than 10 million words, and contain a variety of language so that findings from it may be somewhat generalized. These large, generalized corpora contain written texts such as newspaper and magazine articles, works of fiction and nonfiction, as well

as writing from scholarly journals; these corpora also contain spoken transcripts such as informal conversations, government proceedings, and business meetings. This corpus was created for general linguistic research. Text that is entered as data is also filtered to have a proportional balance. The general corpus tends to be large and is often referred to as the core corpus.

b. Specific Corpus

Specialized corpora are often used in ESP settings. Specialized corpus contains texts of a certain type and aims to be representative of the language of this type. Specialized corpora can be large or small and are often created to answer very specific questions. Examples of specialized corpora include the Michigan Corpus of Academic Spoken English (MICASE), which contains only spoken language from a university setting; the CHILDES Corpus (MacWhinney, 1992), which contains language used by children; the MICUSP, Michigan Corpus of Upperlevel Student Papers, a collection of papers from a range of university disciplines; and a medical corpus containing language used by nurses and hospital staff.

c. Learner corpora

A learner corpus is a kind of specialized corpus that contains written texts and/or spoken transcripts of language used by students who are currently acquiring the language. Learner corpora are often tagged and can be examined, for example, to see common errors students made.

d. Pedagogic corpora

A pedagogic corpus is a corpus that contains language used in classroom settings. Pedagogic corpora can include academic textbooks, transcripts of classroom interactions, or any other written text or spoken transcript that learners encounter in an educational setting. Pedagogic corpora can be used to ensure students are learning useful language, to examine teacher-student dynamics, or as a self-reflective tool for teacher development.

In addition, Nesselhauf (2005) cited in Dazdarevic (2014) states there are many types of corpora, which can be used for different kinds of analyses, namely:

a. general/reference corpora vs. specialized corpora, e.g. BNC = British National Corpus, or Bank of English, aim at representing a language or variety as a whole;

b. historical corpora vs. corpora of present-day language, e.g. Helsinki Corpus, ARCHER aim at representing an earlier stage or earlier stages of a language;

c. regional corpora vs. corpora containing more than one variety, e.g. WCNZE = Wellington Corpus of Written New Zealand English) aim at representing one regional variety of a language;

d. learner corpora vs. native speaker corpora, e.g. ICLE = International Corpus of Learner English aim at representing the language as produced by learners of this language

e. multilingual corpora vs. one-language corpora aim at representing several, at least two, different languages, often with the same text types (for contrastive analyses)

f. spoken vs. written vs. mixed corpora, e.g. LLC = London-Lund Corpus of Spoken English aim at representing spoken language.

Based on the type of corpus described above, the writer prefer to use generalized corpora in the written form as the source material in the module because both types of corpus are easier to obtain.

2.7. Corpus in Language Teaching

McEnery and Xiao (2010) describes the purpose of corpus based linguistic in teaching is to provide more accurate descriptions of language use, a number of scholars have also used corpus data directly to look critically at existing teaching English as a foreign language (TEFL) syllabuses and teaching materials. Renouf (1997) cited in Lee and Swales (2006) adds a fourth aim which is teaching to establish resources; and this then involves the learner in data collection, corpus design and corpus compilation. Fligelstone (1993) on Chambers (2005), proposes what he terms a simple framework for assessing"

the factors relevant to good teaching practice," grouping corpus-related activities into three categories:

TEACHING ABOUT (i.e., teaching about corpora/corpus linguistics)

TEACHING TO EXPLOIT (i.e., teaching students to exploit corpus data)

EXPLOITING TO TEACH (i.e., exploiting corpus resources in order to teach)

Furthermore, Atar and Erdem (2019) cited in Baiquni (2020) has listed the advantage of CL method. Firstly CL provides data for language studies by supplying huge amounts of examples about a specific structure and teachers can look up how a structure is used by looking at these occurrences. Secondly, in corpus based language studies, comments and evaluations about language use is not regarded as reliable evidence as they are totally subjective and it is difficult to test them empirically. The third advantage is that CL provides complete information about language structures.

2.8. Corpus Based Learning Resource

Some researchers have advocated the use of corpus as a learning resource. According to Gabrielatos (2005) comparison of textbook language with reference corpora has resulted in developing more effective pedagogical materials. The advantage of the corpus is that it is easy to access and analyze. In teaching, the corpus can be a source that provides descriptive data about how language is used. Based on the definition earlier, the corpus can be used as a practical learning medium. Much information that is not found in a

dictionary can be learned using a corpus. Corpus can also encourage students to study independently because they can access it anywhere.

2.9. Module

The definition of a module is simply defined as a form of teaching resource. According to Asyhar (2012) in Haryati (2019), the learning module is one form of mold-based teaching material designed to study independently by learning participants because the module is equipped with instructions for self-study. The module is equipped with instructions for independent study. Meanwhile, according to the General Guidelines for the Development of Teaching Materials (2004) published by the Ministry of Education, the module is interpreted as a book written with the aim that students can learn independently without or with the guidance of the teacher.. Module writers who are good at writing as if they are teaching a participant learn about a topic through writing.

Modules contain a set of planned learning experiences designed to help the students to master specific learning objectives. Therefore, it is necessary to be based on learning principles and how teachers teach students when writing modules. Furthermore, Asyhar (2012) revealed the principles used in the preparation of the module as follows:

a. Students need to explain the learning objectives to determine whether they have achieved the learning objectives or not when doing learning using the module.

b. Learners need to be tested to determine whether they have achieved the learning objectives or not. In the writing module, tests need to be integrated into learning to know the achievement of learning objectives and provide appropriate feedback.

c. Modules or teaching materials need to be ordered so that students can learn them easily.

d. Students need to be given feedback to monitor the learning process and get improvements if required.

The writer can conclude that the learning module is one of the teaching materials presented briefly and systematically so that students can study them independently without any assistance. Systematic, in this case, means that in the module, there are components such as materials, methods, and evaluations used to achieve competence regarding a learning material.

2.10. Descriptive Text

The word description comes from the Latin word describera, which means writing about or disclosing something. According to Ellis et.al (1989) cited in Hadyan (2013), descriptive text is considered as the simplest and easiest

writing form compared to narrative, recount, or procedure, particularly for the beginning writers. Purslow (2008) states that a descriptive paragraph is a group of sentences that describe a noun. A noun is a person, place, or a thing. Rofi'uddin, Ahmad et al. (2001: 117) argue that a description is a form of essay that describes an object (in the form of people, things, places, events, and so on) with words in actual circumstances. In a descriptive essay, the author shows the shape, appearance, sound, smell, taste, atmosphere, the situation of an object. In showing something, the writer seems to present something to the reader so that it is as if the reader can see, hear, and feel the object presented by the author.

Stanley (1988) mentions that description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. He asserts that the aim of descriptive text is to convey to the reader what something looks like. In this kind of text, the students are required to list the characteristics of something and usually deals with the physical appearance of the described thing. According to Corbett (1983) that descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste, and smell of things or objects. Tompkins (1994) and Stanley (1988) defined descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like

they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

Dalman (2014: 96) on Wati et.al (2018), described the various descriptive texts into two types of them:

    a. Description of places play a very important role in every event. There are no events regardless of the environment and place. All stories will always have a place background, the course of an event will be more interesting if it is associated with the place where the event took place

    b. Description of person there are several ways to describe or describe a person, namely: 1) Physical depiction, which aims to provide a clear picture of the state of a character; 2) Portrayal of a character's actions; 3) Descriptions of circumstances surrounding the character, for example, depictions of clothing, residence, vehicles; 4) Descriptions of characters' feelings and thoughts; and 5) Descriptions of one's character.

The description text has two parts. The first is identification. The second is the description. Identification is a prelude. This section is an overview of a topic that will be described. Description contains the particular characteristics of the object, place, or person being described—for example, features, parts, physical appearance, and other things that are written specifically.

Based on various opinions stated earlier, it can be concluded that Descriptive text is a type of essay that describes a specific object so that the reader can find out about the object that the writer means.

2.11. Empirical Studies

Some of the studies that are relevant to this research are as follows:

Edina Rizvić-Eminović and Azra Hadžić (2021) which also explored about the beneficial corpus based learning resource for teacher and students. Their research is aiming to illustrate how corpora can be used in English language teaching, this paper offers brief explanations of what corpora is, elaborating on the most relevant advantages of such an application in language classroom in terms of the teacher's role and learners' autonomy, motivation, self-reflection. Moreover, Safriyani (2020) showed that corpus-based research benefits increase vocabulary, increase students' understanding of research, improve students' accuracy in writing, develop critical thinking, and develop collaboration.

Moreover in the research conducted by Yea Ru Tsai (2021), an exploratory research presents the implementation and evaluation of the effects of integrating corpus consultation with business English writing instruction. The comparison of the pre- and post-tests of writing revealed a significant difference between the experimental and control groups after the instruction.

Significant differences in students' lexical and syntactic complexity were found between the pre- and post-test of the experimental group. Further, in response to a questionnaire survey and interview, the students stated they improved their writing skills regarding vocabulary, syntactic structure and content in general, and their writing confidence and linguistics awareness were also enhanced. The results suggest that the corpus provides useful resources to supplement existing materials.

Qing Ma and Mei (2021) showed that using corpus data allows teachers and students to study naturally occurring grammatical patterns, word usage and textual discourse. In addition, corpus-based teaching allows teachers to develop their hands-on activities that cater for students at different levels. Students can also use corpora to explore authentic language data and answer their own queries about the English language, as well as to become more independent language learners.

The similar research conducted by Amare, et.al (2021) showed that the students who were instructed through corpus-based instructional mediation outperformed than the students who were instructed in the conventional instructional approach. Particularly, the students who participated in the experimental group improved their content, communicative achievement, organization, grammar, and vocabulary usage than the students who participated in the control group. Therefore, this research calls for inclusion

of corpus-based authentic linguistic elements in their teaching material when teaching academic writing courses in the EFL context.

Ameen Ali Mohammed Al-Gamal & Eassa Ali Mohammed Ali (2019) on their reviewed studies have shown how corpus-based method could contribute to the field of language learning and teaching regardless of the levels of proficiency of the learners. In the field of learning and teaching, the corpus techniques are especially helpful for both leaners and teachers. Corpus answers students' questions and opens up wide doors for the teachers to prepare their teaching aids in an interesting and authentic manner.

Oktavianti et.al (2022), show that the students perceived corpus as a beneficial tool, and knowing how to use corpus is advantageous for English teachers. For teachers, corpus might enrich their knowledge as language teachers and become more aware of language and the nature of language teaching. As with the students, corpus can equip the students with critical thinking practice through the interpretation of data (inductive way of thinking). The study results show some aspects of corpus use among prospective English teachers, such as its use to be the company of the existing EFL textbooks, provide authentic materials, and be used as teaching media.

CHAPTER III

METHODOLOGY

The following discussion is related to the research methods used to solve the problems that have been stated previously. Research methods include research design, research setting, development procedure, research instrument, data collecting technique, and data analysis technique.

3.1. Research Design

The type of research used in this research is the type of research and development (R&D). Research and Development is research that is used to develop, produce, and test the effectiveness of the product. In this study, the writer used Tomlinson's design which focuses more on the development of learning materials. Through this research, the researcher develops a product of good and effective teaching materials in the learning process. Syaodih (2009) states that research and development is a process or steps to develop a new product or improve an existing product, which can be accounted for. Research and development in education includes the process of research, development, and product validation. Through development research, the writer seek to develop an effective product for use in learning. In this research, the product is modules or teaching materials as alternative learning resources.

3.2. Research Setting

3.2.1. Location

This research was conducted at Xaverius 3 Junior High School Bandar Lampung, Panjang, Bandar Lampung.

3.2.2. Time

The time of the research was carried out in November 2022 until January 2023.

3.2.3. Subject of the Research

The subjects in this study were grade 7A students in Xaverius 3 Junior High School Bandar Lampung.

3.3. Development Procedure

The research and development carried out is based on the steps of the research and development procedure according to Brian Tomlinson. The development procedures include:

1. Students Needs Analysis

The needs analysis activities included observation activities and distributing questionnaires to students for data collection. The observation activities carried out were used to determine the activities of class 7 students in the learning process in the classroom. The activity of filling out the questionnaire was carried out to find out the students' needs for descriptive text learning materials.

2. Design

According to Tomlinson, product design activities are developed by studying the 16 principles of material development. The writer thinks the principles used are relevant to the product to be developed. After reviewing the principles of material development, then drawing up an outline of the learning material using a Text Driven Approach developed by Brian Tomlinson, which was compiled based on the student need analysis sheet guide and the data obtained from the needs analysis. These outlines include Competency Standards (SK), Basic Competence (KD), and indicators. An expert lecturer and English teacher then validate the material that has been compiled. Meanwhile, students validate the module after they study the module. The writer uses the validation results from experts, teachers, and students as material for consideration in improving the material that has been designed so that it can be used in learning.

3. Evaluation

The evaluation was carried out after the implementation of the research on the first day until the second day. The results of the research implementation were also analyzed to obtain empirical data. The data that has been analyzed is used by researchers to find out the validity score of the developed learning materials and also to find out the strength and the weaknesses of the module.

4. Implementation/Try Out

Implementation is carried out after the material design has been validated by experts and English teacher where the research took place. The implementation of the use of material design was carried out in class 7A which previously asked permission from the English teacher, homeroom teacher, and school principal. The implementation of the research was carried out 2 times. The first day of the research implementation used "Descriptive text about animals". The second day of research implementation uses "Descriptive text about people".

5. Revision

Revision or improvement is perfecting teaching materials after obtaining input from testing and validation activities. The purpose of the revision, among other things, is to improve and make changes for better results. Besides that, the revision aims to achieve a final design following the aims and objectives. The revised aspects in the preparation of teaching materials include: (1) Organizing learning materials; (2) Use of instructional methods; (3) use of language; (4) Organization of writing.

3.4. Research Instrument

1. Internet Searching

   Internet searching is an instrument of data collection through technical assistance in the form of tools or search engines on the internet, where all information is available. Internet searching is very easy to help researchers find data where the speed, completeness, and availability of data from various years are available. Searching for data on the internet can be done by searching, browsing, or downloading.

2. Questionnaire

   The questionnaire in this study contains items/assessment indicators to find student needs for teaching materials/modules that suit the student's needs. In addition, this questionnaire was used to determine the quality of the module by media experts, material experts, teachers, and students. The assessment questionnaire for the validator was prepared using the Likert Scale assessment criteria. On the Likert Scale, the highest score for each item is 4, while the lowest score is 1. This sheet aims to assess the validity of the developed module. This sheet contains aspects to assess whether the developed corpus-based module is valid to be used. Furthermore, the data obtained is used as the basis for whether the developed corpus-based module can be tested.

Rochmad (2012:13) argues that, a product development result can be said to be valid if the product is based on adequate theory (content validity) and all components of the learning product are consistent with each other (construct validity). Meanwhile, Sumarna (2005) states, "The validity of teaching materials determines the quality of teaching materials in relation to measuring what should be measured. The results of the validity test indicate that in general it can be said that the teaching materials are valid for use.

According to the Ministry of National Education (2008), the indicators assessed include a content feasibility component, a linguistic component, a presentation component, and a graphic component. The validation criteria assessed by experts for printed teaching materials are: content feasibility, language, presentation, and graphics.

1) Content eligibility components include:

a. Conformity with Competency Standards and Basic Competencies;

b. Suitability with the development of students;

c. Conformity with the needs of teaching materials;

d. The truth of the substance of the learning material;

e. Benefits for adding insight;

f. Conformity with moral values, and social values.

2) The linguistic components include:

   a. Legibility;

   b. Information clarity;

   c. Conformity with good and correct Indonesian rules;

   d. Effective and efficient use of language (clear and concise).

3) Presentation components include:

   a. Clarity of goals (indicators) to be achieved;

   b. Order of serving;

   c. Giving motivation, attraction;

   d. Interaction (providing stimulus and response);

   e. Complete information.

4) Graphic components according to the Ministry of National Education

   (2008) include:

   a. Use of fonts, types and sizes;

   b. Layout;

   c. Illustrations, pictures and photos;

   d. Display design;

3.5. Data Collecting Technique

In this study, the data collection techniques used were observation, questionnaires, and documentation.

3.5.1. Observation

According to Arikunto (2013), observation is a data collection technique that is carried out by means of careful research, and systematic recording. Observation activities carried out aim to determine the teaching and learning process in the classroom. In addition, observation activities were carried out to determine the activities of students in the classroom during the teaching and learning process.

3.5.2. Questionnaire

According to Sugiyono (2016) the questionnaire is a data collection technique by giving a set of questions both verbally and in writing to respondents. In this study, the type of questionnaire used was a closed questionnaire. This type of closed questionnaire is a type of questionnaire in which the writer have prepared alternative answers for respondents.

3.5.3. Documentation

This research uses documentation in the form of photos. The photos obtained are photos when researchers conduct research at school. The photos obtained will also be used as a complement to the data obtained.

3.6. Data Analysis Technique

3.6.1. Qualitative Data Analysis Techniques

Qualitative data in this study are the results of observation learning activities in the classroom and student activities in the classroom. In addition, the data is also in the form of validation results from experts, teacher, and students in the form of criticism, comments, and suggestions. The results of the validation are used to improve the learning materials developed by the writer. The expert focuses on providing criticism and suggestions on the quality of the content of the material, the presentation of the material, the language used as well as the graphic of material.

3.6.2. Quantitative Data Analysis Techniques

Quantitative data in this study are in the form of assessment scores from the results of material validation by experts. Data analysis techniques are carried out to obtain quality module products that meet the aspects of validity and effectiveness.

1. Analysis of Validity

The steps in analyzing the product quality criteria developed are as follows:

a. Requesting the willingness of lecturers and teachers who have a lot of teaching experience to become validators of the printed teaching materials that have been developed.

b. Provide an answer score with criteria based on a Likert scale. According to Sugiyono (2012: 34), the Likert scale is used to measure a person's attitudes, opinions, and perceptions about social phenomena.

Category	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

(Source: Sugiyono, 2012 : 34)

c. Ask the validator to provide advice on the assessment given to the development of printed teaching materials based on the items contained in the validity test. If there are still many errors in the development of printed teaching materials, it is necessary to revise so that the teaching materials developed are truly valid.

d. Determine the number of scores from each validation by adding up all the scores obtained from each indicator.

e. Determination of the value of validity by:

Validity score $= \frac{Total\ maxium\ score\ obtained}{Maxium\ score} \text{x } 100\%$

f. Provide a validity assessment with the criteria as stated by

Riduwan (2010)

No	Percentage (%)	Criteria
1	0-25	Very invalid
2	26-50	Invalid
3	51-75	Valid
4	76-100	Very valid

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion following the finding of the study. At first, the researcher presents the conclusion of the study and the second part is suggestion dealing with the objectives of teaching and learning process.

5.1. Conclusion

The module generally consists of three parts: the beginning, the contents, and the end. This initial section contains an introduction like teaching materials in general, namely the cover page, title page, preface, introduction, and table of contents. The content section consists of learning activities: materials, tasks, and exercises. The final part consists of a glossary, answer keys, and references.

The resulting product is a Corpus-Based Descriptive Text Learning Materials Module for Grade VII Middle School Students. This module has been developed using a text-driven approach to developing teaching materials. The development steps consist of 8 steps, namely: 1) Text Collection; 2) Text Selection; 3) Text Experience; 4) Readiness Activity; 5) Experiential Activities; 6) Intake Response Activity; 7) Development Activities; and 8) Input Response Activity.

The validation results of expert lecturers, English teachers, and student assessments on content, presentation, language, and graphic validity show that the learning modules on corpus-based descriptive texts developed fall into the "very valid" category. This criterion is evidenced by the details of each aspect as follows.

1. The first is content validity. This aspect gets an average score of 3.4, with a feasibility level of 86.9% in the "very valid" criteria.

2. The presentation validity gets an average score of 3.5 with a feasibility level of 89.5% in the "very valid" criteria.

3. Language validity gets an average score of 3.6 with a feasibility level of 89.9% in the "very valid" criteria.

4. Graphic validity gets an average score of 3.6 with a feasibility level of 92.9% in the "very valid" criteria. This module gets the predicate "very valid" in every aspect.

5. This is proven by the average overall score of the validation aspects is 3.5, with a percentage of 89.8% with a "very valid" feasibility level.

When compared with other teaching materials, the text book for example, this module offers several advantages, namely:

a. The module can provide feedback so that students know their deficiencies and immediately make improvements.

b. In this module, clear learning objectives are set so that directed learning student performance in achieving learning goals.

c. Modules are designed to be attractive, easy to learn, and can answer student needs, increasing student motivation to learn.

d. Modules are flexible because module material can be learned by students in any way and at different speeds.

e. Collaboration can be established because, with the module, competition can be minimized between students because there are several activities in pairs and groups.

f. Remedial can be done because the module provides sufficient opportunities for students to find their weaknesses based on a thorough evaluation contained in the module.

English teachers can use teaching materials developed by the author in the learning process in class. Besides, the English teacher can also use the teaching materials developed by the writer to improve reading and writing skills. The writer divides the reading and writing skills portion by 4:1, or about 75% for reading and 25% for writing. Activities designed to develop reading skills are determining the main idea of reading, finding the meaning of difficult words, defining statements based on the text, and completing sentences. Meanwhile,

the writer provides activities such as composing jumbled sentences into coherent texts to improve writing skills.

5.2. Suggestion

Based on the result of the study, the research puts some suggestion to the following parties.

1. Students

   The results of observations through the distribution of questionnaires show that class 7A students at SMP Xaverius 3 Bandar Lampung are very enthusiastic about learning English. Therefore students need to maintain or increase their interest in English because this subject matter will help students in the future. In addition to being able to understand learning English at school and outside of school, students must improve their vocabulary skills. If students know or understand a lot of English vocabulary, it will make it easier for them to understand reading and follow the English learning process well.

2. English Teacher

   It is hoped that the modules that have been compiled and validated for English teachers can be used as new learning media besides textbooks. In addition, it is hoped that teachers will continue to strive and innovate to provide the best learning for SMP Xaverius 3 Bandar Lampung students.

3. Future Researcher

There are still many things that researchers still need to do. Therefore it is hoped that future researchers can develop more complete teaching materials. Teaching materials that can cover the needs of the four skills in English include writing, reading, speaking, and listening as well as various types of texts, not specifically descriptive texts.

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