

# Developing Writing Materials for Learners of English Education Department Based on Accelerated Learning Approach

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# Developing Writing Materials for Learners of English Education Department Based on Accelerated Learning Approach

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## ABSTRACT

The objective of this study is to develop the writing material model for English Education Department learners based on the accelerated learning approach. This study uses the developmental research. The data of this study consists of quantitative and qualitative data. While the data sources are learners, English instructor, and experts in the English writing material design. The techniques of collecting the data are observation, interview, questionnaire, document, and focused group discussion. This study follows four steps of developing the materials : (1) analysing the existing materials, (2) doing need analysis, (3) developing the materials, and (4) validating the materials. The data analyses used in this study are percentage for quantitative data and for qualitative data, Miles and Huberman technique (2014) is used : data condensation, data display, and verification. To establish the trustworthiness of the data, this study uses triangulation : source, method, and theory. The result of this study is a theoretical model of writing materials based on accelerated learning containing : (1) the components of English writing materials (2) communicative principle, (3) learning by integrating mind, emotion, and body, (4) activating conscious and unconscious thought, and (5) relaxation, music and suggestion.

*Keywords* : Writing Materials and Accelerated Learning Approach

## INTRODUCTION

The objective of the academic English writing subject for learners of English Education Department is to be able to write academic course works. To achieve this, based on the second language acquisition research, writing materials should : (1) expose to a rich, meaningful and comprehensible input, (2) engage both effectively and cognitively, (3) achieve communicative competence, (4) be

mental resources, (5) benefit from noticing salient features of the input and discovering, (6) give the learners opportunities to use language for communicative purposes (Tomlinson, 2010). Besides, Uechi (2016) adds five principles to design the writing materials in which the materials should help learners to develop confidence, expose them to language in authentic use, be culturally relevance, stretch/challenge them, and build their intercultural awareness.

In other words, the English writing materials should be authentic, relevant, consistent, and adequate. The authentic materials mean the content should be based on the real life that is used by the people around the learners' environment. The relevant materials refer to the suitability of the material to achieve the competency standard and the basic competence. The consistent materials are the content of the material should support the learners' need and the adequate materials are the materials should be sufficient to help the learners to achieve the basic competence.

In reality, the English writing materials used by the learners of English Education Department today in some ways are still not as what to be expected. The materials seem not relevant to the learners' need as English Education Department. The content of the materials is not based on the learners' academic atmosphere and not containing English educational situation. Because as teacher candidates, they need this kind of materials. Besides, the materials emphasize the the mastery on linguistic competence rather than discourse, sociolinguistic, and textual competences. Verbal ability is dominantly elicited. There is no pictures at all to stimulate non-verbal ability.

To solve the problems, an accelerated learning approach is assumed suitable to be used to develop the writing materials for English Education Department learners at least for two reasons : First, the materials should be designed not only emphasizing the mastery of the language structure and verbal ability but also language use, non-verbal ability, and natural, social as well as moral realities. Second, the accelerated learning can be used to design the materials that can create three kinds of learning : learning language, learning through language and learning about language (Santoso, 2014).

Accelerated learning is an approach that can encourage learners to have good motivation, effective learning techniques, and doing a reflection to what have been learned (University of Bradford, 2018). Good motivation means learners should have specific goal <sup>12</sup> motivation, social and activity oriented motivation, and learning oriented motivation. Effective learning techniques should develop the multiple intelligences as mentioned by Howard Gardner. Those intelligences are optimally stimulated when learners <sup>12</sup> engage all four senses of seeing, hearing, saying, and doing integratively. To do a reflection means learners can review the experience, concluding from experience, and applying the experience.

<sup>1</sup> In foreign language instruction, accelerated learning approach is defined as a creative communicative language teaching with the supplement of music, relaxation, and suggestion (Pestalozzi, 2014:1). This is a whole approach in teaching that provides positive effects on the learners psychological atmosphere and through this process, it can help to create effective learning. In other words, accelerated learning is more economical communicative teaching in utilizing time. In the elaboration stage, the accelerated learning is almost the same as communicative teaching. Therefore, the learning materials based on the accelerated learning approach have three basic principles saying that the learning materials should : (1) create the productive, joyful, and absence of tension learnings, (2) stimulate conscious and unconscious learning, and (3) be able to optimize the learners' potentials through suggestion (Pestalozzi, 2014).

English writing materials should contain knowledge, skills, and ability to utilize knowledge and skills of writing (Santoso, 2016:231). Knowledge of writing consists of vocabulary, grammar, and spelling. In the vocabulary, two elements that should be known : sound of the words and meaning of the words. In writing, sound is represented as spelling.

The word 'meaning' not only consists of one but more than one meaning. There are two kinds of meaning : literal meaning and contextual meaning. The literal meaning is a meaning in dictionary and the contextual meaning is a meaning in which the writer uses a word in a real situation.

The grammar is the rules system to relate and to arrange words in a sentence. It is a sentence structure. The sentence structure of English language has certain characteristics in the patterns and in the cultural meanings.

The spelling is a necessary element in writing. The learners should understand the spelling of the word because in writing, the words are always cut into two syllable to connect between one line to another. In cutting the word, it should be done correctly, not cutting without regarding the correct syllable.

Beside knowledge of the language, the learners need skills of writing. Writing has more than one kind of skills. When writing, they should do planning, outlining, organizing, drafting, and revising. To plan a writing project, they need a skill of how to discover writing topic, to formulate a thesis, and to find a tone of writing. After planning, they outline the planning. Based on this outline, the learners develop the paragraphs. To develop the paragraphs, the learners should have a skill to organize the writing. To organize here means to introduce, to shape and to end the essay.

After introducing, shaping, and ending, the learners revise the draft of the essay by developing texture, tone, aim and structure. The last step to write is editing the essay. Editing the essay is to make the sentences effective, choose the appropriate words, check the grammar, check the punctuation, check the spelling, capitalization, apostrophes, and proofread the essay.

In utilizing the knowledge and skills of writing, there are two kinds of activities : cognitive and metacognitive activities. Cognitive activities deals with <sup>16</sup>attention, memory, producing and understanding language, learning, reasoning, problem solving, and decision making. The cognitive process could be natural, artificial, or conscious and unconscious. The cognition is used to process information, apply knowledge, and change preferences (Schraw in Lestari, 2014:14).

Metacognitive activities deals with knowing that one know (metacognitive knowledge) and knowing how to use what he knows (metacognitive experience). The metacognition is a process to observe, to reflect on, or to experience his own cognitive process.



Based on the background of the study, the research problems are formulated as follows: (1) How are the existing writing materials used today by the learners of English Education Department?, (2) What writing materials are needed by the learners of English Education Department?, (3) How are the writing materials for English Education Department learners developed based on the accelerated learning approach.

## MATERIALS AND METHODS

The objective of this study is to develop the writing material model for English Education Department Learners based on the accelerated learning approach. This study uses the developmental research. The data of this study consists of quantitative and qualitative data. While the data source is the learners of English Education Department, English instructor, and experts in the English writing material design. The techniques of collecting the data are observation, interview, questionnaire, document, and focused group discussion. This study follows four steps of developing the materials : (1) analysing the existing materials, (2) doing need analysis, (3) developing the material, and (4) validating the material. The data analyses used in this study are percentage for quantitative data and for qualitative data, Miles and Huberman technique (2014) is used : data condensation, data display, and verification. To establish the trustworthiness of the data, this study uses triangulation : source, method, and theory.

## RESULTS

### 1. The Existing Materials

The existing materials used by the learners of English Education Department are analysed in four aspects : the authenticity, the relevance, the consistency, and the adequacy. The authenticity refers to the content to be learned in the materials. The content should be based on the learners real life. However, the existing materials show mostly the theory of writing. The writer does not give her own example. The examples in the materials are not taken from the real use of language such as from newspaper, magazine, and other sources of meaningful

communication. Even there is no example at all. For instance, one of the writing topic is 'revising'. The writer only describes the meaning and the process of revising the article but there is no text at all to be revised. This is proven by the fact that at the end of the topic, the writer wrote the following instruction :  
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 "Revise your sentence, revising overall structure. Revising your paragraph, evaluating coherence, revising your words choice" (Dewi, 2013:22). This instruction is given after describing the role of revising and what thing should be revised. But, the learner could not see any text to be revised. How should the learner revise sentence, overall structure, paragraph, coherence, and word choice are not displayed in this materials. This means that the learners could not see the real revising so that he/she will find difficulty to do the activity of revising his/her writing.

The same phenomena of the authenticity also occurs on page 30 (Dewi, 2013: 30) of the materials. The writer describes the meaning of a paragraph. After the elaboration of the meaning of the paragraph, she writes a model of paragraph structure. The model is not commented in detail why it is called a paragraph or the characteristics of a paragraph, which is the topic, the topic sentence and the concluding sentence.

Similar thing can be seen when the writer presents the characteristics of a good paragraph. She mentions there are two characteristics of a good paragraph : unity and coherence (Dewi, 2013: 32-33). She just mentions the meaning of unity and coherence. There is no examples about the unity and coherence written in the paragraph.

The relevance refers to the suitability of the material to achieve the competency standard and the basic competence. The competency standard of learning writing does not only cover knowledge of writing but also skills of writing, sosial and spirituality competence. The existing materials show that most topics tend to elaborate the knowledge while the skills of writing is are not given in appropriate number of exercise. The social and spiritual competence are almost not touched by the writer.

The consistency means the content of the material should support the learners' need. Practically, the English Education Department learners of the Tarbiya and Teachers Training should learn English language subjects which include the language elements (spelling, vocabulary, and grammar), the language skills (listening, speaking, reading, and writing), and linguistics (introduction to general linguistics, sociolinguistics, psycholinguistics). They also learn basic education, basic social and natural science, and Islamic religion. In fact, the content of the writing materials deal with general theory of academic writing with minimal examples. The examples do not also represent the subjects being learned by the learners.

The adequacy deals with the sufficiency of the material to help the learners to achieve the basic competence. As mentioned above, the existing materials emphasize the knowledge of writing rather than the writing skill. Each chapter dominates the description of theory. In other words, the materials show mostly learning about language rather than learning the language and learning through language.

Beside that, some errors in lexis and grammar also occurs. The word "below" is written 'bellow'. The letter 'l' should be single not double. The phrase "Becoming a Good Leader" is written "Become a Good Leader" (Dewi, 2013:26). These kinds of error, of course, will give a bad effect to the learner's writing habit.

## 2. The Learners' Need Analysis

After doing the need analysis, the results show that there are two kinds of need : the learning need and and the target need. The learning need covers the objective of learning writing and the way of achieving the objective. The target need includes the writing materials needed, the materials wanted, the difficulty in learning writing, the writing topic wanted, the writing skills needed, the need for grammar in learning writing, the vocabulary needed in writing as well as the task and the exercise of writing.



a. The Objective of Learning Writing

The learners' objective in learning English writing has two categories : product and process. The learning objective of writing showing a product indicates that the learners are expected to be able to write '*skripsi*' ( 21.21%), for the sake of teaching English (9.09%), to be able to produce academic works (3.03%), and to be a successful writer (3.03%).

Based on the data, most learners decide that the primary objective of learning English writing enables them to write a *skripsi* (an academic work written by the undergraduate learners as one of the requirements to complete their study). This means that the main target of learning English writing is to write a *skripsi*.

Beside writing *skripsi*, the learning objective of writing is that the learners as teacher candidates need for teaching their learners later. As English teacher candidates, they should have good skill in <sup>25</sup> writing as well as in listening, speaking, and reading. Moreover, they are expected to teach writing integrately with other skills.

Some learners also need to produce academic works. This need shows more kinds of academic works not only a *skripsi* but also writing article in a journal, newspaper, a magazine or writing a paper in a seminar, conference, as well as in a workshop.

To be successful writer is one of their secondary need in which the learners expect to be professional in writing. Writing is not only as a tool to produce academic works but as their hobby.

The learning objective of writing showing a process indicates that the instructor are expected to be able to know the technique of writing (27.27%), to finish the assignment given by the instructors (12.12%), to write an adequate grammar (9.09%), proficient in writing (9.09%), to make readers understand (3.03%), and to fulfil the subject requirement (3.03%).

The data says that most learners need the technique of how to write. In this case, writing is regarded as a tool in which it is as a way to produce a good

writing article. The need of getting a practical way to write is majority in number. This means that the learners need a guide to do an English writing.

This data is also supported by the results of the interview with one of the English writing instructor saying that the learners should be able to write sentences and good essay focusing on academic writing as a set of activity to write a *skripsi*.

#### b. The Strategy of Learning Writing

To achieve the objective of learning English writing, the learners need practice (47.06%), the instructor's guidance (44.12%), taking the course (8.82%), improving themselves by increasing their vocabulary (8.82%), understanding course materials or theory (5.88%), reading (5.88%), and writing with appropriate and adequate structure (5.88%) as well as doing discussion (2.94%).

The above data says that most learners need practice and guide from the instructor to make their English writing better. They think that through practising a lot they will be skillful in writing. Not many learners are patient in writing again and again by themselves. Even when presenting the theory of writing in class, they don't almost care of doing practice. Most of the presentation sessions are explanation and discussion rather than practice in writing.

Beside practice, the learners also need guidance from the instructor. They feel they don't have enough knowledge and strategy of writing. They are not confident in doing writing.

From the above data, it also shows that in writing they need other skills such as reading, discussing, and mastering vocabulary. They think through reading a lot they can get more vocabulary, the way how to elaborate the paragraph including how to introduce the essay, to develop the body of the essay, and to end the essay.

Beside reading, they can get something important to guide them in writing through discussion. In doing discussion, they obtain significant input from the member of the discussion group. To organize the idea of writing, we need other

people to revise whether our writing is generally appropriate or needed some improvement.

Mastering vocabulary also give contribution to make the learners' writing better. They can use adequate diction representing the idea of the writing. They can make their writing more interesting and not using the same word in the same sentence and paragraph.

The learners also need additional course to make them able to write in a good way. They consider what they learn with their instructor is too high. They could follow what the instructor gives them. They need more basic knowledge and skills in writing. The ability of the learners' grammar is still low in writing.

#### c. The Writing Materials

Beside the learners' strategy of learning English writing, they also need English writing materials that are suitable to their subjects learned in the English Education Department (41.67%), dealing with English Education Department (37.76%), daily writing (27.24%), literature and culture (8.39%), writing technique (0.22%), writing *skripsi* (0.16%), private experience (0.04%), life style (0.03%), free writing (0.03%), and health (0.02%).

According to the learners, the writing materials that they need is those which are suitable with their subjects being learned. As learners of English Education Department, they learn subject in English language, education, religion, arabic, and the basic natural and social sciences.

Some learners need materials related to the English Education Department. This means that materials which are related to the major subjects become their need in learning English writing. Some also need to write daily activities such as writing personal letter. Several learners need materials about literature and culture, writing technique, writing *skripsi*, writing private experience, life style, free writing, and health.

#### d. The Writing Skills

In learning English writing, the learners also need several skills in writing. The skills are writing *skripsi* (36 %), writing formal letters (21%), writing other academic works (19 %), writing private letters (14 %), writing literary works (7 %), free writing (2 %), and writing textbooks (2 %).

The data above shows that the learners mainly need skills in writing *skripsi* and many learners also need writing formal letters. This is probably because the *skripsi* is the obligatory work that the learners should write at the end of the course of the undergraduate level. As the secondary need for the learners is writing formal letters and other academic works. In addition, writing private letters, writing literary works, free writing and writing textbooks become the tertiary needs.

#### e. The Writing Topics

The writing topics needed by the learners are about education (15%), pronunciation (11%), vocabulary (11%), speaking (8%), health (8%), modern life styles (6%), writing skills (5%), literary works (5%), social matters (5%), learning English (5%), grammar (3%), daily life (3%), technology (3%), English education (2%), sports (2%), religion (2%), cleanliness (2%), confidence in speaking English (2%), interest in learning English (2%), and writing article (2%).

The above data describes that the topics that the learners need mostly deal with education. It is possibly because they are as the teacher candidates is necessary to have adequate amount of the educational terms. They are also interested in language skills, health, life styles, literature, learning English, social matters, learning English. grammar, daily life, technology, English education, sports, religion, cleanliness, confidence in speaking English, interest in learning English and writing article. These various interests shows that the learners are expected to have not only the educational words but also interdisciplinary terms.

#### f. The Grammar Focus

The grammar focus needed by the learners are tenses : the simple past tense (27%), the <sup>14</sup> simple present tense (26%), the simple present continuous tense

(24%), the future tense (11%), the simple perfect tense (3%); pronouns (2%); nouns (2%), gerund (1%), punctuation, (1%) and all kinds of grammar (1%). The data shows that the learners very much need the tenses because these make them trouble in writing. They don't have any tenses in Bahasa Indonesia as their national language. In English, they have to differentiate the grammar of the past, present, and future events. For Indonesian learners, grammar is the most difficult.

#### g. The Vocabulary

The vocabulary needed by the learners are the scientific words (36 %), general words (36%), words about education (0,14), vocabulary unknown before (9%), literary words (2%), and words about culture (2%). Most learners primarily need scientific words and also the general words.

Based on the data, most learners need scientific vocabulary. As university learners, this kind of words are always found in writing *skripsi* and other academic writing. The words about language education, English language, research are some examples of the scientific vocabulary.

Beside the scientific vocabulary, general words are still needed because most learners are lack of this kind of words. Low mastery of the vocabulary make them difficult to write in English.

#### h. The Task

The tasks needed by the learners are how to write *skripsi* (23%), how to produce scientific works (19%), how to write formal letters (9%), daily activities (9%), English education (6%), exercise in writing paragraphs (6%), private writing (3%), structure (3%), making attractive writing (3%), how to write fluently and adequately (3%), free composition (3%), and direct practice (3%).

On the basis of the results of the need analysis, it can be concluded that the main objective of learning writing is to write a *skripsi* and how to write it. To achieve the learning objective, the learners need practice and the instructor's guidance. The learning materials are dealing with subjects learned in the English Education Department in general and dealing with the English Education



Department in specific. The skills needed by the learners are writing *skripsi*, writing formal letters and writing other academic works. The writing topic needed by them mostly deals with education and the grammar focus is mainly the tenses. While the vocabulary they need is scientific words, general words and words about education. The task should contain the way how to write *skripsi* and how to produce scientific works.

### **3. Theoretical Model of Writing Materials Based on Accelerated Learning**

On the basis of the analysis of the existing material, need analysis and the learning theory of the accelerated learning, the model of the English writing materials should contain : (1) the components of English writing materials (1) communicative principle, (2) learning by integrating mind, emotion, and body, (3) activating conscious and unconscious thought, and (4) relaxation, music and suggestion.

#### **a. English Writing Materials**

English writing materials contain learning objective, language focus, skill and content, and also task. The learning objective of the writing is that the learners are expected to able to write academic works. One of the academic works is particularly writing *skripsi*.

Beside the learning objective, the writing materials contain the language focus. The focus is on vocabulary, grammar, and function. The vocabulary mastered by the learners deals with scientific words, general words and words about education. The grammar needed by them is specifically on tenses and supported by other elements of grammar such as article, gerund, punctuation and so forth.

The skills in writing needed by the learners are writing *skripsi*, writing formal letters, writing other academic works, writing private letters, writing literary works, free writing, and writing textbooks.

The contents that are needed by the learners are about education, pronunciation, vocabulary, speaking, health, modern life styles, writing skills,

literary works, social matters, learning English, grammar, daily life, technology, English education, sports, religion, cleanliness, confidence in speaking English, interest in learning English, and writing article.

The tasks of the writing materials are how to write *skripsi*, how to produce scientific works, how to write formal letters, daily activities, English education, exercise in writing paragraphs, private writing, structure, making attractive writing, how to write fluently and adequately, free composition, and direct practice.

#### b. Communicative Principle in Writing

In writing English, the materials should have communicative principles. The principles are the learners have to : attain the forms of the English writing, obtain communicative function, develop the <sup>13</sup>skills and the <sup>13</sup>strategies for using the language to communicate meaning in written, and become aware of the social meaning of the language (Nunan 1989:13). The forms of the English writing means the learners should have adequate knowledge of the language such as mechanics of the letter formation, spelling, punctuation, vocabulary, and grammar.

The communicative function in writing is that the learners should have the ability to use suitable functions to communicate ideas and feelings such as introducing people in written, greeting people, stating agreement or disagreement, expressing likes or dislikes, and so forth.

The skills of the language that should be developed in writing is to find writing topic, to formulate thesis, to introduce the paragraph, to shape and to end the paragraphs. The strategies of using the English language are the ways how to write a title, to develop paragraph, or to end the essay.

Becoming aware of the social meaning means that the learners should not only realize the literal meaning but also the meaning that is socially given by the people around us. This is related the contextual meaning.

c. Learning Writing by Integrating Mind, Emotion, and Body.

When learning writing, the function of the mind, emotion and body should be integrated because the activity of writing involve the three parts of the human. The brain monitors the body. The right side of the body is monitored by the left brain and the left side one is controlled by the right hemisphere. The center of emotion is linked to the mind. The information processed in the mind is transfered to the limbic system as the center of long-term memory. In this location, the information is stored. Therefore, mind, emotion, and body could not be isolated from one another.

In writing, there are five processes of scrawling out a message involving : (1) the cerebral cortex, (2) the thalamus, hypothalamus, and limbic system, (3) the basal ganglia and brainstem, (4) the cerebellum, and (5) the spinal cord, which send the impulses out to the hands and fingers (Seifer, 2014: 189).

The cerebral cortex in the frontal lobes is the central control center where writing begins. From here, the process of writing is transfered into the cerebellum via the thalamus in the limbic system located in the midbrain. This process is mostly preconscious activity.

In the control center, the temporal lobe, the occipital lobe, and the pariental lobe are also involved in the process of writing. In the temporal lobe, Broca's and Wernick's areas are used to produce and comprehend the speech. The occipital lobe is used for seeing the page and for picturing associated ideas. The pariental lobe writing center, which includes the left angular gyrus is used for converting visual perception of letters into the comprehension of words. The pariental lobe is also involved in the global coordination of all these lobes with the motor cortex which has specific areas for arm, hand, and finger movements.

In the limbic system, the process of initiating the content and emotional colouring of the communique and for controlling the onset of the motor sequence occur. Below the thalamus are the basal ganglia structures that include the caudate neclues, putamen, and globus pallidus, and the sub-thalamic substantianigra which supplies dopamine to the neuritransmitter on this third tier for the modification of

fine motor control. There are also proprio-kinesthetic feedback mechanism linked to the cerebellum, the reticular formation for modifying consciousness, and the continuing downward path of the extrapyramidal and pyramidal track which passes through central lateral connection in medulla en route to the spinal cord, arm, hand, and fingers.

In brainstem, we find corpus striatum, globus pallidus and substantia nigra. The corpus striatum is an inhibitor of instinctual drives. The globus pallidus is an expresser of instinctual drives. While the substantia nigra produces dopamine sent to the rest of the basal ganglia for argumenting fine motor control.

The cerebellum is the motor program. The organization of writing is in the cerebral cortex that is then transferred to the cerebellum via the thalamus in the midbrain. While the spinal cord is transmitter from cerebral cortex to the sensory motor system in which the smell, sight, touch, taste, and hearing from environment are firstly processed in the sensory motor system.

So, by integrating mind, emotion, and body, the verbal or aural medium (left hemisphere) and the visual medium (right hemisphere) at the same time could be activated. The activation of the two kinds of medium enables to stimulate the learners' multiple intelligence, to create positive learning environment, and to optimize the inquiry ability.

#### d. Activating Conscious and Unconscious thoughts in Learning Writing

In writing, there are three activities we do : (1) general direction of writing, (2) automatized steps involved in creating the numerous letter forms as in the hand gliding across the page, and (3) overall pattern and the placement of such things as diacritics (Seifer, 2014: 68). The general direction of writing goes consciously, creating the numerous letter forms goes preconsciously and the overall pattern and the placement is processed unconsciously.

Therefore, to accelerate the learning of writing, we need to activate the conscious and the unconscious thoughts. To activate the conscious thought, direct and indirect verbal intervention should be optimized. While the unconscious thought could be activated through direct and indirect non-verbal intervention.

e. Relaxation, Music, and Suggestion.

In order to accelerate learning in writing, relaxation, music, and suggestion should be provided to the learners. The relaxation is used to motivate the learners to learn easily and with absence of tension.

The music is used to create positive learning situation and joyful learning. When the learning environment is positive and the learners are learning joyfully, the area of limbic system will be open. If this area is open, they are easy to remember and the information given to them is stored in the long-term memory.

The suggestion is an intervention given to the learners when learning writing. The intervention could be a <sup>19</sup> direct verbal, indirect verbal, direct non-verbal, and indirect non-verbal. The direct verbal means that one kind of intervention in writing in which the learners express their feeling and thought through the letters in written. The letters are consciously expressed by the learners. This mostly involves the left brain.

The indirect verbal is that the ideas of writing are developed by organizing what the learners are writing about. This also occurs consciously before moving the hand to write. Before writing, the learners usually arrange what they are going to express in writing. This is always done by using outline.

The direct non-verbal means that when writing the learners use pictures, diagrams, or other kinds of media which can assist them in expressing the letters into the page. This non verbal direct allows the learners to organize their ideas of writing through media before executing through letters.

The indirect non-verbal is the situation which support the writing activity should be positive. All kinds of peripherals belong to this part. The peripheral here is like the place where we are writing is clean. The temperature is not hot and not cold. Motivation to write also belongs to this.



## DISCUSSION

On the basis of the research findings, there are five components of English writing materials model based on accelerated learning approach: (1) the components of English writing materials (2) communicative principle, (3) learning by integrating mind, emotion, and body, (4) activating conscious and unconscious thought, and (5) relaxation, music, and suggestion.

The model shows that English writing materials should contain inputs, language focus, content, and task. These components should be presented through the communicative principles. The communicative principles are delivered by integrating mind, emotion, and body.

When integrating mind, emotion, and body, conscious and unconscious thought would be activated because the center of language in the left brain is present consciously when the body move and the learners' emotion involves when learning. While the right brain is unconsciously stimulated if the instructor uses peripherals or pictures.

The learners' English writing materials also contain the relaxation, music, and suggestion. The relaxation is used in order the limbic system as the center of emotion and long term memory could be open. In a relaxed condition, they are easy to remember all information learned and they do not feel burden to learn because of the absence of tension when learning the materials.

The music is used to help the learners to make easy to write. It contains rhythms that optimize the mid-brain where the long term memory is located. When the long-term memory is open widely, whatever the learners write is easy

The suggestion is used to stimulate the learners consciously and unconsciously in order to produce the letters optimally. Through suggestion, the learners are easy to express their ideas in the written form.

## CONCLUSIONS

Based on the research results, it can be concluded that : (1). The Existing Materials do not show the authenticity, the relevance, the consistency, and the adequacy. (2) The results of the learners' need analysis are categorized into : the

objective of learning writing, the strategy of learning writing, the writing materials needed, the writing skills, the grammar focus, the writing topics, the vocabulary, and the task. (3) The theoretical model of writing materials based on accelerated learning contains : (a) the components of English writing materials (b) the communicative principle, (c) learning by integrating mind, emotion, and body, (d) activating conscious and unconscious thought, and (e) relaxation, music and suggestion.

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