Nedpe Model For Islamic English Language Materials Development

Dr. Yek Amin Azis, M.Pd

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Sanabil

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Layout : Tim FTK
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ISBN : 978-623-317-045-1
Cetakan 1 : November 2020

Penerbit:
Sanabil
Jl. Kerajinan 1 Blok C/13 Mataram
Telp. 0370- 7505946, Mobile: 081-805311362
Email: sanabilpublishing@gmail.com
www.sanabil.web.id

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LIST OF ABBREVIATIONS

NEDPE	*Need Analysis, Exploration, Development, Physical Production, Evaluation*
UIN	*Universitas Islam Negeri*
PAI	*Pendidikan Agama Islam*
NTB	*Nusa Tenggara Barat*
HOTS	*Higher Order Thinking Skills*
TOEFL	*Test of English as Foreign Language*
TIMSS	*Trends in Mathematics and Sciences Study*
LAD	*Language Acquisition Device*
CEFR	*Common European Framework of Reference for Language*
CLT	*Communicative Language Teaching*
ESP	*English for Specific Purposes*
EAP	*English for Academic Purposes*
EOP	*English for Occupational Purposes*
PBUH	*Peace be Upon Him*
EFL	*English as a Foreign Language*
ELT	*English Language Teaching*
CP	*Critical Pedagogy*
IAIN	*Institut Agama Islam Negeri*
FGD	*Focus Group Discussion*
CAR	*Classroom Action Research*
SPSS	*Statistical Package for Social Science*

FOREWORD

Alhamdulillah, all praises belong only to Allah SWT. Hopefully *salawat* and *salam* will always be delivered to the great Prophet Muhammad SAW, along with His family, friends and followers until the day of the resurrection. Thanks to the grace and guidance of Allah SWT, the textbook and reference writing program has been completed.

The obligation of lecturers to write and produce books, both textbooks and reference books, has actually been regulated in Law Number 12 of 2012 concerning tertiary institutions and Law Number 14 of 2005 concerning Teachers and Lecturers and some other regulations. Article 12 of Law No.12 of 2012 clearly states that lecturers individually or in groups are required to write textbooks or textbooks published by tertiary institutions as a learning resource.

The textbook and reference book writing competition (KOBAR) 2020 held by Faculty of Tarbiyah and Teacher Training (FTK) is an effort to contribute to the implementation of the law above, which quantitatively, the research charts and publications of PTKI lecturers still have to be improved. Another goal is to improve the quality of learning by creating a conducive academic atmosphere and an effective, efficient learning process with easy access to learning resources for lecturers and students. This publication is also expected to support the advancement of lecturers' careers in the context of advancement of lecturer functional positions, which in turn will have an impact on the increasing of the university and study program accreditation status.

Gradually, the Faculty continues to strive to increase the quantity and quality of the published book. There were 10 books in 2019 and increased quite significantly in 2020 into 100 that consisted of 50 textbooks and 50 reference books. The efforts of the faculty do not stop at the publication level, but continue with the registration of Intellectual Property Rights (HKI) of the books at the Directorate General of Intellectual Property (DJKI) of the Ministry of Law and Human Rights of the Republic of Indonesia, would result 100 *HKI* for lecturers in 2020.

The 2020 textbook and reference competition is oriented towards the interconnection-integration between religion and science, with the spirit of UIN Mataram *Horizon Ilmu* with inter-multi-transdisciplinary science that discusses methods in conventional Islamic studies with deductive-normative-theological characteristics with contemporary humanities studies methods such as sociology, anthropology , psychology, economics, hermeneutics, phenomenology and also the natural scincies which have an inductive-rational character. Among the 100 books, there were 10 thematic titles that answer the epistemological problems of Islamic education, especially those related to the mission of the Indonesian Ministry of Religion such as Islamic moderation (Islam washathiyah), inclusive education, anti-corruption education, character education, multicultural education, ethno-pedagogic, and online learning, education & gender issues, various Islamic boarding schools (coastal, entrepreneurial), and the most current themes, namely independent learning and independent campuses (*Kampus Merdeka*).

Representing the Faculty, I am grateful for the policies and support of the Rector of UIN Mataram Prof. Dr. H Mutawali, M.Ag and his staff, to 100 writers who contributed in the 2020 book competition, and the unforgettable editors from lecturers in the same field as well as publishers without a touch of *zauq*, the books will not be as attractive as these. There is no ivory that is not cracked; indeed there is still a shortage, both in substance and in technical writing. Through this "space", we expect critical suggestions from the readers. Hopefully this agenda will become an *amal Jariyah* and bring blessings to the academic community of UIN Mataram and the ummah in general.

Mataram, 29 Oktober 2020 M
12 Rabi'ul Awal 1442 H

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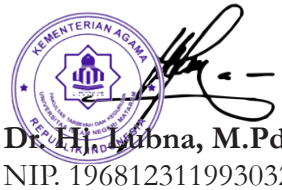

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PREFACE

The complexities of language learning context have triggered the establishment of various language learning materials developments or models that fit the L2 learners' contextual needs. Although Jolly and Bolitho's framework for material development has been quite influential, it fails to address the issues related to language learning, mainly the absence of evaluation and its failure in the dynamics of language skills. Similarly, another more comprehensive framework for material development is that of Graves' framework component of materials development (Graves, 1996). It comprises critical tenets of materials development procedures, such as needs assessment, setting goals and objectives, content, developing and selecting materials and activities, organization of content, evaluation, and consideration of resources and constraints. Due to the contextual complexities where the learning takes place, relying on a single framework is by no means the remedy. Secondly, the last component of the framework, the consideration of resources and constraints, can be included in the first tenet of the framework, where needs analysis or assessment is enacted. More importantly, the abovementioned framework does not cater the specific needs of language learning, where certain principles of L2 learning are critically important.

Despite prominent publications on the language learning materials development in the English language teaching (ELT) context, a further investigation and development within the realm of Islamic university remains scantily documented. Several language learning challenges in the abovementioned learning setting has been discovered, which includes the irrelevance of learning materials, the absence of Islamic values, and a lack of critical thinking and language skills. These drawbacks are also prevalent in the context of State Islamic Universities in Indonesia. Therefore, the need to establish a contextually fluid language learning model is of paramount importance.

Based on the rationales above, this book offers a model for English language materials development that draws on the L2 learning principles, HOTs, and contextual need analysis as well relevant literature, called "NEDPE" Model, which comprises (1) needs analysis, (2) exploration, (3) development, (4) physical production, and (5) evaluation.

This model can be adopted or adapted in various learning contexts beyond the language teaching and learning boundaries. The authorship of this book is driven by the desire to promote and develop the L2 language learning within the context of Islamic studies in various levels of education.

Finally, it is highly expected that this books serves the abovementioned pedagogical purposes, and any critics and suggestions for the betterment of this material development model are welcome.

Author,

Dr. Yek Amin Azis, M.Pd

CHAPTER I
INTRODUCTION

A. Background

The shift from teacher-centered to learner-centered approach has a profound impact on the pedagogical practice especially whitin the English language teaching (ELT) context. The *"learner-centered approach"* focuses the attention on the individual needs of learners that are imperative for the teaching and learning. In the ELT context, Harmer states "…in recent years, under the influence of humanistic and communicative theories, great emphasis has been placed on 'learner-centered' teaching, that is teaching which makes the learners' needs and experiences central to the educational process…."[1].

In line with this, Richards and Renandya assert that language learning institutions should facilitate students' learning according to each of the individual learner's needs through proper strategies that match their learning interests.[2]

The learner-centered approach in principle allows the learners to explore their ideas in learning language by using different ways that best suit their individual interests and needs. The influence of "learner-centered approach" on the recent language instruction is

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[1]Harmer, J.(2001). *The Practice of English Language Teaching*. London: Longman, p. 56.

[2] Richards, J. C. & Renandya, W. A. (2002). *Methodology in Language Teaching: an Anthology of Current Practice*. Cambridge: Cambridge University Press, p. 23.

how to design and develop the appropriate model that facilitates them with learning opportunities based on their needs and interests. This, in turn, leads to the development of English instructional materials. Parkay, Hass and Anctil believe that language learning materials developments should reflect on the students' needs and interests, which should resemble the real use of language.[3]

Current perspective on language learning no longer regards the language as the system of rules but as a means of meaning making that stresses on primary function-interaction and communication. Hence, the goal of language learning is to assist learners to learn the language in order to communicate effectively in everyday situations within various social communicative contexts. Hamp and Lyons argue that the current impetus for learning English is clearly distinctive from that of in the 1960s.[4] As the world is changing, so are the pedagogical practices in that they have to keep pace with the changes. In other words, the teaching and learning of English are not similar to that in the past, and most likely will not exist in the future. Thus, the efforts of promoting and developing learner-centered English language materials should be emphasized.

To design appropriate material, language learning materials designers need to take into account the consistency of principles and

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[3] Parkay, F.W., Hass, G.J., Anctil, E,J. (2010). Curriculum leadership; Reading for Developing Quality Educational Programs. Boston: Pearson Education, Inc, p.315.

[4] Hamp & Lyons, L. (2011). English for Academic Purposes. (ed. by Hinkel, E. in Handbook of research in second language teaching and learning. Page 86-105). New York: Routledge Taylor & Francis Group, p. 98.

procedures of materials development as they are central in designing materials. With this regard, Tomlinson states "both principles and procedures provide a menu of profitable options for materials developers".[5]

In this case, the term 'principles' refers to theoretical frameworks based on the concepts of language, language learning, and language teaching. According to Kumaravadivelu, the 'principle' is defined as a set of insights derived from theories which can be linguistics theories, language learning, and teaching theories. The principles cannot be understood without transforming them into forms of a workable plan, syllabus, and instructional material.[6]

Afterward, the term '*procedures*' is defined as a series of steps which shows how to achieve some goals.[7] In this context, procedures refer to stages of the development process to construct language materials. Graves advocates that the procedures provide language material developers with systematic means of designing a set of language *materials".*[8]

The procedure of materials development is understood by Graves as an ordered guideline or a framework of materials

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[5] Tomlinson, B (editor) (2008). *English language learning materials*: *a critical review*. London: Continuum International Publishing Group, p.6.

[6] Kumaravadivelu, B. (2003). *Beyond method; macrostrategies for language teaching. London*: Yale University Press, p. 89.

[7] Feez, S., Joyce, H. (2002). *Text-based syllabus design*. Sydney: New South Wale AMES, p.87

[8] Graves, K. (1996). *A framework of course development process*. (ed. by Graves, K. in Teachers as course developer. Page 12-38). New York: Cambridge University Press, p.12.

development process. She pointed out that "framework of materials development process covers (1) needs assessment, (2) formulating learning goals and objectives, (3) conceptualizing and organizing content, (4) choosing or adapting materials and activities, (5) evaluation, (6) consideration of constraints and resources".[9]

Principles and procedures aforementioned above are implemented in this study as the main consideration. Malay elaborates that procedures and principles play a significant role in the process of materials development in order to achieve the desired outcomes. He adds that, the outcomes consist of (1) educational outcomes (enhancing critical thinking, understanding the global issues, cross-culture understanding, values, and more), (2) pedagogical outcomes (evidence of learning, test result, fluency, learning to learn, etc.), (3) materials outcomes (students text, visual display, performance, etc.), and (4) psycho-social outcomes (increased self-esteem, self-awareness, confidence, cooperation, group solidarity, responsibility, tolerance of difference, etc.)[10].

Given the rationale above, one of the current efforts to provide the materials developer with appropriate procedure and principle in developing materials is by conducting a study on developing a model of material development for the students of

[9] Grave (1996). p. 12

[10] Malay, A.,(2016). Principles and procedures in materials development (ed. By Azarnoosh, M., Zeraatpishe, M., Faravani, A., & Kargozari, H. R. in Issues in materials development. Page 11-30). Rotterdam: Sense Publishers, p.10-29.

Islamic Religion Education Department at UIN Mataram. The difference in students' characteristics, motivation, preferences, needs, and interests at UIN Mataram encourage the author to choose UIN Mataram as the setting of the material development site.

UIN (Islamic States University) Mataram as the setting of this study is one of the Islamic Higher Education Institutions in West Nusa Tenggara (NTB) province. Pedagogically, the pillar of education at UIN Mataram is built under Islamic values and knowledge. It places the Qur'anic revelation and Sunnah as the essence of education and curriculum. Hence, the Islamic value/knowledge is used as main principles to shed on the learning goals, syllabus designs, and learning materials at any faculties and Departments.

Similarly, integrating the English language with the whole field of sciences is one of the big visions of the university as embedded in the curriculum to become a world-class University. This vision brings a consequence of the change to improve the quality of education and community service among the stakeholders, lecturers, and students.

UIN Mataram prefers English as one of the compulsory language subjects to be learned by students in all Departments (non-English Departments). One of non-English Department is PAI (Islamic Religion Education) Department. The English subject of PAI Department is two credits and taught in the first semester.

English language, in the PAI context, is broken down into two main purposes: (1) English is taught for enhancing the students' ability to comprehend and communicate the Islamic knowledge into the target language academically, and (2) in the broader area, the English language is taught to facilitate the students to the use of language for everyday encounters in their real life. In the PAI Department profile, the students are implicitly expected to master the English language (spoken and written) to support their academic competencies for understanding a lot of Islamic books/scientific journals written in English. Meanwhile, regarding the viewpoint of English as a global language, the students are also expected to master English for supporting their future skills as an Islamic religion teacher or a preacher.

On the contrary, the interview with English teaching staffs and analysis on the existing English learning materials (the content, topics, teaching points, activities, instructions, and texts) at PAI Department reveals that the English teaching materials require further refinement to attain the expected instructional goals. For instance, the learning materials applied in the classroom are not developed based on the institutional and students' needs. In materials development, developers should pay attention on the needs both target needs and learning needs[11].

[11] Hutchinson, T. & Waters, A.(1987). *English for specific purposes: A Learning-centered approach*. Cambridge: Cambridge University Press, p. 55-60.

To know the students' needs, English lecturers have to carry out the needs analysis as a form of materials development procedure. Richards opines that needs analysis enables the language material developers to document information regarding what the students can do and need to learn with respect to the target language use[12].

These gaps contribute as the basis to decide what language, what functions, and what meanings will be considered to develop adequate learning materials, such as (1) what kind of learning activities and practices are needed by the students, (2) what kinds of text-types, subject matter area, and types of topics are needed by the students, (3) how to design the tasks' sequence and grading the activities, (4) the proportion of micro-skills or macro skills covered in the materials, (5) what are the roles (teachers/students), (6) what settings are, etc.

With that regard, the "physical design" or "structural arrangement" (format, illustration, and the layout/design) of the existing course books used by the lecturers at PAI Department remain irrelevant to the topic/contents preferences. Whereas, the good format, illustration, and layout provide a visual explanation for something unfamiliar to the students, attract the students' attention, and learners' focus.[13]

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[12] Richards, J.C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press, p.53.

[13] Tomlinson, B.& Masuhara, H.(2004). *Developing language course materials*. Singapura: SEAMEO Regional Language Centre, p.34.

Apart from the course books used by the English lecturers, un-structured interviews with the stakeholder at PAI Department are carried out. The interview involved the head of the PAI Department to search and collect the valuable and relevant information. The head of the Department suggested that the English learning resources in the library of the Department, such as course books, TOEFL books, magazines, novels, and other printed learning materials should be relevant with the current missions and visions of the institution, UIN Mataram.

Drawing on the rationales above, developing a model of materials development for Islamic Religion Education Department students of UIN Mataram is imperative. The model of English materials used by lecturers, especially the Islamic Religion Education Department, has not reflected on and catered the institutional goals and students' needs. It is pertinent with Hadi's statement on the broader area of Islamic University context. He claimed that the Islamic identities (tradition, literature, value) have not been thoroughly explored by the stakeholders of Indonesian Islamic University.[14] Whereas incorporating the Islamic identities, the students can maintain their Islamic identity and are not easily contaminated by western values; and at the same time, the students

[14] Hadi, W.M.A (2016). *Kembali ke akar kembali ke sumber*. Yogyakarta: DIVA Press, p.6.

will have English competence as a means to face their future.[15] Additionally, the model of materials development is designed by incorporating higher order thinking skills (HOTS) in the *English* learning materials.

Pedagogically, the concepts of HOTS are increasingly needed nowadays as critical parts of teaching and learning in all fields at The Higher Education Institution (HEI). In line with that, HOTS is considered essentially effective for instruction to meet the challenges of the 21st-century learning skills.[16] Mainali states that HOTS is a cognitive process that includes critical, logical, reflective, metacognitive, and creative thinking.[17] It is about thinking processes that exist in what Anderson's revised Bloom's taxonomies are. The processes of thinking happen in levels of analyzing, evaluating, and creating. For these reasons, HOTS is modified, thaught, and developed by some educators to improve the students' thinking skills by using various learning methods, techniques, activities, and strategies.

In the realm of design and technology education, Chinedu *et al.* Explore their theoretical studies on some of the existing practice,

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[15] Umam, C., (2014) *Mantaining Islamic values in English language teaching in Indonesian Pesantren* (Vol. 2, No. 1. p.227-242). Journal of Didaktika Religia. Retrieved from http://jurnal.stainkediri.ac.id., p.227-242.

[16] Saido et al.

[17] Mainali, B. P. (2012). Higher order thinking in education (Vol. 2, No. 1, 2012, p-5-10).*Academic Voices: A Multidisciplinary Journal.* DOI: http://dx.doi.org/10.3126/av.v2i1.8277.

though, and concept about HOTS. They suggested that HOTS lessons in design and technology education should be focused on activities that cover some important area such as concepts, techniques, aesthetics, construction, and marketing. They also suggest that the use of instructional teaching methods such as PBL (problem-based learning) and brainstorming activities will engage the students in higher-order thinking.[18]

In chemistry area, Ramirez and Ganaden investigated the effect of creative activities by focusing on the top three cognitive processes considered as HOTS by Anderson and Krathwohl such as analyze, evaluate, and create. They gave the valuable suggestion for the next researchers to use more creative activities in improving the students' HOTS during the instruction.[19] Tajudin in the field of Mathematics concluded that "HOTS could play a significant role in mathematical understanding and problem solving".[20]

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[18] Chinedu, C. C., Olabiyi, O. S., & Kamin, Y. Bin. (2015*)*. Strategies for improving higher order thinking skills in teaching and learning of design and technology education. *Journal of Technical Education and Training, 7(2), 35–43*. Retrieved from http://penerbit.uthm.edu.my/ojs/index.php/JTET/article/view/1081/795., p.42-43.

[19] Ramirez & Ganaden.(2008).*Creative Activities and Students' Higher Order Thinking Skills*: U.P. College of Education.

[20] Tajudin, M. (2016). *The link between higher order thinking skills , representation and concepts in enhancing TIMSS Tasks*, 9(2). https://doi.org/10.12973/iji.2016.9214a., p.209.

Integratively, Tajudin combines the role of *HOTS, Content, and Representation* as a conceptual framework in order to help Mathematics teachers in Malaysia to empower students to move of cognitive functioning from lower levels to high levels in the context of problems appear in TIMSS (*Trends in Mathematics and Science Study*) tasks.

Meanwhile, in the context of language teaching and learning fields, Yoke, Hasan, Jangga, and Kamal advocate that the students' perception toward the teaching of HOTS in the ESL reading classroom were positive and actively involved in the process of lively discussion.[21] In teaching writing skills, Ganapathy and Kaur concluded that HOTS is beneficial to improve students' writing skills. It is potentially appropriate in developing students' creativity and critical thinking skills in writing.[22] Nofal, moreover, studies the role of Syntax in promoting students' HOT skills in EFL/ESL context. By applying the revised Bloom's taxonomy (*Knowledge/memorizing, Comprehension/understanding, Application, Analysis, Synthesis, and Evaluation/ judgment*) in the instructional strategies and techniques in teaching syntax, he concluded that the students' creativity and critical skills were improved pedagogically and linguistically. He recommended that the methods, techniques, and strategies in this

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[21] Yoke, S. K., Hasan, N. H., Jangga, R., & Kamal, S. N. M. (2015). *Innovating with HOTS for the ESL reading class*, 8(8), 10–17. https://doi.org/10.5539/elt.v8n8p10., p.16.

[22] Ghanapathy, M. & Khaur, S. (2014). *ESL Students ' perceptions of the use of higher order thinking skills in English language writing*, 5(5). https://doi.org/10.7575/aiac.alls.v.5n.5., p.80.

study should be taken into account in developing the students' HOTS by teachers of syntax, linguistics, and literature in general.[23] Jagannathan and Subramaniam investigated the incorporation of HOTS in task-based learning for Malaysian undergraduates. They confirmed that (1) this study significantly provides the valuable insights into integration HOTS in teaching to overcome the challenges in language learning and teaching among undergraduates, (2) this study has implication on designing a more cognitive development approach in the language learning lessons[24].

These scholarly works indicate that HOTs skills in this century are of paramount importance to be taken into account in all fields of education in order to enhance and facilitate the students to think critically. Hence, the researcher develops a model of materials development as an effort to support the institutional and students' expectation in promoting English as one of the compulsory languages taught at UIN Mataram. The HOTS as a cognitive process is modified and implemented in the learning activities. The researcher incorporates HOTS into learning activities as the efforts to promote the students' critical thinking skills. The learning activities comprise

[23] Nofal, K. H. (2015). *The role of syntax in developing the higher order thinking skills of EFL / ESL Students*, 5(2), 181–198. https://doi.org/10.9734/BJESBS/2015/10231., p.196.

[24] Jaganathan, P., Sains, U., Subramaniam, I., Sains, U., Programme, I. R., & Framework, I. (2016). Incorporating higher order thinking skills in task-based learning for Malaysian undergraduates. (Vol. 3, No. 2, p-274-288). *International Journal of Contemporary Applied Sciences* (IJCAS). (Available online at http://researchgate.net)., p.274.

making dialogues on Islamic issues, role-playing activity, re-telling the Islamic monologue/dialogue texts, giving argumentation, identifying and explaining the main issues from the texts. Meanwhile, in the broader scope, the implementation of HOTS in the learning activities includes reasoning, reflecting, and creating.

Based on the empirical explanation above, some problems are identified as follows:

1. The English materials were inadequate to support the teaching-learning process and contradicted with the institutional expectation.
2. The English materials (printed and non-printed materials) are generally 'General English'.
3. The Islamic identities (tradition, literature, value) in the materials have not been thoroughly explored by the stakeholders of Indonesian Islamic University.
4. The recent English materials do not meet the *target needs* (i.e. what the learner needs to do in the target situation) and *learning needs* (i.e. what the learner needs to do in order to learn).
5. The physical design or structural arrangement (format, illustration, and the layout/design) of the existing course books are not relevant to the topic/contents preferences.
6. The qualities of English materials are still needed to be improved.

7. The English materials as the resource to teach Islamic knowledge/Islamic values in the English language have not been thoroughly developed.
8. The English materials as the resources to improve critical thinking skills through higher order thinking skills (HOTS) based-learning activities have not been thoroughly developed.
9. An empirical study in developing a model of materials development at UIN Mataram has never been conducted.

Based on the rationale above, this book offers Design Model for Language Materials Development called "NEDPE" Model, which comprises (1) needs analysis, (2) exploration, (3) development, (4) physical production, and (5) evaluation. The model can be used as the reference for doing similar kinds of studies and the alternative to create English materials that fits the needs of **institutional** and **students' expectation**.

CHAPTER II
THE NATURE OF LANGUAGE, LANGUAGE LEARNING AND TEACHING

A. The Nature of Language

The characteristics of language theories determine how to design and develop the material in order to enhance the quality of English language teaching-learning. The preference of 'language' specifically is very crucial and plays a major role in determining the goal, input, activities, type of content, teachers and learners' role in the learning materials being developed.

With regard to language theories used as the main consideration of conducting this study, the researcher elaborates the comprehensive definitions according to the experts as follows.

Muriel Saville-Troike describes language into three types as follows.

1) "Language is systematic. Language consists of recurrent elements which occur in regular patterns of relationships. They are created according to rules or principles on which speakers are usually unconscious of using-or even knowing-if they acquired the language.
2) Languages are symbolic. The meanings of symbols in language come through the tacit agreement of a group of speakers.
3) Languages are social. Each of the languages reflects the social requirements of the society that uses it, and there is no

standard for judging whether one language is more effective for communication than other……..".[25]

It is in line with what Brown says, the definition of language based on the expert's theories as follows.[26]

1) Language is systematic.
2) Language is a set of arbitrary symbols.
3) Those symbols are primarily vocal, but may also be visual.
4) The symbols have conventionalized meanings to which they refer.
5) Language is used for communication.
6) Language operates in a speech community or culture.
7) Language is essentially human, although possibly not limited to humans.
8) Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

Specifically, the researcher would like to provide and choose the aforementioned language theory in developing a model of materials development for Islamic Religion Education Department students of UIN Mataram. Based on the preliminary study (Chapter 1) the students' characteristics and institutional needs in English

[25] Savile-Troike. M. (2006). *Introducing second language acquisition*. New York: Cambridge University Press, p.32.

[26] Brown, H.D. (2007). *Principles of language learning and teaching*. 5th ed. Englewood Cliff, N.J.: Prentice Hall, p.6.

subject determine that English is comprehensively needed for the communicative purposes. Accordingly, to facilitate the students in order to master and comprehend speaking, reading, writing, and listening skills, the English materials are designed accordingly. The activities and components within the learning materials give more attention to communicative functions.

B. Language Learning

There are three major learning theories that include the Behaviorist, Innatist, and Constructivist views.

Behaviorists account for learning in terms of imitation practice, reinforcement, and habit formation. All learning, whether verbal or non-verbal, takes place through the same processes. Learners receive linguistic input from speakers in their environment and they form 'association' between word and object or event.[27] With this regard, Brown states that:

"learning as a process of operant conditioning through a carefully paced program of reinforcement. These imply that language learning according to behaviorist as a process of reinforcement and empirical practice".[28]

Brown adds that, in 1964, Chomsky criticized the theory of behaviorist on the question of 'how the mind was able to transfer

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[27] Lightbown, P.M. & Spada, N. (1999). *How languages are learned*. New York: Oxford University Press, p.35.

[28] Brown, H.D. (2007). *Principles of language learning and teaching*. 5th ed. Englewood Cliff, N.J.: Prentice Hall, p.8.

what was learned in one stimulus-response sequence to other situations.[29] Chomsky claims that the existence of *innate* knowledge, according to him, is embodied in a metaphorical "little black box" in the brain, a language acquisition device (**LAD**). LAD according to McNeill consists of four innate linguistic properties: (1) the ability to distinguish speech sounds from other sounds in the environment, (2) the ability to organize linguistic data into various classes that can later be refined, (3) the knowledge that only a certain kind of linguistic system is possible and that other kinds are not, and (4) the ability to engage in constant evaluation of the developing linguistics system so as to construct the simplest possible system out of the available linguistic input.[30]

The most recent views were elaborated by Nativists. They concluded that all human beings are equipped with abilities that enable them to acquire language genetically. For this reason, language learning is not a process of operant conditioning through a carefully paced program of reinforcement as it is stated by the behaviorists.

"The capacity for language learning is basically different from learning any other complex domain of knowledge, it is clear that innate capacity must be posited to account for learning"[31]

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[29] Brown, H.D. (2007). *Principles of language learning and teaching.* 5th ed. Englewood Cliff, N.J.: Prentice Hall, p.28-29.

[30] Lightbown, P.M. & Spada, N. (1999). *How languages are learned*. New York: Oxford University Press, p.30.

[31] Slavin, R.E. (2006). *Educational psychology: theory and practice (8th edition).* Boston: Pearson, p.243.

The last theory of language learning in this phase comes from the view of constructivists. Slavin delineated that, "theories of learning based on ideas are called constructivist of learning. In this case, students must construct knowledge in their own minds. The teacher can facilitate this process by teaching in ways that make information meaningful and relevant to students, by giving students opportunities to discover or apply ideas themselves, and by teaching students to be aware of and consciously use their own strategies for learning".[31]

Many of the experts such as; Anderson, Greeno, Reder, & Simon, 2000; Brown, Collins, Duguid, 1989; Waxman, Padron, & Arnold, 2001; Steffe& Gale, 1995; Tishman, Perkins, & Jay, 1995 in Slavin argue that: "the essence of constructivist theory is the idea that learners must individually discover and transform complex information if they make it their own"[31].

Considering the strength and the weakness of language learning aforementioned, this study adopts the concept of constructivist in developing a model of material development for Islamic Religion Education Department students of UIN Mataram. The characteristics of constructivists mentioned above are comprehensively adequate to facilitate the students of Islamic Religion Education Department to be independent, creative, and active in learning English. It is based on the assumption that the

[31] Slavin, R.E. (2006). *Educational psychology: theory and practice (8th edition)*. Boston: Pearson, p.243.

learning theory of constructivism incorporates a learning process wherein the student gains their own conclusions through the creative aid of the teacher as a facilitator. To support the learning process, the students of UIN Mataram were given a meaningful, complex, and realistic tasks in order to help them become more creative, independent, and active. The tasks as the activities that involved real-life communication are essential to promote learning and the language is used to support the learning process.

C. Language Teaching

The term "Language teaching" according to Stern is "the activities which are intended to bring about language learning. Since it is defined as activities intended to bring about language learning, a theory of language teaching always implies the concept of language learning".[32] Stern adds that "a good language teaching theory would meet the conditions and needs of the learner".

This concept means language teaching and learning cannot be separated in the context of social setting and needs. People learn language based on their needs, interests, and wants for the particular setting. Thus, the purposes or goals of language teaching should meet learners' needs. *Common European Framework of Reference for Languages* (2008) in Cook elaborates the purpose or goals of language teaching into three categories (figure 1), i.e.: (1) Central goals foster a second

[32] Stern, H.H. (1991). *Fundamental concepts of language teaching (7th ed)*. Oxford: Oxford University Press, p.21.

language within a society; (2) International goals foster a second language for use outside the society; (3) Individual goals develop qualities in the learner rather than language *per se*. Each goal comprehensively has the concrete targets to be achieved in language teaching practice, i.e.; understanding the cultures; language, values, etc.[33]

Box 11.4 The goals of teaching language

1 Central goals foster a second language within a society.
- *Assimilationist language teaching*: minority speakers learn the majority central language and relinquish their first language.
- *Transitional language teaching*: minority speakers learn to function in the majority central language for some purposes, without giving up the first language.
- *Language maintenance and bilingual language teaching*: minority speakers learn to function in both languages.

2 International goals foster a second language for use outside the society.
- Careers that require a second language.
- Higher education.
- Access to research and information.
- Travel.

3 Individual goals develop qualities in the learner rather than language *per se*.
- Understanding of foreign cultures.
- Understanding language itself.
- Cognitive training.
- General educational values.
- Learning the second language as an academic subject.
- L2 learning as social change.

Figure 1
The Goals of Language Teaching
CEFR (2008) cited in Cook (2008: 212)

To achieve these goals, many scholars, practitioners, and experts have done some efforts to develop teaching method that facilitates language-teaching become more interesting. The 'method',

[33] Cook, V.(2008).*Second Language Learning and Language Teaching.* Hodder Education. p.212

on the other hand, is central to any teaching enterprise Kumaravadivelu.[34]

Historically, the emergence of "method" for over a century has become the modern features in the history of language teaching. The language educators and practitioners have attempted to solve the problems of language teaching by focusing attention almost exclusively on the "method". However, whatever it is, a journey of "method" in language teaching is a debatable issue among the practitioners and philosophers. Stern summaries that "although the question of how to teach languages has been debated even longer than that-for over twenty-five centuries, to use Kelly's expression (1969) – theory development as a debate on teaching methods has evolved particularly over the last hundred years".[35]

Those debates have provided the main basis for current interpretation and it has brought into 'focus' important issues of language teaching. Therefore, any present-day theory of language teaching must at least attempt to understand what the method stands for and what they have contributed to current thought on teaching.

Kumaravadivelu mentions that "language teaching methods evolve and improve over time as their merits and demerits become more and more apparent with the accumulation of experience and

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[34] Kumaravadivelu, B. (2003). *Beyond method; macrostrategies for language teaching*. London: Yale University Press, p.83.

[35] Stern, H.H. (1991). *Fundamental concepts of language teaching (7th ed)*. Oxford: Oxford University Press, p.452.

experimentation, ultimately leading to the development of new method with a new label".[36]

Stern, (1991); Larsen-Freeman (2003); Brown (2001); and, Richards & Rodgers, (1999) classify "method that always been exist on many literatures of language teaching, such as GTM (Grammar Translation Method), the Direct Method, the Reading Method, Audio-lingual Method, CLL (community language learning), the Natural Approach, Suggestopedia, and the Audiovisual Method".

These methods have their own contribution to the instructional practice of each of their era. Their overall characteristics contribute to the interpretation of language teaching practices on classroom application. For example; what roles of teachers and students in classroom activity, what types of learning-teaching activity, how the teaching materials are organized like, what are the objectives, and how the syllabus is designed.

Responding to the aforementioned explanation on method, Brown (2001: 36) clearly says that "the history of method has taught us to appreciate the value of 'doing' language interactively, of the emotional side of learning, of absorbing language automatically, of consciously analyzing it, and of pointing learners toward the real world where they will use English communicatively".[37] Meanwhile, "the late 1970s and early 1980s saw the beginning of what is recognized as a

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[36] Kumaravadivelu, B. (2003). *Beyond method; macrostrategies for language teaching*. London: Yale University Press, p.97.

[37] Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy (2nd ed)*. Englewood Cliffs, N.J.: Prentice-Hall, p.36.

communicative approach as better understands the function that must be incorporated into a classroom. The late of the 1980s and 1990 saw the development of approaches that highlighted the fundamentally communicative properties of language and classroom was increasingly characterized by authenticity, real-world simulation, and meaningful tasks".[38]

These statements that incorporate communicative, language function, authenticity, real-world and meaningful task underlie what it is known as CLT (Communicative Language Teaching).

Furthermore, Brown writes the following of six characteristics as a description on CLT:[39]

1) Classroom goals are focused on all of the components (grammatical, functional, sociolinguistic, and strategic) of communicative competence.
2) Language techniques are designed to engage the learner in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learners to accomplish those purposes.
3) Fluency and accuracy are seen as complementary principles underlying communicative techniques.
4) Students in communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts

[38] Brown, H.D. (2001). P.2.
[39] Brown, H.D. (2001). P.3.

outside the classroom. Classroom tasks must, therefore, equip students with the skills necessary for communication in those contexts.

5) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
6) The role of the teacher is that facilitator and guide, not an all-knowing bestower of knowledge.

These characteristics of CLT indicate that teaching of language gives more attention to communicative competencies. The act of communicative can be found in many competencies such as what Celce-Murcia, Dornyei, & Thurrel (1995), Canale (1983), Canale& Swain (1980), Hymes (1967, 1972), and Chomsky (1965) proposed in "communicative competence". The related analysis of communicative competence is found in Canale and Swain's view in which four dimensions of communicative competence are identified (grammatical competence, strategic competence, sociolinguistic competence, and discourse competence). In detail, the evolution of communicative competence is summarizing in the following Figures 2, 3, and 4.

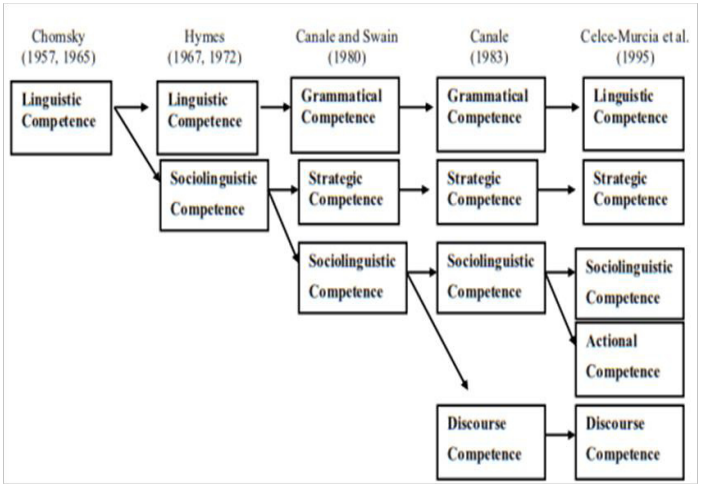

Figure 2
Evolution of Communicative Competence
Adopted From Celce-Murcia in Solar &Jorda(2008: 41-57)

For the last nineteen centuries, after proposing the 'actional competence' (the ability to comprehend and produce all significant speech acts and speech acts sets) as a part of communicative competence, Celce-Murcia[40] in 1995 proposed a new additional component of communicative competence (**Formulaic competence**), as can be seen in the following Figure 3.

[40] Celce-Murcia, M.,Dornyei, Z., Thurrel, S. (1995). *Communicative competence: a pedagogically motivated model with content specification* (Vol. 6 No 2, 1995: p5-p35). California: Regent of the University of California. Retrieved from *www. Zoltandornyei.co.uk.,* p.5-32

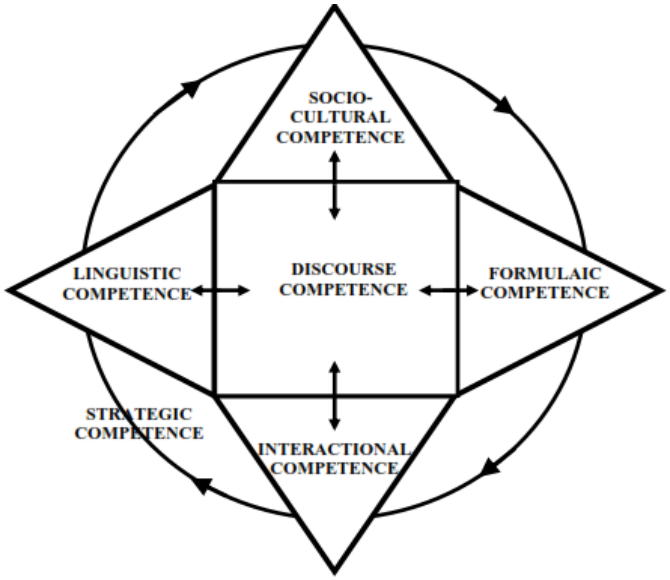

Figure 3
A Proposed Revision of Celce-Murcia Communicative Competence Model
Adopted from Celce-Murcia in Soler and Jorda (2008: 41-57)

Celce-Murcia, Dornyei, and Thurrel elaborate that "discourse competence in particular concerns the selection, sequencing, and arrangement of words, structures, sentences, and utterance to achieve a unified spoken or written text. This competence is the point where the micro-level understanding of grammar, syntax, vocabulary, etc. and the macro-level understanding of social context".[41]

They add that there are many sub-areas that contribute to discourse competence which include: (a) *cohesion* (related to reference,

[41] Celce-Murcia, M.,Dornyei, Z., Thurrel, S. (1995). *Communicative competence: a pedagogically motivated model with content specification* (Vol. 6 No 2, 1995: p5-p35). California: Regent of the University of California. Retrieved from *www. Zoltandornyei.co.uk.,* p.5-32.

substitution, conjunction, lexical chains, and parallel structure); (b) *deixis* (related to personal; pronouns, spatial; here, there; this that, temporal; now, then; before, after, textual; the following chart; the example above)*;* (c) *coherence* (related to the organized expression and interpretation of content and purpose, thematization and staging, management of old and new information,etc.); (d) *generic structure* (related to narrative, interview, service encounters, research report, etc.)*;* and I *the conversational structure* (related to how to perform openings and reopening, how to interrupt, how to collaborate, etc).

'Linguistic competence', particularly, comprises the basic elements of communication. It is focused on the patterns and types of sentence, the constituent structure, the morphological inflections, and the lexical resources, as well as the phonological and orthographic systems needed to realize communication as speech or writing.

The other competence according to Celce-Murcia, Dornyei, & Thurrel is actional competence. "This competence is the competency in understanding the communicative intent, which is, matching actional intent and linguistic form based on knowledge of an inventory of verbal schemata that carry illocutionary force (speech acts and speech act set)". They add that, "the components of this competency compromises knowledge of language functions and knowledge of speech act sets".[42]

Knowledge of language function is related to (a) interpersonal exchange, examples; greeting and leave-taking, making introduction,

[42] Celce-Murcia, M.,Dornyei, Z., Thurrel, S. (1995). p.5-32.

identifying oneself, accepting and declining invitation, reacting to interlocutor's speech, etc., (b) information, for examples; asking for and giving information, reporting (describing and narrating), remembering, explaining and discussing, etc., (c) opinion, such as; agreeing and disagreeing, showing satisfaction and dissatisfaction, expressing and finding out about opinions and attitudes, etc.,(d) feelings, such as; expressing and finding out about feelings (love, happiness, sadness, anxiety, anger, etc.), I suasion, such as; suggesting, requesting, giving orders, advising, warning, etc., (f) problems, for instances; complaining and criticizing, blaming and accusing, apologizing and forgiving, etc., (g) future scenarios, for examples; promising, expressing and finding out about wishes, hopes, desires, predicting and speculating, etc.

In addition, another competency mentioned by Celce-Murcia, Dornyei, & Thurrel is formulaic competence. This is the counterbalance to linguistic competence. The linguistics competence entails the recursive, open-ended system. Formulaic competence refers to those fixed and prefabricated chunks of language that speakers use heavily in interaction community.[43] Celce-Murcia in Soler and Jordan declares that this competence had been largely ignored by some linguists in prior to seminal work, whose work brought this domain to general attention such as routines, collocations: verb-object; adjective-

[43] Celce-Murcia, M.,Dornyei, Z., Thurrel, S. (1995). p.5-32.

noun).[44] So far, many of the language pedagogy have yet to catch up with this fact. Whereas, "the formulaic competence has grown in importance; it is now acknowledged that fluent speaker of a language draw on formulaic knowledge of the target language as often as they use systematic linguistic knowledge".[45]

'Sociocultural competence' on the other hand refers to the speaker's knowledge on how to express the messages appropriately within the overall social and cultural context of communication, in accordance with pragmatic factors related to variation in language use. This competence consists of four finite components such as (a) *social contextual factor* compromises participant variables (related to age, gender, office and status, social distance, relations, etc.) and situational variables (related to time, place, and social situation); (b) *stylistic appropriateness factor* compromises politeness convention and strategies, and stylistic variation (related to degrees of formality and field-specific registers); (c) *cultural factors* compromise sociocultural background knowledge of the target language community (related to living conditions, social and institutional structure, etc), awareness of major dialect or regional differences, and cross-cultural awareness; (d) *non-verbal communicative factors* compromise kinesic factors (related to discourse controlling behaviors, backchannel behaviors, affective

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[44] Celce-Murcia, M. (2008). *Rhethinking the role of communicative competence in language teaching.* (ed. by Soler, E. A. & Jorda, M. P. S in Intercultural language use and language learning. Page 41-57). Spain: Springer, p.47-48.

[45] Celce-Murcia, M. (2008). p.47-48.

markers, gestures, eye contact, etc.), procemic factors, haptic factors, paralinguistic factors, and silent.

The last competence stated by Celce-Murcia, et al (1995: 5-32) is 'strategic competence'. This competence refers to knowledge of communication strategies and how to use them. Communication strategies has typically highlighted three functions of strategy use from three different perspectives: (a) psycholinguistic perspectives: communication strategies are verbal plans used by speakers to overcome problems in the planning and execution stages of reaching a communicative goal; (b) interactional perspective: communication strategies involve appeals for help as well as other cooperative problem-solving behaviors which occurs during communication; and (c) communication continuity maintenance perspective: communication strategies are means of keeping the communication channel open in the face of communication difficulties, and playing for time to think and to make alternative speech plans[46].

In relation to this study, the principles of communicative language teaching theories (CLT) are adopted in order to achieve the competencies aforementioned. The characteristic of CLT is used as the basis for determining what is appropriate to be taught in facilitating the students of PAI Department to master and comprehend certain language skills (Listening, Speaking, Reading, and Writing). CLT seemed adequatee that teaching of language gives more attention to communicative function and it's relevant to students characteristic.

[46] Celce-Murcia, M.,Dornyei, Z., Thurrel, S. (1995). p.5-32.

Language teaching focused on 'the language as a mean of conveying meaning'. Besides, the languageis viewed as the systematic element of language as well as the features of language use in communicative context.

The other CLT principles include: (1) *mechanical practice; (2) meaningful practice; and (3) communicative practice* were reflected into the learning materials (tasks) developed for Islamic Religion Education Department students of UIN Mataram in the academic years 2016/2017.

Theoretically, Richards elaborates that mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. Meanwhile, 'communicative practice' refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable[47].

To cover the three principles mentioned, the researcher adopted a six-step procedure proposed by Nunan. The procedure involves; (1) schema building; (2) controlled practice; (3) authentic listening; (4) focus on linguistic elements; (5) provide freer practice; and (6)

[47] Richards, J.C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press, p.16.

introduce the pedagogical task[48]. The procedure was selected since it provides opportunities for the students to focus, not only the language but also on the learning process itself. Generally, it helps the English teacher to extend the model into the complete tasks which will be used in the classroom in order to carry out the teaching-learning process more efficient and practical.

Comprehensively, schema-building as the first procedure is a part of the exercise that serves to introduce the topic, set the context of the task, and introduce some of the key vocabulary and expressions. It is functioned to facilitate the students to complete the tasks. Afterward, in using the target language in the exercise, the students are given the controlled practice. They were given chance to practice relating to what they studied previously.

Authentic listening, on the other hand, is intensive listening activities that enable the students to engage in the monologue and dialogue texts. The students are given time to comprehend and understand the monologue and dialogue text spoken by native speakers. The topics and themes of this activity are relevant to the previous procedure. Besides, the students are also emphasized to focus on the linguistic element. They might listen carefully and note the intonation contours for different question types.

In line with the procedure aforementioned, freer practice is a procedure that facilitates the students to engage in the freer practice.

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[48] Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press, p.31.

The students then take a part in an information gap activity or role play, and the students produce the target language freely. And finally, the next procedure is 'introduce the pedagogical task' procedure. This procedure introduced the pedagogical task that is designed to encourage the students in communicating interaction.

Meanwhile, the tasks arrangements were graded in a helpful way. The content of the tasks was graded as the easier is placed at the beginning of the tasks then followed by that which is more difficult and the most difficult is placed in the last part. It was intended to facilitate the learners to learn English effectively. On the other hands, the tasks were sequenced by the researcher in order to decide which content is broadly important to help the learners to learn English. The contents were sequenced by adapting the "simple to complex" method[49]. In relation to this method, simple to complex is one of the commonest ways of sequencing material is by focusing the level difficulty.

[49] Richards, J.C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press, p.16.

CHAPTER III

LANGUAGE SKILLS

This section examines the concepts, principles, and aspects dealing with the nature of language and language skills. All views are based on the theories and some research findings from practitioners, experts, philosophers, and researchers. In particular, the principles, concepts, and important aspects reviewed in this section would be adopted in developing a model material development for Islamic Religion Education Department students of UIN Mataram.

This section begins by summarizing the nature of listening, speaking, reading, and finally the writing skills.

1) Listening

Listening is perhaps the most fundamental skills for second/foreign language learning and facilitates the emergence of other language skills. Kumaravadivelu writes that "not only did the audiolingualists divide the language into four skills areas,……That is they believed learners should not be allowed to attempt to speak before listening or to write before to read".[50] Practically, listening can provide much of the language input that assists the learner to learn the second or foreign language. Hence, listening is known as a receptive skill.

[50] Kumaravadivelu, B. (2003). *Beyond method; macrostrategies for language teaching*. London: Yale University Press, p.50.

Listening skill, a receptive skill that involves the complex cognitive skill, is perceived as the most difficult skill to be learned by the students. The difficulties of learning listening skills drive many efforts from experts to create the listening tasks procedurally and principally. The tasks should be created under the systematic procedures of investigation that is associated with the principles that facilitate comprehension.

"Listening comprehension is an active process of meaning construction in which listeners, based on their purpose for listening, attend to and process aural and relevant visual input.."[51] "Listening comprehension is the view that listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse".[52]

The characteristics of spoken discourse are different from those of written discourse. The listener must process the speech "what they listen" directly without having a chance to listen to it again. Sometimes, the listener also gets difficulties to comprehend the idea/topic of spoken discourse produced very past by the speaker. The lower or faster of the speech impression generally has the impact on the comprehension.

In understanding the spoken discourse, Richards states that "two different kinds of processes are involved in understanding the

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[51] Vandergrift, (2011), *Second language listening.* (ed. By Hinkel, E. in Handbook of Research in Second Language Teaching and Learning. New York: Routledge Taylor & Francis Group. P455-471.

[52] Richards p. 1

spoken discourse. These are often referred to as (1) bottom-up processing; and (2) top-down processing".[53]

a) Bottom-up processing

Many experts almost have the same views in defining what the bottom-up processing is. Richards asserts that "bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the data that have been received which is analyzed as the successive level of organization-sound, words, clauses, sentences, texts- until meaning arrives". Bransford and Johnson (1972) in Nunan (1991: 17) argues that "according to one view, listeners segment the stream of speech into its' constituent sounds, link these together to form words, chain the words together to form clauses and sentences and so on".[54] Lastly, Vandergrift (2011: 456) describes that "bottom-up processing involves decoding, i.e., segmenting the sound stream into the meaningful unit". Those definitions deal with the bottom-up process above are meant that process of listening begins with the input in the form of linguistic features (phoneme-level) up to discourse level features to derive the meaning of spoken discourse (meaning-focused input).

Traditionally, the bottom-up processing can be found in many classroom activities, and its inadequacy can be easily demonstrated

[53] Richards, p.1
[54] Nunan p. 17

such as dictation, close listening, using multiple choice after listening to the text, etc.

b) Top-down processing

Top-down processing is different from bottom-up processing. The role of background knowledge is significantly important in understanding the meaning of language (from meaning to language). The learners' background knowledge may take several forms. It may be previous knowledge about the topic of spoken discourse, or it may be contextual knowledge.[55] Vandergrift supported that "top-down processing involves the application of context and prior knowledge to build a conceptual framework for interpretation purposes".[56] It means that previous knowledge has a priority in understanding the spoken discourse and interpreting the context or the meaning of the message.

Both bottom-up processing and top-down processing are sometimes combined in the activities. It is rarely found that one of them is independent in tasks activities. Generally, in real-world listening, both of them occur together, the extent to which one or other dominates depends on the listeners' familiarity with the topic, listeners' purpose in listening, and the content of a spoken discourse.

Meanwhile, the success of listening is also influenced by the strategies that learners use. The strategies seek to involve listeners

[55] Richards p. 6
[56] Vandergrift p. 456

actively in the process of listening. Buck (2001: 104) in (Richards, 2009: 11) divides the kinds of listening strategies into two main parts. These include *Cognitive strategies* (mental activities related to comprehending and storing the input in a working memory or long-term memory for later retrieval) and *Meta-cognitive strategies* **(**conscious and unconscious mental activities that perform an executive function in the management of cognitive strategies).

2) Speaking

In the era of 21st century, speaking skill is one of the most important skills that has to be learned. Nunan (1991: 39) says that "to most people, mastering the art of speaking is the single most important aspect of learning the second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language".

In the other context, a huge number of practitioners and experts discuss the principles of speaking and its natures. For instance, Brown (2004: 141-142) mentions the basic speaking in five types: (1) imitative; (2) intensive; (3) responsive; (4) interactive; and (5) extensive.

Imitative is the type of speaking in the form of 'performance'. It is entirely the skill of imitating a word, phrase, or possibly a sentence. Purely, it is concerned with the phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of the language.

Meanwhile, intensive type of speaking refers to the production of 'short stretches' of oral language. It deals with the narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements- intonation, stress, rhythm, and juncture). The similarity between the imitative type of speaking and intensive type is that they both focus on the sentence level.

The third type of speaking is responsive. This type is higher than imitative and intensive types. Responsive is limited to short conversations, standard greetings, small talk, simple requests, comments, and the like. The stimulus is always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or reports.

The next basic type of speaking performance is interactive. Unlike the responsive type of classroom speaking performance, the interactive type involves multiple exchanges and/or multiple participants. Interaction can take two forms of *transactional exchanges*, which have the purpose of exchanging specific information, and *interpersonal exchanges*, which have the purpose of maintaining social relationships.

The last type of basic speaking is extensive**.** It includes speeches, debates, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to non-verbal responses) or ruled out together.

Harmer (2001: 269) on the other hand divides the elements of speaking into *language features* and *mental/social processing*.

The form of *Language features* according to him compromises c*onnected speech* (in this term, the effective speakers need to be able not only to produce the individual phonemes but also to use fluent connected speech, 'e*xpressive devices'* (the use of the device is to convey the meanings. The speakers change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) mean how they are feeling (especially in face-to-face interaction)), l*exis and grammar* (spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function), and *Negotiation language* (speakers need to 'structure their discourse' if they want to be understood. The negotiation of language is used to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood).

Meanwhile, the other element of speaking aforementioned is Mental/social processing. This element is divided into three kinds of process. These processes include (1) language processing (the speaker needs to be able to process the language in their minds and put it into a coherent order. This means that the outputs of speaker production are not only the comprehensible but also convey the meaning that is intended); (2) interacting with others (in the daily life, the participants

of the language interaction are more than one participant (two or more participant). This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so); and (3) (on-the-spot) information processing (to avoid the misunderstandings about the meaning or message of the information among the speakers, they need to be able to process the information on the right path.

Based on the principles and nature of speaking above, speaking seems to be the most important skill to learn from second/foreign language learners in this 21st century. The biggest question is how to develop learner's ability and success to express themselves through speech. In this context, Ur (1996: 120-121) lists four characteristics of successful speaking activity: (1) learners talk a lot; (2) participation is even; (3) motivation is high, and (4) language is of an acceptable level.

3) Reading

Reading is known as one of the receptive skills that enable the learner to understand or comprehend the events, discourses, stories, theories, knowledge, etc.

Reading can be said as a cognitive processing that involves making sense, deriving meaning, information, from the printed words (newspapers, magazines, notes, lists, advertisements, textbooks, kinds of literature, etc.). Through reading, learners can develop other skills such as writing, speaking skills, and also facilitates the learner in

learning vocabulary, grammar, and other linguistic features. Harmer (1999: 70) argues that "reading is not a passive skill. Reading is an incredibly active occupation. To do it successfully, readers have to understand what the words mean…" or, it can be summarized that readers need to be engaged with what they are reading, and should be encouraged to respond to the content of reading the text, not just to the language features.

The views of reading above mean that the major purpose of reading is not only to know the language features of the texts but also to comprehend the text. The aims of reading comprehension are for pleasure and seeking for information from the printed words or written texts.

Nunan (2004: 61) decsribes that Grellet identified three main types of reading skills that include: (a) Sensitizing, it is sub-categorized into making inferences, understanding relationship within the sentence, and linking sentences and idea; (b) improving reading speed; and (c) From skimming to scanning include: predicting, previewing, anticipating, skimming, and scanning. In the same line, Brown (2004: 189-215) divides reading skill according to the proficiency level into four types: (1) perceptive; (2) selective; (3) interactive; and (4) extensive**.**

Perceptive reading is used for the students who have a basic level of reading skills. This type involved the components of larger stretches of discourse (letters, words, punctuation, and other

graphemic symbols. Bottom-up processing is implied in perceptive reading). Afterward, the second type is Selective reading. This type of reading is concerned with ascertaining the formal aspects of language including lexical, grammatical, and few discourse features within very short stretches of language, certain typical tasks are used. This category may use a combination of bottom-up and top-down processing. The other important type of reading according to Brown is interactive. In this type, a reader has to interact with a paragraph or a text. It is vastly different from the previous types. Reading in this phase is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the products of interaction. The types of genre that can be involved in 'interactive reading' are consisting of anecdotes, short narrative, and description, questionnaires, memos, announcements, etc. And, the last type is Extensive reading. This famous type of reading is usually applied to the text that more than a page, such as articles, essay, stories, books, etc. Professional teachers or lecturers have usually used these aforementioned sources as medium to transfer the information, messages, and values comprehensively.

In a different context, reading activities which are intended to get the meaning from printed words need such a great strategy. The strategies can facilitate the readers or the learners to analyze both the meaning and form of the text and provide complete, explicit, and precise text support for their analysis with a specific example. Lai in Nunan (2004: 62-63) confirms that appropriate strategies, texts, and

reading purposes significantly increase both reading speed and comprehension. The strategies can be started orderly with: (1) having a purpose in reading, then followed by previewing or conducting a quick survey of the text to identify the topic, the main idea, and the organization of the text; (2) skimming or can be said, looking quickly through the text to get a general idea of what it is about; (3) scanning (looking quickly through a text in order to locate specific information); (4) clustering, avoiding bad habits, predicting, reading actively, inferring (identifying ideas that are not explicitly stated in the text); (5) identifying genre (identifying the overall organizational pattern of a text); (6) identifying paragraph; (7) identifying sentence structure; (8) noticing cohesive devices; (9) inferring unknown vocabulary; (10) identifying figurative language; (11) using background knowledge; (12) identifying style and its purpose; (13)evaluating; (14) integrating information; (15) reviewing; and (16) reading to present: Understanding the text fully and then presenting it to others.

Considering the nature, principles, and characteristics of reading skills, it is needed to explore some of the alternatives in promoting students' comprehension and motivation in reading. Reading skills need to be fostered so that learners can cope with more and more sophisticated texts and tasks, and deal with them efficiently and motivationally. Ur (1996: 146) has proposed some of the ideas for reading activities for the tasks. These activities comprise; (a) *pre-questions* (a general question is given before reading; the learner

has to find out the central information from the given texts); (b) *do-it-yourself questions* (learners compose and answer their own questions); (c) *provide a title* (the title should be attractive in order to promote the learners' motivation in reading); (d) *summarize* (the learner is asked to summarize the content of the reading texts); I *continue* (the learner has to guess what will be happened next after reading a story from the given texts); (f) *preface* (the text is a story, the learners suggest what might have happened before); (g) *gapped text* (the text is required with the gaps); (h) *mistakes in the texts* (learners are told in advance how many mistakes to look for); (i) *comparison* (there are two texts on a similar topic; learners note points of similarity or difference of content); (j) *responding* (the text is a provocative article; the learners discuss how to responds and answer the text); and (k) *re-presentation of content* (the texts gives information and learners should re-present its content through a different graphic medium. Such as; a drawing that illustrated the text; coloring; marking a gap; lists of events or items described in the text; and, a diagram that is indicating relationships between items, characters or events).

4) Writing

Writing skill is not as simple as the others skills. It is a complicated job in second/foreign language learning. Writing is a complex activity involving some stages of composition task completion. It is a combination between process and product. The process of writing includes getting and combining ideas.

Hyland (2003: 2) notes the complex reality of writing. It is concerned with many dimensions, such as *language structure, text functions, themes or topics, creative expression, composing processes, and content.*

Language structure, on the other hand, focuses on develops the learners' understanding of the linguistic features such as; the coherent arrangement of words, clauses and sentences, and structure according to a system of rules. The concept of this view is developed base on the assumption that writing as a product and encourages a focus on formal text units of grammatical features of texts. Additionally, an emphasis on language structure as a basis for writing teaching is typically a four-stage process, namely; familiarization (learners are taught certain grammar and vocabulary, usually through a text), controlled writing (learners manipulate fixed patterns, often form substitution tables), guided writing (learners imitates model texts), and freer writing (learners use the patterns they have developed to write an essay, letter, etc).

The other dimension is *Text functions*. Originally, this dimension is the transformation of linguistics features into the communicative function of the language. Functions are the *means* for achieving the *ends* (or purpose) of writing, in the simplest words, are the important principles which relate the structure to meaning, and making language *use* as a criterion for teaching material. Meanwhile, the text is seen as the structural entities such as Introduction-Body-Conclusion,

particular organizational patterns such as narration, description, and exposition are described and taught.

The next dimension is *themes or topics*. This dimension is focused on helping students to develop an effective paragraph through the creation of topic sentences, supporting sentences, and transition, and to develop a different type of paragraph. Students are specifically guided to produce the connected sentences according to prescribed formulas and tasks which tend to focus on themes and topics. For examples; asking the learners to arrange the sentences into scrambles paragraph, selecting appropriate sentences to complete gapped paragraphs, and write paragraphs from the provided information.

In the same line, c*reative expression* in writing is learned, not to be taught, so writing instruction is non-directive and personal. It is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his/her own views on a given topic or theme. For instance, ask the students to write a poem or short stories, recall an experience, etc.

Composing processes, however, is focused on the writing process or practice. In the writing process, the numerous incarnations of this perspective are consistent in recognizing basic cognitive processes as central to writing activity and in stressing the need to develop students' ability to plan, define a rhetorical problem, purpose, and evaluate solutions. In particular, the learners can adopt the model of the writing process, such as a model proposed by Hyland (2003: 11)

that includes *selection of topic, prewriting* (brainstorming, collecting data, note-taking, outlining etc), *composing, response to draft, revising* (reorganizing, style, adjusting to readers, refining ideas), *respond to revision, proof-reading and editing* (checking and correcting form, layout, evidence, etc.), *evaluation, publishing* (website, journal, etc.), and, *follow-up tasks* (to address weaknesses).

In the same line, *content* as one of the dimensions proposed by Hyland is typically covered a set of themes of topics or interest that establish the coherence and purpose for the course or that set out the sequence of key areas of subject matter that students will address. They will have some personal knowledge of these themes and will be able to write meaningfully about them. Thus, themes and topics frequently form the basis process course, where writing activities are often organized around social issues such as pollution, relationships, politics, laws, etc.

Meanwhile, *genre and contexts of writing* as the last dimension are purposely given teachers chance to write instruction beyond subject content, composing processes and textual forms to see writing as attempts to communicate with readers. In more specific, a *genre as a goal-oriented, stage social process,* is a social process because members of a culture interact to achieve them; they are goal-oriented because they have evolved to achieve things; and staged because meanings are made in steps and it usually takes writers more than one step to reach the goals.

In term of writing performance, Brown (2004: 220), has divided into four dimensions. These dimensions consist of imitative, intensive, responsive, and extensive writing performance. In the first dimension, imitative is required the learners to comprehend and able to produce the fundamental skill of writing, such as *writing letters, words, punctuation*, and *simple sentences*, and able to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. Afterward, intensive (controlled) as the second dimension are required the students to understand and able to produce appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Another important dimension is responsive. Here, learners should be able to perform at the limited discourse level, connecting sentences into a paragraph, and creating a logically connected sequence of two or three paragraph. Learners have to master the fundamentals of sentence-level grammar and focus on the discourse conventions. Form-focused attention is the discourse level with a strong emphasis on context and meaning. And, Extensive as the last dimension aforementioned is requiring the writers to understand all of the processes and strategies of writing for all purposes. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. It focuses on grammatical form id limited to the occasional editing of proofreading of a draft.

CHAPTER IV
HOTS (Higher Order Thinking Skills)

For decades, the notion of "HOTS" has attracted considerable attention for education improvement in the 21st century. HOTS (higher order thinking skills) in education has come to be regarded as a fundamental concept or the way of thinking in order to facilitate the students to understand, comprehend the specific information or issues. Variety of definitions has been delivered by experts to introduce the term "HOTS" consistently. Alexander and her colleagues in Brookhart defines HOTS (higher-order thinking skills) is the mental engagement with ideas, objects, and situations in an analogical, elaborative, inductive, deductive, and otherwise transformational manner that is indicative of an orientation toward knowing as a complex, effortful, generative, evidence-seeking, and reflective enterprise.[57] Meanwhile, Yousef Abosalem in Newman states that HOTS as "challenge students to interpret, analyze, or manipulate information".[58] Likewise, McDavitt in Nagayar, *et.al,* in clarified that "higher-order thinking skills (HOTS) include analysis, synthesis, and evaluation and require mastery of previous levels, such as applying routine rules to familiar or novel problems".[59]

In accordance with the principles and the definition above, the researcher concluded that HOTS are generally interpreted as meta-

[57] Brookhart, p. 2
[58] Newman p, 44,
[59] Nagayar, *et.al,* p. 51-61

cognitive activities that involve essential elements such as logical thinking skills, problem-solving, creative thinking, and critical thinking skills. The meta-cognitive skills are appropriate to be implemented when the students are faced with big problems and trying to solve difficult problems from the available resources/issues. They could adapt or adopt the skills to analyze, questioning, and synthesize, evaluate and produce a new idea related to the information or a problem occurs. This way of thinking is useful for students to understand, comprehend the specific information or issues.

Globally, the advantage of HOTS in this 21st century is to help the students to enhance their critical consciousness. This term "critical consciousness" is very important to overcome the moral degradation that caused by the change in lifestyle and people's habits in this digital era. Thousands of kinds of literature encompass social, politics, religion, economy, education, etc. can be asses freely by the students from the internets or others resources. Positively, this fact could promote the students' understanding of reality, knowledge of particular issues. However, they should be controlled with maximizing the attention on finding a great solution in order to overcome the negative effect of this information effectively and cognitively.

Furthermore, in the classroom application, there are many ways (activities) to apply HOTS for the purpose of educational improvement and improving the students' critical thinking skills. One

of which is by providing the classroom procedures/activities that require the students to think critically. In this case, Brookhart (2010: 143) elaborates some activities that cover (1) asking the students to identify the main issues, the main idea, explain their reason of text,(speech, problem, policy, political, etc.) and (2) asking the students to identify assumption, giving argumentation, explaining, generate a multi-solutions, produce something new, etc.

In relation to this study, the researcher has tried to incorporate HOTS in the English learning materials as ways to improve the learners thinking skills. The learning materials provide a variety of HOTS learning activities. The activities comprise re-tell the monologue/dialogue texts (spoken/written), making a dialogue, and role-play activity.

Specifically, HOTS in this study includes critical thinking skills which are logic, reflective, and creative. The application of HOTS in the tasks activities comprises reasoning, analyzing, and creating which are consistent with the Constructivist paradigm. The students are intended to make a decision about the information from the tasks and how to organize the information while the lecturer guides and facilitates the learning processFor decades, the notion of "HOTS" has attracted considerable attention for education improvement in the 21st century. HOTS (higher order thinking skills) in education has come to be regarded as a fundamental concept or the way of thinking in order to facilitate the students to understand,

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[60] Brookhart, p. 2
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[62] Nagayar, *et.al,* p. 51-61

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CHAPTER V
ISLAMIC KNOWLEDGE AND VALUE

Islam is not a new religion in this world, the term “Islam” is taken from the Arabic word which simply means “submission/surrender”, and derives from a word “peace”. Islam is both a religion of truth and a complete way of life.

Epistemologically, Islam was brought by Prophet Muhammad (PBUH). The prophet Muhammad (PBUH) was born in Mecca in the year 570. Since his father died before his birth, and his mother shortly afterward, he was raised by his uncle from the respected tribe of Quraysh. Abdullah opines that "As he grew up he earned a reputation for honesty, graciousness, fairness, humbleness, and integrity. It was not long before the people of the Quraysh gave him the nickname of "Al-Ameen" ("The Trustworthy")".[63]

At the age of 40, prophet Muhammad (PBUH) received his first revelation from Allah (God) and was chosen as the last messenger of God to all of the humanity. At this age, Muhammad started to deliver the Faith *(Iman)* of Islam and pillar of Islam. Muhammad (PBUH) delivered this religion to the mankind; (1) to believe in One God (Allah). God has no children, no family, no parents nor any equal. God in Islam is known by the name "ALLAH" and more than ninety nine (99) other venerated names, such as the all merciful, the all- compassionate, gracious, the

[63] Abdullah p.522

forgiving, the creator, the guardian, the first, the last, the light, the guide, the judge, etc. (2) to believe in His Angel, (3) to believe in Al Qur'an, (4) to believe in His messengers, (5) to believe in the day of judgment, and (6) to believe in the divine decree (divine fate) whether good or evil. As informed in many kinds of literature, Muhammad taught to his followers patiently that Islam is built upon five main pillars, namely; (1) testify that there is no God but Allah and the Prophet of Muhammad (PBUH) is the messenger of Allah, (2) established the daily prayers (*Subuh, Zuhur, Ashar, Maghrib, and Isya*), (3) pay Zakat (charity) every year, (4) observe the fast of *Ramadhan* by following the Islamic calendar, and (5) performed pilgrimage to the Kaaba (in Mecca) once in a life if you are able. Abdullah generally concludes that,

"Muhammad is the last messenger of God to all of humanity. He was known as the *Truthful*, the *Trustworthy*" before he received his first revelation. He was sent by God as a mercy to all creation. He was a human being but performed a number of miracles during his lifetime by the will of God. The prophet Muhammad is not the object of Muslim's prayers nor do believing Muslims regard him as anything more or less than an elect Messenger of God who delivered the message of God then passed away and will be judged by God on the Day of Judgment just like all other humans".[64]

[64] Abdullah, p. 119

Meanwhile, as the complete way of life, Islam taught the good values, norms, moral/ characters, and good deeds in order to be saved in the hereafter. Every single aspect of human existence are governed by the law of Islam in term of *halal* (permitted*)* and *haram* (forbidden). Hourany states that "halal and haram, 'permitted' and 'forbidden', 'obedience' and' disobedience', are two pairs which refer directly to divine commands and prohibitions and derive their values from them",[65] Koenig and Al Shohaib elaborate clearly and simply that "Islam is a religion that systematically directs a person's entire life. Islam regulates an individual's daily activities and relationships with others in a way that builds a more homogenous society. This creates harmony between people, which affects their sense of value as an individual who has rights but also obligations to others that must be fullfilled. Individual identity and boundaries are clear and unambiguous, as are boundaries between individual rights and group rights. As a result, people feel equal to each other with clear individual roles, duties, and obligations to the community. While individual freedom is respected and honored, it cannot be at the expense of the community. Every person in the community is important regardless of role since Muslims believe that they will receive praise for their work from God, not other people. The value of a person is based on how closely their life conforms to these

[65] Hourany, p. 35

beliefs and practices, not by the material possessions they own or their job status".[66]

In conclusion, Islam as a religion of truth and a complete way of life strongly based on the Qur'an (*Kalamullah*), the Hadith (sayings of the Prophet reported by others), Sunnah (doings of the Prophet reported by others), and the opinions of early jurists based on their interpretation of the Qur'an, Hadith, and Sunnah. There are many potential links between Islam as a religion of truth and a complete way of life. These beliefs and practices have the potential to improve the moral/values of humanity (honesty, graciousness, equality, fairness, humbleness, and integrity) and provide rest and peace. Muslims believe that surrendering one's life to God, doing good deeds (charity, merciful, respectful to the elder, etc), and imitate the prophet Muhammad behavior will result in health and happiness on this earth and eternal life and happiness in the world to come.

In accordance with this study, the researcher has tried to develop the English tasks which are intended to enhance the learners' understanding on Islamic knowledge, messages, and values (*halal, haram*, fairness, trustworthy, Islamic faith) through English. The importance of Islamic values and knowledge nowadays as one of the alternatives to promote the moral education and behavior for students itself. Halstead states that "moral education is about inner change, which is a spiritual matter and comes about through the

[66] Koenig & Al Shohaib, p. 34

internalization of universal Islamic values. The inextricable link that exists in Islam between religion and morality is reflected in the many passages in the Qur'an that refer in the same breath to 'those who believe' and 'those who do good deeds' (for example, Sura 2, v. 25, Sura 95, v. 6, Sura 103,v. 2). The implications seem to be that for Muslims faith and moral behaviors are two sides of the same coin, that moral behavior presupposes faith and that faith is genuine only if it results in moral behavior (Ashraf 1988, p. 76; Khan, 1987, p. 28)".[67]

Specifically, the *English* learning materials (tasks) provide the Islamic topics or a text (monologue/dialogue) in every unit of the tasks. It was intended to promote the students understanding of Islamic knowledge, messages, and values in using the English language. It is also aimed to raise the students' awareness of the Islamic values/knowledge and the influence of these values/knowledge for their lives as a social human being.

[67] Halstead, p. 283-296

CHAPTER VI
PRINCIPLES OF MATERIALS DEVELOPMENT

A. Materials

Richards says that "instructional materials generally serve as the basis for much of the language input learners receive and the practice that occurs in the classroom". He classified that, "materials may take the form of (a) printed material such as books, workbooks, worksheets, or reader; (b) non-printed materials such as cassette or audio materials, videos, or computer-based materials; (c) materials that comprise both printed and non-printed sources such as self-access material and the materials on the internet".[68]

In the other context, material as a product of creative planning is intended as a resource in the process of transferring values, knowledge, meanings, and messages of specific information about the material being learned in the teaching-learning process.

As a product of creative planning, materials must be designed and developed interestingly and carefully. In details, the criteria, principles, and whole concepts dealing with learning materials are comprehensively discussed in the following parts.

B. The Principles of Material Development

In this twenty-first century, English learning materials must be designed appropriately in order to facilitate the learners to be

[68] Richards p. 251

creative, critical, collaborative, and communicative. Hence, the materials must be authentic, realistic, and meet the needs and learners' expectation.

By insisting on an authentic material that appropriates with the real world situation, tasks are considered effective to enhance the students' creativity, critically, collaboratively, and communicatively. It is believed that the tasks enable the students to maintain and protect their motivation in learning the language and to enhance the students' awareness of the function of language. Moreover, it is also believed that the effective and communicative learning worked as the students are fully engaged in language tasks rather than just learning about the linguistic features.

In details, CEFR (*Common Europe Frameworks of Reference*) describes that, "tasks are features of everyday life in the personal, public, educational or occupational domains. Task accomplishment by an individual involves the strategic activation of a specific competence in order to carry out a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome". "Tasks can be extremely varied in nature, and may involve language activities to a greater or lesser extent, for example: creative (painting, story writing), skills-based (repairing or assembling something), problem-solving (jigsaw, crossword), routine transactions, interpreting"[69] (www.coe.int/lang-CEFR). Meanwhile, Ellis in

[69] www.coe.int/lang-CEFR

Nation and Macalister suggests that, "tasks can either be focused on form. A focused task would target particular language features in meaning-based communication".[70]

C. Tasks and Types of Tasks

For decades, the notion of "tasks" has attracted considerable attention in language learning and teaching. Realistic definition of tasks is stated by a number of experts and practitioners such as, Hyland states that, "tasks refer to any activity with meaning as its main focus and which is accomplished using language".[71] Richards defines "a task as an activity which learners carry out using their available language resources and leading to the real outcome".[72] Ellis in Nation and Macalister says that "task as an activity which requires learners to use language, with emphasis on meaning".[73] Brown moreover, defines the tasks as "a subset of all the techniques and activities that one might design for the classroom, and themselves might involve several techniques".[74]

The core of tasks definitions above essentially explain that the tasks are the routes learners' take to solve the problem in the classroom, and their importance results from the fact that learning language involves engaging activities rather than learning discrete

[70] Nation & Macalister p. 81
[71] Hyland p.122
[72] Richards p. 161
[73] Nation & Macalister p. 80
[74] Brown p.242-243

items. Tasks assist the language teachers to provide a learning environment that develops an understanding of how language will be used for the communicative purposes. Thus, it can be concluded that the definition of task is an activity or exercise that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plans.

Prabhu in Nunan suggests three types of tasks: (1) information-gap activity; (2) reasoning-gap activity; and (3) opinion-gap activity. *The information-gap activity* involves a transfer of given information from one person to another or from one form to another or from one place to another-generally calling for decoding or encoding of information from or into the language. *The Reasoning-gap activity* involves deriving new information from given information through a process of inference, deduction, practical reasoning, or perceptions of relationships or patterns. And, the *opinion-gap activity* involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.[75]

Other simple activity types in the tasks were informed by Pattison in Nunan. He sets out seven types of tasks activities: (a) questions and answers; (b) dialogues and role plays; (c) matching activities; (d) communicative strategies; (e) pictures and picture stories; (f) puzzles and problems; and (g) discussions and decisions.

[75] Nunan p. 57

Questions and answers are based on the notion of creating an information gap in which sequentially used by students in term of communicative practices. It can be used to practice almost any structure or the function of language. *Dialogues and role plays* are designated to improve students' roles in the communicative practice, in which they are given a scene of dialogues in pairs or groups. They were emphasized to explain and improvise those dialogues with groups. *Matching activities* refer to the tasks that given for students to recognized matching items, or to complete pairs or sets. *Communicative strategies* designed to encourage students to practice communication strategies, such as paraphrasing, borrowing or inventing words, using gestures, asking for feedback and simplifying. *Pictures and picture stories* refer to activities that stimulated communication practice by using pictures. *Puzzles and problems* require students to 'make guesses', draw on general knowledge and personal experience, uses the imagination and test the power of logical reasoning. And, the last task type is '*discussions and decisions*', which is aimed at promoting the students' communicative practices. It requires the students to collect and share information to reach a decision.[76]

D. The Components of Tasks

Considering the importance of tasks as a frame of "*real world activity*", it is needed to explore the elements or components of tasks. Nunan elaborates that "Shavelson and Stern (1981) articulate their

[76] Nunan, p. 57-59

concepts of task-based language teaching within the context of education in general. They explained some consideration of tasks elements"[77], namely;

Content : The subject matter to be taught.

Materials : The thing that learners can observe/manipulate.

Activities : The things that the learner and teacher will be doing during the lesson.

Goals : The teachers' general aims for the tasks.

Students : Their abilities, needs, and interests are important.

Social communities: The class as a whole and its sense of "groupness".

In line with that, Nunan proposes six task components, i.e. : (a) goal, (b) input, (c) procedure,(d) teachers 'role, (e) learners' role, and (f) setting.[78] In detail, it can be seen in the following figure;

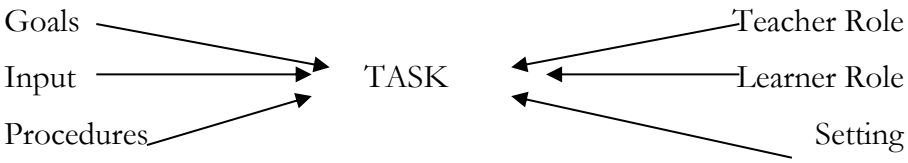

Figure 4
The Components of Tasks
Nunan (2004: 52)

The *goal* is the general intention that lies behind any learning tasks. It does provide a link between the task and the learning environment that require the learners to achieve the target of learning

[77] Nunanp. 40
[78] Nunan p. 40-52

languages. Tasks goals should, therefore, provide a link between classroom activities and real-world objectives through the needs analysis conducted at the beginning of the course.

Input refers to the spoken, written and visual data that learners work within the course of completing a task. Input can be derived from a range of diverse sources, e.g. a text, film, dialogue, graphic, lyric, letters (formal and informal), curriculum vitae, economic graphs, research reports, slide/tape presentations, etc.

Procedures are specifying what the learners do with the input to accomplish the tasks. Classroom procedures are the mirror of the real-world situation. There must be provided by some activities that parallel to the 'real-world' as closely as possible.

Role refers to the part of that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. Roles influence how the task will be carried by the teacher or students during the activity or exercise, for examples, whether the teacher is providing instruction on a language point, organizing group discussion, monitoring pair-work or group-work, or assessing the accuracy of a finished product. Such a role variation is essential to facilitate learning and to accommodate the different learning style preferences of learners.

*The setting***,** where and how the learning will take place, is a further important consideration of task design. One dimension of setting is the actual site where learning occurs, whether it is in the

classroom, multimedia laboratory, library, home, or in the community.

1) Grading and Sequencing Tasks

The important things to do in developing learning materials is grading and sequencing tasks. Cunnigsworth states that "grading refers to the way in which the content is organized in the syllabus or course book, involving the ordering of items and the speed with which the students' progress through the course".[79] Nunan elaborates grading as:

> "The arrangement of the content of language course or a textbook is presented in a helpful way. Gradation would affect the order in which words, word meaning, tenses, structures, topics, functions, skills, etc, are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner."[80]

Consistent with the information above, in order to facilitate the learner to learn effectively, contents should be arranged in helpful ways. For example; what is taught at the beginning of a lesson is selected because it is considered to be easy, or because it occurs frequently, or because the learner needs it immediately for real-world activities.

[79] Cunnigsworth p. 59
[80] Nunan p. 113

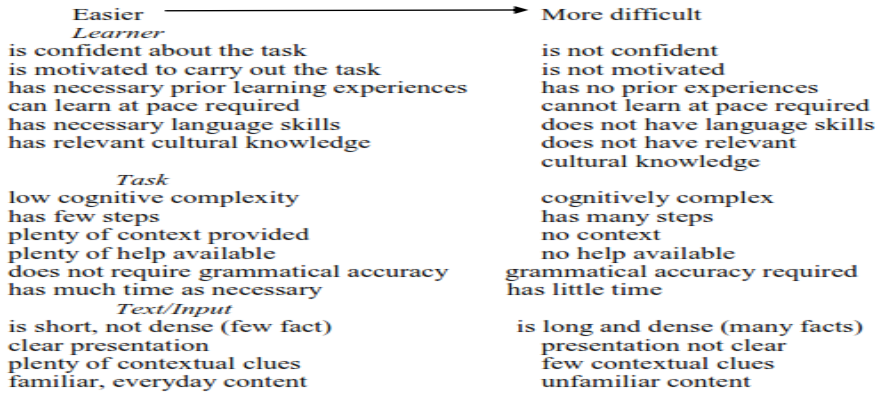

Figure 5
The Factors of Task Difficulty
Brindley in Nunan (2004: 171)

Furthermore, material developers have to see the difficulties of tasks in grading the content in appropriate ways. Tasks difficulties, in particular, affect the learning output. Nunan says that Brindley has divided tasks difficulties into three factors, i.e.: learner factors, task factors, and text or input factors,[81] as illustrated in the Figure 5 above.

In relation to this study, the content of the tasks for Islamic Religion Department students is graded as the easier is placed in the beginning then followed by that which is more difficult and the most difficult is placed in the last part. It is based on the belief that the decision on what to teach first and what last in a language teaching material is the reflection or the assumption of material developers on the nature of language, language learning and teaching, and learners' characteristics.

[81] Nunan p. 85-86

Meanwhile, "sequencing refers to the order in which new items are taught, how the components fit with one another and how the range of language taught develops as learners' progress through the course".[82] "This involves deciding which content is needed earlier in the course and which provides a basis for things that will be learned later".[83] "Sequencing the content is broadly important to help the learner to learn the language. It is due to the fact that the content of language course consists of many variables, such as; language items, ideas, skills, and strategies that meet the goal course".[84]

Richards states that learning materials can be ordered into several techniques from "*simple to complex, chronology, need, prerequisite learning, whole to part or part to whole, and spiral sequencing".*[85]

The 'simple to complex' is one of the commonest techniques of sequencing the learning material that focuses on the difficulty level. The content of the materials is presented earlier from simple to complex item. This is typically seen in relation to grammar content, but any type of course content can be graded in terms of difficulty. In contrast with the above technique mentioned, the content in the 'chronology' technique may be sequenced according to the order in which events occur in the real world. For examples, in a frequency course, skills might be sequenced according to the sequence in which

[82] Cunningsworth, p.59
[83] Richards, p.150
[84] Nation&Macalister, 2010: 7).
[85] Richards p.150

they are normally and orderly acquired: (1) listening; (2) speaking; (3) reading; (4) writing.

Meanwhile, the next technique 'need', is the most familiar technique for sequencing the content of the learning materials. Specifically, contents may be sequenced according to when learners are most likely to need it outside of the classroom. For example, the topics are sequenced according to the students' lives, such as; health, directions, transportation, Banking/bills, shopping, time and date, etc.

Prerequisite learning technique of sequencing, however, is a technique that arranges the content base on what is necessary at one point as a foundation for the next steps in the learning process. For example, a set of grammar items may be taught as a prerequisite to paragraph writing. Furthermore, In the different technique, 'whole to part or part to whole' particularly arrange the content of material at the beginning of the course. It may focus on the overall structure or organization of a topic before considering the individual components that make it up. The course, in this case, is focused on practicing the part before the whole. The last technique of sequencing according to Richards is 'spiral sequencing'. This approach involves the recycling of items to ensure that learners have repeated opportunities to learn them. On other hands, this approach is provided with repeated opportunities to meet and enrich important items. It allows learners who are left behind to catch up on the next cycle.

2) Unit Design/Tasks Organization

For most language teachers around the world, designing a unit or organizing the task is one of the complicated things to do. What to teach, how to teach, and in what order generally depends on factors which include goals, objectives, experience, students' needs, belief and understanding, the methods, and also the context.

Many scholars/or practitioners propose their concepts in designing the unit/organizing the tasks. Graves elaborates tha Brody proposes what he calls 'pre-university skills' or skills that the students will need to master in order to do well in university. Each skill is the focus of the unit and is labeled as a task. The skills for the first four units are *summarizing, interviewing, objective reporting, and proposing solution.*[86] The supporting components she has labeled tasks, linguistic focus and culture focus. In line with that, Nunan proposes a six-step procedure that involves*; schema building, controlled practice, authentic listening, focus on linguistic elements, providing freer practice, and introducing the pedagogical task*.[87] This procedure is adopted by the researcher in conducting this study. This procedure is selected since it provides opportunities for the students to focus, not only on the language but also on the learning process itself. Generally, it helps the English teacher to extend the model into the complete tasks which will be used in the classroom in order to carry out the teaching-learning process more efficient.

[86] Graves p.133
[87] Nunan p. 31-35

CHAPTER VII
DEVELOPING MATERIALS

Learning materials play an important role in helping the learner to acquire values (e.g. spiritual attitude, social attitude, etc.), knowledge, and skills. Developing high quality language materials is compulsory for every material designer. Tomlinson lists the characteristic of good materials. The characteristics are set below:

1. Materials should achieve impact.
2. Materials should help learners feel at ease.
3. Materials should help learners to develop confidence.
4. What is being taught should be perceived by learners as relevant and useful.
5. Materials should require and facilitate learner self-investment.
6. Learners must be ready to acquire the point being taught.
7. Materials should expose the learners to language in authentic use.
8. The learners' attention should be drawn to linguistics features of the input.
9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
10. Materials should take into account that the positive effects of instruction usually delayed.

11. Materials should take into account that learners have different learning styles.
12. Materials should take into account that learners differ in affective attitudes.
13. Materials should permit a silent period at the beginning of instruction.
14. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.
15. Materials should not rely too much on controlled practice.
16. Materials should provide opportunities for outcome feedback. [88]

In order to achieve these characteristics, the units of the learning materials should be organized with learning opportunities for the students to maximize learning. Richards identifies the qualities each unit in the materials should reflect:

1. Gives learners something they can take away from the lesson.
2. Teaches something learners to feel they can use.
3. Gives learners a sense of achievement.
4. Practices learning items in an interesting and novel way.
5. Provides a pleasurable learning experience.
6. Provides opportunities for success.

[88] Tomlinson p.7-21

7. Provides opportunities for individual practice.
8. Provides opportunities for personalization.
9. Provides opportunities for self-assessment of learning.[89]

On the other hand, in the aspect of materials writing, Tomlinson and Masuhara explain that most accounts of materials development describe processes which are spontaneous and which rely on an intuitive feel for activities which are likely to "work". To help the materials developers to achieve principles and consistency for developing a set of materials, Tomlinson and Mashuhara propose the following list:

1. Articulate our main theories of language learning.
2. Profile the target learners.
3. List objectives and aims.
4. List of procedures which could help to match the theories, the profile, the objectives and the aims in principled ways.
5. Develop a flexibility unit framework using procedures from our list.[90]

In line with the review above, Hutchinson and Waters set some principles that guide the actual writing of the materials, such as (1) Materials provide a stimulus to learning. Good materials do not teach: they encourage the learners to learn. Good materials will

[89] Richards p. 264
[90] Tomlinson & Masuhara p. 19

therefore contain; interesting texts; enjoyable activities which engage the learners' thinking capacities; opportunities for learners to use their existing knowledge and skills; and, content which both learner and teacher can cope with. (2) Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learned. They provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning. The structure will help the teacher in planning the lessons and encourage in the learner a sense of progress and achievement. (3) Materials embody a view of the nature of language and learning. In writing materials, the providers are making all manner of statements about what they think language learning consist of. Materials should reflect what they think and feel about the learning process. (4) Materials reflect the nature of the learning tasks. (5) Materials can have a very function in broadening the basis of teacher training, by introducing teachers to new techniques. And, (6) Materials provide models of correct and appropriate language use.[91]

By considering the views above, materials developers have to think the appropriate ways or technique in developing viable language materials carefully. The much attention to the complexity of the teaching-learning process and the language learning & teaching must be considered clearly for the purpose of developing materials with the good qualities. The interesting materials that will be

[91] Hutchinson & Waters p. 107

developed by developers should reflect the students' diversities (e.g., learning needs, background, experiences, competencies, strength, and weakness, etc.) in particular.

Furthermore, in conducting this study, the researcher adopts the principle aspects of material writing proposed by Tomlinson and Mashuhara.[92] These aspects comprise (1) selecting text; (2) writing instruction; (3) using illustration; and, (4) design and layout.

The first aspect, 'selecting texts' of materials for Islamic Religion Education Department of UIN Mataram is depending on what the texts are going to be used for. In this case, there are some criteria for the text selection considered by the researcher. These criteria include: (a) text as a basis for a unit in a set of materials (e.g., does the text contribute to the exposure of the learners to a range of text types; narrative, description, persuasion, information, justification, etc.); (b) as a basis for a reading/listening skills lesson; (c) text for use in language teaching (it provides contextual information to help the learner to understand and to generalize about the use of the language item or language feature selected for particular attention).

The second aspect proposed by Tomlinson and Mashuhara aforementioned is Writing instruction. This aspect is important in materials writing. It will be the guidance for students to engage themselves in specific activities and purposes. Usually, to avoid the

[92] Tomlinson & Mashuhara p. 27-36

students' confusion in determining which words are instructions and which words are not, the instruction is written in a bold, in a distinctive font, in a different color or in a box.

Meanwhile, the third aspect is using an illustration. The term 'illustration' is referring to the visual elements in materials. The familiar forms of illustration in the materials are usually represented by the use of (a) photo; (b) drawing and painting; (c) cartoons; (d) mock documents that simulated real-life documents (e.g. letters, book covers, diary pages, newspaper, road sign, etc.); (e) graphs, charts, maps, diagrams; and (f) functional illustrations (e.g. graphically designed headings, icons, arrows, color backgrounds).

Finally, the last aspect of materials writing aforementioned is 'design and layout'. The design is an overall plan which governs the appearance and function of materials. It usually involves general decisions about the use of color, icon, fonts, boxes, italic, illustrations, music, etc. to make the materials appealing and easy to use. On the other hands, the layout means a structural arrangement of part (e.g. Text and illustrations). The factors that contribute to good layout may include positioning; size; sequence; use of space; the balance of visuals and text; separation; and, repetition.

a. Adapting Materials

Since language teaching focuses on students' development, many teachers stand as a facilitator and material provider. They

provide appropriate language materials that fit the students' needs. Richards (2001: 260) states that most teachers are not creators of teaching materials but providers of good materials. Dudley-Evans and St. John (1998: 173) in Richards (2001: 260) suggests that a good provider of materials must be able to: (1) select appropriately from what is available; (2) be creative with what is available; (3) modify activities to suit learners' need; and (4) supplement by providing extra activities (and extra input).

That means that there is an extra space for language teachers to be creative at providing good materials for the students. By providing interesting activities as the results of materials adaptation, it is believed that the classroom learning process becomes enjoyable.

Tomlinson and Masuhara elaborate that, "materials adaptation involves changing existing materials so that they become more suitable for specific learners, teachers or situation".[93] Adapting materials is done for some reasons. Nation and Macalister classify several reasons for the adaptation, such as:

1. The course book does not include all activities that the teacher has used successfully before.

2. The course book material does not fit comfortably into the time available for the course.

[93] Tomlinson & Masuhara p.11

3. The course book contains content that is unsuitable for the learners' level proficiency or age.

4. The learners' knowledge and skill do not match that involved in the course (Prabhu, 1989).

5. The course book does not include language items, skills, ideas, discourse or strategies that the learners' need.

6. The course book does not apply principles that the teachers' feels should be applied.

7. The course book does not involve the learners in the curriculum design process (Allwright, 1981).[94]

Similarly, Tomlinson and Masuhara propose the reasons for materials adaptation based on teacher perspectives, as follows:

1. Their teaching environment (national, regional, institutional, cultural, etc), e.g., the materials have not been designed for the cultural and ethnic diversity of your class.

2. Their learners (age, language level, prior learning experience, learning styles, etc), e.g., the materials favor analytical learning styles.

[94] Nation & Macalister p. 161

3. Their own preferences (personality; teaching styles; believes about language learning and teaching, etc), e.g., materials offer a lot of communicative activities but a teacher fears she will lose control of the class by doing them.

4. The course objective (syllabus, institutional targets, etc), e.g., materials focus on teaching grammar but the course objectives focus on helping learners to develop communication strategies.

5. Materials (texts, tasks, activities), e.g., the text is interesting but the activities are boring and do not seem to fully explore the text.[95]

In order to meet the student needs and expectation, materials adaptation skills may be needed most by teachers who feel they are unable to create or produce their own materials because of some reasons, e.g., lack of time, or expertise, or of encouragement from the institutions they work for, etc.

Relevant with the information above, Richards gives some clues in materials adaptation, stating that adaptation may take various forms, such as: (1) modifying content; (2) adding or deleting content;

[95] Tomlinson & Masuhara p.12

(3) reorganizing content; (4) addressing omission; (5) modifying tasks; and (6) extending tasks.[96]

Modifying content; the content may be needed to be changed because it does not suit the target learners, perhaps because of factors related to the learners' age, gender, social class, religion, etc. ***Adding or deleting content;*** the book may contain too much or too little for the program. Whole units may have to be dropped, or perhaps sections of units throughout the book omitted. For example, a course may focus primarily on listening and speaking skills and hence writing activities in the book will be omitted. A course may also focus on the teaching of English which the four skills are taught in an integrated way. If the textbook for such a course lacks one of the skill activities, in addition to it is needed. ***Reorganizing content***; a teacher may decide to reorganize the syllabus of the book and arrange the unit in what she considers a more suitable order. The teacher may also decide not to follow the sequence of activities in the unit but to reorder them for a particular reason. ***Addressing omission***; the text may omit items that the teacher feels are important. For example, a teacher may add speaking activities or reading activities to a single unit. ***Modifying tasks***; exercises and activities may need to be changed to give them an additional focus. For example, a listening activity may focus only on listening for information, so it is adapted so that students listen a second or third time for a different purpose. Or an activity may be extended to

[96] Richards p.260

provide opportunities for more personalized practice. ***Extending tasks***; exercises may contain insufficient practice and additional practice tasks. Therefore they may need to be added. If a textbook lacks exercises and tasks, it is necessary to add more of them. The more learners get experience in dealing with the target language the more they can obtain the language they are learning.

In conclusion, the English materials for Islamic Religion Department students will be adapted and modified based on the results of needs analysis (learning needs and target needs). In principle, different materials have different potential areas for adaptation. The most important reason is that there is a mismatch between what is needed and what is provided by materials. Adaptation is the altering of materials to improve or make them more suitable for a particular type of learner, teacher or situation, and the group of learners.

b. The Materials Evaluation

Nunan reports that Sheldon elaborated that "materials that should be evaluated according to criteria such as their rational, accessibility, layout and ease of use". Meanwhile, Candlin (1987) divides tasks evaluation should cover three areas, namely: (1) problematicity; (2) implementability; and (3) combinability.[97]

[97] Nunan p. 209

'Problematicity' refers to the extent of a given task reveals variation in learners' abilities and knowledge, the extent to which it is diagnostic or explanatory, whether it provides monitoring and feedback, and whether it can be used as a basis for future action. Meanwhile, the second area is 'Implementability'. It involves a consideration of the resources required, the organizational and management complexity, and the adaptability of the tasks. And the last area is 'combinability'. Combinability involves a consideration of the extent to which the task can be sequenced and integrated with other tasks.

BSNP (*Badan Standar Nasional Pendidikan*) has released a rubric of the evaluation process in evaluating the properness and compatibility of a textbook. The rubric is designed qualitatively and covers some criterion, namely; (1) **feasibility of content**: it comprises *compatibility of materials with (KI) and (KD), the accuracy of materials*, and *supporting materials*; (2) **feasibility of presentation**: it is involved three main criterion, namely; *technique of presentation, learning presentation* and *completeness of presentation*, (http://bsnp-indonesia.org/?cat=5).

Tomlinson and Mashuhara elaborate that materials evaluation involves of measuring the value (or potential values) of a set of learning materials by making a judgment about the effect of the materials on the people using them. It tries to measure: (1) the appeal of the materials to the learners (i.e. are the materials attractive?); (2)

the validity of the materials (i.e. is what the materials teach worth teaching); (3) the ability of the materials to interests the learners and the teachers; (4) the ability of the materials to motivate the learners; (5) the potential learning value of the materials; (6) the assistance is given to the teachers in terms of preparation, delivery, and assessment; (7) the flexibility of the materials (i.e. the extent to which it is easy for a teacher to adapt the materials to suit a particular context).[98]

Ellis has mentioned a-five step on task evaluation, namely: (1) description of the "task"; (2) planning the evaluation; (3) collecting information; (4) analysis of the information collected; and (5) conclusion and recommendation.[99]

Referring to the explanation above, the researcher would adopt the principle of materials evaluation proposed by Tomlinson and Masuhara as it is more systematic and simpler than the others. The criteria mentioned above will help the evaluator to consider some important aspects, such as to what extent the materials help the learners to achieve connection with their own lives, stimulate emotional engagement, and promote visualization.

[98] Tomlinson & Mashuhara p. 1
[99] Tomlinson, p. 228

CHAPTER VIII
MODELS OF MATERIALS DEVELOPMENT

In recent years, there have been many publications which have concerned with materials development models. Each of models shows its particular strengths and weaknesses. The strengths and weaknesses indicate that developing the appropriate model of development shows its complexity.

Beyond the explanation above, here are some models of materials development that are taken from the credible sources. The following model of materials development model will be considered as the alternatives in supporting this study.

A. Jolly and Bolitho's Model

There are many experts provides a concept/model and a framework for materials development. One of the models is presented by Jolly and Bolitho, the model consists of five parallel stages: (1) identification; (2) exploration; (3) contextual realization; (4) pedagogical realization; and, (5) physical production.[100]

Identification dealt with the needs of learners. The identification of needs related to the potential of learners/constraints of learning and teaching situation, identify skills and knowledge needed to function in the target situation, types of topic/content in the materials, etc. In some cases, needs essentially determine how the

[100] Tomlinson p. 97

materials should be taught, what topics it should cover and methodologies to be used in teaching. Comprehensively, the needs will determine the types of materials to be designed. The materials need to be designed to look attractive and be easy to follow. Jolly and Bolitho said that the most effective materials are those which are based on a thorough understanding of learners' need, i.e. their language difficulties, their learning objectives, style of learning, etc.

The second stage is **exploration**. This stage concerns with the area of need/problem in term of what language, what meanings, what function, what skill, etc. The exploration of needs is functioned to help the materials developer to engage in some linguistic **exploration** of the functional area of the request in order to produce more informative materials for the students.

The next stage is **the contextual realization.** In this stage, the material developer decides to choose the appropriate or suitable ideas, contexts or text that relevant with the needs. The decision will appropriately affect the creation or production of most motivated learning materials for the students.

The fourth stage is the **pedagogical realization**. In this stage, the materials developer must focus on the needs and design activities that are clear and appropriate. In other words, materials developer should provide meaningful practice, clear exercises and activities that somehow meet the need for language-learning work initially recognized.

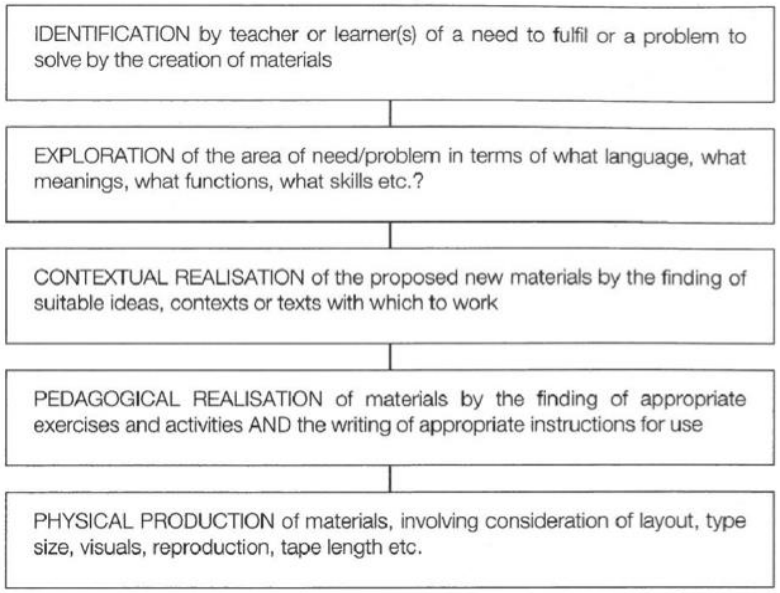

Figure 3

Figure 6
Jolly and Bolitho's Model
(Cited in Tomlinson, 1998: 97)

Then finally, the last stage is **physical production.** This stage focuses on how to develop the material in term of physical realization. The materials developer decides how to arrange the layout, type of size, visuals, length, etc. in order to make the learning material more attractive in appearance and motivates the learners to learn.

Practically, Jolly and Bolitho's model is essentially intended to help the English teachers to develop their own materials in a simple way. However, a critique of the model is that it is a sequential and a rather un-dynamic illustration of what it takes to produce good materials. Jolly and Bolitho in Tomlinson (1998: 96) admit that the model (frameworks for materials writing) simplified version of the 'real' process. It fails to illustrate the extent to which materials writing can be a dynamic and self-adjusting. The other critic is that the frameworks as can be seen in **figure 6** did not consider the importance of "materials evaluation". Materials evaluation on the other side is an essential part of materials development. Tomlinson and Mashuhara (explain that doing evaluation formally and rigorously can eventually contribute to the development of an ability to conduct principled informal evaluations quickly and effectively when the occasion demands.[101]

B. Graves' Model of Materials Development

The second model is *Graves' framework component of materials development*. This model comprehensively designed for several useful reasons. The first reason is that it provides an organized way of conceiving of a complex process. The second reason, this model sets forth domains of inquiry for the teacher, in that each of the components puts forth ideas as well as raises issues for the teacher to pursue. And the last reason is, this model provides a set of terms

[101] Tomlinson and Mashuhara p.10

currently used in talking about materials development and thus a common professional vocabulary and access to the ideas of others.[102] For further, graves' model shows the seven essential components that make up the framework; (a) Needs assessment; (b) Setting goals and objectives; (c) Content; (d) Developing and selecting materials and activities; (e) Organization of content; (f) Evaluation; and (g) Consideration of resources and constraints.

Needs assessment: *What are my students' needs? How can I assess them so that I can address them?*

Determining goals and objectives: *What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?*

Conceptualizing content: *What will be the backbone of what I teach? What will I include in my syllabus?*

Selecting and developing materials and activities: *How and with what will I teach the course? What is my role? What are my students' roles?*

Organization of content and activities: *How will I organize the content and activities? What systems will I develop?*

Evaluation: *How will I assess what students have learned? How will I assess the effectiveness of the course?*

Consideration of resources and constraints: *What are the givens of my situation?*

Figure 7
Framework Component of Materials Development
(Graves, 1996: 13)

a) Needs assessment

Graves (1996) considered two important questions in this needs assessments phase; what are my students' needs? and how can

[102] Graves p.12.

I assess them so that I can address them?. These two questions indicate 'needs' as the most important part to be considered by practitioners in developing material for particular learners.[103] Graves pointed out that "different students have different needs, and the information gathered through needs assessment can help a teacher make choice as to what to teach and how to teach it".[104] Because "needs" according to Brindley in Richards refers to wants, desires, demands, expectations, motivation, lacks, constraints, and requirements.[105]

The information of needs can be provided by learners and various people such as teachers, funders, parents, administration, employers, and society. To obtain their needs, commonly materials developer conduct an interview, analyze important documents, questionnaires, observation, self-rating, etc, Their objective and subjective needs can contribute to the material developer in making a decision about his/her materials for a certain setting.

b) Setting Goals and Objectives

The next section is setting goals and objectives, graves pointed out the relationship between goals and objectives. Goals are general statements of the overall, long-term purposes of the materials. And objectives express the specific ways in which the goals will be

[103] Graves p. 16
[104] Graves p. 14
[105] Richards p.54

achieved.[106] "Setting goals and objectives" provide a sense of direction and a coherent framework for the teachers in planning their teaching materials. The clear goals and objectives give the teacher a basis for determining which content and activities are appropriate for their teaching materials.

c) Conceptualizing Content

Conceptualizing content is not a simple process, however, when the materials developers conceptualize content, they are figuring which aspects of language and language learning will be included, emphasized, and integrated into the teaching materials.

Much has changed in recent years in the field of applied linguistics and language acquisition and in approach in language teaching. The proficiency movement, the concept and various models of communicative competence, the advent of ESP (English for specific purposes), teaching method, learners' diversity, etc. have all provided the materials developers with many options to consider in deciding what will be the backbone of the materials. However, Graves clarified that teaching involves making choices, teachers must decide which categories make sense to them for a given course. The categories also overlap, both conceptually and in the classroom.[107] For example, teachers of a course whose content has already been specified will face different issues. They may find that the breadth of content is unrealistic for the amount of time they have to teach it or that the way content has been defined is inappropriate, in their view,

[106] Graves p. 17
[107] Graves p. 24-25

for the purpose of the course. The overlapping nature of the categories may be an aid in finding ways to adapt the existing content to their vision of the course.

d) Developing and Selecting Materials and Activities

In this stage, choosing material may mean the development of new material when teaching a course for which there are no suitable materials, collecting a variety of materials, or adapting existing materials. Hence, materials developer should consider a variety of factors in developing, selecting, adapting existing materials. Two of the most important is their effectiveness in achieving the purpose of the course and the appropriateness for the students and the teachers. Appropriateness includes students comfort and familiarity with the material, language, level, interest, and relevance (needs).

Experienced teachers often develop a set of core materials and activities that they adopt each time they teach a course. The materials themselves are flexible and can be used in a number of ways, depending on the target skills or competencies. For example, newspaper articles can be used as a basis for developing reading skills, expanding vocabulary, or discussing culture. The picture can be used as a focus for learning grammar or as the starting point for a writing assignment, etc.

e) Organization of Content and Activities.

The next phase is organizing content and activities. Many teacher or materials developers who understand the principle and procedure of material development will be addressing several important questions, e.g. how to organize content and activities? And what system will be developed? To answer these two questions, firstly it is important to look at specific considerations in sequencing materials and then at a consideration of the overall organization of the course.

Two general, complementary principles of sequencing are building and recycling. In deciding how to sequence materials, one considers building from the simple to the complex. From more concrete to open-ended or so that unit or activity. A prepares students for unit or activity B. Building from the simple to the complex in a writing course may mean learning how to write narrative prose before developing an argumentative paper. Building from more concrete to more open-ended in writing a course means that students first unscramble and discuss a sample paragraph before writing their own paragraph.

The principles of recycling materials mean that students encounter previous material in new ways: in the skill area, in a different type of activity, or with a new focus. For example, material encountered in a listening activity may be recycled in a writing exercise. Material encountered in an individual reading activity may be recycled in a roleplay with other students. This approach to

recycling material assumes that each new encounter with the material provides a challenge to students, thereby maintaining their interest and motivation. Recycling has the effect of integrating material and thus augments students' ability to use or understand it.

f) Evaluation

The next phase is the evaluation. Graves states that, "evaluation in course development includes evaluation of the course itself. Any part of the process of course development can be evaluated, including the assumptions about and analysis of students' needs or background, goals and objectives, materials activities, means of assessing students' progress, students participation, students' roles, and the teachers' role". Thus, each element of the framework is itself subject to evaluation.[108]

g) Consideration of Resources and Constrains.

The final phase is the consideration of resources and constraints. Both resources and constraints are two ways of looking at the same thing. A required course book may be a constraint for one teacher and a resource for one teacher and constraints for another. The educational complexity tends to influence the consideration of resources and constraints. A multi-level of class, level, and cultural background of the students are both a constraint and resources.

[108] Graves 1996

The constraints and resources of one's situation take many forms, some tangible, others not. Teachers work with or without physical and materials resources such as books, technology, a classroom, and furniture. The lack of physical resources may encourage a teacher to use available resources in creative ways. The availability of technology allows teachers to have groups of students work independently. In other sides, time is an important consideration in designing course. How much time is available for the teachers to prepare the course and the classes? the teachers may adjust their teaching priority according to the length of the course. The activities they design may be affected by the amount of time she has, both in class and before class.

Theoretically, the explanations of the model above are comprehensively considering the aspect of language theory, learning, and teaching. In principle, it is a main standardize of language materials development. However, providing the students with appropriate learning materials cannot be considered generally by putting the attention on these theories only, there are many factors are also important to be considered, e.g. social, cultural, educational factor and curriculum that will determine the type of materials to be designed. Navaitienė, *et al* state that Materials development refers to all the processes made use of by practitioners who produce or use materials for learning, including materials evaluation, their adaptation, design, production, exploitation and research, and as practical activity it involves the production, evaluation, and adaptation of materials.

The second critics of *Graves' frameworks components of materials development* are that the phase of '**Consideration of resources and constraints'** should be discussed earlier in the first phase.[109] The consideration of available resources and the constraints can be known from the result of needs assessments' phase. The needs assessments conceptually mean as the umbrella to develop appropriate language materials that facilitate the learners to learn. Practically, it will determine; who are the learners/who is the material intended for; what kind of language description will be presented in the materials; what language point should be covered; what social aspects should be covered; how do the materials aid language acquisition; how should the content be organized and sequenced within the materials, etc. in designing and developing materials. Hence, materials developer should be consistent with the situation and make the appropriate decision in order to develop appropriate materials that can serve as resources for effective language teaching and learning.

C. ESP Model of Materials Development

The main aims of this model are to provide a coherent framework for the integration of the various aspects of learning, while at the same time allowing enough room for creativity and variety to flourish. However, before discussing a lot about this model, the writer begins the explanation with the nature and principle of

[109] Navaitienė , *et al* p.33-44

ESP according to the experts, one of which is discussed by Hutchinson and Waters,[110] they divide ESP into two main types, namely;

a) English for academic study (EAP/English for academic purposes).

In this type, the learners are required to learn English for academic purposes. Hyland notes that current EAP aims at capturing "thicker" description of language use in the academic at all age and proficiency level, incorporating and often going beyond immediate communicative counters to understand the nature of disciplinary knowledge itself.[111]

b) English for occupational purposes or for work (EOP).

The specific English is taught to the students for occupational purposes (i.e. English for teaching, English for secretaries, English for technician, etc.)

In defining 'what ESP (English for specific purposes) is', Hutchinson and Water classify that ESP is not a particular kind of language or methodology, nor does it consist of a specific type of teaching material. It is properly known as an approach to language learning, which based on learners needs. The foundation of ESP is a very simple question: *why does the learner need to learn a foreign*

[110] Hutchinson &Waters p.16
[111] Hyland p.2

language?.[112] This question will flow the emergence of many questions which will be related to the learners themselves. Therefore, it can be concluded that ESP is an approach to language teaching which aims to meet the needs of particular learners. Hutchinson and Waters divide needs into *target needs* and *learning needs.*[113]

Target needs refer to what the learner needs to know in order to function in the target situation. "Target needs" make sure that the course contains relevant and useful things to learn. It is more useful to look at the target situation in terms of necessities, lacks, and wants. *Necessities* refer to what the learner has to know in order to function effectively in the target situation. *Lacks* refer to the gap between the target proficiency and the existing proficiency. And, *wants* refer to what the learner wishes to learn. *Learning needs* refer to what the learner needs to do in order to learn. It is concerned with the method and activities in the learning process. To decide the appropriate method and activities, the teacher should understand the learning goals, the preferred styles of learning, and the learners' commitment to learning.

In order to obtain the data of 'needs' of Islamic Religion Educational Department students in learning *English*, the researcher would adopt the principle of 'needs' mentioned by Hutchinson and Waters.[114] The needs analysis or needs assessment will be carried out

[112] Hutchinson & Water p. 19-23
[113] Hutchinson &Waters p.55-63
[114] Hutchinson & Waters p.55-63

through various instruments such as questionnaires, interviews, and observation. Graves says that needs assessment has been an important feature of ESP.[115]

Needs assessment or needs analysis commonly refers to the process involved in gathering information about the needs of a particular group in education. It is a systematic and ongoing process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs. "Pre-course needs assessment takes place prior to the start of the course and can inform decisions about *content, goals* and *objectives, activities*, and *choice of materials"*.[116]

In line with Graves, Brown writes that "in educational program, needs analysis focuses on the learning needs of students, and then, once they are identified, needs are translated into learning objectives, which in turn serve as the basis for further development of teaching materials, learning activities, test, program evaluation strategies, etc.[117] Moreover, Linse identifies the purposes of the needs analysis, such as:

(1) groups represented by the students,
(2) to assess their level of language acquisition in their native language and in English,

[115] Graves p. 99
[116] Graves p.98
[117] Brown p. 268

(3) to determine their communicative abilities in English,

(4) to determine their formal knowledge of English,

(5) to find out how students use language on a daily basis,

(6) to determine what English language skills are necessary to enable students to participate in all school and community activities in English,

(7) to find out what prior experiences students have had with formal education,

(8) to determine the attitudes of the students and their families toward formal schooling and education,

(9) to find out what pre-literacy and literacy skills the students possess,

(10) to ascertain the students' level of cognitive development and acquisition of academic skills in their native languages,

(11) to ascertain what cognitive and academic skills students have acquired in English, and

(12) to determine the cultural, political, and personal characteristics of students.[118]

In addition, Richards mentions the purpose of needs analysis, such as:

(1) to find out what language skills a learner needs in order to perform a particular role;

[118] Richards, p.52

(2) to help determine if an existing course adequately addresses the need of potential students;

(3) to determine which students from a group are most in need of training in particular language skills;

(4) to identify a change of direction that people in a reference group feel is important;

(5) to identify a gap between what students are able to do and what they need to be able; and

(6) to collect information about particular problem learners are experiencing.

Afterward, English for specific purposes (ESP) as a branch of EAP (English for Academic Purposes) is aimed at helping language learners to comprehend the specific content and language features needed in the learner's diversity. The content and language features in ESP are different from the general English. The focus of the ESP is narrower than the general English. Practically, the teacher or practitioners of ESP are concerned with designing learning materials for various groups of learners, whereas the teacher of general English is usually being determined by tradition and choice of the textbook (compiled). Cunnigsworth states that, so far as meeting learners' needs, ESP materials have sometimes been in advance of general English coursebooks, as they have been developed specially for

students who were perceived to have specific needs which could not be met fully by general English courses.[119]

Designing learning material for ESP is fundamentally a matter of asking a question in order to provide a reasoned basis for the process of syllabus design, materials writing, classroom teaching and evaluation. Hutchinson & Waters (1987: 65-77) identify three different Approaches of ESP course design, namely; *language-centered approach, skills-centered approach, and learning-centered approach.*

a) Language-centered Approach

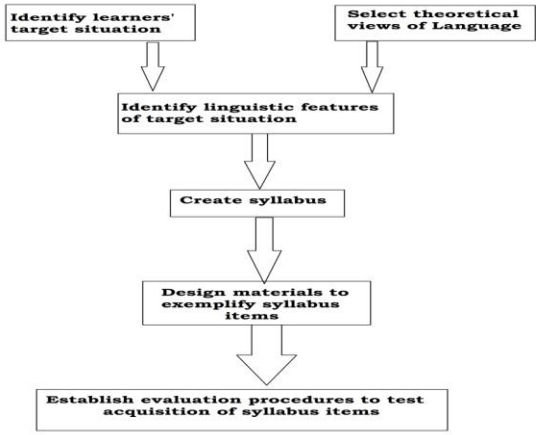

Figure 8
Language-centered Approach
Hutchinson & Waters (1987: 66)

The language-centered approach is mainly focused on the linguistic features. This approach is limited to the development of

[119] Cunnigsworth, p. 132

phonology, lexicon, pronunciation, grammatical construction, vocabulary, syntax, etc. The aim of this approach is to draw as direct a connection as possible between the analysis of the target situation and the content of ESP. It proceeds as shown on (page 84). At first sight, this approach seems to be a very logical procedure. It begins with the learners, proceeds through various stages of analysis to a syllabus, afterward to materials and finally to the evaluation of mastery of the syllabus items. However, the weakness of this approach is that it fails to recognize the fact that, learners being people, learning is not straightforward. The learner is simply used as a means of identifying the target situation. Instead of taking the whole of English and teaching it to the learner, as happens in General English, only a restricted area of the language is taught.[120]

b) Skills-centered Approach

Skills-centered approach to ESP has been applied in many countries. This approach is founded on two fundamental principles namely *theoretical* and *pragmatic*. The basic theoretical hypothesis is that underlying any language behaviors are certain skill and strategies, which the learner use in order to comprehend discourse. Meanwhile, the pragmatic basis for this approach is derived from a distinction between the goal-oriented course and process-oriented course.

The skills-centered model (Figure 9) therefore, is a reaction to the idea of specific registers of English as a basis for ESP and to the

[120] Hutchinson & Waters, p. 67

practical constraints on learning imposed by limited time and resources. Even though this approach mainly focuses on the learner as a *user* of language rather than as a *learner* of the language. But, it still makes the ESP learning situation too dependent on target situation. The learner is used to identify and analyze the target situation needs. Hence, the learner is discarded and the target situation analysis is allowed to determine the content of the course with little further reference to the learner.

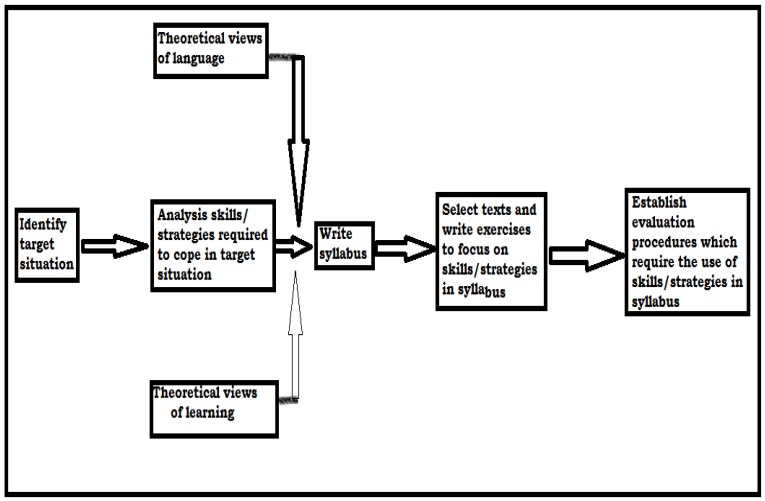

Figure 9
Skills-centered Approach
Hutchinson & Waters (1987: 70)

c) Learning-centered Approach

The major aims of this approach are assisting the learner to learn as a target to be developed, and maximizing the potential of the learning situation.

The Figure 10 shows that a learning-centered approach takes account of the learner at every stage of the design process. There are two implications that the learning-centered approach is intended for; (a) course design is a negotiated process: Both of the ESP learning situation and that target situation will influence the nature of syllabus, materials, methodology, and evaluation. (b) Course design is a dynamic process: Needs and resources vary with time. The course design, therefore, needs to have built-in feedback channels to enable the course to respond to development.

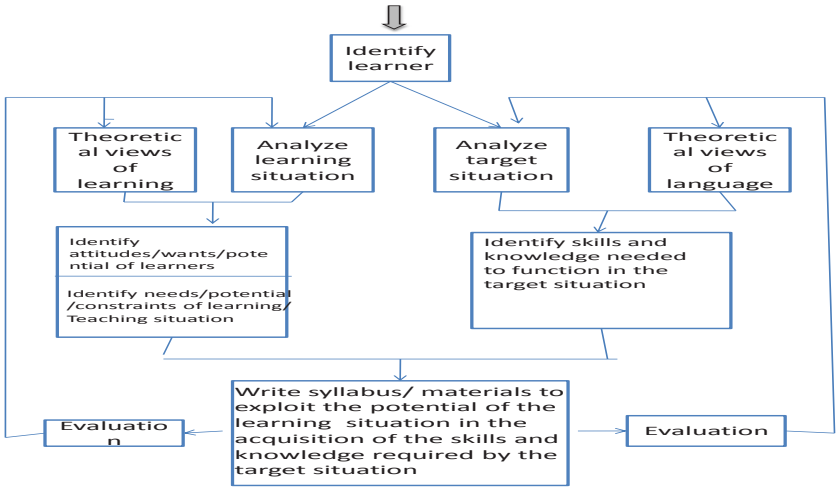

Figure 10
Learning-centered Approach
Hutchinson & Waters (1987: 74)

By seeing the principles of the three ESP approaches to designing materials, the researcher chooses a learning-centered approach in developing a model of materials development for Islamic Religion Education Department students (Figure 9). It is based on

the consideration that learning English is intended to maximize learning opportunities inside or outside the classroom. One of the best ways of maximizing learning opportunities is through meaningful learner involvement. Learner's involvement will assist both the learners and teachers in making informed choices: the learners will be able to find their own path to learning, and teachers will be able to create the optimal ways for material design.

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CHAPTER IX
STUDIES ON MATERIALS DEVELOPMENT

This phase focuses on relevant studies dealing with a model of materials development for Islamic Religion Education. Some elements and issues related to English materials development are investigated scientifically.

Araya has developed a model for the design of instructional materials for English Reading Comprehension. The objective of the investigation is to provide the theoretical frameworks for the preparation of materials in the form of Model. The description of the model is one of an actual application of the model to students of the Veterinary Medicine School of the Universidad Nacional in Heredia in learning English for specific purposes. She develops ten steps as the procedure for developing the learning materials. These steps cover: needs assessment, the specification of the curriculum, selection of the syllabus type, specification of the thematic content of the materials, selection of appropriate reading passages, the specification of tasks, development of instructional materials, piloting of instructional materials, evaluation of the material, and revision of the materials as needed. The material had to be revised in aspects related to content, tasks, and appearance. In the process of the try-out product, she found that the students were very valuable in this respect.[121]

[121] Araya. (2002).

In accordance with this research, the finding and the process of the development gave a positive contribution to this study. Developing a procedure in language learning material is one of the valuable ways to improve the language educational improvement in a non-English language department.

Rashidi (2011) has developed a model for EFL Materials development within the framework of critical pedagogy (CP). This model (CP) is implemented in ELT Programs aiming to empower both teachers and learner to unmask underlying cultural values and ideologies of educational setting and society, and subsequently in making them an agent for shifting in their society. Considering learning materials as the sources of transferring values, knowledge, and as a core to promote the learner's motivation in language learning programs, CP Model is developed based on the major tenets of critical pedagogy.

This model is sensitive to the particularities of the local context and to the learner's problems and concerns. It offers ways to help the learners to improve their second language skills while developing a sense of critical consciousness of issues of social phenomenon.

The principles of the CP model were organized according to the major factors involved in materials development, i.e. program, teacher, learner, content, and pedagogical factors.

(a) Program factors

(1) *Purpose:* the purpose of the material is to develop learners' communicative abilities while applying these abilities to raise the learners' critical consciousness of the world around them and the ability to act on it. Most of the learning materials are a compilation of information and activities with the purpose of improving English communicative abilities regardless of the social issues.

(2) *Objective:* the materials developed are expected to have two main outcomes: social development and language skill development on the part of the learner.

(b) Teachers' factors

(1) Materials should take into account the teachers' role as a co-learner and coordinator.

(2) In ELT materials, it is expected that teachers would not only bring to the class their knowledge but also their awareness of the implication of the internationalization of English.

(3) To achieve the targeted learning outcomes, besides having useful critical materials, it is required that the English teacher be knowledgeable about the social structures and specifically about the English as an international language and their advantages and disadvantages.

(c) Learners' factors

(1) Materials should take into account the learner's role as a decision-maker and subject of the act. Materials should refuse the passivity role of the learners in which they are passive recipients of teacher's knowledge to memorize and master. The materials Designer ought to trust the ability of learners to drive the learning process, to define the materials content and to take action on realities.

(2) In terms of evaluative activities, it is expected that students develop their critical consciousness in line with their language mastery.

(d) Content

(1) The topic and themes included in materials should be generative to invoke considerable discussion and analysis.

(2) Sources of the themes of the materials should be derived from the learners' live situations, needs, and interests.

(3) The content of materials arrangement should take into account the intellectual advances of the learners.

(e) Pedagogical factor

(1) In the learning process, the way of teaching is via engaging students in the cycle of reflection and action by embracing dialogical problem posing practices.

(2) The human vocation in relation to critical pedagogy is fulfilled perfectly by taking action to change the world for improvement of life conditions.

Referring to the CP Model above, it is concluded that the strength of this model is actually appropriate to enhance learners' critical thinking skills. The objective of this model is not only to develop the learners' communicative abilities but also to promote a sense of critical consciousness of issues of the social phenomenon (Social competencies). However, the weakness of the CP Model cannot be implemented purely at non-English language department. This model seems appropriate to be implemented at the English language department in which the learners' proficiency level is a*dvanced*.

In relation with this study, the CP model can be considered and simplified in developing a model of materials development for Islamic Religion Education in which the purposes are developing learners' creativity and critical thinking skills. Besides developing the communicative abilities, the students are expected to have a sense of critical consciousness of issues of a social phenomenon (Islamic phenomenon) through the Islamic contents. The learners are also expected to have the communicative skills about Islamic contents in the target language (written and spoken).

Fikri did research on Developing English learning materials of *English 2* for the students of Islamic Religion Department, Sunan

Kalijaga State University. According to the needs survey, he found that the students stressed the significance of the learning English at the university level and the input, activities, setting, teachers and learners' roles should be given much more attention in learning English. After conducting the try out related to the tasks, it showed that the materials were effective, practical, and understandable for the students of Islamic Religion Department of Sunan Kalijaga State Islamic University. The materials allowed students opportunities to practice actual English found in the real world of Islamic Religion Education setting.[122]

Muin conducted a study on Developing English Learning Materials for Students of Islamic Broadcasting Communication of Palopo State College of Islamic Studies (IAIN Palopo). This study was aimed at developing effective learning materials for students of Islamic Broadcasting Communication students of Palopo State College of Islamic Studies. Meanwhile, the English learning material developed based on the students' needs (target needs and learning needs) in learning *English-2.*[123]

This study shows that the characteristics of English learning materials correspond to the student's needs. The characteristics are that the materials; (1) fit students' needs; (2) provide an illustration

[122] Fikri,.(2014). *Developing English learning materials of English 2 for the students of Islamic Religion Department Sunan Kalijaga State University:*Thesis.

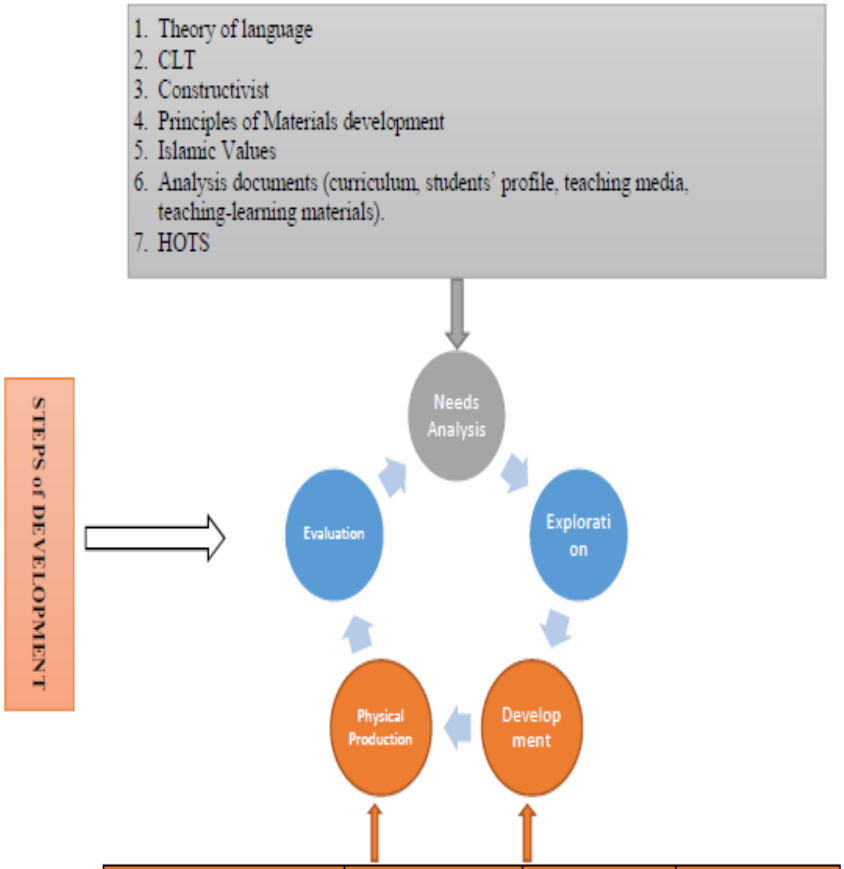
[123] Muin (2014).*Developing English Learning Materials for Students of Islamic Broadcasting Communication of Palopo State College of Islamic Studies AIN Palopo*:Thesis.

that supports the learning process; (3) arranged from simple to complex ones; (4) facilitate them to communicate and interact with others; (5) contain the tasks to be worked out individually, in pairs, and in group; (6) integrate the four language skills.

The previous studies above provide insights for the author to develop a model of materials development for Islamic Education Department students of UIN Mataram. The model is expected to be the main model for English teacher in developing appropriate and specific English materials for the students.

CHAPTER X
NEDPE MODEL FOR ISLAMIC ENGLISH LANGUAGE MATERIAL DEVELOPMENT

The proposed model was developed by giving attention to some aspects indented to garner the empirical evidence as the main reason to develop a model. The analysis was begun by collecting and examining the existing literatures, the previous research studies, the documents, learning materials, media of teaching, students' profile, curriculum and other contextual components relevant to the study. To gain additional information from the field, the researcher conducted a small interview (in-depth interview) with the English lecturers and the head of the PAI (Islamic Education Program) at UIN Mataram. In specific, the conceptual framework of the model of materials development for the Islamic Religion Education Department is completely shown in the following Figure 11.



Social System	Principle of Reaction	Supporting System	Syntax
The interaction between students and lecturer is viewed as if it were a mini society (*e.g.* interactive roles and relationships between the lecturer and the students).	How the lecturer regards the learners and responds to what the learner does during the learning process.	Instructional tools: syllabus, course books that includes English tasks and teachers' guide.	The sequence of steps involved in the learning process.

Figure 11
A conceptual Frameworks of NEDPE Model of Materials Development

A. The Input of the NEDPE Model

A model of materials development (NEDPE model) is proposed by taking some assumption and theoretical argumentation into account. *At first*, the pillar of education at UIN Mataram is built under Islamic values, knowledge, identity, and tradition. It places the *Qur'anic* revelation and *Sunnah* as the essence of education and the glue of the curriculum. Specifically, UIN Mataram organizes integrative and transformative learning and community engagement based on the spirit of affirmation and seeding values of moderate Islam as the actualization of Islam which is "a mercy to all the universe" (*Rahmatan Lil Alamin*). As the general consequence, lecturers and stakeholders can develop their academic skills/abilities based on the phenomenon in the field and community. Meanwhile, students can contextualize theories they have in the classroom into reality.

In the practice area, however, there is a mismatch between the institutional expectation and the form of English learning resources used by the lecturers. The Islamic concepts that show the particularity of *UIN Mataram* does not adequately cover in ELT material (study programs at UIN Mataram in general). This accords with Hadi's statement on the global area, he says that the Islamic identities (tradition, literature, values) have not been appropriately explored by the stakeholder of Indonesian Islamic university.

Secondly, in developing a model of materials development (NEDPE model), the researcher prefers "the language concept as a

means of communication". It is based on the consideration that the students' characteristics and institutional needs in *English* subject determine that English is comprehensively needed for the communicative purpose. Meanwhile, the preference of 'language' is very important because it plays a major role in determining what syllabus is adopted. In general knowledge, the materials developed with appropriate syllabus will aid students to acquire important skills (listening, speaking, reading, and writing) which help them to communicate the English language as a means of global communication.

Third, the constructivist theory was adopted to support this study. The views of constructivists were connected with how the materials (tasks) developed can help students of Islamic Religion Education Department of UIN Mataram with opportunities to make the language input they receive more comprehensive; stimulate the students to construct the new language through socially mediated interaction; and also stimulate the learner to think critically, actively, and creatively.

Fourth, this model also considers the CLT principles. The principles of communicative language teaching theories (CLT) are adopted to achieve the communicative competencies (a proposed revision of Celce-Murcia communicative competence model). The characteristic of CLT as the basis for determining what is appropriate to be taught in facilitating the students in order to master certain

language skills (listening, speaking, reading, and writing). CLT seemed realistic that teaching of language gives more attention to communicative function and it's still relevant to language teaching today. Language teaching today generally focuses on the language as a mean of making meaning. Language is viewed as the systematic element of language as well as the features of language use in communicative context. The other CLT principles that incorporate mechanical practice, meaningful practice, and communicative practice reflected into the learning materials (tasks) developed for Islamic Religion Education Department students of UIN Mataram in the academic years 2016/2017. Richards describes that mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. Meanwhile, communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable.[124]

In covering the three principles mentioned, the researcher adopts a six-step procedure proposed by Nunan.[125] The procedures involve schema building, controlled practice, authentic listening,

[124] Richards, p. 16
[125] Nunan, p. 31-3

focus on linguistic elements, provide freer practice, and introduce the pedagogical task. This procedure was selected since it provides opportunities for the students to focus, not only the language but also on the learning process itself.

Fifth, the model of materials development (NEDPE model) also considers the characteristics and principles of adult language learners. Ur states that language learning for an adult is often directed towards specific purposes such us for academic study, tourism, business and so on.[126] Adults' capacity for understanding and logical thought is greater, and they are likely to have developed a number of learning skills and strategies which children do not have yet.[127] Adult learners have a wider range of life experience to draw on, both as learners and as individuals. Usually, they are more disciplined and apply themselves to ask and learning even it seems fairly difficult. They have a clear understanding of why they are learning things and can sustain their motivation by perceiving long-term learning goals. They may also have strong views about teaching method from their past, which the teacher will have to take into account.[128] In term of language acquisition, Krashen in Brown defines that adult learner should, therefore, do as much acquiring as possible in order to achieve communicative fluency; otherwise, they will get bogged down

[126] Ur, p. 294
[127] Ur, p. 287-288
[128] Harmer, p. 2009: 15

in rule learning and too much conscious attention to the forms of language and to watching their own progress.[129]

Sixth, the model of materials development (NEDPE model) was designed by incorporating higher order thinking skills (HOTS) in the *English* learning materials developed. Pedagogically, the concepts of higher order thinking skills (HOTS) are increasingly needed nowadays as critical parts of teaching and learning in all fields at the Higher education institution. HOTS is considered as essential for effective instruction to meet the challenges of the 21st-century learning skills.[130]. Mainali states HOTS is a cognitive process that includes critical, logical, reflective, metacognitive, and creative thinking (p.6). It is about thinking processes that exist in what Anderson's revised Bloom's taxonomies are. The processes of thinking happen in levels of analyzing, evaluating, and creating. For these reasons, HOTS is modified, thaught, and developed by some educators to improve the students' thinking skills by using various learning methods, techniques, activities, and strategies.[131]

The last is concerned with the steps of materials development. In developing the steps of the model, four models of materials development are analyzed thoroughly by taking into account the strengths and weaknesses. These models comprise of David Jolly's and Rob Bolitho's Model, Graves' Model, and ESP Materials Design

[129] Brown (2000: 28)
[130] Saido, Siraj, Nordin, & Amedy, 2015
[131] Mainali (2012)

Model. These models were adapted and modified according to the availability of theory and practice. Hence, the developed step of this model **covers (1) needs analysis, (2) exploration, (3) developing (4) physical production and (5) evaluation.**

B. The Designed Model

This book focuses on developing a model of materials development (NEDPE model) for Islamic Religion Education Department Student of UIN Mataram. In accordance with the model development, the researcher adopts Joyce and Well perception on describing the term "model". Their concepts are used as the main frame to develop a new model of materials development for the Islamic Religion Education Department of UIN Mataram. The four definite aspects/components of a model such as **a syntax, social system, principles of reaction, support system, and effect of the model** are centrally coped in each step of the development

a. Syntax

The first definite patter in the model development according to Joyce and Weil is syntax.[132] The syntax describes the structure of the model and includes of the sequence of steps involved in the organization of the model. It is used as the springboard in developing the English learning materials and describe how the progress of the model. Procedurally, the steps of development are systematically

[132] Joyce and Weil (2008)

designed as the alternative in developing English learning materials for particular purposes.

1) Steps of Materials Development.

a) Needs Analysis

Needs analysis is the most important part to be considered by the researcher in developing the steps of materials development. In specific, the whole input of the model designed such as institutional goals (UIN Mataram), learners' expectation (learning target and learning needs), HOTS (higher order thinking skills), the integration of Islamic values, language skills, types of learning activities, competencies, and the inputs of preliminary investigation are manifested within the questions of needs analysis instruments.

Needs analysis as the main base of syllabus and materials development will determine the instructional goals, instructional materials requirement, determine learners' competency, background, the preference of texts, language skills arrangement, learning activities, instructional topics, vocabulary, grammar/structure, media, format, layout, physical attributes/illustration, learning resources, and content sequencing and grading, and also determine the teachers' and learners' role and setting.

In the same line, the applied questionnaires had been validated in terms of content and construct validity by experts. Moreover, two of the experts suggested that the questionnaires should have been

changed and designed in the form of a Likert-scale. They stated that "the questionnaires should be designed in the form of a Likert scale; it will facilitate the researcher to know the accuracy, consistency, and reliability of the questionnaires". Hence, their overall feedback and information were used to revise the first draft of questionnaires, which were in the form of 'multiple choice' to be a Likert-scale.

After the instruments were categorized valid by the experts, the researcher conducted a pilot study by distributing the questionnaires to 60 students of PAI (class 1 A and 1 B in the academic years 2016/2017) on November 1st, 2016 which aimed to determine the validity and reliability of the questionnaires. The results of the pilot study showed that all items (22 items) were reliable given the Cronbach Alpha value more than 0.60, which was 0.831 (see Appendix 3).

At this point, after the questionnaires of needs analysis were categorized valid and reliable, they were subsequently distributed to the students of Islamic Religion Education, particularly for those who joined the subject of English language in the academic year 2016/2017.

b) Exploration

The second step is exploration. This procedure concerns with the exploration on the area of needs/ problem in term of what language, what meanings, what function that will be considered in

making decision about the materials which in turn serve as the basis for further development, such as; (1) Identify potential of learners/constraints of learning/teaching situation, identify skills and knowledge needed to function in the target situation, type of topic in the materials, (2)what kinds of language/linguistic description are?, (3) integrated-skills, (4) what are the proportion of work on each micro-skills and macro-skills should be covered, (5) text-types, (6) subject-matter area and types of topics in the materials, (7) organizing content, (8) sequencing and grading, etc. The exploration of needs is functioned to help the materials developer to engage in some linguistics exploration of the functional area of request in order to produce more informative materials for the student's base on the institutional and students' characteristics.

c) Development

This procedure concerns with the area on developing materials comprehensively. Before developing, adapting, selecting materials, deciding learning activities, grading and sequencing learning materials, and designing the organization of tasks unit for the learners, in this context, the researcher considers a variety of factors (learners', Institutional, and theoretical factors). These factors gave a valuable contribution for the researcher to achieve the appropriateness of learning materials. The appropriateness includes students comfort and familiarity with the materials, language level, interest, and relevance (needs) and the institutional expectation.

Meanwhile, the strategy related to material writing, the material developer (1) selects the best available learning resources (from textbooks, journals, internet, and other relevant resources), (2) modifies and recognizes the content, modify the tasks (exercises and activities), selects the suitable text (dialogue/monologue) that engage the student to learn cognitively, critically, spiritually, and linguistically, and (3) grading the tasks (the easiest part is placed at the beginning of the material and the most difficult is placed in the last part).

d) Physical Production

This phase comprehensively focuses on the arrangement of physical appearances, such as designing the illustration (e.g. photos, graphs, charts, background, cover book) and designing the structural arrangement (design/layout) parts e.g. text and illustration, the balance of visual and text, size of letters, fonts etc.

The physical arrangement is a part of artworks, in this case, the material developer works collaboratively with the experts in choosing, creating, and defining the illustration, layout, and structural arrangement of the learning materials. In the same line, the good design of layout, illustration, and physical arrangement of learning materials can be used to provide a visual explanation, give aesthetic experience, attract attention and motivation, provide focus, provide consistency, and easy to use (Tomlinson & Masuhara, 2004: 33-36).

e) Evaluation

The last phase is the evaluation. Technically and practically, the materials developer determines the evaluation criteria, selects the evaluation tool, and conduct the evaluation. The evaluation includes evaluation of the materials itself and the development processes. The steps of material development and learning materials developed were evaluated by a number of experts through FGD and field try-out to students. Any parts of materials development process were evaluated, including the assumption about and analysis of students' needs or backgrounds, contents, language, designs (layout) of the draft, goals and objectives, materials activities, students' participation, students' roles, and teachers' roles.

b. Social System

Social system as one of the definite patterns in developing a model is a part of the human relationship (interaction, communication, and action). In this case, all people who in charge during the process of development play an integral part for effectiveness and appropriateness of the model designed itself. In the same context, the process of instruments' validation, learning materials validation, interview with stakeholder and English lectures, conducting FGD and tryout can be considered as a nurtures capacity for social involvement and arouses the desire of social action. Their suggestions, critics, and feedback were used to modify and improve the model designed.

c. Principle of Reaction

The next pattern of a model development is the principle of reaction. In this case, the lecturer has to accommodate and ask the students' response or reaction within the model developed (learning materials/tasks developed). The students' difficulty, preference, agreement, opinion, expectation within the learning materials are functionally effective to support the improvement of the model designed. Besides, this pattern (principle of reaction) requires and facilitates the students (a) to solve the problem during the learning process, (b) to reach the objectives, competency, academic goal, and outcome within the learning materials used, (c) to make a meaningful connection between lectures and students, (d) to encourage students to explore their weakness and strengths in learning. etc.

In accordance with the model designed, the English materials developed were tried out by using the principle of (CAR) classroom action research procedures. Functionally, the material developer prefers CAR procedure as the way to get the direct information (learners' feedbacks, assumption, agreement, and expectation) of the model designed.

d. Supporting System

The fourth definite pattern/structure proposed by Joyce and Well is the supporting system. Support system describes the supporting tools and conditions required to implement the model

designed.[133] The support system refers to additional requirements beyond the usual human skills, capacities, and technical facilities. This supporting system includes course books, syllabus, reference materials, self-instructional materials, etc.

In developing the model of materials development (NEDPE model) for Islamic Religion Education Department of UIN Mataram, the support system developed by the material developer comprises syllabus, course book that include English task for students and teachers guide.

e. The Effect of the Model Designed

Potentially, the model gives the positive contribution to material developers, English lectures, and students of Islamic Religion Education Department of UIN Mataram in promoting English language teaching. The model is conceptually intended as:

1) The applicable step of materials development.

2) Appropriate *English* materials for students of Islamic Religion Education.

3) Students are able to enhance their critical thinking skills through HOTS learning activities.

4) Students are able to understand Islamic messages and values from the Islamic English texts.

[133] Joyce & Well

5) Students are able to improve their communicative competences.

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CHAPTER XI
PEDAGOGICAL IMPLEMENTATION OF NEDPE MODEL

A. The Product of NEDPE Model Designs

This section provides the information of what the product is in this study like. The term "product" in this study, refers to the NEDPE model that cover the steps of materials development and instructional tools (syllabuses and the English learning materials for students of Islamic Religion Education Department of UIN Mataram). The first product of this study presents the framework while in the second and third draws the manifestation of the framework. In comprehensive, the description of the finding and discussion of the products are described in the following part of this explanation.

Conceptually and contextually, it looked into some aspects indented to garner the empirical evidence as the input (main reason) to develop the model. The analysis began by collecting and examining the existing literatures, the previous research studies, the documents, learning materials, media of teaching, students' profile, conducting an interview with the stakeholders, curriculum and other contextual components relevant with this study. Afterward, the researcher developed the model of English material development by considering the components/definite aspects of the model development such as the *Syntax, Social System, the Supporting System, and Principles of Reaction*.

These four definite patterns of the model are theoretically developed by Joyce and Well.[134] In this study, the four definite aspects/components of the model such as syntax, social system, principles of reaction, and support system are centrally coped in each step of the development processes.

In line with the process of development mentioned, the researcher designs and distributes the questionnaires, interviewing lecturers, doing validation process by using FGD (focus group discussion) technique with experts and practitioners, validated the materials and the graph or lay-out, etc. These procedures were done as the basis to gain appropriate information related to the quality of the model developed. Comprehensively, the tabulation and result of these procedures can be seen in this chapter (sub-**Experts' and Practitioners' Judgments**).

Purposively, the NEDPE model is designed by the researcher as an effort to promote English language teaching that fits the needs of **institutional** and **students** at Islamic state University. The NEDPE designed model is potentially expected to give positive contribution for material developers, English lectures, and students of Islamic Religion Education Department of UIN Mataram in the teaching and learning process.

Comprehensively, the description of findings and the elaboration of the steps of materials development for Islamic

[134] Joyce and Well (1996)

Religion Education Department are completely shown in this following sub-chapter.

1. The Steps of Materials Development

The design steps of materials development is built up of five simple steps which are ***Needs Analysis, Exploration, Development, Physical Production, and Evaluation***. As it has been described in the previous chapter, these steps are adapted and modified from existing models which are David Jolly and Rob Bolitho's Model, Graves Model, and ESP Materials Design Model. The steps of the model developed are used as the springboard in developing the English learning materials for the students of Islamic Religion Education Department, UIN Mataram. Procedurally, these steps of development are systematically designed as the alternative in developing English learning materials for particular purposes.

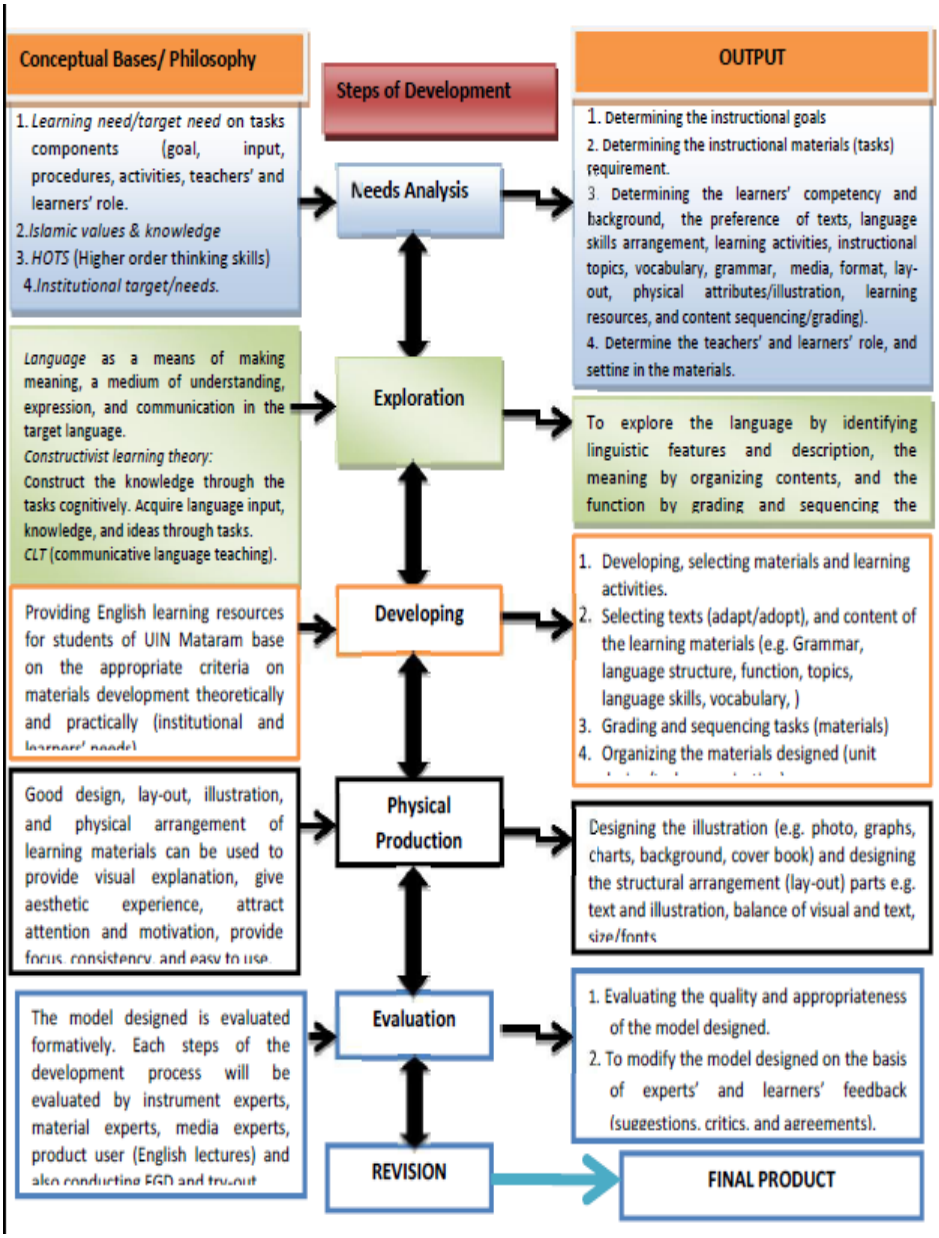

Figure 12
The Steps of Materials Development

a. Needs Analysis

In accordance with this step, needs analysis was done on November, 8th – 14th 2016. Procedurally, the researcher did the interview with five English lecturers and stakeholders at PAI, UIN Mataram. Besides, the researcher also distributes the questionnaires at the first semester students (class 1 C and 1 D) of Islamic Religion Education Department of UIN Mataram in academic year 2016/2017. The classes were chosen randomly from six classes and each class consisted of 39 students. The respondents were 78 students. They were 41 female (52. 6%) and 37 male (47, 4%). Their age was averagely 18 years old (55.1 %), but there were also some 19.2% of whom were 19 years old; 17.9% and 7.8% were respectively 20 and 17 years old.

In terms of the educational background, most of the respondents graduated from SMA (Senior High School), MAN (State of Islamic Senior High School) and *Pondok Pesantren* (Islamic Boarding School).

Furthermore, the questionnaires of needs analysis were used to identify the learners' target needs and learning needs. Target needs refer to what the learners need to know in order to function in the target situation, what they know already, and what they need to know. Whereas, the learning needs refer to what the learners/students do in order to learn.

a) The Target Needs

Target needs refer to what the learners need to know in order to function in the target situation, what they know already, and what they need to know. The target needs are intended as the bridge between the courses containing relevant and meaningful materials to learn. The information of the target needs would determine the essence of particularity, practicality, and the appropriateness of the learning materials developed (who are the learners? what the language is needed? how will the language be used? What will the contents area be? who will the learners use the language with? and, when will the language be used?)

In this study, the target needs focused on three important aspects; **1) necessities, 2) wants,** and, **3) lacks**. These aspects can be seen clearly in the following tables (8, 9, 10, and 11). The data written were based on the learners' perceptions that were statistically computed and presented in percentage. On the other hand, the data described in the following description has been ranked and presented based on what most learners perceived. The descriptions of learners' perception were also corroborated by valuable information from the data of interview session with the English lecturers (Mr.HE, Mr, KPE, and Mr. IRS) of Islamic Religion Education Departments, UIN Mataram**.**

(1) Necessities

Theoretically, 'necessities' is the type of need determined by the demands of target situation; that is, what the learners have to know in

order to function effectively in the target situation (Hutchinson & Waters, 1987: 55). In this study, there were five important questions addressed to gain the information about the necessities. The questions given to the students of Islamic Religion Education Department of UIN Mataram in academic year 2016/2017 were aimed to uncover the information regarding the students' present situation, students' future situation, and the students' proficiency levels. The following descriptions of the necessities were presented based on the item number except the data of learners' proficiency level.

Technically, to obtain the information on the learners' proficiency level, the researcher conducted a special treatment in order to help the learners understand clearly what the term "proficiency level" was. The researcher explicated each of the categories (the level of language proficiency based on CEFR standard) to the students of Islamic Religion Education Department and conducted a focus group discussion (FGD) with 30 of them. The FGD was conducted by the researcher and assisted by the English lecturers. Then, the researcher asked the students to write one of the categories and their personal data in a piece of paper.

CEFR Standard

Aspect	Descriptions	Percentage
Students proficiency level (Standard of CEFR)	Proficient User (C2)	-
	Proficient User (C1)	-
	Independent User (B2)	5, 2%
	Independent User (B1)	22, 4%
	Basic User (A2)	41, 3%
	Basic User (A1)	30, 1%

Table 1
The Percentage of Students' Proficiency Level Based on the CEFR Standard
(Source: www. coe. int/lang-CEFR (2001: 24)

After analyzing the data, it was found that the English proficiency levels of the respondents were 5.2%, 22.4%, 41.3%, and 30.1% respectively representing the categories of *independent user (B2), independent user (B1, basic user (A2),* and *basic user (A1).* Drawing on the statistical evidence (Table 1), the researcher concluded that the English proficiency level of the students of Islamic Religion Education Department of UIN Mataram averagely fell into the category of *basic user* (A2).

In the level of *basic user* (A2), the items constituting the proficiency level were (a) can understand sentences and frequently used expressions related to the areas of most immediate relevance (e.g., very basic personal, simple information, local geography,

employment, etc.), (b) can communicate in simple and routine tasks, (c) can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate needs.

Consequently, the researcher considered some of the important principles on how to develop a model of materials and provide the students with the appropriate tasks or learning materials. The theoretical principles were used as the underlying theories informing the materials design and development, including how to select, design, and develop the meaningful and purposeful tasks in accordance with the learners' characteristics aligned with the level of *basic user* (A2).

With reference to the descriptions of necessities as displayed in the **following table 2**, it shows that most of the respondents preferred English language for present/future situation as absolutely necessary (74.4%), necessary (15. 2%), and (10. 4%) unnecessary. The data revealed that most of the respondents were cognizant that English language was one of the most important languages to be mastered. It was also supported by the lecturers' statement (Mr. HR) in the interview session.

"In the teaching and learning process, the students are motivated to learn English. The result of tests/exercises in every given task shows that almost 60% of the students are categorized 'good" in language skills".

No	Aspect	Percentage			
		Absolutely necessary	Necessary	Unnecessary	Totally unnecessary
1	The importance of English for the students (before/after graduating from UIN)	74. 4%	15. 2%	10. 4%	-

	Aspect	Description	Percentage			
			Strongly agree	Agree	Disagree	Strongly disagreed
2	The learners' purpose in learning English in current/future situation	The English needed for communicative purposes (about Islamic content)	52%	22 %	17%	9%
		To promote their global knowledge	37%	33 %	12%	18%
		To get the knowledge about grammar and the function of English	24%	28 %	22%	26%
		The English needed for study *Bahasa Inggris* at *PAI* (Islamic Education Department)	43%	30 %	17%	10%
		The English needed to access the information from the internet	32%	47 %	13%	8%

Table 2
The Percentage of Students' Necessities

In terms of the learners' purpose in learning English for current/future situation, more than half of the respondents (52%) strongly agreed that they needed English for communicative purposes, particularly vis-a-vis Islamic content, 43% of whom intended to study English as a lesson at their faculty (study program), and 37% of them needed English in order to promote their global knowledge. Meanwhile 43% of the respondents agreed that they needed English as a means of communication. The last category, which was 28%, fell into the desire of learning English in order to improve the language skills, especially grammar and to be able access the information from the internet, and language function.

(2) Wants

Table 3 presents the percentage of students' expectation in learning language skills (listening, speaking, reading, and writing) at Islamic Religion Education Department of UIN Mataram. The data described in this description have been ranked based on what the students mostly perceived.

The table shows that 50.3% and 32.2% of the respondents strongly agreed and agreed respectively that learning materials should be presented attractively, and the content should be designed specifically that accords with the students' study program (PAI). 37. 4% of the respondents strongly agreed to improve their understanding on language skills (listening, speaking, reading, and writing) comprehensively, and the rest of whom 35.5% agreed with the same learning purpose. What is more, 42.2% of the students strongly agreed to improve their capability in identifying the meaning of vocabularies related Islamic content. In terms of 'The learning materials should be designed authentically and relevant with the students' level of proficiency, 39.9% of the respondents perceived strongly agree, while 32.1% of them disagreed. Lastly, 44.4% of the respondents perceived agree to improve their understanding on the application of grammatical rules.

No	Aspect	Description	Percentage			
			Strongly agree	Agree	Disagree	Strongly disagree
3	The students' expectation in learning language skills (listening, speaking, reading, and writing) in PAI	Improving the understanding on language skills (listening, speaking, reading, and writing) comprehensively	37.4%	35.5 %	19.0 %	8.1%
		Learning materials should be presented attractively and the content should be designed specifically (Islamic content/ESP).	50.3%	32.2 %	10.4 %	7.1%
		The learning materials should be designed authentically and relevant with the learners' level of language proficiency	39.9%	11.7 %	32.1 %	7.3%
		Improving the understanding on the application of grammatical rules	7.7%	44.4 %	20.3 %	26.6 %
		Capable to identify the meaning of vocabularies about Islamic content	42.2%	17.0 %	18.4 4%	22.4 %

Table 3
The percentage of students' expectations in learning English language skills

Drawing on the findings above, it was evident that that the students' expectation on the learning materials was the highest among the perceived wants. The English language materials that covered all skills (listening, speaking, reading, and writing) should be designed appealing to the students in order to improve their curiosity, interest, motivation and attention. To achieve noticeable effects on the students, the material developer needs to consider the appropriate topics or texts based on the learners' background of study (Islamic Education Department), their language level, and the needs of authenticity; the multimodal design and layout.

(3) Lacks

In term of students' linguistic shortage, there were important questions addressed to the respondents. The questions represented the learners' inadequacy of language skills (Listening, speaking, reading, and writing). The data inputted in the following table (Table 4) were based on the students' perception that represented their 'lacks' in language skills. Meanwhile, the descriptions of the data were presented based on the students' most general consensus on the variable, linguistic shortages.

No	Aspect	Description	Percentage			
			Strongly agree	Agree	Disagree	Strongly disagree
4	**To find out the students Lacks on language skills (Listening, speaking, reading, and writing) activities.**	Difficult to identify the meaning of words, types of words from the speaker (spoken or written) because of lacks on vocabulary mastery and grammatical rules.	50.3%	32.4 %	7.0%	10.3 %
		Difficult to understand the information discussed by the speaker (spoken or written)	41.6%	18.9 %	20.1 %	19.4 %
		Difficult to identify the topics, main ideas, and the purpose of the texts (spoken or written)	47.1%	33.4 %	10.3 %	9.2%

Table 4
The Percentage of Students' Lacks

Anchored in the data displayed above, it shows that 50.3% and 32.4% of the respondents respectively strongly agreed and agreed that they got difficulties to identify the meaning of words, types of

words from the speakers (spoken or written) because of lacks on vocabulary mastery and grammatical rules. With reference to the second item, it was found that 41. 6% of the respondents strongly agreed and 20.1% of them disagreed. Whereas, 47.1% of the respondents strongly agreed and 33.4% agreed on the last description vis-a-vis their difficulty to figure out the topics, main ideas, and the purposes of both spoken and written texts.

The empirical evidence reveals that the learning materials should be provided with interesting and familiar topics that offer the possibility of learning something new, texts comprehension, the function of words or parts of speech, and the application of grammar accuracy and correct vocabulary range and control, which could facilitate the students to enrich their lexico-grammatical mastery

b) The Result of Learning Needs

As stated in earlier, the primary step in designing and developing the English materials for the students majoring in Islamic education at UIN Mataram was need analysis, which comprised of two main facets, namely (1) the target needs and (2) the learning needs. The former, as presented in the previous part of this section, encompassed triple facets, such as lacks, wants, and necessities. The data of target needs (lacks, wants, and necessities) were used as the basis for the model designed of the materials development.

The following component is learning needs. It is usually concerned with the methods and activities in the teaching and learning process. To determine the methods and activities, teachers/materials developers should understand the learning goals, the preferred styles of learning: who are the learners? how do the learners learn? what resources (teachers, teaching aids or materials) are available? where and when will the course take place? why are the learner taking the course? and etc.

To obtain the information regarding the learning needs of the students of Islamic Religion Education Department of UIN Mataram in the academic years 2016/2017, the researcher focused on six important components, namely (1) goal, (2) input, (3) procedures, (4) teachers' role, (5) learners' role, and (6) setting.

In details, the data, which were ranked and described here in accordance with the most commonly considered valuable information from the interview session with the lecturers, were presented in the following tables (Table 5, 6, 7, 8, 9, and 10).

(1) Goal

With reference to the data pertinent to "the order of language skills" that students wanted to improve (Table 5), the researcher found that all of the respondents strongly agreed with all of the given statements in the questionnaire. Specifically, 42.2% of the respondents were fond of the following order: listening, speaking,

reading, and writing; 39.1% of whom preferred Writing, reading, listening, and speaking; while 37.3% of them chose Reading, speaking, writing, and listening; and 36.4% of whom wanted to learn in the following sequence: Speaking, listening, reading, and writing.

Thus, the researcher concluded that the order of the learning materials should be designed and developed based on the students' preferences, in which by drawing on the findings above, the order of language skills should be organized from listening, speaking, reading to writing.

Regarding the students' expectations/goals in learning English skills (listening, reading, speaking, and writing), the researcher unveiled various goals of learning. The majority of the students, 62.4% as seen in the table 12, strongly agreed that they learned English inasmuch as they wanted to elevate their ability to identify themes, topics, and main ideas vis-a-vis Islamic English contents/texts appropriately and accurately (spoken/written); 56.2% of them wanted to promote their skills to understand/identify the meaning of English vocabularies related to Islam in specific (spoken/written); 41.7% of them preferred to enhance their capability to identify/apply the dialogue or monologue texts and to apply HOTS (higher order thinking skills) in daily life (spoken/written); and only 32.8% of the students intended to escalate their general skills in English.

For the item number 7 regarding the ability to implement the use of language forms, structure and grammar, in both spoken and written discourses, 37.4% of the students agreed, while 31.2% of them disagreed. Interestingly, the data found above were dominated by Islamic contents/vocabularies/texts, and etc. regarding the learning goals. It indicates that the students wanted to learn something new regarding English materials, particularly the one containing Islamic values. The data accords with the following statements of the lecturers beneath:

The Percentage of Students' Goal						
No	Aspect	Description	Percentage			
			Strongly agree	Agree	Disagree	Strongly disagree
5	The language skills order that students want to improve in learning English communicatively	listening, speaking, reading, and writing	42.2%	33.4 %	24.4 %	
		Speaking, listening, reading, writing	36.4%	20.1 %	20.2 %	23.3 %
		Reading, speaking, writing, listening	37.3%	14.6 %	23.1 %	25.0 %
		Writing, reading, listening, speaking	39.1%	18.2 %	10.4 %	22.3 %
6	The students expectation/goals in learning English skills (listening, reading, speaking, and wring)	Capable to apply the structure and grammatical rules in spoken or written (macro skills/micro skills)		37.4 %	31.2 %	31.4 %
		Capable to identify theme, topic, main idea about the general English texts appropriately and accurately (spoken/written)	32.8%	19.7 %	30.2 %	17.3 %
		Capable to identify theme, topic, main idea, values and knowledge about the Islamic English content/texts appropriately and accurately (spoken/written)	62.4%	20.4 %	12.1 %	5.3%
		Capable to understand/identify the meaning of English vocabularies about Islamic in specific (spoken/written)	56.2%	18.7 %	15.4 %	9.7%
		Capable to identify/apply the dialogue or monologue texts in daily life (spoken/written) and HOTS	41.7%	20.3 %	23.4 %	14.6 %

Table 5
The percentage of Students' goal

Mr. HR:

"most of the lecturers teach general English, because of……."

Mr. KPE:

" to teach Islamic term for the students is harder than general texts, generally the Islamic vocabularies sometimes are not available in English dictionary or other English resources"

Similarly, Mr. IRS:

"I believe that Islamic English is seldom to be taught by the lecturers of UIN in general. It is represented with the themes, texts, and topics of the questions distributed in the final examination or mid-term test (*Ujian semester/mid*). The topics and texts are usually concerned with English culture, news of current situation, friendship, past experience or daily life activity, etc.)".

Drawing on the data above, the researcher assumed that the learners should have been provided with texts about Islamic content with clear instruction. Clear instruction is important to inform what the learners actually have to do with the texts given (Islamic English texts) and to facilitate the learners to start in learning English positively from what they do know and understand. For instance, does the instruction enable the learners to differentiate between narration, description, persuasion, information, justification texts, and

etc.? does the texts engage the learners cognitively and affectively? or, are the target learners likely to be able to connect the texts to their knowledge of the world and their lives?, and etc..

(1) Input

The following tables (table 6 and 7) present the main points of 'input' that had been rated by the researcher in the form of percentage. There were 8 questions that aimed to gain the data of learning input (see Appendix 1). The data of students input are intended.

No	Aspect	Description	Percentage			
7	**The preferred texts/topics resources for learning English materials**		Strongly agree	Agree	Disagree	Strongly disagree
		Hadits/ Al-Quran	61.4%	10.3%	8.4%	19.9%
		General information (newspaper, magazine, Tv, etc)			52.3%	47.7%
		Fiqih (study of laws/jurisprudence).	58.5%	20.3%	15.4%	5.8%
		Islamic story and Islamic history	64.7%	18.4%	16.9%	
		Aqidah and akhlaq	52.1%	20.3%	9.4%	18.2%
8	**The preferred texts version for learning English materials**	Genuine/ authentic	61.7%	10.2%	28.1%	
		Altered				
		Adapted	63.1%	22.5%	14.4%	
		Simulated		41.8%	27.4%	30.8%
		Minimal/incidental		10.1%	43.9%	46.0%
9	**The input of physical design of learning materials**	The learning materials should be design interestingly by using the appropriate instruction, design and picture/lay-out	Strongly agree	Agree	Disagree	Strongly disagree
			81.9%	12.4%	5.7%	
10	The input of length of text	250 words/ 3 paragraphs	60.7%		15.0%	24.3%
		200 words/3 paragraphs	49.3%		20.4%	30.3%
		175 words/2 paragraphs	57.8%	30.1%	12.1%	
		150 words/2 paragraphs	64.4%	20.3%	15.3%	

Table 6
The Percentage of Students' Input

to be which writing materials are based. The learning materials components preferred by the students included the texts/topics resources; the texts version; physical design of learning materials; length of texts; and situation. The comprehensive data of 'input' can be seen in the following table and its description.

The important points of the students' learning input are the texts/topics selection for learning materials resources. The topics/texts selections are used to be the basis for a unit in a set of materials. The texts/topics provide the language learners with the sufficient contextual information that will help them understand and generalize contents and language features (vocabulary, structure, grammar, etc.). In terms of the preferred texts/topics resources of the English learning materials for Islamic Religion Education Department Students of UIN Mataram, the researcher found that most of the students strongly agreed with the inclusion of Islamic contents given the overall material content preferences of above 50%. Specifically, the students strongly agreed with the Islamic story and Islamic history (64.7%) as the main input for the English learning materials; 61.4% of them preferred hadits/Al-quran; 58.5% of them wanted Fiqih (law/jurisprudence); and 52.1% for Aqidah and ahlaq. On the other hand, 52.3% and 7.3% of the respondents respectively disagreed and strongly disagreed with the inclusion of general information (newspaper, magazine, TV, etc) as the inputs/resources for the learning materials.

With reference to the 'texts version' preferences, most of the students wanted to the texts to be adapted given 63.1% of them strongly agreed, 22.5% agreed, and only 14.4% disagreed. Similarly, it is noticeable that 61.7% of the students strongly agreed with the use of authentic text with remaining 10.2% and 28.1% respectively agreed and disagreed. Unlike the adapted and authentic versions, simulated and minimal/incidental versions were less preferred as none of the students showed strong agreement. The two last types of texts only gained agreement, 41.8% and 46% respectively for 'simulated' and 'minimal/incidental'

In terms of 'physical design of learning materials' for Islamic Religion Education Department Students of UIN Mataram, the researcher unveiled that the majority of the students strongly agreed with the employment of interesting design and lay-out, and appropriate instruction given the agreement continuum ranging from 81.9% strongly agree, 12.4 % agree, and only 5.7% disagree.

Drawing on the data above, the researcher assumed that the English learning materials should be designed interestingly. Design, on the other hand, is an overall plan that governs the appearance and function of the materials. It involves general decision about the color, icons, fonts, boxes, italics, illustration, and etc. to make the materials appealing and easy to use.

In accordance with the length of the texts, the researcher found multi votes from the respondents. The table 13 shows that majority

of the respondents (64.4%) strongly agreed perceiving the length of the texts should be 150 words/2 paragraphs, 49.3% preferred 200 words/3 paragraphs, and 57.8% selects 175 words/2 paragraphs. Regarding on the last item, the students preferred '250 words/3 paragraphs', drawing on the data that 60.7 % of them showed strong agreement (see table 13 for more details).

Based on the data above, it is concluded that the length of the texts of the English learning materials for Islamic Religion Education of UIN Mataram would be designed based on the respondents' major preferences. The length of the texts will be 150 words or relevant to two paragraphs.

Table 7 shows the percentage of language skills (listening, speaking, reading, and writing) input data taken from the respondents. It can be seen that the respondents' perception on the appropriate input for learning materials were variegated. In terms of listening skills, it was found that majority of the respondents were fond of listening to nonnative speakers given 51.3% strong agreement and 38.5% agreement with less than 7% negative agreements. In contrast, it is noticeable that fewer than 33.5% of the students preferred native speakers (see table 16 for more details).

With regard to the preferred input of speaking situation, the researcher found that most of the respondents strongly agreed with the two given collaborative situations: peer conversation (61.2%) and debate (35.1%). On the other hand, small numbers of the students

agreed to the use of speech or presentation and peer interview respectively given the agreement percentage of 38.7% and 40.6%.

The next language skills input is reading situation. There were four categories that represented the input for this input. The respondents were allowed to choose one or more categories to represent their needs. The data (table 14) showed that more than half of the respondents strongly agreed with the three categories of input for reading situation. The most preferred category was 'the reading texts about inspiring stories of Islam and Islamic histories'. It was chosen by 59.4% of the respondents, followed by 42.9% of them who preferred "texts essay", and 40.7% wanted the inclusion of article and scientific journal.

No	Aspect	Description	Percentage			
			Strongly agree	Agree	disagree	Strongly disagree
11	Preferred input of listening situation.	listening to a dialogue/monologue delivered by native speaker	33.5%	20.3%	22.0%	24.2%
		listening to a dialogue/monologue delivered by nonnative speaker	51.3%	38.5%	6.4%	3.8%
		Listening a speech from the instructor/lectures in front of the class				
12	Preferred input of speaking situation.	Speaking in a debate situation with a group	35.1%	15.3%		49.6%
		Speaking in a context of speech/presentation		38.7%	20.4%	40.9%
		Speaking in a interview situation		40.6%	11.3%	48.1%
		A conversation situation with a partner or a group	61.2%	15.1%	13.1%	10.6%
13	Preferred input of reading situation.	Texts essay	42.9%	20.1%	23.7%	13.3%
		the reading texts about inspiring stories of Islam and Islamic histories	59.4%	18.9%	12.1%	9.6%
		Reading Texts about scientific research finding			57.1%	42.9%
		Reading texts about article and scientific journal	40.7%	41.0%	18.3%	
14	Preferred input of writing situation.	Writing texts about *essay*	47.7%	26.8%	20.3%	5.2%
		the writing texts about inspiring stories of Islam and Islamic histories	53.7%	38.4%	7.9%	
		Writing texts about scientific research	41.2%	25.0%	33.8%	
		writing texts about article and scientific journal	45.6%	29.3%	25.1%	

Table 7
The Percentage of Language Skills Input

With respect to the input into the writing situation, the category of inspiring stories of Islam and its history were the favorite given the percentage of 53.7% indicating strong agreement and followed by

47.7% of them preferring writing texts about *essay*. The last two preferences of the input into writing gained strong agreement of 45.6% and 41.2% respectively for the inclusion of '*writing* texts about article and scientific journal' and '*Writing* texts about scientific research'. The remaining options of this category ranged between agree, disagree, and strongly disagree.

(2) Procedures

The following table (Table 8) presented the learners' preferred activities in promoting their English language skills (listening, speaking, reading, and writing). Procedurally, the data below were obtained by classifying four important questions to the learners. Each question was intended to gain valuable information pertinent to listening, speaking, reading, and writing tasks. The procedures/activities were critically important as key factors that might positively affect the design of the learning materials or tasks.

Based on the data presented (Table 8), it can be seen that the students' preferred activities in the language skills (listening, speaking, reading, and writing) varied. The majority of the students strongly agreed with the inclusion of Islamic issues followed by question and answer activities in the dialogue and monologue of listening skills given the percentage of 59.6%. The rest of the students (22.5%) agreed with the inclusion of Islamic, and the 17.9% of them disagreed with the inclusion.

No	Aspect	Description	Percentage			
			Strongly agree	Agree	disagree	Strongly disagree
15	The preferred activity to improve listening skills	Listening to a dialogue/monologue about Islamic issues and conduct a question answer activity	59.6%	22.5%	17.9%	
		Listening to a *story telling and* conduct a retelling activity individually/ in group		40.3%	29.2%	30.5%
		Responding to inter-religion debates with partners/in group	30.6%	21.7%	39.4%	8.3%
		Listening to the news dealing with the Islamic world	48.5%	26.1%	5.2%	20.2%
15	The preferred activity to improve speaking skills	Speech in English	36.7%		31.3%	32.0%
		Conduct a simple conversation in English with native speakers			52.7%	47.3%
		Communicate in English with lectures/instructors	33.7%	40.9%	25.4%	
		Reading an/listening to Islamic issues and retell the conclusion to lectures individually/group by using English	53.9%	28.4%	17.7%	
16	The preferred activity to improve reading skills	Reading the texts about Islam followed by answering the questions indirectly.	53.2%	36.6%	12.2%	
		Reading aloud in the classroom			50.2%	49.8%
		Reading the Islamic stories and drawing a conclusion	52.1%	24.0%	23.9%	
		Reading the texts and understanding the vocabularies	50.5%		27.1%	22.3%
17	The preferred activity to improve writing skills	Writing a paragraph about Islamic history/story	56.2%	30.7%		13.1
		Editing the *essay* individually/in group	50.6%	12.8%	26.0%	10.6%
		Writing and reporting about daily activities		40.4%	30.1%	29.5%
		Writing the past experience into paragraph		42.7%	32.3%	25.0%

Table 8
The Percentage of Procedure

Meanwhile, 48.5% of the respondents strongly agreed with the news associated with Islamic world, the remaining of which agreed (26.1%), disagreed (5.2%), and strongly dis agreed (20.2%). For the activity of listening skills involving collaborative responses to inter-

religious debate, 30.6% of the students strongly agreed and 21.7% of who agreed with this task, while the remaining number of the students showed disagreement (see **Table 15** for more details). The last given task choice in the category of listening activities was listening to and narrating a story individually or collaboratively in a group. Within this option, none of the students strongly agreed with the task, yet 40.3% of them agreed, while the remaining of whom respectively showed (strong) disapproval.

Likewise, the information on the listening input and that of the speaking showed a similar trend. The overall responses indicated that the students wanted the inclusion of Islamic values. In fact, more than half of the students, 53.9%, strongly agreed with the incorporation of reading and listening of texts related to Islam, whose conclusion was orally delivered to the lecturer independently or collaboratively using English. In this option too were 28.4% and 17.7% of the students respectively showing agreement and disagreement. In addition, in terms of communicating with English lecturers in English, it was found that 33.7% of the students strongly agreed with the task, while 40.9% of them agreed with, and 25.4 % of whom disapproved it. For the task of giving a speech in English, 36.7% of the students strongly approved it, while the other 31.3% and 32.0% showed disagreement and strong disagreement. The least preferred task was to communicate with native speakers of English. The majority of the students disapproved the task given their disagreement (52.7%) and strong disapproval (47.3%).

With respect to the tasks in the category of reading skills, the majority of the students wanted to read the texts pertinent to Islam given the percentage of 53.2% for strong agreement, and 36.6% for agreement, while there was only 12.2% of the students disagreed with the task. The second preferred task was reading Islamic story and giving a summary given 52.1% of the students' strong approval, followed by 24% of whom agreed with the task, and 23.9% of whom disagreed. The other option of task related to reading passages and lexical understanding gained almost the half of the students' preferences. 50.5% of the respondents strongly affirmed the given task, while the other 27.1% showed disapproval and 22.3% strong disagreement. The most staggering data referring to reading aloud in the classroom activity gained 100% strong disagreement drawing on the negative remarks, 50.2% (strong) disagreement.

The final input was writing skills. It was aligned with the aforementioned language skills. All of the respondents wanted to learn English related to Islamic issues rather than general English drawing on the data in the table (Table 8). From the questionnaires given to the respondents, 56.2% of them strongly agreed to write a paragraph about Islamic history/story, and 50.6% wanted to edit the *essay* individually/in group. Meanwhile, others agreed with other activities. 42.7% of the students wished to write the past experience into paragraph, and 40.4% liked to write and report about daily activities.

(3) Teachers' and Learners' Role

The table below presents the data of learners' expectation dealing with teachers and learners' role. The "role" refers to every part that teachers and learners expected to play in carrying out the learning materials/ learning tasks. Both teachers and learners were involved in a social and interpersonal activity. They cannot be separated from psychological learning process. Learners must take a big responsibility for his/her own learning, developing autonomy and skills in learning-how-to-learn. Their expectation on how the teachers play their roles is also important to facilitate their progress in learning English language skills. The detailed information is presented in the following table (**Table 9).**

Drawing on the data of teachers and learners' role presented (Table 16), the researcher found that most of the respondents strongly agreed with some categories of both teachers' and learners' roles. In term of teachers' role, 58.5% of respondents wanted their teachers to be a facilitator, 51.2% wanted them as a controller, and 48.2% of whom needed their teachers as a motivator. In the interview session with the English lecturers of Islamic religion education department, each of the English lecturers had different experiences regarding their roles, but their overall statements were relevant with the students' expectation above. The perceived roles are given the following table.

Mr (Hr): stated that,

" I can push myself to be a controller, but in other times, I have to be a motivator for them……"

Mr (KPE) said,

"Discussing about my roles, firstly I needed to see my students' condition and situation. In the teaching learning process is conducted in a daylight period, I became a motivator and talkative…"

The findings showed that the learners' expectation dealing with teachers' role in carrying out the learning materials in the teaching learning process should be as a controller, facilitator, and motivator.

Meanwhile, learners' expectations of their roles were also important to be considered by the researcher for further development for model of materials development. With reference to the data above, it was noticeable that 56.7% of the respondents needed to involve themselves in the learning process actively and communicatively. It was relevant to the teacher (IRS) statements in the interview session. He said that,

"during the teaching learning process, most of the students are actively and communicatively engaged in every activity. They are not passive learners like previous students who were in the third semester today".

On the other hand, 49.2% of the respondents perceived their roles as an interactor and negotiator who were able to give a feedback

in learning, and 47.1% of the respondents should be responsible for his/her own learning, developing autonomy and skills in learning-how-to-learn.

No	Aspect	Description	Percentage			
			Strongly agree	Agree	Disagree	Strongly disagree
19	Teachers' roles					
		Planner				
		Controller	51.2%	30.1%		18.7%
		Assessor				
		Facilitator	58.5%	22.3%	19.2%	
		Motivator	48.2%	27.1%	24.7%	
20	Learners' roles	Learners are involved in learning process actively and communicatively	56.7%	22.2%	21.1 %	
		The learners are interactors and negotiators who are capable to give a feedback in learning	49.2%	30.3%	20.5 %	
		They must responsible for his/her own learning, developing autonomy and skills in learning-how-to-learn	47.1%	33.4%	19.5 %	
		The learner is a listener and performer who has little control over the content of learning				

Table 9
The Percentage of Teachers' and Learners' Role

(4) Setting

Table 10 presents the data of "setting". Comprehensively, setting refers to the classroom arrangement embedded in task/learning materials. Setting is critically important to be considered by the researcher in making interesting tasks that facilitate and motivate the learners to learn and practice the English language in the classroom or beyond.

Based on the data stated on the following table, the researcher concluded that most interesting activities in/out of the classroom according to the needs analysis of the data were 'autonomously or independently" which were chosen by 52.2% of the respondents. It was followed by pair-work (39.5%). Meanwhile, 41.3% of the respondents claimed that they liked to learn/practice their English in 'a group'. Then, the rest of the respondents also had a variety vote in each category.

No	Aspect	Description	Percentage			
			Strongly agree	Agree	disagree	Strongly disagree
21	The preferred setting (in/out of the classroom)	Individually or autonomously	52.2%	31.1%	16.5%	
		Pair-work	39.5%	34.7%	25.8%	
		In group	41.3%	20.4%	38.3%	

Table 10
The Percentage of "Setting"

Classroom Implementation of NEDPE Model

In this step, the learning materials (product) were tried out to the first semester students of Islamic Religion Education department of UIN Mataram in the academic year 2017/2018 by following CAR procedures described by Kemmis, Taggart and Nixon.[135] The

[135] Kemmis, Taggart and Nixon (2014), 19.

procedures consisted of **planning, action and observation and reflection**.

The try-out was done collaboratively by the team research members (researcher and senior English lectures of UIN Mataram. The try-out was aimed to document the processes of the use of the product (learning materials developed) in order to determine or find out the appropriateness of the learning material (tasks/products) by considering the goals, input, procedures, setting, teachers' role, and learners' role. The try-out was conducted carefully to get empirical feedbacks and valuable information regarding the product (tasks), which later would be used to evaluate and revise the product (tasks). Each unit of tasks was implemented in class D since September 8th 2017 until November 3rd 2017. The researcher and team conducted the teaching learning process (**action and observation**) once a week (Friday, at 9:30 am) by following the teaching learning schedules of Islamic Religion Education Department of UIN Mataram in the academic year 2017/2018.

b. Exploration

In this step, the data of students' needs as the main basis for materials development were explored and verified based on the learners' preferences. Practically, this procedure concerns with the area of needs/ problem in terms of what language, what meanings, what function that will be considered in making decision about the materials (content, activity, topics preferences, what skills, types of

grammar/linguistic description, etc.) which in turn serve as the basis for further development. Specifically, this phase helps the researcher/materials developer to engage in some linguistic exploration of the functional area of request in order to produce more informative and appropriate materials for the students.

In the same context, the information gathered related to students' preferences in learning English are broken down into syllabus design as the main frame to develop English learning materials. The components of syllabus include the aims, goals, objectives of instructional, unit, skills, indicators, topics, language function and skills, learning activities and evaluation (**see Appendix**).

Furthermore, the researcher/materials developer made a list and summary regarding the learners' perception in learning English (Table 11). The following list and summary was drawn on the major preferences of the learners in the needs analysis phase.

Indicator		Aspect of Preferences	The Features of Learners' Preferences
Target needs	Necessities	Learners' proficiency level	Basic User (A2) (Standard of CEFR)
		The importance of English (before and after graduate)	Absolutely necessary
		The purpose of learning English (current and future situation	-needs for communicative purposes (Islamic content) - The English needed for study *Bahasa Inggris* at *PAI* (Islamic Education Department)
	Wants	The students' expectation of learning language skills (listening, speaking, reading, and writing) in PAI	Learning materials should be presented attractively and the content should be designed specifically (Islamic content/ESP).
	Lacks	The students' Lacks on language skills (Listening, speaking, reading, and	-Difficult to identify the meaning of words, types of words from the speaker (spoken or written),

		writing) activities.	-Difficult to identify the topics, main ideas, and the purpose of the texts (spoken or written)
Learning needs	Goal	The order of language skills that needed to improve communicatively	listening, speaking, reading, and writing
		Learners' expectation in learning English (the four language skills).	To identify/understand the vocabularies, theme, topics, main ideas, Islamic values and knowledge about specific Islamic text (dialogues/monologue), capable to apply grammatical rule (macro/micro skills), improve their critical thinking skills by using HOTS learning activities.
	Input	Texts and topics Recourses	Islamic story/history, Hadits and Al Qur'an, Fikih, and Aqidah Ahlaq
		Text version	Adapted
		Physical design of learning materials	Strongly agree
		Length of text	150 word/2 paragraphs
		Listening situation	Listening to dialogue/monologue (non-native speaker)
		Speaking situation	A conversation with partner/groups
		Reading situation	Reading text about Islamic inspiring stories, texts essay
		Writing situation	Writing text about Islamic inspiring stories, writing texts about essay,
	Procedures	Listening activity	Listening to a dialog/monologue and conduct a question-answer activity
		Speaking activity	Reading/listening an Islamic texts and retell the conclusion to the lectures and other students individually/groups, and speech in English
		Reading activity	Reading the text and answer the questions, reading the story and drawing the conclusion
		Writing activity	Writing a paragraph and editing the Essay individually/groups
	Roles	Teachers	Facilitator and motivator
		Learners	Actively and communicatively involved in learning process, interactors and negotiator
	Setting	The preferred setting (In/out of the classroom)	Individually or autonomously, in group

Table 11
The List and Summary of "Needs"

Anchored in the table above, the researcher focused on two important elements of "needs", which were taken into account for developing communicative, informative and appropriate materials for the students of Islamic Religion Education Department, UIN Mataram. These needs were the umbrella of the main principles in a development process.

The "needs" mentioned above compromised the learners' target needs and learning needs. Both needs helped and facilitated the materials developers to decide what to do, what to learn, and what purpose of learning materials for particular students. In other words, it helped the materials developer to decide what the appropriate language content, activity, texts, topics, language skills, types of grammar/linguistic description were, and etc. for particular students.

(1) Target Needs

In the context of target needs, the researcher collected some important data/information from the respondents (the PAI Students). The information referred to what the students had to know in order to function effectively in the target situation. The data/information dealt with the importance of English language for the students of PAI (before and after graduate); the purpose of learning English (current and future situation); the level of language proficiency; the students' expectation of learning language skills (listening, speaking, reading, and writing) in PAI; and the students'

lacks on language skills (Listening, speaking, reading, and writing) activities (see table 20).

From these valuable information/data, the researcher designed an informative and specific English learning material for Islamic Religion Education Students in order to facilitate and motivate them with specific contents of English. The specific content of English learning material was intended to achieve the students' expectation/goals of learning (current and future situation). Generally, the respondents claimed that they need English for communicative purpose (Islamic contents/specifically for Bahasa Inggris at Islamic Religion Education Department)), capable of identifying the meaning of words, types of words from the speaker (spoken or written), capable for identifying the topics, main ideas, and the purpose of the texts (spoken or written).

Likewise, there was an essential part to be considered in achieving the students' expectation and goals of learning. That is 'the learners' proficiency level' of language ability. The information of students' proficiency level was used as a guide to help the language materials developer in facilitating the students to learn language better (current and future situation). It is due to the fact that language materials consist of many variables, such as the language items, idea, skills, and strategies, that meet the goal and learners' expectation. Hence, the researcher preferred CEFR (Common European Framework of Reference for Language: learning, teaching, and

assessment) standard/scale of language proficiency level. The framework of CEFR was required with the existing standards, tests, and examination in order to facilitate comparisons between different systems of qualification. CEFR comprises of six scales of language proficiency level, which include Basic User A2, Basic User A1, Independent User B1, Independent User B2, Proficient User C1, and Proficient User C2 (www. coe. int/lang-CEFR).

Drawing on the findings of needs analysis, it was found that the English proficiency level of Islamic Religion Education Department, UIN Mataram was to be A2 (Basic User). The simple 'global' representations of students at this level/scale are; (www. coe. int/lang-CEFR)

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

In order to orient learners to this category (A2) and help the materials developer to decide what actually appropriate for informative learning materials should be, a more detailed overview was likely to be necessary. Such an overview could be presented in

the form of a grid showing major categories of language use, meaning, and function at the A2 level.

(2) Learning Needs

In order to facilitate the materials developer to decide the appropriate language content, activity, texts, topics, language skills, types of grammar/linguistic description, etc. of learning materials, analysis on students 'learning needs' was an important part to be considered. In general references, the data/information of students' Learning needs was usually concerned with the method and activities in the teaching learning process. The data or information dealing with these needs were used to determine who the learners were, the goal of learning, style of learning, how they learnt, when and where the learning process took place, what the available resources for learning materials should be used, and why the learners were taking the course? etc.

To help the materials researcher to determine and specify the learning needs of students of Islamic Religion Education Department of UIN Mataram in learning English, the researcher adopted the six important components of tasks as proposed by Nunan (2004: 41). These six components include, goal, input, procedure, teachers' and learners' role, and setting.

Based on the description of 'needs analysis' above, it was clearly seen that the students of Islamic Religion Education Department of

UIN Mataram had a variety of learning needs, and it was impossible to accommodate their needs individually to the learning material. However, the researcher made a list of learners' preference and computes the data taken from the questionnaires quantitatively based on the learners' major perception (%).

In terms of 'goal', the majority of respondents showed their expectation in learning the four language skills (listening, speaking, reading, and writing). They expected that the English learning materials of the four language skills should have been started with listening, speaking, reading, and writing, and represented their study program (Islamic Education Department of UIN Mataram). The text, theme, topics, and vocabulary should be related to Islamic content (dialogue/monologue) and be able to facilitate the students to learn English communicatively. In specific, they wished to be able to identify, understand and capable to apply all aforementioned knowledge in English language. On the other hand, they wished to be able to apply the grammatical rules and sentence structures both in macro and micro skills, and capable of improving their critical thinking skills by using HOTS (higher order thinking skils) learning activities.

In the next phase, the input of learning materials (text and topic resources) should have been taken and adapted from a various Islamic resources and references, namely Islamic story/history, hadits and Al Qur'an, *Fiqih* and *Aqidah Ahlaq*. The length of the texts

adapted from the resources or references should be and not more than 150 words/ 2 paragraphs. In terms of appearance, the respondents wanted interesting and communicative design.

The other important component taken into account in designing learning materials was the input of learning situation that the students wished. It will stimulate and provide the learners with optimal learning opportunities in learning the language skills (listening, reading, writing, and speaking). From the data of input (Table 11), in listening situation, the students preferred to listen to a dialogue/monologue produced by non-native speakers. In the speaking situation, the students wanted to take a conversation with their partners/in groups. The last two language skills (reading and writing situation), the students perceived the same preferences; they wished to read and write about inspiring stories of Islam and text about an essay.

The next component in learning needs was "procedures". 'Procedures' specify what learners would actually do with the input that forms the point of departure for the tasks/learning materials. Widdowson in Nunan (2004: 53) argues against the notion that classroom procedures should necessarily represent communicative performance in the real world. From the data showed (Table 18), the procedures or activity in English learning materials wanted by the respondents in learning the four language skills (speaking, reading, writing, and listening) were (1) listening: Listening to a

dialog/monologue and conduct a question-answer activity; (2) speaking activity: Reading/listening an Islamic text and retell the conclusion to the lectures individually/groups, and speech in English; (3) reading activity: Reading the text and answer the questions, reading the story and drawing the conclusion; and (4) writing activity: Writing a paragraph and editing the Essay individually/groups.

In terms of "roles" (teachers' and learners' role), and "setting" the researcher found that the teachers tended to be a facilitator and motivator in the teaching learning process. On the other hand, the students wanted that they were actively and communicatively involved in the learning process (in/out of the classroom). They tended to be interactors, negotiator, and wanted to work individually and in a group. Nunan (2004: 64, 70) theoretically stated that 'roles' refer to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. Meanwhile, "setting" refers to the classroom arrangements specified or implied in the tasks/learning materials.

c. Development

Referring to the analysis result on the exploration phase, the researcher began by focusing the attention on how to select, develop materials, and activities for pedagogical realization. There were several terms to be considered by the researcher to describe this phase. The first consideration was how to teach these materials to the

students? Second, what was the appropriate roles to deliver the learning materials for the students? And, third, what were the appropriate students' roles in learning?

Epistemologically, selecting and developing materials and activities of English learning materials for specific learner have been discussed by a thousand of experts and practitioners around the world. There were too many characteristics to be considered on this development, one of which was related to the 'role' (teachers and learners).

The roles (teachers and students) were vitally important to be considered in the process of materials development. Both sides of teacher and students had their own characteristics and cannot be separated in the teaching learning process. These roles initially helped the materials developer to decide how to develop, choose suitable materials, and design the activity for the learners. The appropriateness of the materials would be achieved provided the teachers and learners felt comfortable and familiar with the materials, language level, interest, and relevance (needs). Therefore, the researcher/materials developer realized that there was a variety of these factors in developing, selecting existing materials and designing the activities for Islamic Religion Education Department students of UIN Mataram.

In the previous phase (exploration), the researcher clarified the needs (target needs and learning needs) of Islamic Religion Education

Department students of UIN Mataram in learning English. Both needs were then explored to the course grid/syllabus and divided into four language skills (listening, speaking, reading, and writing). Each skill was specified based on what texts/topics resources were appropriate, and what the indicators were? language function/skills, what appropriate text input were?, how the learning activities were designed? And how the structure/grammar and vocabulary were graded based on difficulties?

After outlining the course grid/syllabus, the learning materials were developed by the researcher. It began by formulating the objectives/aims of the materials, then followed by the materials selection and development and designed the activities.

The aims of learning the English language based on the respondents' perception was for communicative purposes (Islamic content). And, the objectives described in the table 18 above were based on the order of language skills that students expected to improve (listening, speaking, reading, and writing). Similarly, the students were able to identify/understand the vocabularies, theme, topics, main ideas about specific Islamic texts (dialogues/monologue), and capable of applying the grammatical rules (macro/micro skills).

In order to achieve the aim/objectives in learning English language, the content of the materials was selected and developed containing appropriate language and information about the materials

which were appropriate with the learners' level of language proficiency, interest, familiarity, and comfortability. The contents of the materials were arranged and graded interestingly in order to help the students to be active and to better understand. The easiest contents of the English learning materials were presented in the beginning of the lesson, and the most difficult were placed in the last part of the materials. The contents were graded and arranged based on the belief in what to teach first and what last in a language teaching material was the reflection or the assumption of materials developer on the learners' characteristics.

Sequentially, the materials in each part were organized by connecting the skills, the previous texts, grammar, vocabulary and activities with the next part. Sequencing refers to the order in which the new item is taught, how the components fit with one another and how the range of language taught develop as learners' progress through the materials. Sequencing was intended to help the learners with learning opportunities to achieve communicative purposes (Islamic content), and the aims of learning the English language at PAI (Islamic Education Department).

The language skills were sequenced based on the order of language skills that students' needed to improve. The students perceived the order of language skills presented in learning materials started with listening, speaking, reading, and writing. To improve the language skills that students expected to learn, the materials

developer provided interesting texts, topics, and content which were selected/adapted and relevant with Islamic Education Department. The texts and topics resources were selected and adapted from available sources, e.g. Islamic story/history, Hadits and Al Qur'an, *Fikih*, and *Aqidah Ahlaq*.

Obviously, criteria for the selection texts depended on what the text were going to be used. The texts selections in this research were intended to be a basis for listening, speaking, reading, and writing skills lesson.

To achieve the effective texts selection as 'a basis for listening, speaking, reading, and writing skills lesson', the materials developer provided the interesting texts that facilitated the PAI's learners to engage affectively and cognitively in learning specific English at their programs (Islamic Religion Education Department), and facilitate the learners to connect the texts to their knowledge, their lives, and the worlds. The texts as the basis of the communicative competence development (linguistics competence, discourse competence, socio-cultural competence, etc.) were provided with the selection, sequencing, and arrangement of specific vocabulary (Islamic English words), structures, sentences, grammar practice, and language skills practice in relevant with situation and activities which were intended to achieve the learners' aims in learning *Bahasa Inggris* (listening, speaking, reading, and writing).

Globally, the activities and situation of teaching skills (listening, speaking, reading, and writing) were discussed comprehensively in this following part.

(a) Listening

In the view of language learning, listening is the most difficult skill to be learnt. The emergence of other skills depends on how the teacher helps the students with interesting situation and activity in learning listening. The activity of listening in/outside the classroom gives the learners information from which to build up the knowledge necessary for using the language. When the knowledge is built up, the learners can begin to speak, read, and write.

With this regard, the students of Islamic Religion Education Department of UIN Mataram were provided with interesting texts relevant to their program. The texts were selected and adapted from relevant sources. To understand the texts as basis of understanding vocabularies, theme, topics, main ideas about specific Islamic texts, the students were instructed to listen to the monologue/dialogue or news spoken by non-native speakers. At the same time, during the listening activity, the students were asked to conduct 'a question-answer activity'. To make sure the students understand the text discussed, the teacher/instructor played the audio recorder twice/three times. There were two advantages of this activity (a question-answer activity). First; it provided the students with some ideas of what they were going to hear and what they were asked to do

with the spoken dialog or news. The second advantage was that the activity facilitated the students to be more active and engaged during the listening rather than waiting to the end. It kept them busy and participative.

The main reason to use a non-native speaker in the listening activity (audio recorder) was based on the researcher's assumption on language theory. Nowadays, English language does not only belong to English speaking countries, but also pertain to everyone from every country. English is not only spoken by native speakers, but globally it is spoken by everyone in the world. Therefore, being easier to understand the main idea, themes, and vocabularies (Islamic English words) of the selected/adapted texts was another advantage of using non-native speakers than native speakers.

(b) Speaking

The second language skills that students of Islamic Religion Education Department of UIN mataram needed to improve was speaking skills. Speaking skill in current era is one of the important skills that a student has to be mastered. It has been a central skill in the use of language as a tool of communication for everyday interaction. The success of speaking is measured in terms of the ability to carry out a conversation in the language.

In order to develop the students' ability in speaking skills, the materials developer/researcher facilitated the students of Islamic

Religion Education Department of UIN Mataram with practical and interactive process. The students of UIN Mataram (PAI Students) were directly engaged in every communicative event. They were given a situation and activities that stimulated the students to plan and prepare what words (vocabularies), phrase and ideas that she/he used in the conversation related to given texts (monologue/dialogue).

The texts were selected and adapted from available sources that were relevant to the learners (target needs/learning needs). To understand the texts as a basis of understanding vocabularies, theme, topics, main ideas about specific Islamic texts, the students were asked to read/listen an Islamic information or article (monologue/dialogue text) and made the plan or preparation before retelling the conclusion to the teacher and other students individually/groups. Secondly, they were instructed to perform the conversation with partner/group in particular setting (in/out of classroom).

The indicators categorizing the success in speaking skill were based on the students' level of proficiency (A2), namely they were able to identify a simple description of the given text, able to identify a story or description in a simple conversation and able to identify basic description or event of the text given.

(c) Reading

. The third activity discussed here is reading skills activity. Reading is known as the receptive skills that enable the learners to understand or comprehend the events, discourse, stories, and knowledge, from a given text.

In this case, the texts were provided by the researcher/materials developer to improve the learners' understanding and comprehension about the specific Islamic English texts. The practical activities were designed to engage the most target learners effectively and cognitively understand/comprehend the gist of the texts and enable them to use every information, ideas, values, vocabularies, and grammar/structure. etc. (in/outside the classroom) for communicative purposes.

Therefore, the students of Islamic Religion Education Department of UIN Mataram were asked to read the text about Islamic inspiring story/history and answer the question in a direct way. This strategy was one of the conventional types of reading activity that was still useful and efficient for the learners. The aim of this activity was to encourage the learners to read by using different strategies (skimming or scanning). Skimming and scanning the texts of the tasks provided the learners with useful ways to get a specific item of information while reading.

Meanwhile, to promote their global understanding and comprehension about the texts given, the students were asked to read the texts carefully and draw a conclusion. This activity was useful to promote the learners understanding about the main ideas, topics, useful information (implicit/explicit), and promote their vocabulary mastery efficiently. Anotther advantage in applying this activity was promoting the students' understanding to write structurally from the smallest unit (words-sentences) then combined into bigger, coherent ones (sentences, paragraphs).

(d) Writing

Writing is a complex and complicated language skill to learn. It is a combination between process and product. Both process and product generally concerned with many dimensions, such as vocabulary mastery, language structure/grammar, texts functions, themes or topic, creative expression, content and process of composing.

Therefore, the students must be facilitated with interesting activities and situation that promoted their motivation in composing their expression or ideas in writing. In this case, the students of Islamic Religion Education Department of UIN Mataram were facilitated with writing situation and activities that were reliable with their proficiency level, needs and want.

The writing situations that the students' expected were about writing texts about inspiring Islamic and writing text about essay. Meanwhile, the writing activities that students perceived were about writing a paragraph and editing essay individually/group. Practically, the advantage of this situation and activities were helping the students to develop effective paragraph about specific texts. They were guided to produce connected sentences according to the texts which tended to promote the understanding on themes, topics, main ideas, vocabulary mastery, sentences structure/grammatical rule (macro skills/micro skills). In the writing process, the writing activity was stressing the need to develop students' ability to plan, define a problem, composing, checking the mistake/editing, and publishing.

d. Physical Production

The next step in developing materials for Islamic Religion Education Department was "physical production". The researcher/materials developer decided and paid the attention on the illustration, design and layout, of the English learning materials as the product developed by using these procedures. How, why, and what the advantages of 'illustration, design and layout' in English learning materials (tasks developed) are presented clearly in the following paragraph.

In terms of 'illustration', the materials developer provided consistency, focus, and attracted attention on the English learning materials for Islamic Religion Education Department in every unit of

the tasks. The illustration used in the English learning materials (tasks) referred to all kinds of visual element that included the use of pictures, photos, graphs, charts, diagrams, and functional illustrations (icons, arrows, color of the background). The researcher believed that by deciding and providing the appropriate illustration in learning materials (tasks), it gave a positive impact on promoting the learners' interest and motivation to learn. It also provided visual explanation for something that might be unfamiliar to the learners and induces affective responses.

Additionally, the learning materials (tasks) as the product developed by using the procedures of Materials Development for Islamic Religion Education Department of UIN Mataram enabled and facilitated the material developer/researcher to connect 'meaning' or 'function' of a selected texts/topics discussed with the Illustration used in every unit of the tasks (e.g. the used of pictures/photo in a unit were intended to illustrate the people, object, placed, and events). It gave impression of reality and authenticity in term of action and interaction among people with the object, place, and events.

With respect to the 'design and layout', the researcher/materials developer made general decision about the use of color, icons, font, space, italic, size of letter, the balance of visual and text, positioning, separation, repetition, and sequence in every unit of the materials/tasks. The materials developer believed that 'design and

layout' nowadays were a part of artwork prepared digitally. The materials developer by the help of the experts decided the color separation, font, space, italic, size of letter, positioning, etc. needed for printing directly from the computers/PC.

However, teaching/learning materials with good design and layout were not merely decorative. The effective design and layout made learning materials easier to navigate, highlighted important feature of the course and raised learners' engagement. It was also to reduce teacher-preparation time by 'sign-posting' the more important section of the lesson, and facilitated classroom management by easing the transitions between activities. And generally, the English materials of good design and layout were intended to help teachers/materials developer/researcher to achieve objectives, credibility, consistency, and impacts of the materials (tasks).

e. Evaluation

The last step of the NEDPE model is "evaluation". Technically and practically, the materials developer determines the evaluation criteria, selects the evaluation tool, and conduct evaluation. The evaluation in this section includes evaluation of the NEDPE model components that includes the steps of materials development and instructional tools. Whole products of this study were evaluated by numbers of experts through FGD, practitioners, and field try-out to students.

2. The Description of Instructional Kits

a. Syllabus

In accordance with this part, the data of students' needs as the main basis for materials development were explored and verified based on the learners' preferences. These data are functionally used to serves as the main resources to design syllabus. In comprehensive, the learners' preferences related to the content, activity, topics preferences, what skills, types of grammar/linguistic description, etc. has been widely explored in the second step of development model (exploration phase).

In the same context, the information gathered related to students' preferences in learning English are broken down into syllabus design. The syllabus of English for Islamic Religion Education Department was exclusively designed and served as the bridge between the learning materials and what the students of Islamic Religion Education Department of UIN Mataram were expected to learn for particular purposes. The syllabus of English for Islamic Religion Education Department was hybrid, drawing on aspects of several syllabus types that linked grammatical structure, language functions, communicative skills, topics, activities and skills such as listening & speaking, reading & writing, pronunciation & vocabulary.

The syllabus of English for Islamic Religion Education Department covered three units and each unit contained various

topics in relation with Islamic contents and interesting activities. The Islamic content/topics in the units were adapted from Islamic resources (Islamic books, Islamic website, magazines, etc.), which reflected the learners' diversity. Meanwhile, learning activities in each unit comprised of the question and answer activities, true-false activities, listening to the monologue and dialog texts, matching the questions with the clues, answering multiple choices, essay questions, etc.

b. The English Materials for Students

In this part, the researcher developed the learning materials into a course book for Islamic Religion Education Department of Islamic State University of Mataram. It covered a variety of topics and learning activities, which were intended to improve the students' critical thinking skills by using HOTS (higher order thinking skills) based learning activities, communicative competences, and understanding the Islamic knowledge and values. These activities encompassed the question and answer activities, true-false activities, listening to the monologue and dialog texts, matching the questions with the clues, answering multiple choices, essay questions, etc.

The researcher also provided three interesting topics and divided into three units. Unit one dealt with important parts of Islamic knowledge related to Islamic Story and History, unit two deals with 'The Qur'an "Tafsir & Its miracle", and unit three deals with "Islamic Jurisprudence". There were twenty (20) tasks in each

unit that were grouped by the kinds of resources students already had, or can get, to help them complete specific tasks. By focusing the attention on the Islamic resources (the topic given in each unit) as the media to improve the critical thinking skills, communicative competences, and understanding Islamic knowledge and values, the students had to use their ability to take responsibility for their own learning.

Furthermore, the order of each title of the units was arranged logically into six parts: **(1) introduction** (it covers unit title and preview of the upcoming materials), (2) **Warming up** (let's get prepared), (3) **performance** (Act it out; listening & speaking and reading & writing), (4) **improvement** (practice more), and (5) **reflection** (self-assessment, summary, and review).

(a) In the beginning of the unit, students were given the topic and pictures intended to attract their attention of the topic presented. They should explain and discuss the pictures with their partners by answering some questions and finding out how to relate to the content of the topic. This technique can be used as the additional information to find the certain vocabulary in the dictionary or internet in order to help them understand the Islamic English vocabulary. The vocabulary would be presented in the next activities of the unit, so learning them would aid comprehension.

(b) Listening and speaking section, and reading and writing section.

Listening and speaking section presented some tasks in which the students were required to listen to some recorded dialogues/monologue in English about the topic (in each unit). In this part, listening comprehension exercises were taught to give practice in listening skills as predicting, analyzing, identifying main ideas and details. Meanwhile, speaking skills taught implicitly through the listening. The listening activities served as models of functional language (e.g. pronunciation practice, vocabulary building). In this case, the students were intended to explore, analyze, create, and retell about what they gained from listening activity (the main idea, information, and comprehension) into speaking activity (individually/in group).

The second section was **reading and writing**. The integration of reading and writing skills – including strategies for improving vocabulary, grammar, and comprehension – were cultivated in every unit. The integration became clear and relevant, as the students had to answer the questions and read the texts and then integrate ideas from the authentic sources into their own writing. In this section, the students were required to read the paragraph and answer the question in the form of multiple choices, essay, true false question, etc. the comprehension exercises were designed to give practice in

reading skills, such as predicting, identifying main ideas and details, skimming and scanning. The reading activities served as a model of good writing. The practice of writing skills in the unit begins with answering, summarizing, predicting, and producing a complete piece of writing from the given reading texts in order to improve vocabulary, grammar practices, and comprehension.

(c) Reflection

At the end of the tasks, the students were provided with a list of questionnaires. The questionnaires were used to evaluate the students' opinion about the tasks. This part was also designed to investigate the learners' perceptions dealing with the tasks in order to know the range of tasks difficulties

(d) Summary

Making summary was an important part in the learning materials (tasks). It was to help the students recall what they had learned from the tasks

(e) Review

Review was presented in the last part of the units. What the students had learned from the tasks was evaluated by providing some tests regarding the topic given. Specifically, it was done to evaluate the learners understanding, performance, and comprehension dealing with the given topics, and the learners' communicative competences. Purposefully, the test was to determine whether the

appropriate knowledge, values, and skills in the units had been met.

3. Experts' and Practitioners' Judgements

This sub-item was associated with research question number two. The components of the NEDPE model include the steps of the model, syllabuses, and English learning materials. The appropriateness of the model was viewed based on the results of the experts' and practitioners' validation through FGD. Afterwards, to know the students' responses toward the model, the researcher conducted the try-out.

a. FGD (Focus Group Discussion)

The FGD was aimed at finding the quality of the NEDPE model. The model was assessed by a number of experts. The aspects assessed are the visualized charts, supporting theories, materials development steps, syllabuses, materials, and the graphical/lay-out.

The results of the experts' judgment on the components of products' developed are presented in the following Tables. Table 12 indicated that the visualized charts and the completeness of supporting theories model was claimed appropriate and "very good" by the experts. It is evident that the total mean score of the clarity of the visualized chart was 3, 55 (very good). The clarity of the visualized chart includes the illustration, font, and lay-out. One of the experts said that the visualized chart of the NEDPE model provides

the visual explanation and shows the logic procedure". Meanwhile, other said that "the elements of the model are descripted clearly in the visual chart.

No	Aspect		Mean score	Category
1	Clarity of the visualized chart	Illustration	3.20	Good
		Fonts	3.60	Very Good
		Design and lay-out	3.80	Very Good
		Language used	3.60	Very Good
		Total mean score	**3.55**	Very Good
2	Completeness of supporting theories	Theory of language	4.00	Very Good
		Theory of learning	3.80	Very Good
		CLT approach	3.60	Very Good
		Principle and model of materials development	3.40	Very Good
		HOTS	4.00	Very Good
		Islamic values	3.80	Very Good
		Total mean score	**3.77**	**Very Good**

Table 12

The Experts' Evaluation on Visualized Flow Charts and Theoretical Basis of NEDPE Model

In accordance with the completeness of supporting theories as the input of the NEDPE model. The table 12 shows that the total mean score of experts' statements towards the theory of language, learning, and teaching (CLT), principles and model of materials development, higher order thinking skill (HOTS), and Islamic values within the NEDPE model was 3, 77 which was categorized into 'very good'.

Qualitatively, the expert's responses on the components of the theories for supporting this model were positive. The experts stated that the theories were relevant to support the NEDPE model.

No.	Aspect Assessed	Description of Aspect	VALIDATOR				Category
			1	**2**	**3**	**4**	.
1	Clarity	The congruence of syntax/procedure	4	4	4	3	
		Language used	3	4	4	3	
		Description of each step	4	4	3	3	
2	Adequacy	The syntax/procedure	3	3	3	4	
3	Practicality	The syntax/procedure of development is easy to use	3	4	3	3	
		The syntax is simple	3	4	4	4	
4	Efficiency	Time	4	3	4	4	
		Cost	3	3	3	3	
		Total	**27**	**29**	**28**	**27**	
		Mean Score	**3.4**	**3.6**	**3.5**	**3.4**	
		Total Mean Score			**3.5**		**Very Good**

Table 13
The Experts' Evaluation of the Step of Materials Development

Table 13 shows the experts responded to the steps of the model that covered (1) needs analysis, (2) exploration, (3) developing (4) physical production, and (5) evaluation. The total means score/average of their agreement towards the clarity, adequacy, practicality, and efficiency of this step/syntax was **3.5**, which meant **very good**.

Meanwhile, the qualitative information pertinent to the syntax of the model was various. One of the experts claimed that the

component mentioned in Table 22 was appropriate to be used in developing English materials for Islamic Religion Education Department Students of UIN Mataram. Placing 'needs analysis' in the first syntax of the model indicated that the learning materials developed would be specific and relevant to learners' needs and institutional expectation. Therefore, three of the experts stated that the syntax of the model was adequate and straightforward to be used by materials developers. In accordance with the efficiency of the syntax, the last expert mentioned that it was practical and efficient.

Drawing on the quantitative and qualitative data, the syntax/steps of materials development of NEDPE model deemed appropriate and practical to be use in developing English learning materials for Islamic Religion Education Department Students of UIN Mataram.

Table 14 shows the experts' responses towards the instructional tool of the designed model. It is showed that the syllabus was 'very good' with the total mean score was 3.33. All aspect of the syllabus such as clarity, completeness, and practicality are positively rated.

Meanwhile, the English learning material were evaluated by the same experts. The aspects that were evaluated by the experts related to (a) content, (b) language, (c) goal, (d) input, (e) procedure/activity, (f) learners' role, (g) teachers' role, (h) setting, and (i) whole evaluation.

No	No	Aspects	Mean Score	Category
1	**Syllabus**	Clarity	3.50	Very Good
		Completeness	3.00	Good
		Practicality	3.50	Very Good
		∑	10.00	
		Total Mean score	3.33	Very Good
2	**English Learning Materials**	Content	3.59	Very Good
		Language	3.50	Very Good
		Goal	3.67	Very Good
		Input	3.64	Very Good
		Procedure/Activity	3.58	Very Good
		Learners' role	3.25	Good
		Teachers' role	3.75	Very Good
		Setting	4.00	Very Good
		Whole evaluation	3.75	Very Good
		∑	32.73	
		Total mean score	**3.64**	**Very Good**

Table 14
The Experts' Evaluation of the Syllabus and Materials Developed

Quantitatively, the table 14 presents the total score of the learning materials is 32.73 with the mean score 3.64. Theoretically, **3.64** was categorized ***very good***, and it could be assumed that the learning materials were appropriate to be tried-out to the students of Islamic Religion Education Department of UIN Mataram in Learning *English*.

However, the qualitative information and suggestion were noticed by the experts clearly. Some aspects were needed to be changed and revised, for example the instruction should be cleared

and relevant with other tasks in other units, grammatical in writing the materials should be consistent. Some words should be changed (peace be upon him should be changed into Pbuh).

No	Aspects	Validator		Category
	Picture/illustration/visual			
1	Available with the development of PAI students	4	3	
2	Do not discriminative and provocative	3	4	
3	The meaning is adequate	3	3	
4	The color is adequate	4	4	
5	Appropriate with the given topic	3	4	
	Design and Lay-out			
6	The size of letter is adequate	3	4	
7	The kind of font is easy to read	3	4	
8	The space is adequate	4	4	
9	The space between picture/visual with the text is adequate	4	4	
	∑	31	34	
	Mean	3.61		Very Good

Table 15
The Evaluation by Graph or Lay-out Experts

Table 15 demonstrates the result of the validation from the graph or layout experts. The table shows that the total score was 23 with the mean score 3.61 (very good). Thus, it can be assumed that the graph or lay-out designed were appropriate.

Qualitatively, the information and suggestion regarding the learning material were generally available for Islamic Religion Education Students. In their (experts) point of views, the pictures, illustration or visual were adequate and showed many information and meaning. The students could get the gist from the picture or

visual used to understand the Islamic values, for instant the ahlaq (character) and sunnah of Prophet Muhammad (Pbuh) to teach Islam. The students could adapt or adopt what the prophet Muhammad (Pbuh) did during his life.

In addition, they also gave suggestion, particularly in the learning materials as follows;

(a) The pictures position should be moved a little bit so that there was a space to the next tasks.
(b) The types of letter character should be consistent.
(c) The picture used in every unit should be consistent.
(d) The classical pictures and modern pictures should be used differently in making the consistency of the texts meaning

b. Practitioners' Evaluation

After finishing the FGD process with the internal experts, the researcher continued and distributed the same questionnaires to four English lecturers of UIN Mataram (Ika Rama Suhandra, M. Pd, Lalu Santana, M.S, Karyawan Putraidi, M. Pd. B. ing, and Husnawadi, M. Tesol) as the practitioners or the users of the learning materials (tasks) developed. Purposively, this phase was administered by the researcher to re-evaluate all aspects and components in accordance with all requirements for a standard of learning materials at Islamic state university of Mataram.

Quantitatively, the result of the evaluation in the following Table 16 indicates that the learning materials were categorized 'very good' by following the theoretical perspective. The total mean score was 3.44.

Meanwhile, their overall comments and suggestions on the learning materials (tasks) were adequate and appropriate. They claimed that: (a) The learning materials (tasks) could meet the needs of the learning materials for the students and the institution; (b) the students could get many advantages in using the materials (tasks) to improve their language skills communicatively and specifically, and it was appropriate to enhance the students' HOT skills and understanding on Islamic values; (c) the learning activities in learning materials (tasks) were balanced between individual and group work; (d) it could promote meaningful communication by referring to realistic activities and situation; (e) the pictures and illustration printed were close enough to the texts and directly related to the contents; (f) the vocabulary presented were helpful for the student of PAI to comprehend the message before they act out the conversation, read the texts, and writing activities; and (g) the learning materials (tasks) were appropriate to be used by the students of PAI, and it was relevant to the needs of UIN curriculum the learning materials (tasks) can meet the needs of the learning materials for the students and the institution.

No	Aspects	Mean Scores	Category
1	Content	3.57	Very Good
2	Language	3.65	Very Good
3	Goal	3.50	Very Good
4	Input	3.46	Very Good
5	Procedure/Activity	3.48	Very Good
6	Learners' role	3.13	Good
7	Teachers' role	3.00	Good
8	Setting	3.75	Very Good
9	Whole evaluation	3.44	Very Good
	∑	34.42	
	Total mean score	3.44	Very Good

Table 16
The Evaluation by Practitioners/lecturers

c. Suggestion for Improvement

The experts and practitioners also provide the researcher with valuable suggestions and critics for improvement. The researcher made sure all of the suggestions, input, comments, and critics during validation were include within the product developed. These activities include re-laid out and re-checked all aspects in accordance with all requirements for a model standard.

From the result of validation, there were some revision and correction made toward the model developed. All valuable suggestions, input, etc. were all organized and accommodated. Some

corrections were done, such the elaboration of chart/illustration of NEDPE model (visualized chart), the name of model developed, the syntax/steps of materials development, correcting type of words/types of letter, capital letter, grammar, vocabulary items, the consistency of picture used in every unit.

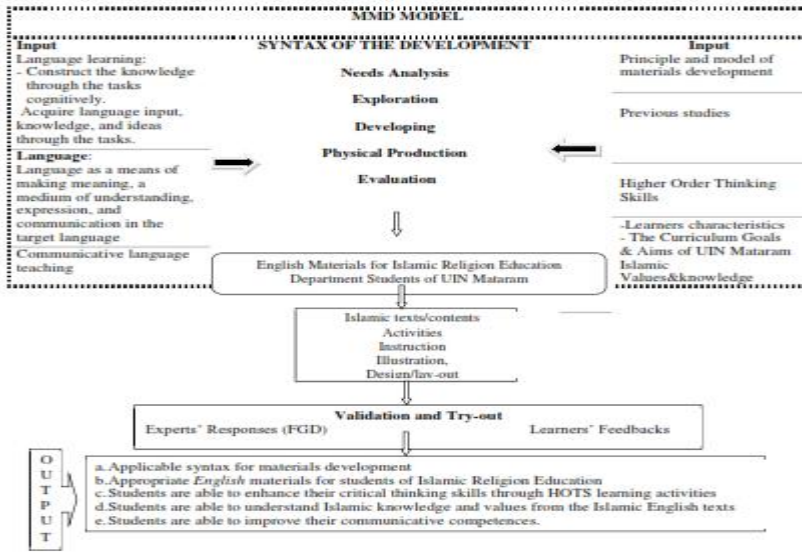

Figure 17
The First Model Elaboration before FGD

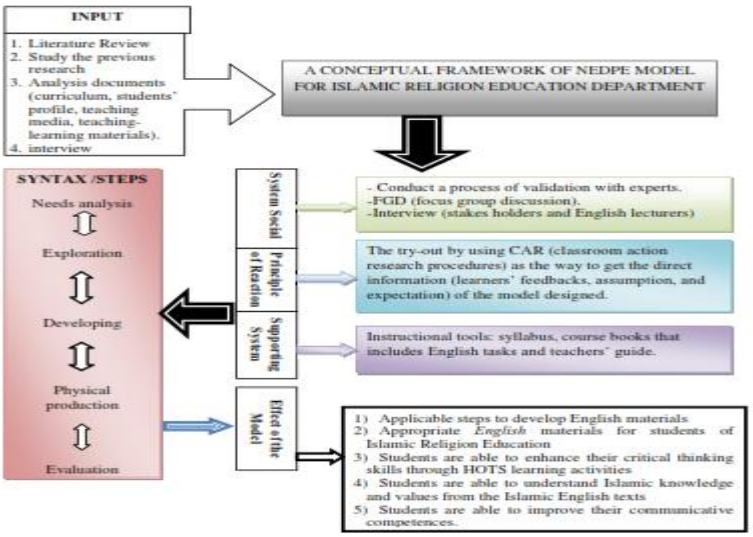

Figure 18
The Model Elaboration after FGD

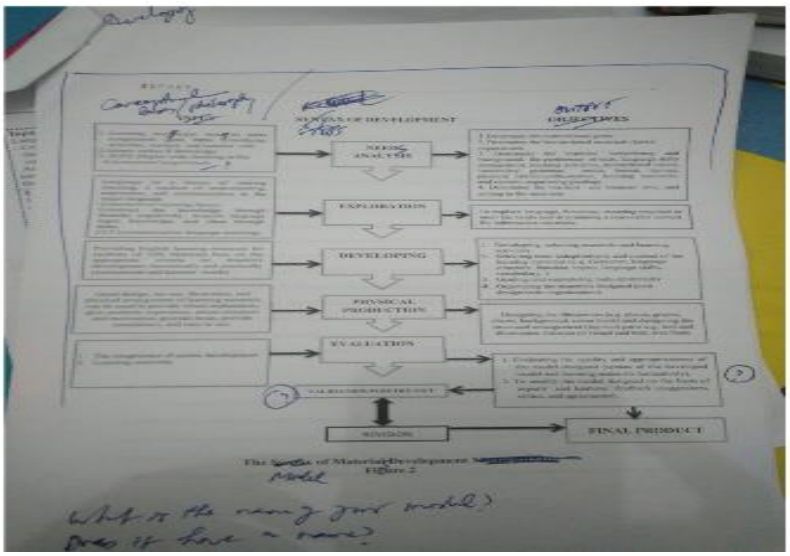

Figure 19
The First Steps of Material Development Elaboration before FGD

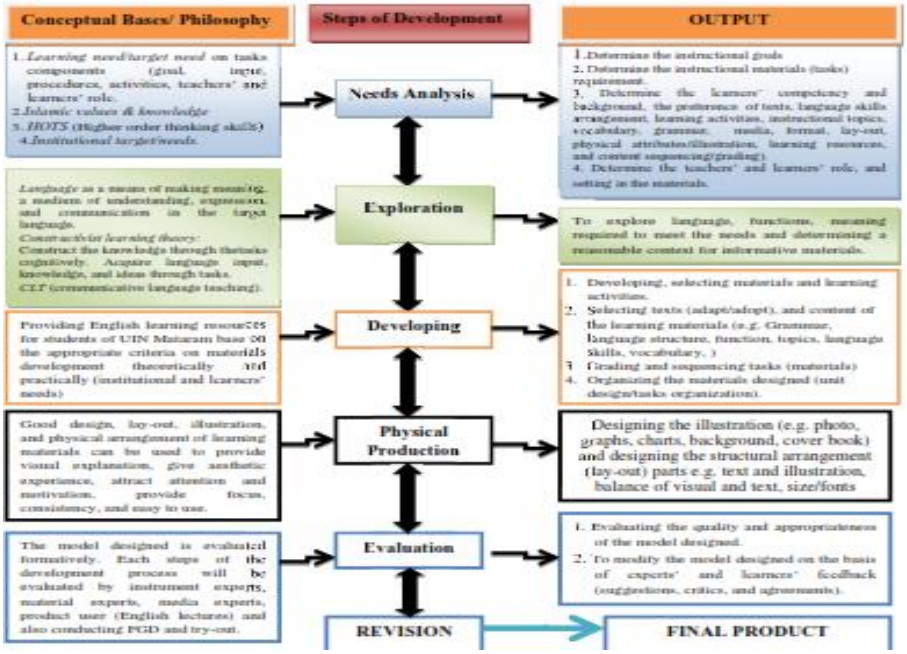

Figure 20
The Steps of materials development
Elaboration after FGD

4. The Try-out of the Materials Developed

In this step, the learning materials (product) were tried out to the first semester students of Islamic Religion Education department of UIN Mataram in the academic year 2017/2018 by following CAR procedures described by Kemmis, Taggart and Nixon (2014: 19). The procedures consisted of planning, action and observation and reflection.

The try-out was done collaboratively by the team research members (researcher and senior English lectures of UIN Mataram. The try-out was aimed to document the processes of the use of the

product (learning materials developed) in order to determine or find out the appropriateness of the learning material (tasks/products) by considering the goals, input, procedures, setting, teachers' role, and learners' role. The try-out was conducted carefully to get empirical feedbacks and valuable information regarding the product (tasks), which later would be used to evaluate and revise the product (tasks). Each unit of tasks was implemented in class D since September 8th 2017 until November 3rd 2017. The researcher and team conducted the teaching learning process (action and observation) once a week (Friday, at 9:30 am) by following the teaching learning schedules of Islamic Religion Education Department of UIN Mataram in the academic year 2017/2018.

For general description of the try-out can be seen as in the following explanation.

a. Description of the Try-out (Unit 1)

1) Planning

Before conducting the teaching learning process, the researcher and the English lecturers discussed their roles and made the preparation pertaining to the action and observation, such as the preparation of the lesson plans, when and how to conduct the interview, how many students would be interviewed, when the appropriate time was to conduct the interview session and distribute the questionnaires.

In the teaching learning process, the researcher played a role as a complete observer who thoroughly observed the teaching learning activities in the classroom. The data of the observation were written down in the form of field notes.

At the end of the 3rd meeting, the researcher and the English lecturers of UIN Mataram distributed the questionnaires and held the interview with the students of Islamic Religion Education Department in order to gain the information for the purpose of enhancing the quality of the tasks (product). In this phase, the questionnaires were used by the researcher and team to collect the data from the students related to their feedbacks, difficulties, opinions, and agreement that were used to revise and make the product/draft more appropriate.

2) Action and Observation

The try-out of unit 1 was conducted in three meetings. The topic of this unit was related to Islamic story and History. The first meeting was held on 8th of September 2017, the second meeting on 15th of September 2017, and the 3rd meeting on 22nd September 2017. Below are the descriptions of the three meetings.

a) Meeting 1

The first meeting was held on 8th of September 2017. At first, before starting the teaching learning process, the English lecturer did the warming up by checking the attendance list and giving motivation to the students related to the importance of English language. Then,

he presented the learning objectives, the lessons they were going to learn, and what the students should achieve pertaining to the materials comprehensively. In specific, 6 tasks (task 1, 2, 3, 4, 5, and 6) were taught by the English lecturer. Many kinds of activities were discussed in this meeting. For example, to see the student enthusiasm in English language, the English lecturer gave two pictures and asked them to answer the questions based on the pictures with their partners. Fewer than half of the students were active in responding to the activity and teachers' talks, and more of them were inactive and seemed that they got difficulty. Critically, some students also commented to the pictures and said that the lecturer should have improved the color. Other students also responded and said "these pictures are darks and unclear, I think you should change the picture Sir". Afterwards the lecturer said "thanks for the critics and suggestion".

It was different from task 2 and 3, more than half of the students were motivated to respond the teachers' talk and they were involved in learning activities actively. Tasks 2 and 3 entailed the listening and speaking activities, in which the students were required to listen to the dialogue and monologue texts seriously without doing anything. After that, the lecturer played the recorded dialogue/monologue and instructed the students to answer true false questions and putting a tick (√) based on the right statements.

The lecturer continued the classroom activity by asking the students to study the expression of "asking for opinions and giving

opinions" in task 4. Comprehensively, the lecturer gave the example in using the expression. All students repeated the lecturer's guidance and responded to the lecturer's guidance orally and actively. Afterwards, the lecturer asked students to continue the activities by listening to the dialogue and made a list of expression as it was provided at task 5, and "match the expression and responses" at task

6. The students looked serious and enjoyed doing the activity.

In the last activity, the lecturer asked some students to summarize all of the tasks, they were asked to speak one by one orally. The lecturer then guided and modeled the students to do it. Before leaving the class, the lecturer motivated the students by asking them to study the next tasks at home independently. Afterwards, he closed the class by greeting the students.

b) Meeting 2

This meeting was conducted on September 15th, 2017. At 09. 30 am. The researcher as the observer and the English lecturer of Islamic Religion Education Department came to the class. Several students were still discussing and talking inside the class. As usual, the English lecturer began the class by saying "Assalamualaikum". The students replied together by saying "Wa'alaikumsalam".

Afterwards, the English lecturer continued the classroom activity and re-explained the material given in the previous meeting. He asked some questions to his students about the previous tasks, such as "asking and giving opinions", the story of Muhammad

(PBUH), etc. When the lecturer asked the students some of questions related to *sunnah*, most of them were enthusiastic to speak and answer the questions.

Having explained and conducted a small discussion about the previous materials, the English lecturer began the learning activity by asking students to study and read the conversation of task 7. The English lecturer started to explain the task comprehensively and then instructed the students to do as what he had explained. The students seemed silent to follow the lecturer's instruction and began to work seriously. Having done the tasks, the English lecturer checked the students' answer and asked them to practice it with their friends. They practiced the conversation well and the lecturer controlled the activity and observed the students' performance. He gave feedback to the students in details and then asked the students to do the next tasks. Before moving on the next tasks, one student commented on the instruction, he said that *"Sir, the word "interview" of the instruction of this task should be deleted.". The lecturer smiled and said "great, thank you for the suggestion".*

Task 8 and 9 were about pronunciation activities, the students were asked to study the symbols of words utterance. The lecturer explained on how to produce the sound of two different consonants and gave the example in pronouncing some words. He asked the students to pronounce words modeled and write those words on the right column. At the end of the pronunciation activity, the lecturer

praised the students' efforts on pronouncing the words correctly. And asked the students to do the next task (task 10).

In this phase, a student was asked by the lecturer to read the instruction of task 10. Then, he continued the explanation related to this task. After finishing the explanation, the students were instructed by the lecturer to express their opinion and compare their idea with their friends. More than a half of the students could do the tasks appropriately.

Next, the lecturer instructed the students to sit in groups, five or more and choose one of the two situations provided in task 11. They were asked to create the dialogue and practice the dialogue in front of the class. Practically, all students seemed to enjoy the role-play based on the situation given. They gave opinion and shared it to each other. They did the dialogue communicatively; and if they did not understand the meaning of words and unclear sentences, they asked the lecturer. At the end of the role-play, the lecturer motivated the students and said *"well, you did it well"*. Before moving to the next task, a student commented critically to this task, he said that, ""the topic discussion of this task was not relevant to the Islamic Story and History". After listening to the suggestion, the lecturer made a small discussion with the researcher and then continued to the next task (task 12)

The lecturer instructed the students to read the passage entitled "the birth of Muhammad (PBUH)" and answered the given questions by stating true or false. The lecturer presented the model of the

passage communicatively and intensively. He asked the students to read and find the meaning of unfamiliar words by looking up the meaning in their dictionary. Then, after having the students read the passage, the lecturer instructed them to do the task 12 in 10 minutes. The lecturer invited the students to ask any questions that were difficult to understand.

Having finished the activity of task 12, the lecturer and students continued the activities to the next task (task 13 and 14). In this phase, the lecturer instructed his students to study both tasks in 10 minutes. Afterwards, the lecturer began the explanation of the two tasks and instructed the students to answer task 14 individually. Task 13 provides the students with the activity which was intended to facilitate the students on how to use the bilingual dictionary, and task 14 was intended to help the students to know the term of "part of speech" in English language.

A few minutes after the completion, the lecturer checked the students' answers one by one. Then, he responded to the students' answers by saying *"…actually, there are many students that probably did not focus on the instruction, some students still did not understand the term of "part of speech"*. Spontaneously, one student said *"sorry sir, there is no written explanation with respect to "part of speech" in task 14*". Then the lecturer said, *"Ok, thanks for the information"*.

Having finished all the activities in that day, the lecturer then reflected on the learning activities. He gave advice to the students for the next meeting that the students should talk fully in English. He

motivated the students to be brave in using English. He reminded them to study harder and never gave up studying English. At last, he closed the meeting by saying *"Assalamu'alaikum Warahmatullahi Wabarakaatuh."*

c) Meeting 3

This meeting was held on 3rd of September 2017. The English lecturer began the class by greeting the students and did an elicitation on students' understanding of the previous tasks. In short, the lecturer asked four students randomly to explain his understanding and difficulty related to the previous materials. Then, the students began to speak and explained what they had got from the previous meeting orally.

After finishing the activity, then, the lecturer asked the students to focus on task 15 and 16 and read the instruction carefully. After less than 10 minutes, the lecturer began the explanation about "identifying topic sentence of paragraph" clearly. The students seemed quite and paid attention on the explanation seriously. One student suddenly raised his hand and asked the lecturer to re-explain the learning materials (tasks) slowly. It seemed that the lecturer's instruction in delivering the tasks was too fast.

Furthermore, the lecturer led the students to find the topic sentence of the paragraph 1, 2, 3, and 5 of the previous passage entitled "The birth of prophet Muhammad (PBUH)" and locate the meaning of words that were unfamiliar by looking up in their dictionary. After that, the lecturer and students together discussed the

answer of Task 16 according to the given passage. The students and lecturer seemed enthusiastic to discuss the answers. Generally, more than half of the students could do the task appropriately.

Having done the activities of task 15 and 16, the English lecturer invited the students to do the next tasks (tasks 17 and 18). The materials of these tasks were about using simple sentence connectors, namely; *and, but*, and *so*. The lecturer began with a clear explanation and asked the students to do the task 18. A few minutes after finishing the tasks and checking the students' answers, the teacher said "congratulation, you can do the task appropriately". All students seemed happy to hear the lecturer's statement dealing with the activities of task 17 and 18.

After finishing the activities of tasks 17 and 18, the lecturer instructed the students to study the next tasks (tasks 19 and 20). *"These tasks seemed similar with tasks 17 and 18. But, task 19 provides an additional information related to controlling idea"* said the lecturer loudly. And then, he continued the explanation on the differences between topic sentences and controlling idea. The students looked enjoying their lecturers' explanation. A moment later, the lecturer asked the students to answer the questions by putting a tick (√) on the right answer, and (X) for the wrong answer. The lecturer observed what the students did and asked them to answer the questions randomly. Many students raised their hand to answer the questions and some seemed got difficulty and very quiet. Spontaneously, the lecturer guided the students who got difficulty in answering the questions.

Having done the activities, the lecturer started to invite the students to study the last tasks in this meeting (task 21). This task was intended to make sure the students comprehend the whole materials given to them since the first meeting. Task 21 was provided by the lecturer as the alternative to practice the students' skill in writing. The students were invited by the lecturer to choose one of four questions and present their argumentation. Next, all students started to work seriously. Having finished the tasks, the lecturer asked the students to submit their tasks and began to discuss the students' answer. The students were randomly chosen by the lecturer to present their answer orally, and then followed by next students. Some students still got difficulty to present their answer orally. Based on this reason, the lecturer guided them and asked the students to share their difficulty in using the tasks at the interview session after praying *Jum'at*.

Finally, before leaving the class, the lecturer motivated his students. He asked his students to study harder. He expressed his honor to the students who had been very active and communicative in following the learning activities since the first meeting. He also expressed his gratitude on the students' participation, improvement, and achievement. At last, he distributed the questionnaires to the students related to the tasks of unit 1 and asked the students to submit after praying Ju'mat. The lecturer said that the questionnaires would be used to evaluate the tasks of unit one. At the end, the lecturer informed that the lecturers of UIN Mataram would conduct an interview after praying Jum'at regarding all of the questions in the

tasks of this unit. Afterwards, he closed the meeting by saying "*Assalamualaikum warahmatullahiwabarokatuh*".

3) Reflection

Having done the try-out of the learning task (unit 1) developed by using the procedure of materials development for Islamic Religion Education Department of UIN MATARAM in three meetings, the English lecturer and the researcher began to reflect/evaluate the tasks of unit one. The reflection was done at the end of meeting three. The researcher and the collaborators did the reflection in the class after the teaching-learning process was completed. Sometimes reflection was done in the teachers' office.

Objectively, the students of Islamic Religion Education Department of UIN Mataram could do the tasks which were presented in unit one. The students were involved during the teaching learning process and gave positive responses to the learning tasks of unit one both in verbal and non-verbal responses. The Islamic texts, topic, and media (pictures) which were unfamiliar for them could be the factors in helping them to improve their interest in learning English skills (listening, speaking, reading, and writing) critically and communicatively.

Additionally, both of lecturer and students could do their roles interestingly. More than a half of the students enjoyed their roles in the learning activities and enthusiastic to study. At the end of the meeting, the English lecturer always gave positive responses to the students who got difficulties in answering the

questions and motivated the students to study more diligently. He expressed his honor to some of the students who were very active and expressed his gratitude on the students' participation and attention.

b. Description of the Try-out (Unit 2)

1) Planning

After making many revisions of the learning materials (unit 1) based on the result of the try-out, the researcher continued to make preparation related to the implementation of unit 2 (learning materials).

In the lecturer office, the researcher and collaborators (the English lecturer of UIN Mataram) discussed the implementation/try-out of learning materials (unit 2). Many preparations had been discussed, such as preparing the lesson plans of each meeting, the learning materials (the product/tasks), copy of the teaching materials, and deciding the days of the try-out (meeting 1, 2, and 3).

With regard to the result of the first tried-out of unit 1, the researcher and the collaborator (English lecturer) also discussed the possible solution in facilitating the students to be more critical and communicative in the learning activities, such as how to inspire and motivate the students during the teaching learning process.

Meanwhile, in accordance with the day of the implementation, they decided that the implementation was done at the same day based on the schedule provided by Islamic Religion Education Department.

The second try-out (unit 2) was conducted by the lecturers and researcher in three meeting. The first meeting was conducted on 29th of September 2017, the second meeting on October, 6th 2017, and the third meeting on October 20th 2017.

2) Action and Observation

a) Meeting 1

The first meeting of unit two was held on 29th of September 2017. The researcher and collaborators (English lecturers of PAI) came to the class to implement what they had decided in the planning phase. Before conducting the teaching learning process, the English lecturer did a simple conversation with the students. This strategy was intended to increase the students' skills in speaking and listening. The students seemed active to do the conversation. After several minutes, the lecturer began the class by distributing the learning materials (tasks of unit 2) and started the explanation by stating the objectives of this unit comprehensively.

Having finished the explanation, the English lecturer led the students to discuss the pictures provided in the task 1 with their partners. Communicatively and critically, the students suggested that the pictures' color should be improved in order to make it clear. The lecturer responded by saying 'thanks for the information'. He promised that in the next meeting he would use the appropriate pictures.

The learning activity by using the pictures looked appropriate to achieve effective impacts on promoting the students' interaction

between lecturer and students or among students. More than a half of the students were able to achieve the information through the pictures and communicate both in spoken and written modes communicatively.

The next activity was about listening and speaking activities. The students were provided by the lecturer with the monologue and dialogue texts in the tasks. The learning activity of task 2 was about "listening for main idea" and task 3 was about "listening for details". In this phase, the students were instructed to listen to the monologue and dialogue texts by the lecturer. They were asked to answer the true/false questions and question-answer activity. Practically, more than a half the students did not find any difficulties. And, others students were distracted by the voice from the outside the classroom.

Meanwhile, task 4 and 5 were about learning and practicing the expression of "likes and dislikes". The lecturer conducted a question-answer activity with the students based on the given tasks. The students were enthusiastic to speak and they could present their answer one by one to their lecturer communicatively and confidently. This activity seemed appropriate for the learners in order to help them improve their speaking skill. Additionally, they were also provided by the lecturer with the dialogue between two persons and the students were intended to complete the dialogue by using the expressions. Interestingly, the result was similar to task 4 and 5, more than half of the students could answer the questions appropriately.

Having finished all of the learning activities in the day, the students were asked by the lecturer to pay attention on the instructions of each task and also asked them to study the next tasks at home autonomously. He also appreciated the students who were active and motivated those who still got difficulties in learning activities. Finally, he closed the class by greeting his students.

b) Meeting 2

This meeting was held on 6th of October 2017. The lecturer and researcher came to the class and began to implement the next tasks. He opened the class and instructed the students to be more focus on the materials and do every task carefully. The students responded to the lecturers' instruction by saying "*Yes Sir, we would try the best*". Then the lecturer replied, *"thank you for your cooperation"*.

After a few minutes, the lecturer began the class and asked the students to study and practice the exercises of task 7 and task 8. These tasks were about phonetic transcription in theoretic explanation (adapted from *www. Thefreedictionary. Com*) and a practical explanation. The students followed the lecturer instruction and started to do the instruction. After a while, the students seemed busy to answer the question of task 8. After finishing the activity of tasks 8, the lecturer checked the students' answer randomly and asked them to demonstrate these words orally. After that, two pairs were asked to demonstrate their intonation. Then the instructor gave a feedback to the whole class.

After finishing the activities of task 7 and 8, the lecturer continued to the next task (task 9). The lecturer said, "*As what you have done in the previous meeting, now you are going to do an interesting activity*". A student responded *"what kind of activity sir?"*. The lecturer responded and said " *Re-tell activity, I would play the monologue audio twice, after that do as what the instruction asked you in task 9"*. After listening to the lecturer explanation, all the students seemed ready to hear the monologue text played by the lecturer. Then, the lecturer played the monologue audio twice. He gave a chance to the students to discuss their work with the group. After 15 minutes, the lecturer asked the students to present their work in front of the class randomly. More than 14 students got the chance to present their argumentation orally and actively. Afterward, the lecturer tried to reflect the material of what students had discussed and presented about. The students looked serious to hear the lecturer explanation. It seemed that they enjoyed the activity.

Meanwhile, before conducting the next activity (task 10), the students were given a time for five minutes by the lecturer to have a rest and refresh their mind. This condition had been discussed by the lecturer and the researcher after seeing the students' condition. They looked tired to do the learning activities of the tasks continuity.

After five minutes, the lecturer instructed the students to read two passages entitled "the miracle of Qur'an" and "the beginning of Qur'anic exegesis" and also asked them to answer the multiples choice questions given in these tasks. The students were given 15

minutes to read and answer the questions. Afterwards, the lecturer checked the students' answers and conducted a question answer activity. The students could do the task well and few of them got difficulties to answer the questions. Then, the lecturer asked the students who got difficulties to study harder and guided them accordingly.

At the end of this meeting, the lecturer led the students to move on to the next tasks (task 11 and task 12). He instructed the students to study the notion of noun, verb, adverb, and adjective characteristics. Afterwards, the lecturer gave the lecturing to the students in 5 minutes. The students seemed quite in listening to the explanation. In a few minutes, the students were instructed by the lecture to complete the missing words in the next task (task 12). In this task the students were supposed to identify noun, verb, adjective, and adverb and then they filled in the blank space. They might not work the task using a dictionary. After finishing the task, the students' answers were checked by the lecturer randomly. The lecturer smiled and said "*well done students, you did the task appropriately*".

Having done all of the activities, the lecturer commented to the students' performance both in spoken and written. He said that *"this meeting is better than the previous meeting. All of students were critically active in the learning activity. And, I am sure that next week the students can perform better than today"*. Then, he closed the meeting and said *"Assalamualaikum wr. wb"*.

c) Meeting 3

This meeting was conducted on 20th of October 2017. The researcher and the English lecturer came to the class earlier. As usual, the researcher sat on the back side of the class and began to observe the teaching learning process. He recorded every single activity inside the classroom by writing the field notes. The lecturers opened the class by conducting a "speaking-answer activity". The lecturer asked the students' opinion and expectation about the learning materials. A student commented and suggested that the learning materials (whole units) must be provided with a learners' guide. This part is important to the students as a guide in using the learning materials at home independently. The English lecturer commented, *"ok thanks for the suggestions*", and continued to motivate the students to be more active and critical in this meeting.

After opening the class and conducted the question-answers activity. The lecturer invited the students to read the instruction of task 13 and started to explain the materials communicatively. This task was about "identifying the main idea". The students looked serious to hear and comprehend what the lecturer said. After 5 minutes, the students were instructed by the lecturer to summarize the main idea in one sentence. The students did what the lecturer instructed to them. They looked seriously in doing the task. Afterwards, the lecturer checked the students' answers randomly and made the question-answer activity. The students looked enthusiastic to mention their answers.

Next the lecturer moved on to task 14 and task 15, then, he asked the students to study the instruction of the tasks. The task was about "relative clause". After few minutes left, the lecturer tried to explain the term "relative clause" comprehensively. He then tried to give the example in using who, whom, which, whose, etc. to the students in spoken and written. The students looked serious to paid attention on the explanation. Afterwards, the lecturer instructed the students to move on task 15 and answer the provided questions base on the instruction. Then, the students followed the lecturer's instruction, while the lecturer walked around the classroom to observe the students' activity. Shortly, the lecturer asked the students who could answer the question to raise their hand up. Then, the students raised their hand one by one to present their answers appropriately. They looked serious and enjoyed doing the question-answers activities.

After conducting the activities of tasks 14 and 15, the lecturer instructed the students to study task 16 and answer the questions of task 17. The tasks were about "identifying topic sentence and supporting sentence". The lecturer then guided and modeled the students to do it. After he made sure the students fully understand the topic of the task, he asked them to work individually. The students followed as what the lecturer said. After finishing the task, the lecturer began to ask the students one by one to mention their answer by conducting question-answer activity. In this activity, most of the students were very active in doing the activity.

Next the lecturer moved on task 18. In this task the students completed the conversations by putting an expression provided in the box. After they finished doing the task, the instructor discussed the answer to whole class. The students looked serious and enjoyed doing the activity.

Finally, the lecturer asked the students to write the supporting sentences in the last task (task 19). He gave an example on how to write the supporting sentences. After he made sure the students fully understand the task, he asked them to work individually. Similar with the previous task (task 18), the students looked serious and enjoyed doing the activity. Then, the lecturer checked the students' answer and said, "*Well done students, you did this task appropriately".*

At the end of the lesson, the lecturer motivated the students by asking them to learn harder. He also reminded the students that after praying *Jum'at,* the lecturer would conduct an interview related to this unit. Afterwards, he closed the class by greeting the students.

3) Reflection

Generally, this unit was easy to be followed by the students since they were familiar with the vocabulary and topic presented. They got much information from the topics discussion of the tasks and able to improve their language skills communicatively and accurately. Many communicative activities enable the students to improve their critical thinking skills by analyzing the information from the topics and create the appropriate answer (spoken or written) of a given tasks communicatively.

In the last meeting, there was a great suggestion from the students related to the tasks (whole unit). The students commented that the learning materials should be provided with some information intended to help them to learn the tasks at home independently. This case was interesting and needed to be responded by the researchers.

c. Description of the Try-out (Unit 3)

1) Planning

After conducting the try-out of unit one and two, the researcher and the collaborator (English lecturer of UIN Mataram) discussed the preparation for the next try-out in the lecturers' room. Many preparations were discussed in this meeting, such as learning materials, lesson plans, the day of try-out, the date for distribution of questionnaires, and the appropriate time to conduct the interview session.

Generally, all decisions that they made in this meeting were similar to the previous preparation (before conducting the try-out of unit one and two). However, in this meeting, they emphasized on finding the possible solutions to help the inactive students to be more communicative in the learning activities. As a matter of fact, the same students dominated the classroom activities (written and spoken) since the implementation of unit one and two.

In this meeting, the researcher and collaborators had located some solutions. firstly, the inactive students were given a special treatment by the lecturer. For instance, giving more attention to the inactive students during the classroom activities. Secondly, in

delivering the learning materials, the English lecturer should also use the Indonesian language to present the learning materials. With respect to the implementation of unit one and two, the English lecturer fully used English language to deliver the materials.

2) Action and Observation

a) Meeting 1

This meeting was held on Friday, 20th of October 2017. As usual, the researcher and the English lecturers came to the class. The lecturer opened the class by saying "*Assalamualaikum Wr. Wb."* Then followed by the usual reply *"Waalaikum salam"* said the students loudly and clearly. "The lecturer started the classroom activity and opened the dialogue about the previous lesson to the students. This technique was used to encourage the students to speak in English. In a few minutes, it seemed that many students raise their hands to impart their opinion and statements pertaining to the tasks/learning materials. One of the students said, "*how do I say this,, Actually all materials used in this class were appropriate to improve our motivation to study English about Islam, and the language used in the tasks were relevant with our level".* A student in the left corner raised his hand and said respectfully, *"We love the materials so much; it could maintain our interest in learning English through a variety of Islamic topics".*

Generally, the students were involved in discussing the previous lessons communicatively and critically. Afterwards, the lecturer decided to stop it and started the learning activities by asking the students to study the task 1.

In short, the students were instructed by the lecturer to recognize and study the pictures of task one and answer the given questions. To ensure the pictures can be understood by the students in general, the English lecturer tried to explain those pictures clearly and communicatively. Afterwards, the students started to do the instruction and began to work seriously. After 10 minutes, the lecturer checked the students answer randomly and conducted a questions-answers activity. The English lecturer gave the opportunities to the students who had been passive in following the learning activities since the first meeting. Interestingly, some of them could answer the questions communicatively. Even, one of them could talk in English grammatically and good pronunciation.

After finishing the activity of task one, the students were questioned by the lecturer to study and practice the task 2 and task 3. The tasks were about listening and speaking activities. The English lecturer informed the students that these tasks were similar to the previous listening activities in unit 1 and 2. Without wasting much time, the lecturer played the audio (monologue) twice. Then, the students looked seriously to hear the audio and answer the T/F questions (task 1). After finishing the activities, then the English lecturer played the dialogue (audio) and asked the students to answer the questions (task 2). In general, the activities of task 1 and task 2 were appropriately interesting to the students. More than a half of them looked active in answering the questions.

"Now let's move on to task 4", said the lecturer clearly. The students said, *"Ok sir"*. The lecturer began to explain the students about the tasks. Task 4 was about "Asking and giving advice". All students listened to the explanation seriously. After 5 minutes, the lecturer instructed the students to complete the dialogue (task 5) by using the expression. The students followed the instruction and started to work. Afterwards, the lecturer checked the students' answer as usual and conducted the question-answers activities. He pointed towards a student who seemed sleepy at the corner. The student smiled and delivered the answers to the questions clearly. In general, all students could do the activity in communicative ways.

Before leaving the class, the lecturer got the students to answer the dialogue (task 6) by using the expression of "Asking and giving advice". Spontaneously, the students started to answer the questions. The lecturer walked around them and checked their answers randomly. It seemed that the students did not get any difficulties to answer the given questions. It was evidenced that the English lecturer said "*Well done students"*.

At the end of the classroom activities in this meeting, the lecturer commented "I'm so glad to see my students' progress in this meeting……. The students engage in the dialogue with me or among themselves….". The students responded by smiling and said, "Thank you sir". Then, the lecturer closed the meeting by saying, *"Assalamualaikum WR. WB"*.

b) Meeting 2

This meeting was held on 27th of October 2017. The English lecturers and the researcher entered the classroom in time. As usual, the English lecturer opened the class and tried to ask a variety of questions related to the previous topic. The students responded to the without any obstacle to listen or to speak. They tried to explore their perception and suggestion critically and communicatively. Sometimes they spoke and described their opinion by mixing the languages (English/Indonesia). From this phenomenon, it can be concluded that more than a half of the students of Islamic Religion Education Department of UIN Mataram were not afraid of speaking in English. After more than 10 minutes, the English lecturer instructed the students to move on to the next activities (task 7 and task 8).

Task 7 and task 8 were about pronunciation and practice. In task 7, the students were invited to study the notion of pronunciation by the lecturer. He tried to explain how to stress on the intonation of Wh-question comprehensively. After finishing the explanation, the lecturer instructed the students to produce the intonation of Wh-question modeled by him and then repeated after him. Additionally, they were supposed to circle the words where the voice was high. After 10 minutes, the lecturer checked the students' performance orally, two pairs were asked to demonstrate their intonation. Practically, the students were not afraid of making mistakes in

pronouncing the words. The classroom activities looked noisy, but the English lecturer could control and manage the class appropriately.

Task 9 provided the students with the opportunity to practice their listening and speaking skills with groups. The students were asked by the lecturer to play a role. They were given an interesting topic that usually happens in daily life. The topic was about "Is it permissible while working at a licensed restaurant that serves alcohol". After 10 minutes, three groups were asked randomly to present their suggestions using English. Many students spoke and presented their answers critically and communicatively. Some said, "*It's haram and it's not appropriate for Muslim to work in the restaurant that serves alcohol*". On the other hand, one student commented that, " *It's not a big problem; this is one way to achieve tolerance….",* this statement became bias and the class looked noisy. Spontaneously, the English lecturer controlled the class by asking the students to do the next tasks. Practically, they could do the task well.

In making the situation back to be normal, the English lecturer continued the activities by asking the students to read and answer the questions given in task 10. The topic of the task was *about* "Jurisprudence". In the end of the activity, the students were instructed to answer the multiple choices questions of the text. At this time, the students lacked interest in this activity. The English lecturer asked a question to them, "*Excuse me, did you have any difficulties in answering the questions?"*. The student replied, "*Not at all sir, we are still*

penasaran *(curious) in the previous discussion"*. The lecturer smiled and gave them suggestion to discuss that topic after the class independently. After making the small conversation related to the topic, the lecturer asked the students to focus on task 11 and task 12.

The lecturer invited the students to study the notion of adverb and adjective characteristics. To make sure the students understood with the topics, the lecturer invited the students to ask him. After few minutes, "*No questions sir"* said a student. The lecturer replied and got the students to do the task 12 individually. In this task the students were supposed to identify adverb and adjective and to fill in the given blank spaces. They might not work on the task using a dictionary. Then, the lecturer checked the students' answers randomly and said, "*Well done students, good work"*.

After finishing the activities in this day, the English lecturer appreciated the students' performance for following both written and spoken tasks. He also gave the students motivation to learn and practice the English autonomously. Afterwards, he closed the class and said *"assalamualaikum. WR. WB."*

c) Meeting 3

This last meeting was held on 3rd of November 2017. The English lecturer and the researcher came to the class in time. In the first activity, the English lecturer invited the students to explore what they had got from the learning materials since the first meeting. The students responded by saying, *"The topic and the learning activities were*

interesting and motivating for us to learn English accommodating our needs. We could develop our language competency and skills". A student spoke in Indonesia and said, "kalau Saya melihat dari perspective yang berbeda pak. Unsur pendidikan nilainya sangat jelas *(To me Sir.., I saw it from a different perspective. The educational values are clear enough."* The lecturer smiled and gave a feedback to the students"

After finishing the first activity, the lecturer instructed the students to learn the notion of "Scanning". Afterwards, the students followed the lecturer's instruction and began to do what he said. To ensure that the students comprehended the topic compeletly, he explained it and frequently questioned them if they did not understand something. Practically, the students did the task in pairs well. In this task, the students also practiced the scanning strategy on a passage. They did the task well. Then the instructor checked the answer for whole class.

The next task was about "study the grammatical notion". The lecturer explained *noun clause* thoroughly and invited the students to complete the sentences provided in task 15 individually. After 10 minutes, the lecturer checked the students' answers and conducted question-answer activities. In this phase, the students looked amazing and could do the tasks appropriately and orderly.

After conducting the question-answer activity, the lecturer invited the students to study and practice the next tasks (task 16 and 17). The tasks were about studying and practicing the nature of a concluding sentence. The English lecturer explained it

comprehensively and communicatively. All the students paid attention on the explanation seriously. After a while, they started to read and answer the questions provided. In this case, they chose the appropriate sentences that expressed the concluding sentence. The students looked seriously doing the task and each of them discussed it with their classmates in the next seat. Similar to the previous tasks (14 and 15), the students could perform this task accurately.

Like task 16 and 17, task 18 was about reading paragraphs. The lecturer asked the students to write a concluding sentence on a paragraph. Practically, they did the task seriously and presented their answer in front of the class. More than a half of the students could do the task accurately.

After finishing the activity, the students were instructed to work in pairs by the lecturer. He instructed the students to create a short dialogue based on the situation provided in task 19. After 5 minutes, they started to follow the lecturers' instruction and did the task. They were enthusiastic to do this activity. a variety of questions were asked by the students during the process of creating the dialogue. Afterwards, two pairs were instructed by the lecturer to perform their work in front of the class. They could perform it well. Then, the instructor gave a feedback and was seemingly satisfied with the students' performance.

Before leaving the class, the English lecturer continued the classroom activity by asking the students to practice. He explained that task 20 provided a written activity. The students were asked to

write three supporting sentences and a concluding sentence based on the topic given. After 5 minutes, the students started and followed the lecturer's instruction. They started to work seriously and seemed to enjoy the activities. After finishing the activity, the lecturer began to check and evaluate the students' answers. The lecturer said, "*Well done students, you did the task accurately".*

Before closing the class, the English lecturer tried to evaluate the classroom activities by saying many words. He said, "*I am very happy to see your performance since the first meeting; more than a half of you could do every task accurately and appropriately……..".* He also said, "*After praying Jumat…as usual, we would conduct an interview session and distribute the questionnaires like what we had done before*". The students replied by saying, *"Oke Sir".* The lecturer closed the class by saying, *"Thank you very much for your cooperation and assalamualaikum. WR. WB.".*

3) Reflection

In general, the students could do the tasks presented in unit three. The activities of the tasks were relevant to the tasks of unit two. Hence, they could follow the teachers' instruction and explanation easily both in written or spoken forms.

In the learning activities, the English lecturer did not only teach the language and concept but also became a motivator and problem solver. Practically speaking, in the previous meeting, less than a half of the students got difficulties in following the lecturers' instruction and could not enjoy the classroom activities. Thus, the English lecturer gave a multi priorities during the teaching learning activities.

He trained the students how to comprehend the topic of discussion in each task and gave them motivation. These techniques were intended to boost in students' effort in learning English. Henceforth, during the process of the teaching learning (first, second, and third meeting) all of the students could engage in the learning activities in group-work, pair-work or individually. Mentally, they were brave to answer every question in written or spoken and were not afraid of making any mistakes. The lecturer could help the students build up their confidence in learning English by using the tasks.

5. Materials Revision

After delivering the learning materials (tasks) to the students of Islamic Religion Education Department of UIN Mataram by using the classroom action research procedure (The Action Research Model of Kemmis, McTaggart, and Nixon, 2014: 19), it was the time for the researcher to discuss and revise the product. The revision was aimed to locate whether the English material developed (tasks) by using the procedure of the model for material development of Islamic Religion Education Department was appropriate for the students in learning English. The revised components encompassed goal, input, procedure, learners' role, teachers' role, and setting.

As stated in the previous explanation, the researcher used three kinds of instruments to gain the data as the basis of the product revision. They were the questionnaires (administered to the students), the guided interview, and the observation (field notes). These

instruments were used by the researcher to gain valuable feedbacks, suggestions, input, and students' agreements related to the materials developed (tasks).

a. Unit 1

Meanwhile, from the evaluation of unit 1 (one), the researcher concluded that the learning materials of English for Islamic Religion Education Department Students (tasks developed) were appropriate for the students in learning English. All students agreed that the goal, input, procedure, learners' role, teachers' role, and setting of the tasks were generally appropriate. The following table shows the students' agreement on the appropriateness of tasks (unit 1) by taking into account the tasks components. The total mean score of the tasks was 3.19, which fell into "good" category.

No	Aspects	Mean score	Category
1	Goal	3.06	Good
2	Input	3.25	Very Good
3	Procedure	3.06	Good
4	Learner Role	3.27	Very Good
5	Teacher Role	3.24	Good
6	Setting	3.24	Good
Total Mean Score of Unit 1 (One)		**3.19**	**Good**

Table 17
The Appropriateness of the whole tasks (Unit 1)

Qualitatively, from the interview and observation (field notes), the students suggested that there were several aspects revised and provided in the learning material (unit 1), which encompassed pictures, vocabulary list, and tasks' topics and instruction.

The students commented that the color of the pictures (task 1) was too dark and it should be improved or to be changed. Also, some students suggested that the learning materials should be provided with a list of vocabulary. In relation to the tasks' topics, the students commented that the task 11 was not relevant to the main topic in unit one (Islamic Story and History). And, the last input from the students in this unit was about the instruction of task 7.

Concerning the suggestion and the input from the students, the researcher made a revision. In details, it can be seen in the following table.

No	part of revision	Task/Unit	Draft	revision
1	Change or improve the picture	**Task 1**	(see-appendix of first product)	revised (see-appendix of final draft)
2	Instruction	**Task 7**	Study the following dialogue **(interview)** and answer the questions. Then act it out with your friend.	Study the following dialogue and answer the questions. Then act it out with your friend.
3	The topic of the task	**Task 11**	The tasks were not relevant to the topic discussion in unit 1	Revised
4	Materials input	**Unit 1**	Adding a vocabulary list	Revised

Table 18
The Main Product Revision of Unit 1

b. Unit 2

From the evaluation of this unit, the researcher concluded that the learning materials of English for Islamic Religion Education Department Students (tasks developed) were appropriate for the students in learning English. The students agreed that the goal, input, procedure, learners' role, teachers' role, and setting of the tasks met

their expectations. The following table shows the total mean score of the students' agreements on the tasks (unit 2). The total mean score was 3.27, which was deemed "very good".

However, there were some parts of this unit should be revised in order to make the appearance of this unit better and could stimulate the students to learn English communicatively and critically. Qualitatively, the data collected through the observation and interview showed that the learning materials (this unit and others) should be provided with user-friendly guideline. It was important for the students to figure out what and how they were supposed to learn all tasks at home independently.

No	Aspects	Mean score	Category
1	**Goal**	3.26	Very Good
2	**Input**	3.25	Very Good
3	**Procedure**	3.14	Good
4	**Learner Role**	3.40	Very Good
5	**Teacher Role**	3.29	Very Good
6	**Setting**	3.28	Very Good
	Total Mean Score of Unit 2	**3.27**	**Very Good**

Table 19
The Appropriateness of the whole tasks (Unit 2)

No	Part of Revision	Task/Unit	Draft	Revision
1	Making the whole units clearer by adding the outline of learners' guide/users' guide	Whole units	(see-appendix of the first product)	revised (see-appendix of the final draft)

Table 20
The Main Product Revision of Unit 2

c. Unit 3

The following table shows the score of students' agreement on the appropriateness of the tasks by considering the tasks components (the goal, input, procedure, learners' role, teachers' role, and setting). The total mean score of the tasks (unit two) was 3.53, which were supposed to be "very good". Based on this finding, the researcher concluded that the tasks (learning materials) developed by using the model of English materials development procedure were appropriate for the students of Islamic Religion Education Department (PAI) of UIN Mataram in learning English.

No	Aspects	Mean score	Category
1	**Goal**	3.69	Very Good
2	**Input**	3.33	Very Good
3	**Procedure**	3.35	Good
4	**Learner Role**	3.56	Very Good
5	**Teacher Role**	3.64	Very Good
6	**Setting**	3.60	Very Good
	Total Mean Score of Unit 3	**3.53**	**Very Good**

Table 21
The Appropriateness of the whole tasks (Unit 2)

Qualitatively, drawing on the data of observation since the implementation (try-out) of unit two in three meetings, and that of interview transcripts, the researcher also concluded that there were not revisions in this unit. All students agreed that the goal, input,

procedure, learners' role, teachers' role, and setting of the tasks were generally appropriate and relevant to their expectations in learning *English.*

B. Final Product of NEDPE Model

This sub-chapter presents the discussion of the NEDPE model as the final product of the research. The components of NEDPE model consists of steps of materials development and instructional tools (syllabus and English learning materials for Islamic Religion Education Department of UIN Mataram). The quality and appropriateness of the model were viewed based on the experts' and practitioners' judgments (FGD and practitioners' evaluation), students' agreement during and after the trying-out processes.

However, the discussion and the final products are described in the following sub-chapter.

1) With this regard, the researcher comprehensively looked into principles indented to garner the empirical evidence as the **input** (main reason) to develop a model. The researcher began the analysis by examining the theoretical input such theory of language, learning, CLT, principle and procedure of materials development models, HOTS (higher order thinking skills) theory, and Islamic knowledge and values. Meanwhile, preliminary study and field observation were also conducted by researcher during October 2016 at PAI Department of UIN Mataram. The researcher examines the document,

interviewing the English lecturers and stakeholders, examining learning materials used by the students, curriculum, and other contextual aspects relevant with the study.

2) The steps of materials development of NEDPE model developed consist of five systematic procedures; **1) needs analysis, 2) exploration, 3) development, 4) physical production, and 5) evaluation.**
3) In the **process** of development, the researcher designs and distributes questionnaires, interviewing lecturers, doing validation process by using FGD (focus group discussion) technique with experts and practitioners, validated the materials and the graph or lay-out to experts. These procedures were periodically done as the basis to gain the appropriate information related to the quality of the model developed.
4) In the same line, the model of materials development is designed by the researcher as an effort to promote English language teaching that fits the needs of **institutional** and **students' expectation** in learning English. In comprehensive, the NEDPE model gave positive contribution for material developers, English lectures, and students of Islamic Religion Education Department of UIN Mataram in promoting the teaching and learning process.

5) The syllabus of English for Islamic Religion Education Department was exclusively designed and served as the bridge between the learning materials and what the institutional and students expectation in English teaching learning process. The syllabus of English for Islamic Religion Education Department was hybrid, drawing on aspects of several syllabus types that linked grammatical structure, language functions, communicative skills, topics, activities and skills such as listening & speaking, reading & writing, pronunciation & vocabulary.
6) The syllabus of English for Islamic Religion Education Department covered three units and each unit contained various topics in relation with Islamic contents and interesting activities. The Islamic content/topics in the units were adapted from Islamic resources (Islamic books, Islamic website, magazines, etc.), which reflected the learners' diversity. Meanwhile, learning activities in each unit comprised of the question and answer activities, true-false activities, listening to the monologue and dialog texts, matching the questions with the clues, answering multiple choices, essay questions.
7) After the processing of validation by experts and conducting the try-out process to the students of PAI, UIN Mataram, the researcher concluded that there is no significant change on the materials developed.

8) In this part, the researcher developed the learning materials into a course book for Islamic Religion Education Department of Islamic State University of Mataram. The title of the course book was English for Islamic Religion Education Department. It covered a variety of topics and learning activities, which were intended to improve the students' critical thinking, communicative competences, and understanding the Islamic knowledge and values. These activities encompassed the question and answer activities, true-false activities, listening to the monologue and dialog texts, matching the questions with the clues, answering multiple choices, essay questions, etc.
9) The researcher provides three interesting topics and all are divided into three units. Unit one dealt with important parts of Islamic knowledge related to Islamic Story and History, unit two deals with 'The Qur'an "Tafsir & Its miracle", and unit three deals with "Islamic Jurisprudence". There were twenty (20) tasks in each unit that were grouped by the kinds of resources students already had, or can get, to help them complete specific tasks. By focusing the attention on the Islamic resources (the topic given in each unit) as the media to improve the critical thinking skills, communicative competences, and understanding Islamic knowledge and values, the students had to use their ability to take responsibility for their own learning.

the order of each title of the units was arranged logically into six parts: (**1) introduction** (it covers unit title and preview of the upcoming materials), **(2) Warming up** (let's get prepared), **(3) performance** (Act it out; listening & speaking and reading & writing), **(4) improvement** (practice more), and **(5) reflection** (self-assessment, summary, and review).

10) The **output**s of the model are: (1) Applicable for materials developer to develop English materials by following the steps of development. (2) The *English* materials developed are appropriate for students of Islamic Religion Education. (3) Able to enhance the students' critical thinking skills through HOTS learning activities. (4) Able to understand the Islamic knowledge and values from the Islamic English texts. (5) Able to improve the students' communicative competences

CHAPTER XII
CONCLUSION AND SUGGESTION

1. The NEDPE model of materials development consist of two components: (1) steps of materials development, and (2) instructional tools (syllabuses and English learning materials)

2. The NEDPE model are externally and internally validated by experts (FGD), practitioners' validation (English lecturers of UIN Mataram), and conducting try-out to the students. The quality of the NEDPE model was assessed base on the experts' agreements and opinion during the FGD processes. There were some aspects to be analyzed and evaluated by the experts. The aspects assessed include (1) the visualized flow charts and supporting theories of the developed model, (2) materials development steps of the model, (3) the instructional tools (syllabuses and materials). Meanwhile, the second components of instructional tool (materials) also assessed by the graph/lay-out experts.

3. The NEDPE model of materials development for Islamic Religion Education Department is conceptually well-developed seen from the perspective of the experts, materials experts, graph/layout experts, practitioners, and students' responses during and after try-out.

4. The NEDPE model of materials development consists of five steps that are **need analysis, exploration, development, physical production, and evaluation**.

5. The syllabus as the instructional kit developed was organized into units, skills, indicators, topic, language function/skills, grammar, vocabulary, input text, learning activities, and evaluation.

6. The English learning materials produced from the steps of the model were organized into (1) introduction (it covers unit title and the preview of upcoming materials), (2) Warming up (3) performance (listening and speaking section and reading and writing section), (4) improvement (practice more), and (5) reflection (self-assessment, summary, and review)

7. The NEDPE model is clear, practical, adequate, and easy to be applied in Islamic University.

8. The students of PAI Department of UIN Mataram gave positive response on the English language materials produced from the NEDPE Model. The contents, visual information through the pictures, instruction in each of the tasks, learning activities, and their roles were mostly acceptable, interesting, and stimulating.

A. Suggestion

In relation to the findings of this study, the researcher would like to provide a number of suggestions to stakeholders who are involved in the related field. They are as followed:

1. The NEDPE model for Islamic Religion Education Department Students is provided with a simple and systematic procedure. It is necessary for the English lecturers of UIN mataram to adapt or adopt this model in providing the students with appropriate learning materials (tasks) in order to improve the students' critical thinking skills and as a medium of Islamic values and messages transferred.
2. The researcher also suggested that the *English* lecturers should develop their own learning materials (tasks) because they know better the characteristics and their students' difficulties. Additionally, the Rector and the Dean of *UIN Mataram* should facilitate the students with the appropriate *English* learning sources in the library.
3. This model also recommended for other researchers to facilitate the students of Islamic Higher Education to achieve the communicative goals, skills, and competency, and to achieve the pedagogical goals in learning *English* for specific purposes.

B. Dissemination and Further Product Development

1. Dissemination

The NEDPE model is suitable for the institutional expectation and students' needs. The components of the model are also appropriate to be used in promoting the English teaching-learning procees at other Islamic educational departments. The product developed by the procedure of this model can be promoted to the students and lecturers at Islamic Higher Education Institution as the alternative sources of *English* learning materials.

2. Further Product Development

A model of NEDPE developed might be further developed by (a) validating the product through a larger scale project of RnD with more Islamic Institution in the operational field testing, (b) developing tasks that are not only limited with paper-based tasks, (c) incorporating the technology into tasks development (digital-based tasks). Therefore, it gave a chance to the other researchers to improve the quality of the NEDPE model.

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APPENDIXES

Appendix 1: Validation of NEDPE Model

The completeness of supporting theories of NEDPE Model

kelengkapan teori pendukung	1	2	3	4	5	
teori bahasa	4.00	4.00	4.00	4.00	4.00	4.00
teori belajar	4.00	3.00	4.00	4.00	4.00	3.80
CLT	3.00	4.00	4.00	3.00	4.00	3.60
PRINCIPLE OF MODEL DEVELOPMENT	4.00	3.00	3.00	3.00	4.00	3.40
islamic philosophy	4	4	4	4	4	4.00
HOTS	4	4	4	3	4	3.80
						3.77

The Steps of Model for Materials Development

No.	Aspect Assessed	Description of Aspect	VALIDATOR				Category
			1	2	3	4	
1	Clarity	The congruence of syntax/procedure	4	4	4	3	
		Language used	3	4	4	3	
		Description of each step	4	4	3	3	
2	Adequacy	The syntax/procedure	3	3	3	4	
3	Practicality	The syntax/procedure of development is easy to use	3	4	3	3	
		The syntax is simple	3	4	4	4	
4	Efficiency	Time	4	3	4	4	
		Cost	3	3	3	3	
		Total	**27**	**29**	**28**	**27**	
		Mean Score	**3.4**	**3.6**	**3.5**	**3.4**	
		Total Mean Score	**3.5**				**Very Good**

The score of visualized charts of the model

		1	2	3	4	5	
	font	3.00	4.00	3.00	4.00	4.00	3.60
	design and lay-out	4	4	4	3	4	3.80
	illustration	3	4	3	3	3	3.20
Visualized	language used	4	4	4	3	3	3.60
Charts							3.55

The totals mean score of syllabus from the experts

	syllabus validation of the model		
	validator	1	2	
clarity		4	3	3.50
completenes		3	3	3.00
practicality		4	3	3.50
				3.33

Appendix 2: Reliability

Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded[a]	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.831	.840	22

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.363	3.050	3.633	.583	1.191	.047	22

VALIDITAS PER ITEM SOAL

		total	DF=n-2 t.s=0,025%	Ket
item1	Pearson Correlation	.265*	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.041		
	N	60		
item2	Pearson Correlation	.403**	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.001		
	N	60		

Item3	Pearson Correlation	.335**	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.009		
	N	60		
Item4	Pearson Correlation	.328*	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.011		
	N	60		
Item5	Pearson Correlation	.403**	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.001		
	N	60		
Item6	Pearson Correlation	.265*	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.041		
	N	60		
Item7	Pearson Correlation	.328*	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.011		
	N	60		
Item8	Pearson Correlation	.403**	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.001		
	N	60		
Item9	Pearson Correlation	.335**	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.009		
	N	60		
Item10	Pearson Correlation	.328*	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.011		
	N	60		
Item11	Pearson Correlation	.329*	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.010		
	N	60		
Item12	Pearson Correlation	.322*	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.012		
	N	60		
Item13	Pearson Correlation	.335**	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.009		

	N	60		
Item14	Pearson Correlation	.359**	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.005		
	N	60		
Item15	Pearson Correlation	.335**	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.009		
	N	60		
Item16	Pearson Correlation	.328*	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.011		
	N	60		
Item17	Pearson Correlation	.265*	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.041		
	N	60		
Item18	Pearson Correlation	.403**	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.001		
	N	60		
Item19	Pearson Correlation	.265*	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.041		
	N	60		
Item20	Pearson Correlation	.328*	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.011		
	N	60		
Item21	Pearson Correlation	.265*	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.041		
	N	60		
Item22	Pearson Correlation	.298*	0.254	$r_h > r_t$ = Valid
	Sig. (2-tailed)	.021		
	N	60		
Total	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	60		