

Using Students' Authentic Writings to Teach an Apprenticeship Report

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Abstract

An Apprenticeship Report as one of the obligatory products that students of Business English of Politeknik Ubaya have to produce becomes an important requirement since, during the writing process, it also involves the company where the students undergo the apprenticeship in their last semester. Having examined their writings, I found quite troublesome linguistic accuracy in their writings. Due to these most frequently occurring errors, I was finally triggered to make use their authentic writings as my teaching sources. Then, to follow up, I intentionally collected their works to be selected to be the teaching sources as I believed that bringing authenticity in the classroom produce positive feedback and substantial language learning (Reid, 1993: 177). Therefore, in this paper, I discussed further about the use of authentic materials and approaches in teaching writing using authentic materials. To obtain information whether authentic materials gave positive responses from the students or not, a set of questionnaire was distributed to them in all stages; pre-, whilst-, and post-writing. Overall results have shown positive responses from the students as they were exposed to their seniors' authentic writings and experienced authentic-materials-based activities which I designed purposely for them.

Keywords: Apprenticeship Report, Authentic writings, linguistic accuracy, errors

Introduction

Sometimes writing an apprenticeship report is not only frustrating for students but also the teacher. They might not wish to have so many notes to revise from the teacher. In the meantime, the teacher also keeps wondering why the same errors always occur in their writings. That was exactly what happened to my apprenticeship report class where I had to experience and witness the same errors in my students' writings for the past three years. I frequently noticed the same patterns of errors on sentence formulation in their apprenticeship report. A piece of background below was the example of their writing.

1.1 Background

Nowadays, the working field is more competitive than ever before because, the number of university graduates which (1) seeking for jobs, do not balance with the available vacancy offered by the company compared with several years ago. The vacancy itself mostly required the graduates who do not (2) only have good in knowledge, but also on it's (3) practically (4). The balance of good knowledge and it's (5) practically (6) is more preferable in today's working field rather than the graduates which (7) only doing (8) well.

Because of the above problem (9), the graduates must have both of those skill (10) in which for the knowledge, the writer's (11) had already got it in campus and for the practically (12), the writer got it while doing the apprenticeship. In the apprenticeship itself, the writer knew what the real working field is, for instance, the working environment, socializing and working with others staff, and many other experiences which would be helpful for the writer's development in the future. The writer also falls (13) helpful to be studying at The Business English Study Program of Politeknik Ubaya because, he got many knowledge that helped the writer prepare for the competitive working world. The Business English Study Program gave the writer many materials and subject which is (14) useful and appropriate with today's working field for example, Customer Service, Leadership, and Business Simulation. The writer also learns (15) about outdoor activities like Company Visit in several companies. To prepare the students for the working field as previously mentioned, the writer has (16) to carry out an apprenticeship report(17) in a company in this semester. It had become one of the requirements to graduate from the study program.

Illustration 1. Student's authentic piece of writing

The above writing contained several errors as indicated by the underlined and numbered words. At least, there were 17 errors in the paragraphs which became my focus at the time. Those two paragraphs were parts of an Introduction in Chapter I. The Chapter was

one of the important parts of the Apprenticeship Report required by the Business English Study Program (a Diploma III Program/Politeknik). Before writing the report, the students had to experience an apprenticeship program at a company in semester 6. After the completion of the program, they were obliged to write two reports; Apprenticeship and Final Report. In the Apprenticeship Report, the students had to describe about the profile of the company and their activities during their apprenticeship. Whereas, the Final Report discussed about an issue/problem they found in the company and any possible solutions were proposed based on some literature reviews. I viewed both reports were extremely important since it was directly related to the company as the stakeholder.

In preparing them to write those two reports, they had a Report Writing Subject in semester 5. In this subject, they were introduced the format of both reports and exercised on how to write them within a semester. Additionally, the subject was taught by two teachers: one handled the apprenticeship report and the other one handled the final report. Both teachers took turn in teaching each report. Language items such as grammar, vocabulary and pronunciation were taught in first and second semester. From this information, at least, they had basic knowledge and skills to write a report.

Looking back at the student's work very carefully at the very first time I found errors that consisted of the incorrect use of: (1) mode of tense, (2) adjective clause, (3) apostrophe, (4) noun formation, (5) plural form, (6) subject and verb agreement. During my observation for the past three years, I considered them as the most frequently occurring errors. Certainly, such problems on **linguistic accuracy** certainly generated strong feelings of frustration from the teacher's side as they revealed 'basic errors' (Coffin, C. et al, 2003: 31). Given such condition, I was totally aware of my responsibility to help them minimize the errors in their Apprenticeship Report. As many experts reported the benefits of using authentic materials in their research, I was triggered to intentionally file my own students' writings and make use of

them to teach an apprenticeship report. I believed that bringing them as authentic materials in the classroom could produce positive feedback and substantial language learning (Reid, 1993: 177).

This paper discussed further about teaching an Apprenticeship Report to the fifth semester of Business English Study Program students using their seniors' authentic writings. The teaching process was broken down into three stages; pre-writing, whilst-writing and post-writing. In each stage, I provided exercises based on the students' writings, objectives, procedures and students' responses. Their responses towards the exposure of their seniors' writings were necessary to be exposed in order to get the picture of how they felt and to elicit their opinions. To get their responses, I gave them a set of questionnaire to fill in. In addition, the scope of this paper was bounded only for the Diploma III students majoring Business English who studied Report Writing Subject in semester V. The focus of discussion was merely on the problematic parts of the paragraph in the Background of the Apprenticeship Report in which the learning process occurred in the second and third meeting.

Literature Review

In this part, I mainly discuss some relevant theories consisting of the use of authentic materials and approaches in designing authentic-materials-based activities.

Use of Authentic Materials: Definitions and Benefits

As it is shown in the illustration 1, my student's writing encountered some errors. Those errors were related to their **linguistic accuracy**. This fact surely may frustrate the teacher (Coffin, C. et al, 2003: 31). If these errors are repeatedly done by the students and show the same pattern in every student' writing, the teacher should put some efforts to at least reduce the errors since they are higher education students and afterwards immersing themselves in the real working world/job market. For these reasons, their writings should be

accurate as they will be involved in some particular types/genres of writing in the company in the near future.

In response to that, first, the teacher has to understand their errors are a part of a developmental process since students whose first language is not English often have significant difficulties with some aspects of English grammar and spelling that are distinct from the problems that native English speakers have (Coffin, C. et al, 2003: 32). Secondly, the teacher can help the students by focusing on the written text in this case their own writings. To get the students more interested and excited, the teacher may bring their senior writings carrying out some common errors which need attentions and improvement. This effort is called **bringing authenticity** in the classroom (Reid, 1993: 177).

Definitions of Authenticity. So far, authenticity has been differently defined by many language experts. First, Guariento and Morley (2001) defined authentic materials as materials that have been produced to fulfill some social purpose in the language community. In this case, putting some efforts in creating materials for diploma students might also be viewed as a language community. The presence of such materials might be extended not only for social purpose but also professional purpose. Another definition is also brought by Widdows on (1990) who viewed authentic materials as an exposure to real language and its use in its community. One thing in common between the two experts is when both mention community for which the materials are intended. The real language in my case is closely related to the students' writings which are not changed at all. Exposing their writings as the way they are to their juniors may raise an awareness of being careful in constructing their own paragraphs. The value of not making the same errors can also be the reason to use their writings. By doing so, the text may serve a meaningful communicative purpose.

Another characteristic of being authentic is the materials are appropriate to a particular set of contextual conditions (Widdowson, 1998). Contextual conditions might refer

to a learning situation that involves students who study a particular subject. The contexts bound in the intended target are clear since authentic materials should be dedicated to a learning community. Guariento and Morley (2001) stated an interesting point regarding authentic material in which extracting real information from a real text in a new/different language can be extremely motivating. Given the fact that students are still in developmental process, making errors in writing is inevitable. A critical value to build to the students is to keep on writing and learning from other works' errors. This can give opportunities for the students to practice again and revise the errors they have made. In this situation, teachers should help and accompany them in order to have better writing.

According to Jacobson, et al (2003: 43), a text is considered authentic if the purpose for reading or writing that text includes the purpose for which it would be read or written in out-of-school contexts. This definition seems relevant to the purpose of learning an apprenticeship report. The students are prepared to be ready in the real working world where they likely experience writing reports. Their writing skills are needed when they join a company. Further, Jacobson, et al (2003: 44) elaborated that once teachers and students begin to look at the outside world for possible texts to use in class, there is really no limit to what types might be incorporated. This is a great chance for the teacher to have a look at and find suitable type of text which can be beneficial for the students. When this is applied, it means that it also refers to one of the important factors considered to render a judgment about the authenticity of a literacy activity within an adult literacy class that is the purpose for reading and writing the text (p. 4). The followings are some reflective questions to be considered before selection of the materials (Jacobson, et al, 2003: 56):

Instrumental. Does this help my students to get what they want?

Regulatory. Does this text inform any students on the rules that they might follow?

Interactional. Does this text help my students to establish or maintain a personal relationship with someone?

Personal. Does this text help my students to express their personal thoughts?

Imaginative. Does this text help my students to express or create for someone an imaginative world?

Informative. Does this text provide the information my students want or need?

Benefits of Using Authentic Materials.

The use of authentic materials should be beneficial for the students and opportunities to interact with the language should also exist (Chavez, 1998). By giving students the authentic materials, they ought to experience process of learning and feel the progress of their writings. They will be familiar with the appropriate formats, the organization of ideas, dictions, as well as its sentence structures. Errors which frequently occur in their senior writings may be exposed to be best practices that can be applied in their own writings. The expectation of being more and more accurate in writing should be stressed out since they have learnt from their seniors' writings. Another advantage is the students might feel less worried for their seniors also encounter errors in their writings.

Reid (1993) claimed in his book, he found that authentic materials could give positive feedback towards the students. When used effectively, authentic materials can help bring the real world into the classroom (Kelly, et al, 2002) because students are exposed to original works of others and can be a means of best practices for them to learn. Additionally, this effort also help the students to be aware of common errors which might appear in their writing and as a result, it may give them confidence to start writing and not to worry to make mistake. In higher level of development, their efforts might lead them to writing accuracy.

Another argument in regard with the benefit of using authentic materials is also viewed by Maroko (2010). He argued that materials will expose learners to a wide range of

natural business language that is employed in the composition of the functional texts in the workplace (p.9). An apprenticeship report can serve as functional texts that the students learn in the subject of Report Writing. Therefore, exposing it in their learning process may give them experience in how to make a good report in which they will face in their workplace later. He also further stated that students are exposed to how the authentic texts are structured and how they work in the business environments where they are created (p.10).

The authentic materials can become teaching sources which are readily available and consequently are inexpensive. In my case, the materials were drawn from the senior students' writings that I have compiled intentionally. Stored in computer, they were easily projected using LCD projector or printed in hardcopies. This surely facilitated my students' learning. Varieties of errors were also registered and students could learn from best practices of their seniors' works. Through this way, they could take the advantage of how to make a better apprenticeship report.

What is positive about authentic materials is that they are more interesting than textbook materials because they can be more up-to-date and relate to everyday issues and activities (Lee, 1995). Such notion may be true since in the eyes of students, the materials are more close to the "real life". Students might also be exposed to new and different materials every year. As a consequence, a good response from the students might take place and surely it also influences their motivation in learning how to write well.

Approaches in designing authentic-materials-based activities

Next, in focusing on the written text, it is possible for the teacher to give **contrastive rhetorical analysis** (Kaplan, 1966) in the classroom. This means that the teacher may bring two different writing texts to be compared by the students so that they understand how a good text/paragraph should be and how two compared writings bring their own language and background. After comparing and understanding different paragraphs, the next thing to do is

exploring the paragraphs/texts or **text-focused analysis**. The activity focuses more on forms of the language. Long (1991) and Long and Robinson (1998) argued that while second language instruction should be based on principles of authentic communication and learner-centeredness, direct study of problematic grammatical forms should be included when necessary. Once again, this effort can bring students' attention to the grammatical errors which hamper particular paragraphs.

Another way that can be done by the teacher is focusing on the composition process. This process may vary in the level of implementation ranging from looking at differences between writing in L1 and writing in L2, strategy used while composing, or focusing on a particular aspect of writing such as revising (Takagaki, 2003; Williams, 2004). Furthermore, Galbraith and Rijlaarsdam (1999) state that written product that students are meant to produce, and focusing on the creative processes of writing, the role of the individual in the act of writing, and the social aspects of writing, including students' identities, disciplinary conventions, and the larger social context become elements that need to be taken into account into the teaching writing. When it discusses social context, an active involvement of peers should be considered in the teaching process and therefore the teacher could possibly ask them to engage in a collaborative learning in doing the writing activities (Coffin, C. et al, 2003: 42).

Besides using the analysis above, it is also important to use some suitable approaches to overcome such linguistic accuracy. The followings are approaches possible for the designed activities:

Authenticity in the classroom. Bringing authenticity in the classroom (Reid, 1993: 177). Authenticity here means the writer will be using his students' authentic writings which contain errors to be presented to facilitate students' learning. Another purpose of doing such strategy is to build their awareness of common errors that might also occur in their writings.

It is expected they will be able to minimize the errors in writing and even they can increase their writing accuracy. Thus, in the future, when they start writing their own apprenticeship report, they will make a better one.

Building the context. This approach is actually still related to bringing authenticity since the teacher in this approach put efforts to link their knowledge in writing a report to the previous product of apprenticeship made by their seniors (Coffin, C. et al, 2003: 43).

Modelling and deconstruction. This approach refers to an opportunity for students to examine the target texts and identify specific aspects of the texts (Coffin, C. et al, 2003: 43)

The pattern-model-based approach. It focuses on situational and functional writing (Reid, 1993: 75). In this case, exercises derived from students' authentic writing are given. Additionally, one of the goals in this approach is to emphasize the forms of writing and rhetorical modes such as expository/informative one. This approach also allows learners to identify irrelevant sentences and teach them the logic of organizational pattern (Reid, 1993: 30).

The Language-based approach. From the text, students will learn how to use appropriate structures and vocabulary in making a good essay. (Raimes, 1983:3)

The process-movement approach. This approach will allow students to explore a topic through writing (Reid, 1993: 31). From the authentic students' writing, the topic can be the model for students to rewrite a better report from the authentic source given to them. As a start, this approach may give opportunities to them to begin gathering ideas from their own experience and knowledge before they rewrite a better report (Raimes, 1987a: vii).

The guided writing approach. This approach guides the students to structuring sentences which will be needed when reformulating the above text (Reid, 1993:25).

Discussion

After discussing some relevant theories about the use of authentic materials and approaches in designing activities using authentic materials, the followings are the descriptions of how I designed the materials and used them in my teaching. The design comprised in several stages (pre, whilst and post writing). In each stage, the students' writings were always included as source of materials to address the issues of mode of tense, adjective clause, apostrophe, noun formation, plural form, subject and verb agreement. To make much easier to follow every stage, detailed steps, objectives as well as reasons of using the activity for each exercise were also discussed. To show how the authentic materials I designed gave positive influence in my students' learning, students' responses were also included in each stage

Stages of Teaching Writing and Material Development

The stages described here were designed after the students had learnt about the format of an Apprenticeship Report in the first meeting. In the first meeting, I set out to build commitments with students and introduce the subject that included the significance of studying the subject and learning the format of an Apprenticeship Report. Thus, the designed activities using authentic materials were meant for the second and third meeting.

Pre-Writing. In this process, I highlighted what should be included in the Background of an Apprenticeship Report. Then, I showed a piece of writing taken from their senior's writings. This piece of writing became the authentic source for me to start up the day.

From the above authentic material (illustration 2), I asked the students to identify some possible errors from the paragraphs. Some possible instructions for the above illustration I gave to students were as follows:

1.1. Background

Nowadays, the working field is more competitive than ever before because, the number of university graduates which seeking for jobs, do not balance with the available vacancy offered by the company compared with several years ago. The vacancy itself mostly required the graduates who do not only have good in knowledge, but also on it's practically. The balance of good knowledge and it's practically is more preferable in today's working field rather than the graduates which only doing well.

Because of the above problem, the graduates must have both of those skill in which for the knowledge, the writer's had already got it in campus and for the practically, the writer got it while doing the apprenticeship. In the apprenticeship itself, the writer knew what the real working field is, for instance, the working environment, socializing and working with others staff, and many other experiences which would be helpful for the writer's development in the future. The writer also feels helpful to be studying at The Business English Study Program of Politeknik Ubaya because, he got many knowledge that helped the writer prepare for the competitive working world. The Business English Study Program gave the writer many materials and subject which is useful and appropriate with today's working field for example, Customer Service, Leadership, and Business Simulation. The writer also learns about outdoor activities like Company Visit in several companies. To prepare the students for the working field as previously mentioned, the writer has to carry out an apprenticeship report in a company in this semester. It had become one of the requirements to graduate from the study program.

Illustration 2. Student's authentic piece of writing

Task 1. The above paragraphs derived from a senior's writing. The paragraphs contain at least 17 errors of mode of tense, adjective clause, apostrophe, noun formation, plural form and subject and verb agreement. Students can discuss it with their partner, or friends. The above instructions I made for my students were on the basis of the following reasons: (1) The above tasks moved from guided to less-guided ones (Reid, 1993); (2) the designed pre-writing activities are optional depending very much on students' level of writing proficiency. (Nuttal, 2005); (3) the aim was to raise students' awareness on identifying errors in paragraphs (Robinson, 1998). Hence, the activities also built confidence among students since they could possibly work together with their friends and through this way negotiations occurred among them.

After doing the process above, I tried to elicit my students' responses on their opinions about my effort in exposing their senior's writing. 84% of the students expressed that they were pretty excited about learning from their seniors' writings. When they were

excited about the materials, I noticed that their motivation was also lifted up. They paid more attention on the materials I gave them. 89% of them also stated that they preferred to have more on such a writing example and there were 85% of the students confessing that they learnt a lot from the errors on the writing. Their responses turned to be strong energy for me as their teachers as I witnessed their high spirit in learning. Almost 90% of the students also commented that the materials and instructions allowed them to do peer-work. It gave them more opportunities to discuss the task they had to complete with their peers.

Whilst-Writing. After the students were able to identify errors in the paragraph which consisted of mode of tense, adjective clause, apostrophe, noun formation, plural form and subject and verb agreement, they focused on activities that could help them minimize the respective errors by addressing each error in some exercises.

In doing the apprenticeship, the writer as student of the Business English study program (1) choose Shangri-la hotel. There (2) are several reasons why the writer finally (3) decides to conduct his apprenticeship there. The first reason (4) is the writer (5) wants to know about the system of management in this five-star hotel. In addition, learning how to market the service of the hotel (6) becomes another challenge.

Illustration 3. Student's authentic piece of writing

Task 2. Students change the mode of tense of the underlined verbs of their senior's writing on some parts of the Background of an Apprenticeship Report above from present tense to PAST TENSE. Write your answer in the space provided below.

Students' answers:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

The above task was aimed at raising students' awareness on the importance of PAST mode to show any activities during apprenticeship program which has been done in the past.

This way reminded them to always use PAST mode when they described their apprenticeship activities. The second aim was to apply the PAST tense rules in the paragraph of an Apprenticeship report.

Teaching Procedures. First, students were asked to examine the paragraph as seen in Illustration 3 together with their friends. Next, they were informed that the illustration was originally taken from their seniors' piece of writing. Then they read the instructions very carefully to make sure they understood what they should be do to complete the tasks. Further, I explained the objective of the task in which it gave them awareness of the use of past form since they had to explain what they had done in their apprenticeship activities in the past, and Students had the opportunity to do the task. Finally, together we discussed the answers.

Task 3. Students chose the best option from the words in bracket to write a good paragraph of an apprenticeship report. The answers refer to the rules of subject and verb agreement, adjective clause, apostrophe, noun formation and plural form.

Excellent experiences (come/comes) from the real world of work because in the real world of work, the skills and the ability (who/which) are obtained from campus (is/are) applied much. In relation to skills and knowledge, the great support (come/comes) from the Business English Study Program (whose/which) gives the opportunity for all (student/students) to do an apprenticeship in the 6th semester as one of(it's/its) requirements. In doing the apprenticeship, the students(is/are) under the guidance of the advisor I and II just to make sure that the program is conducted smoothly and students can apply its (practically/practicality) and finally they can make an apprenticeship report.

Illustration 4. Student's authentic piece of writing

The above task aimed at raising students' awareness on rules of subject and verb agreements, adjective clause, apostrophe, noun formation and plural form by letting them apply rules of subject and verb agreement, adjective clause, apostrophe, noun formation and plural form.

Task 4. Students complete the blanks with an appropriate NOUN, VERB, ADJECTIVE or ADVERB. These words are the most frequent words that appear in an apprenticeship report. They are allowed to consult the dictionary.

Words	Noun	Adjective	Verb	Adverb
Practical	.....	Practical	.....	Practically
Order	Order	.....	Order	.....
Apprentice	.....	.....	-	-
Organization	.....	Organized	.....	-
Rapid	.....	Rapid	-	Rapidly
Guide	.....	.....	Guide	-
Application	Application	.....	Apply	-

The objectives of the task. There are two objectives. First is to familiarize the students with the form of noun, adjective, verb and adverb which appear frequently in an apprenticeship report, and second is to enable them to apply the formation of noun, adjective, verb and adverb in writing an apprenticeship report

Teaching procedures for the above task. First, students were introduced and reminded once again to the word formation (noun, adjective, verb and adverb). Next, they were asked to fill out the empty space from the table provided in the task by referring to the rules of word formation. Then, together we discussed the answers of the task related to word formation (in this case, it is necessary to briefly explain about unclear point from the respective topic). Finally, I reminded the students to be careful in using the word formation as discussed and explained in their apprenticeship report.

Task 5. I asked students to examine the two illustrations below, and compare and decide which illustration is better. Justify your choice with reasons (referring to previous discussions). They could discuss with their friends.

In semester 6, students of Business English Study Program have to experience an apprenticeship program which aims at preparing them to be ready in the real working world. They are obliged to choose a company as a place for a three-month apprenticeship. To cope with this goal, finally the writer chose Shangri-la Hotel, Surabaya for its well-known service and well-organized hotel. The writer was glad to be the apprentice there as its marketing executive and was placed on the second floor.

Illustration 5. Student's authentic piece of writing

To fulfill it's important requirement before graduate from Politeknik Ubaya, students of Business English has to undergo an apprenticeship program whose are obliged for all student. Eventually, the writer go to Shangri-la Hotel as the apprenticeship place. In the hotel, the writer are placed in an executive office along with other two students. The writer is really happy because of the chance given. Being an apprenticeship there, all should follow the hotel's rules. It's rule is always on time at work.

Illustration 6. Student's authentic piece of writing

The aims of Task 5. First, by doing the tasks, students had opportunity to apply their knowledge on mode of tense, adjective clause, apostrophe, noun formation, plural form and subject and verb agreement. Second, they were enabled to identify a good paragraph. Finally, by comparing two different writings they could exercise their knowledge on mode of tense, adjective clause, apostrophe, noun formation, plural form and subject and verb agreement.

The teaching procedures. Since the task above using Contrastive Rhetorical Analysis and Text-Focused based Analysis (Kaplan, 1966), I needed to explain in details about what to do with the two authentic materials. I explained the goal of comparing the two texts/illustrations clearly. To achieve the goal of getting more awareness on linguistic accuracy, I gave opportunities to work together with their friends. Finally, I gave students time to do the task. After they finished doing the task, the task was discussed.

After completing all tasks in whilst-writing, some responses were elicited to find out (1) whether the activities could make them keep up with the topic discussed, (2) whether the students felt the movement from less to more challenging activities, (3) whether they learnt from their seniors' writings. Of the three questions, the answers had shown positive responses toward the use of authentic materials. 91% of the students stated that the materials had made them keep up with the topic. They felt they kept on focusing on the errors discussed and the exercises given. Meanwhile, there were 88% of them that experienced less challenging to more challenging activities from the materials. Additionally, 89% of them admitted they learnt from their seniors' authentic writings. The pre- and whilst-writing activities were completed in the second meeting.

Post Writing. This stage was conducted in the third meeting. From some series of activities using students' senior authentic writings in the second meeting, finally, the students came to much better understanding about the focus of the designed activities, which were, mode of tense, adjective clause, apostrophe, noun formation, plural form and subject and verb agreement. Therefore, for the next task, students were supposed to make some paragraphs for the "Background of an Apprenticeship Report".

Task 6. The aims of this task are the ultimate task to complete the aims of all tasks designed from task 1 to task 5. They were to give students opportunities in making a good Background of an Apprenticeship Report. They are also supposed to make students apply the knowledge of mode of tense, adjective clause, apostrophe, noun formation, plural form and subject and verb agreement and skills of constructing sentences for a background

Teaching procedures for Task 6. First I gave a good model of a background of an Apprenticeship Report drawn from the senior students' writing, and asked them to study the model of the writing. Then, I gave them opportunities to ask questions if they found unclear points. Further, students wrote their "Background of an Apprenticeship Report" using their

own sentences. Having finished the task, students were asked to exchange their works with their partner to do a peer review. As the final check, students' works with peer reviews were submitted to the teacher for a review..

Task 6: Example.

Study the following model of writing on the Background of an Apprenticeship Report.

Write a Background of an Apprenticeship Report using your own sentences.

1.1 Background

Studying at the Business English Study Program of Politeknik Ubaya aims at producing professionals who are ready in a real working world. Therefore, students have to experience an apprenticeship program in semester 6 before they graduate. For this purpose, Politeknik Ubaya allows the students to choose one of the companies as their apprenticeship place.

In coping with the requirement, then, the writer under the guidance of Advisor I finally decided to conduct his apprenticeship at PT. Internusa Jaya Abadi located at Jl. Ikan Dorang 102, Perak, Surabaya. There were several reasons why the writer chose the company. First, the company was in the field of export import and it was in line with what the writer studied in the Business English Study Program. Secondly, chances to connect with overseas were widely open for the writer and as a result, the writer could have an opportunity to apply the business cross culture knowledge during his apprenticeship there. Also, the company had good facilities in which its facilities could support the jobs of the writer there.

By the end of the program, the writer was very delighted since he received sufficient knowledge and skills from the company. Furthermore, the practicality he obtained would be a stepping stone for the writer to compete with other graduates in the field of export import. The company also shaped the writer's attitude about working in the respective field.

Illustration 7. Student's authentic piece of writing (Model of a good background)

As the last step in writing the Background of an Apprenticeship Report, I received interesting responses from my students. There were 87% of the students that admitted obtaining more understanding about the use of correct mode of tense, adjective clause, apostrophe, noun formation, plural form and subject and verb agreement. 91% of them constantly said that they found their seniors' writings useful for their learning. The majority (94%) also admitted that they preferred their seniors' authentic writings to the textbook materials they had. This was not surprising at all since many researchers reported the same

results. They wished to continue to have more their seniors' writings as the materials for learning.

Conclusion

As I identified errors on mode of tense, adjective clause, apostrophe, noun formation, plural form and subject and verb agreements in the students' writing specifically on the *Background of an Apprenticeship Report* are beneficial for teaching, I eventually decided to keep their original writings as authentic sources for my Report Writing teaching. The reason I committed to do so is because the errors frequently occurred in students' writings could be a useful source for other students.

Based on this background, then, I designed the tasks/activities that suited my students' level. The illustrations exposed from Task 1 to Task 6 were genuinely drawn from my students' pieces of writings. On the basis of those authentic sources, I finally designed the tasks. The flow of the designed tasks moved from less challenging to more challenging ones, from guided to less-guided ones.

To elicit the students' responses, I also gave questionnaire in each stage of writing process namely pre-, whilst-, and post-writing. Overall, the responses toward the use of students' authentic writings were positive. Most of them constantly admitted that their motivation was elevated through learning from the most frequently errors in their seniors' writings.

Finally, as most teachers' ultimate expectation is to be able to facilitate students' learning, I really expect that the designed writing tasks based on my students' authentic writings might shed a light and contribute ideas of how to teach writing for specific purposes since the stages, objectives, procedures as well as the tasks designed in this paper can be adjusted based on the teacher's need and situation they encounter in their own contexts.

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