LANGUAGE ACQUISITION IN PREWRITING, DRAFTING, REVISING, EDITING AND PUBLISHING

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ABSTRACT

This research is back-worded by the pragmatic experiential learning problems the researcher faces in daily routine activities of teaching learning from first to fourth semester (2008-2021) at PoliMedia. It has accumulated into the researcher's pragmatic findings that teaching English for publishing students with its basic skills (reading, writing, listening, speaking) should be in line with the needed basic competencies of language assessment in the publishing needed skills (pre-writing, drafting, revising, editing, and publishing). However, in order to assure the pragmatic findings it is needed to do the academic analysis through the following academic research methodology, including: setting and time, research design, population and sample, data collection instrument, and data analysis. The research uses qualitative approach through seeing, observing, discussing and studying some related documents taken from questioannaire, interview, simulation and focus group discussion among lecturers.. The data shows various level of language acquisition (reading, writing, listening, speaking) found in prewriting, drafting, revising, editing and publishing. While there are seventeen students' needed technical skills to be supported in learning process, such as: 1). team working skills; 2) oral communication skills; 3) problem solving skills, 4) customer handling skills, 5) management skills, 6) general IT user skills, 7) technical and practical skills, 8) office administration skills, 9) written communication skills, 10) literacy skills, 11) numeracy skills, 12) IT professional skills, 13) foreign language skills, 14) grappling with grammar skill, 15) speed reading skills, 16) note-taking skills and 17) negotiating skills.

Keywords: Language acquisition, prewriting-drafting-revising-editing-publishing

INTRODUCTION

Referring to the previous Research Student Sandwich-like Program In Collaboration of Higher Education Indonesia, Jakarta State University and Ohio State University, 2014---hence the background of the research derived from the wish to solving gaps between existing condition and ideal prospective portrait of Publishing Study Program at the State Polytechnic of Creative Media (PoliMedia). It is widely exposed in printed and in electronic media that the Publishing Study Program specially designed to graduate the students who own competence, knowledge, and skills in preparing various kinds of manuscripts. Referring to the existing condition of PoliMedia as the only school of creative with Publishing Study Program, English is strongly recommended to support the teaching learning process. So forth, this is the essence of the adoption and use of English as the language of international communication as today a fact of life. Therefore, the needs of English language competencies should support the vision of the study program approached to worldwide class ranging from graduate's competence, graduate's profile, career prospect, job vacancy, learning process and facilities.

Since the first time experience of my teaching English at Polimedia, there are list of problem identifications to teaching english, such as: (1) The quality input of accepted students, (2) Limited time allocated for teaching English, (3) Students who do not have enough time to actually learn to speak English in class because the lecturer is more concerned to teach grammar and syntax, (4) The absence of good and authentic learning materials, (5) The absence of the social uses of English outside the classroom, (6) The absence of national occupational competence in Indonesia Publishing Industry, (7) No students and industrial need assessment. Apart from the list of problems, in term of graduates' competencies, Polimedia agreed to use the learning strategy approached to production and entrepreneurship based. In order to acquire the top competencies, there are at least two major skills to be achieved, such as; 1) skilful in editing and writing manuscripts, and 2) skilful in planning and managing their publishing business.

Referring to the learning outpus as the targeted competencies, the needed skills of study program are suited for those who wish to deepen the publishing world starting from prewriting, drafting, revising, editing and publishing the manuscripts at various forms like: books, magazines and newspapers. Concerning with the graduates' profiles, the Publishing Study Program is supposed to graduate the Medium Level of Writer or Author, Editorial Supervisor, and becoming Self-Entrepreneur of creative publishing called "Publipreneur". While the career prospect is dealing with the professional worker of Proof Reader, Copy Writer, and Writer or Author. The so called, here are the prospective job vacancies for the publishing graduation, such as: 1) Book Publishing Industry, 2) Press Publishing Industry, 3 Electronic Publishing Industry, 4) Advertising

Industry, 5) Television and Film Industry, 6) Broadcasting Industry, 7) Music and Performing Arts Industry, 8) Public Relations at Private or Government Office, 9) Literary Agents, and 10) Self-Publishing Entrepreneur[1].

In order to approve the goals, it is written to be commitment that the publishing students have to complete their study within three years (six semesters) with the comparative learning ratio 40% theory and 60% hands on learning. At the first year (semester one and two), the students get the basic theory of publishing, basic practice of writing and editing, and industrial orientation. At the second years (semester three and four), the students get a lot of practices in writing, editing, editorial management, and Industrial apprenticeship. At the third years (semester five and six), the students get specific writing and editing project, entrepreneurship and industrial hands on practice as well as presenting their compulsory reported comprehensive project.

In order to support the learning process, the Publishing Study Program has comfortable and elegant classrooms equipped with digitalized communication, language laboratory, publishing laboratory, free Internet, and fully digitalized library as well as national and international collaboration scope. This consequently can enhance the students creativity and innovation of doing creative writing, creative editing, and producing various kinds of hi-end publishing products. Referring to the expected learning output and English is strongly recommended to

support the teaching learning process (four semesters), the researcher was interested in detecting the level of language acquisition (reading, writing, listening, speaking) used in every step of publishing production cycles ranging from prewriting, drafting, revising, editing and publishing.

After knowing all related issues on the effort of managing Publishing Study Program at Polimedia, the researcher intends to limit on the effort of investigating the English language acquisitin in publishing activities through students' learning process. The limitation is aimed at fulfilling the resarch qustions, such as: (1) How does the English Language approach to the Publishing Students' needs? (2) How does the English language approach to Industry needs? And (3) How does the English language improve students' proficiency in understanding EOP materials?

Based on the formulation of the problems and the research questions, the objectives of the research are: (1) to investigate whether the English language meet the Publishing Students' needs; (2) to investigate whether the English language meet the industry's needs; (3) to investigate whether the English language improve the students English proficiency in understanding EOP materials. The research result is expected to provide lecturer with the right information on how the language acquisition arouse in every step of publication works. The infomation can be a resouce base for designing English language learning material used for guiding the students

[1] Prospectus (Indonesia-English) PoliMedia, 2011

and lecturer hand-in-hand in the learning process.

The objective of doing this study is of course also to get a valuable understanding about the level of emphasizing every language component within the teaching and learning process. This research main goal is also to assure the pragmatic experiential learning problems the researcher faces in daily routine activities of teaching learning from first to fourth semester (2008-2011). It had accumulated into the researcher's pragmatic findings that teaching English for publishing students with its basic skills (reading, writing, listening, speaking) should be in line with the needed basic competencies of language assessment in the publishing needed skills (pre-writing, drafting, revising, editing, and publishing). However, in order to assure the pragmatic findings it is needed to do the academic analysis through the following academic research methodology, including: setting and time, research design,

RESEARCH FINDINGS

Based on the data analysis, the research findings are classified into three major categories. First category is related to the first research question "How does the English materials meet the Publishing Students' needs?". Second category is related to the second research question "How does the English materials meet the Industry needs?". And the last category is related to the the last research question " "How does the English materials improve students' proficiency in understanding EOP materials?. The data to answer each research questions
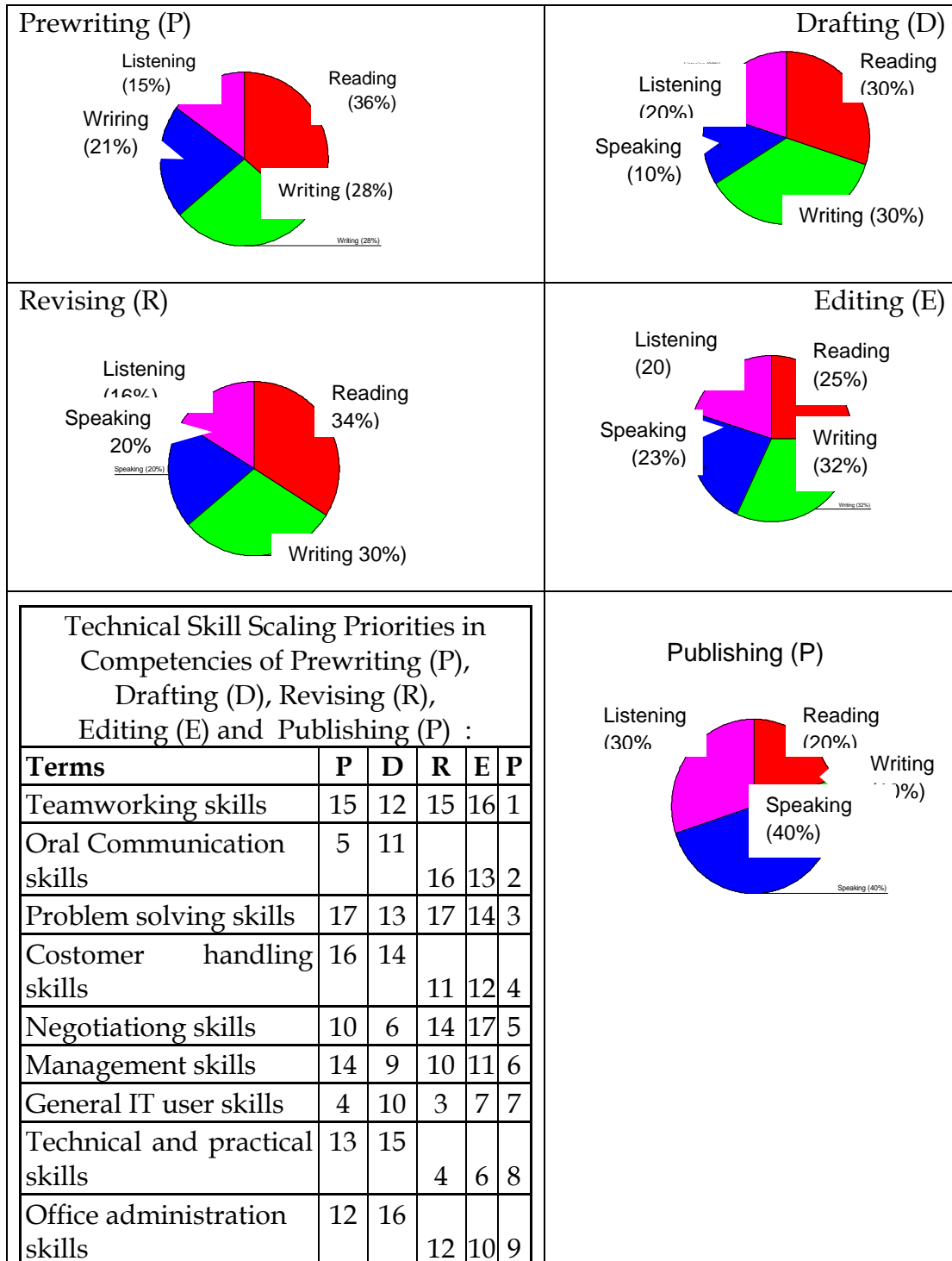
population and sample, data collection instrument, and data analysis.

Last but not least, the most significant of the research is based on what the PoliMedia's function to steer-up the three years diploma program focused on the need for publishing students as supposed intellectual resources of national Publishing Industry in Indonesia. Therefore, the significant of the research is also the study results will surely be valuable for: (1) Supporting the teaching learning process related to EOP contexts, (2) Providing the English material that meet the students' needs as those who will work in publishing industry after graduation, (3) Facilitating the students with materials for achieving the lesson objectives approached to the quality improvement, (4) Implementing the English materials have been designed by the researcher himself, and (5) Supporting the theoretical insight concerning with the designing EOP material for Publishing students.
are taken from questionaire-, interview-simulation and class observation-based data.

To clarify the question research **How Does the English Materials meet the Publishing Students' Needs?** here are the graphic of competence recorded from respondent's scaling toward the language aquisition in the activities of "prewriting-drafting-revising-editing-publishing". The data derived from 44 students who filled in the observation sheets as observed during the class session. The data shows how the language acquisition correlated with the technical skills needed in publishing industry approached to it's

production cycles pre-writing-drafting-
revising-editing-publishing.

Graph 1
The Percentage of Language Basic Skill
in Prewriting, Drafting, Revising, Editing,Publishing

Technical Skill Scaling Priorities in Competencies of Prewriting (P), Drafting (D), Revising (R), Editing (E) and Publishing (P) :					
Terms	**P**	**D**	**R**	**E**	**P**
Teamworking skills	15	12	15	16	1
Oral Communication skills	5	11	16	13	2
Problem solving skills	17	13	17	14	3
Costumer handling skills	16	14	11	12	4
Negotiationg skills	10	6	14	17	5
Management skills	14	9	10	11	6
General IT user skills	4	10	3	7	7
Technical and practical skills	13	15	4	6	8
Office administration skills	12	16	12	10	9

Written communication skills	2	1		13	9	10
Literacy skills	1	2	2	3		11
Numeracy skills	6	8	1	4		12
IT profesional skills	11	17	8	8		13
Foreigen language skills	7	7		7	5	14
Grappling with grammer skills	8	3		9	1	15
Speed reading skills	3	4	5	2		16
Note-taking skills	9	5	6	15		17

Source: Need Assesment of Designing English Course (Zalzulifa, 2021)

DISCUSSION

Language and Technical Acquition in Prewriting

Box 1 indicates that prewriting competency requires the skill of reading (36%), writing (28%), speaking (21%) and listening (15%). From the data it can be stated that language acquisition in prewriting is more influenced by the skill of reading, and then sequently followed by writing, speaking and listening. That means the design of material should focus on the effort of triggering students' skill in reading habit.

In addition to the language competencies, data also shows the priority level of technical skills needed in prewriting competency. In general, the language acquisition in prewriting competencies and its influences to priorities of technical skills can be seen in the graphi life side..

Language Acqution in Drafting

Box 2 indicates that drafting competency requires the skill of reading writing (36%), reading (30%), speaking (14%) and listening (20%). From the data it can be stated that language acquisition in drafting is more influenced by the skill of reading, and then sequently followed by writing, speaking and listening. From the data it can be stated that language acquisition in drafting is more influenced by the skill of writing, and then sequently followed by reading, speaking and listening. That means the design of material should focus on the effort of triggering students' skill in writing habit.

In addition to the language competencies, data also shows the priority level of technical skills needed in drafting competency. In general, the language acquisition in drafting competencies and its influences to priorities of technical skills can be seen in the graph aside.

Language Acqition in Revising

Box 3 indicates that drafting competency requires the skill of reading (34%), writing (30%), speaking (20%) and listening (16%). From the data it can be stated that language acquisition in revising is more influenced by the skill of reading, and then sequently followed by writing,

speaking and listening. It means that the design of material should focus on the effort of triggering students' skill in reading habit.

In addition to the language competencies, data also shows the priority level of technical skills needed in revising competency. In general, the language acquisition in revising competencies and its influences to priorities of technical skills can be seen in the graph aside.

Editing Need Assessment and its Language Acquisition

Box 4 indicates that editing competency requires the skill of writing (32%), reading (25%), speaking (23%) and listening (20%). From the data it can be stated that language acquisition in editing is more influenced by the skill of writing and then sequently followed by reading, speaking and listening. It means the design of English material should focus on the effort of triggering students' skill in writing habit.

In addition to the language competencies, data also shows the priority level of technical skills needed in editing competency. In general, the language acquisition in editing competencies and its influences to priorities of technical skills can be seen in the graph aside.

Language Acquition in Publishing

Box 5 indicates that editing competency requires the skill of speaking (40%), listening (30%), reading (20%) and writing (10%). From the data it can be stated that language acquisition in publishing is more influenced by the skill of of speaking and then sequently followed by listening, reading and

writing. It means the design of English material should focus on the effort of triggering students' skill in speaking habit.

In addition to the language competencies, data also shows the priority level of technical skills needed in publishing competency. In general, the language acquisition in publihsing competencies and its influences to priorities of technical skills can be seen in the graph aside.

CONCLUSION

Based on the results of data anaysis and the discussion data analysis, the following conclusions are drawn that in order to meet the publishing students' needs, the design of English learning materials for the publishing students should be formulated according to the level of competencies approaches to national qualification framework of Indonesia. Hence, the design of English learning materials should approach to four basic language competencies, that is: reading, writing, listening and speaking. In accordance with the basic language competencies, the design of English learning materials ought to encourage students enjoy learn and practice the activities of editorial job cycle from prewriting-drafting-revising-editing-publishing.

For the purpose of teaching and learning process and inline with need of publishing Industry, the design of English learning materials for the publishing students must be able to promote students in performing various technical skills needed for industry, such as: 1). Teamworking skills; 2) oral communication skills; 3)

problem solving skills, 4) customer handling skills, 5) management skills, 6) general IT user skills, 7) technical and practical skills, 8) office administration skills, 9) written communication skills, 10) literacy skills, 11) numeracy skills, 12) IT professional skills, 13) foreign language skills, 14) grappling with grammar skill, 15) speed reading skills, 16) note- taking skills and 17) negotiationg skills.

Moreover, the design of English learning materials is dedicated preferable to using as the subject references of publishing activities, as follows : 1) Commissioning and Acquisitions, 2) Rights, 3) Contract, 4) Design (visual), 5) Editorial management, 6) Design (structural), 7) Editing, 8) Production, 9) Marketing and Direct Selling.

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