

DEVELOPING ENGLISH LEARNING MATERIALS FOR BAHASA INGGRIS II IN STIQ AN-NUR BANTUL

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Abstract

This research study was aimed at developing English learning materials to facilitate students in learning English through Bahasa Inggris II class of Sekolah Tinggi Ilmu Al-Qur'an (STIQ) An-Nur Bantul. This research was a research and development study. The development of the learning materials was carried out through several steps, namely needs analysis, course grid design, product development, product validation, product revision, try-out, and final product development. The results of this study were three units of learning materials consisting of 18 to 22 tasks each. Each unit was organized into five learning sections, namely "Let's Get Ready," "Let's Act," "Let's Do More," "Let's Check Your Competence," and "Let's Make a Summary." According to the results of the field-testing, the units designed were appropriate to be applied in the instructional process as indicated by the mean scores of the students' agreement ranging from 2.74 to 3.63 on 4 to 1 Likert scale.

Keywords: learning materials, needs analysis, ESP

PENGEMBANGAN BAHAN AJAR UNTUK MATA KULIAH BAHASA INGGRIS II DI STIQ AN-NUR BANTUL

Abstrak

Penelitian ini bertujuan untuk mengembangkan bahan ajar Bahasa Inggris untuk memfasilitasi mahasiswa belajar melalui Mata Kuliah Bahasa Inggris II pada Sekolah Tinggi Ilmu Al-Qur'an (STIQ) An-Nur Bantul. Penelitian ini merupakan penelitian pengembangan. Pengembangan bahan ajar dilakukan melalui berbagai langkah, yaitu analisis kebutuhan, desain silabus, pengembangan produk, validasi produk, revisi produk, try-out, dan pengembangan produk akhir. Hasil penelitian ini berupa tiga unit bahan ajar yang terdiri dari 18-22 task. Masing-masing unit disusun sesuai dengan lima bagian pembelajaran, yaitu "Let's Get Ready," "Let's Act," "Let's Do More," "Let's Make a Reflection," dan "Let's Make a Summary." Berdasarkan hasil uji coba lapangan, unit yang didesain layak digunakan dalam proses pembelajaran sesuai tingkat persetujuan mahasiswa terhadap tasks yang disusun yang ditunjukkan dengan skor rata-rata antara 2,74 sampai 3,61 pada skala Likert 4.

Kata kunci: *mengembangkan, bahan ajar, analisis kebutuhan, ESP*

INTRODUCTION

Learning materials are one of the most important components of the instructional process. Richards (2001, p.251) emphasizes that instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In the case of inexperienced teachers, materials may also serve as a form of teacher training. For learners, learning materials may provide language exposure to the specialized genre. Besides, they may motivate learners through providing achievable challenges and interesting contents, and provide a resource for self study outside of the classroom.

STIQ An-Nur is an Islamic college which has different characteristics from other Islamic colleges. Since it is pesantren (traditional Islamic boarding house)-based college, the curriculum integrates the general sciences taught in general colleges and the sciences taught in pesantren. The students graduated from this college are expected to master both kinds of sciences. Such condition implies that the students' needs for learning English in this college are different from the needs of other students. Thus, they need a specific learning material which may meet their needs. However, the college does not have any specific English learning materials. In the instructional process, the teacher uses the general textbooks. Such condition requires them to be selective when they must adapt and adopt the books. They need to consider many things before doing adoption and adaptation of the books. Unfortunately, most of teachers do not have appropriate considerations when they select the learning materials. As a result, there are many weaknesses in the materials chosen.

The lack of learning materials which meet the students' needs leads to the poor language performed by the learners. Most of them find that it is difficult to use and produce the foreign language. They cannot communicate with the language, even acquiring the basic competence. They also find the difficulty to understand references of other subjects presented in English.

One of the ways that can be achieved to direct the effectiveness of the English instructional process in STIQ An-Nur is developing the appropriate learning materials. The materials developed should meet the learners' needs and follow the principles of language teaching.

To develop the appropriate learning materials, several theories and considerations

must be taken. English for Specific Purposes (ESP) is a basic theory that should be taken to design some English language courses. Hutchinson & Waters (1987, p.5) define ESP as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. They suggest that 'the foundation of ESP is the simple question: Why does this learner need to learn a foreign language?' The answer to this question relates to the learners, the language acquired and the learning context, and thus establishes the primacy of need in ESP. Need is defined by the reasons for which the students is learning English. These purposes are the starting points which determine the language to be taught. Thus, needs analysis is the first step in developing the materials.

Needs analysis was introduced into language teaching through ESP movement. Need analysis is directed mainly at the goals and content of the course (Nation & Macalister, 2010, p.24). Similarly, Nunan (1999, p.149) defines needs analysis as sets of tools, techniques, and procedures for determining the language content and learning process for specified group of learners. It examines what the students know already and what they need to know. Need analysis makes sure that the course will contain relevant and useful things to learn. Good need analysis involves asking the right questions and finding answers in the most effective ways.

Another theory that should be considered in developing learning materials for students of higher education is andragogy. Andragogy (adult learning) is a theory that holds a set of assumptions about how adult learns. Andragogy emphasizes the value of the process of learning. Knowles (1980, p.43) defines andragogy as the art and science of helping adults learn, in contrast to pedagogy as the art and science of teaching children. Knowles was convinced that adults learned differently to children - and that this provided the basis for a distinctive field of enquiry.

There are several learning principles of adult learners since adult learners are different from young learners. Those principles were formulated by Brundage and Macheracher (via Nunan, 1999, p.15), who have carried out extensive research into adult learning. Those principles are: (1) adults value their own experience as a resource for further learning, (2) adults learn best when they are involved in

developing learning objectives for themselves that are congruent with their current and idealized self-concept, (3) adults have already developed organized ways of focusing on, taking in, and processing information, (4) adults react to all experience as he/she perceives, (5) adults enter into learning activities with an organized set of descriptions and feelings about themselves, (6) adults are more concerned with whether they are changing in the direction of their own idealized self-concept than whether they are meeting standards and objectives set for them by others, (7) adults do not learn when over-stimulated or when experiencing extreme stress or anxiety, (8) those adults who can process information through multiple channels and have learnt how to learn are the most productive learners, (9) adults learn best when the content is personally relevant to past experience or present concern and the learning process is relevant to life experiences, and (10) adults learn best when novel information is presented through a variety of sensory modes and experiences with sufficient repetitions and variations on themes to allow distinctions in pattern to emerge. The concepts of andragogy then are combined with the concepts of CLT as a framework to develop the learning materials.

Communicative Language Teaching (CLT) is an approach of teaching the language that aims broadly to (1) apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards & Rodgers, 1986, p.66). The most obvious characteristic of CLT is that almost everything that is done is done with a communicative intent (Larsen & Freeman, 2000, p.129). Students use the language a great deal through communicative activities such as games, role plays, and problem solving tasks. Activities that are truly communicative have three features in common: information gap, choice, and feedback (Johnson & Morrow, 1981, via Larsen & Freeman, 2000, p.129).

Practitioners of CLT see materials as a way of influencing the quality of classroom interaction and language use (Richards & Rodgers, 1986, p.79). Materials thus have primary role of promoting communicative language use. There are three kinds of materials currently used in CLT and label these text-based, task-based, and realia.

In line with the learning materials concepts of CLT, Harmer (1991, p.21) decides several points that should be learned by students of English. Based on the knowledge acquired by English native speakers, he formulates that students of English should learn six aspects of language in order to have good ability to communicate in English, namely pronunciation, grammar, vocabulary, discourse, skills, and the syllabus.

According to Tomlinson, materials development refers to anything which done by writers, teachers or learners to provide source of language input and to exploit those source in ways which maximize the likelihood of intake (1998). In developing materials, unit of tasks are also need to be arranged.

Nunan (2004, p.1) draws a basic distinction between real-world or target tasks and pedagogical tasks. Target tasks refer to uses of language in the world beyond the classroom; while pedagogical tasks are those that occur in the classroom. A pedagogical task involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. (Nunan, 2004, p.4).

There are several elements that make up the task. Nunan (2004, p.40) proposes these elements as tasks goals, input data and learner procedures, and they are supported by teacher and learner roles and the settings in which tasks are undertaken. Candlin via Nunan (2004, p.40) has similar lists. He suggests that tasks should contain input, roles, settings, actions, monitoring, outcomes, and feedback. Wright via Nunan (2004, p.41) argues that, minimally, tasks need to contain only two elements. These are input data, which may be provided by the materials, teachers, or learners, or an initiating question which instructs learners on what to do with the data. A framework for analyzing communicative tasks can be drawn in the following figure.

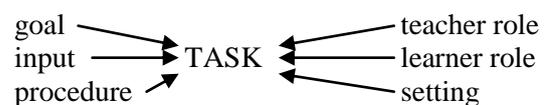


Figure 2. Task Components

Nunan (2004, p.31) proposes a six-step procedure to create a linked sequence of enabling exercises and activities that will

prepare learners to carry out the task. Those six are: (1) schema building, (2) controlled practice, (3) authentic listening practice, (4) focus on linguistic elements, (5) provide freer practice, and the last (6) introduce the pedagogical task.

Content in every material has been graded in different ways. The content that is easier are placed in the beginning then followed by that which is more difficult and the most difficult are placed in the last part or chapter. Grading has been described in the following way: the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation will affect the order in which words, word meanings, tenses, structures, topics, functions, skills etc. are presented.

The objective of this study is to develop the appropriate learning materials to facilitate students in learning English. The study is expected to give contribution to the English lecturer as one of example in developing English learning materials in order to improve the quality of teaching and learning. For the students, it provides the learning sources in the instructional process.

METHOD

This research was a research and development study (R&D). Borg and Gall (1983, p.772) defines educational research and development as a process to develop and validate educational products. The general process in the R&D study is systematically field tested, evaluated, and refined until meet specified criteria of the effectiveness, quality or similar standard. The research procedure of this study modifies the R&D model proposed by Borg and Gall (1983) and designing course procedure proposed by Masuhara (1998). The modification of those two models was used to develop the learning materials and presented as following.

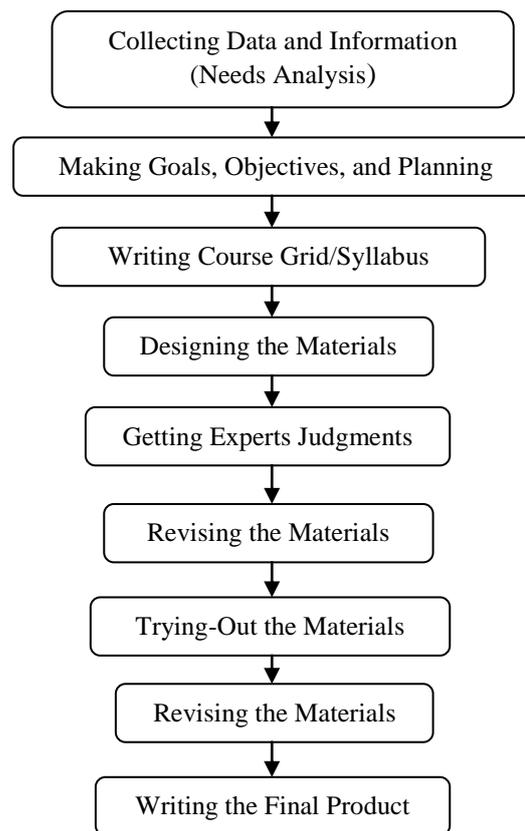


Figure2. The Research Procedure

The subjects of this research were the second semester students of STIQ An-Nur Bantul in the academic year 2012/2013. The needs analysis (conducted on February 2013) data were collected from 45 students coming from two departments (Islamic Education and Quran Interpretation), while the try out (conducted on July 2013) data were collected from 17-19 students from those two departments. The students were chosen randomly.

Several instruments used to collect the data because this research has two types of data; quantitative and qualitative data. The quantitative data were gathered by using questionnaires, while the qualitative data were gathered by using observation and interview guidelines.

There were three kinds of questionnaires that were used to gather the data. The first is needs the analysis questionnaire which was used to gather the information about students' needs (the *target* and the *learning* needs), the second is the experts' judgment questionnaire which was used to gather the data on the quality of the materials, and the third is the try-out questionnaire which was used to know the appropriateness of the implemented materials. The questionnaires have close-ended and open-ended items. The next instruments were interview and

observation guidelines. These two instruments were used to gather information related to the teaching and learning process. The observation was conducted during the materials implementation, while the interview was conducted after the implementation of the materials finished.

The quantitative data gathered from the needs analysis questionnaire were analyzed descriptively by finding out the percentages of the items, while the quantitative data gathered from the experts' and the students' questionnaire were analyzed using descriptive statistics by finding out the mean scores of each item.

The qualitative data gathered from interview were recorded and transcribed, while those were gathered from observation were described in the field notes. The qualitative data were analyzed based on the data analysis proposed by Miles and Huberman (1994) in four steps; data collection, data reduction, data display, and describing conclusions. The results of the quantitative and qualitative data analysis produced the feedback, opinions, and suggestions from the experts and students about the learning materials and teaching-learning process. The feedback and suggestions then were used to evaluate and revise the materials designed.

FINDINGS AND DISCUSSION

Results of the Needs Analysis

The Description of the Target Needs

The analysis of target needs was viewed at three aspects, namely *necessities*, *lacks*, and *wants*. Based on the results of needs analysis, the students mainly needed to be able to communicate in everyday situation, both orally or in written (75.6%) and they needed to practice more on reading since this skill was the most frequent skill to be used in the lecturing process in the college (75.6%).

In relation to the students' *lacks*, they considered that their English proficiency is in the level of elementary (93.3%), and that speaking is considered as the most difficult language skill (46.7%). In relation to the students' *wants*, they preferred to use themes that are useful in improving speaking skill (60%).

The Description of the Learning Needs

In the results of the needs analysis, the students learning needs were found in the items

which are categorized as *input*, *activities* (including the participants' roles), and *setting*.

In terms of the *input*, the students preferred to learn both authentic and not-authentic texts in nature. In practicing listening, most of students liked to learn simple dialogues containing frequently used English expressions (71.1%), containing 150-200 words (short texts) with additional illustration (44.4%), and which has duration less than 2 minutes (37.8%). In practicing speaking, most of students (73.3%) wanted to learn simple dialogues containing frequently used expressions. In practicing reading, the students preferred to have texts which introduce new vocabularies and grammar (75.6%) with additional illustration (80%), and containing 200 to 250 words (46.7%). Moreover, 60% of students expected to practice writing by accomplishing tasks which present explanations on the vocabulary and grammar used in the texts first.

Most of students needed various activities for each skill in learning English. In practicing listening, the students preferred to answer questions based on the information presented in the text after listening to a certain text (40%), complete the missing words while listening to a certain text (33.3%), and choose the right or wrong answer after listening to a dialogue/monologue (33.3%). In practicing speaking, the students preferred to discuss and exchange ideas (51.1%), have oral quiz (31.1%), and understand and respond to a conversation (26.7%). In practicing reading, they expected to understand a text, then answering questions based on the information given (62.2%), understand a text then looking for the main ideas (53.3%), and look for synonyms of difficult words in the text (37.8%). In practicing writing, they liked to write texts based on their personal ideas (46.7%), complete sentences based on vocabularies used in the materials (44.4%), and wanted the lecturer to explain grammars and vocabularies used in the material before practicing writing (44.4%).

In relation to the *setting*, the students preferred to complete the tasks in small group (3-4 students) (71.1%) in the classroom (33.3%)

Results of Development

Course Grid

After conducting the needs analysis, the syllabus/course grid was developed. It was developed based on the results of the needs

analysis. This course grid consists of unit title, standard of competencies, basic competencies, language function, input text, language focus covering key vocabulary and grammar, procedures, and achievement indicator.

The unit title in the materials was taken from one of the expressions used in the Unit. The title reflects the topic that was chosen by the learners before in the needs analysis process. The input was organized based on the topic and basic competencies. Each task has an input. The input for listening task are in the form of dialogue and monologue, the input for speaking task is a dialogue, and the input for reading and writing task are in the form of written-texts. All of the inputs used are related to the topic.

The procedure consists of oral and written cycle. The materials are divided into two kinds of activities, listening-speaking and reading-writing activities. Each task in this unit is explained in the procedures. In order to know the learners' understanding of the materials, an achievement indicator is designed in every unit.

Unit Design

The materials were developed based on the course grid design. Each unit consists of several tasks which cover the four language skills. The organization of each unit consists of three parts, namely the introduction part, the main teaching and learning part, and the reinforcement part. The introduction part consists of a unit title and an overview paragraph. The unit title is related to the basic competence for every unit. Beneath the unit title, there is an overview paragraph that explains the learning objectives.

The main teaching and learning part consists of two sections, namely *“Let's Get Ready,”* and *“Let's Act”*. The *“Let's Get Ready”* section is a part that provides the warming up task(s). The task (s) in this section is used to elicit the learners' background knowledge about the topic. This section is followed by *“Let's Act”* section that covers the two cycles, the spoken and written cycle. The spoken cycle is provided by the tasks in the *“Listen and Speak”* sub-section which covers the listening and speaking practices, while the written cycle is provided by the tasks in the *“Read and Write”* sub-section which covers the reading and writing practices.

The main teaching and learning part is followed by the reinforcement part which consists of three sections, namely *“Let's Do More,”* *“Let's Make a Reflection,”* and *“Let's*

Make a Summary.” The *“Let's Do More”* section is designed to enrich and enforce the language function and language focus that the students have learnt. Then, *“Let's Make a Reflection”* section is designed to evaluate the students' understanding of the materials. The last section is *“Let's Make a Summary”* which is designed to provide the summary of the materials in the unit.

The Expert Validation and the Evaluation of the First Draft

The first draft of the materials should be reviewed to the experts before the materials are tried out. The quality of the learning materials was assessed by looking at four aspects; namely the contents, the activities, the language, and the graphic.

According to the experts' suggestions, the revision of the first draft should be made to the language used, not the contents nor the activities and the graphic. The feedback from the experts was used to revise the first draft to produce the second draft.

Results of Try-Out Product, Evaluation, and Revision

The tryout of all units was held on July 18th to 20th 2013. There were 17-19 students involved in this implementation stage coming from two departments, Qur'an Interpretation (*Tafsir Qur'an*) and Islamic Education (*Pendidikan Agama Islam*). The evaluation and revision on the developed product were done based on the results of the implementation process. The evaluation of the units was done generally and specifically. The general evaluation assessed the students' agreement of the unit and the specific evaluation assessed the students' agreement of each task component in the units.

Unit I

The results of evaluation showed that generally, Unit I was appropriate to be applied in the instructional process based on the mean scores of the students' agreement towards the questionnaire items ranging from 3.12 to 3.53. The evaluation then was done by looking at the appropriateness of each task component. The data of the specific evaluation on each task in Unit I can be seen in the following table.

Table 1. Data of Evaluation of Unit 1

Task	Mean scores	Category
1	3.31	Appropriate
2	3.37	Appropriate
3	3.19	Appropriate
4	3.24	Appropriate
5	3.26	Appropriate
6	3.32	Appropriate
7	3.24	Appropriate
8	3.46	Appropriate
9	3.21	Appropriate
10	3.21	Appropriate
11	3.15	Appropriate
12	3.31	Appropriate
13	3.26	Appropriate
14	3.51	Appropriate
15	3.28	Appropriate
16	3.18	Appropriate
17	3.13	Appropriate
18	2.81	Appropriate
19	2.89	Appropriate

The data show the mean scores of each task ranges from 2.81 to 3.51 and the average of the whole tasks is 3.22.

Based on the data of the task component analysis of Unit I, there were several aspects of Unit I that finally were not appropriate to be applied. In relation to the task sequencing, the writing tasks were not appropriate. There was a reading task, Task 16, which was sequenced within the writing tasks. Therefore, this task was revised to be a guided-writing task. Besides, Task 17 actually was a free-guided writing task and then changed to a semi-guided writing task, then the free-guided task was sequenced in Task 18. Therefore, Task 19 and Task 20 were the reinforcement tasks. Finally, there were 20 tasks sequenced in Unit I.

In relation to the in-appropriate task components, there were several revisions made. The task component which is not appropriate is the setting. The in-appropriate setting was found in Task 2, Task 3, and Task 10. The brief revisions of the second draft of Unit I can be presented in the following table.

Table 2. The Revisions of Unit 1

No.	Aspects/ Components	Revisions
1	The sequence of writing tasks	Omit Task 16 (reading task) and replace it with a guided-writing task
2	The <i>setting</i> of Task 2	Change the pair work to individual work
3	The <i>setting</i> of Task 3	Change the individual work to pair work
4	The <i>setting</i> of Task 10	Change the individual work to pair work

Unit II

The results of evaluation showed that generally, Unit II was appropriate to be applied in the instructional process based on the mean scores of the students' agreement towards the questionnaire items ranging from 3.32 to 3.63.

The evaluation then was done by looking at the appropriateness of each task component. The data of the specific evaluation on each task of Unit II can be seen in the following table.

Table 3. Data of Evaluation of Unit II

Task	Mean scores	Category
1	3.50	Appropriate
2	3.47	Appropriate
3	3.35	Appropriate
4	3.35	Appropriate
5	3.42	Appropriate
6	3.49	Appropriate
7	3.37	Appropriate
8	3.32	Appropriate
9	3.41	Appropriate
10	3.42	Appropriate
11	3.38	Appropriate
12	3.30	Appropriate
13	3.28	Appropriate
14	3.34	Appropriate
15	3.18	Appropriate
16	3.19	Appropriate
17	3.29	Appropriate
18	3.26	Appropriate
19	3.20	Appropriate
20	3.16	Appropriate
21	3.18	Appropriate
22	3.19	Appropriate

The data show the mean scores of each task ranges from 3.16 to 3.50 and the average of the whole tasks is 3.32.

Based on the data analysis, most of aspects of Unit II were appropriate to be applied because there was one task component that is not appropriate which was found in Task 16.

The revision was made to make the procedure of this task appropriate. Task 16 was a reading task. The students were asked to read a descriptive text, then decide the true or false statements. To make the activity more various and interesting, the procedure was changed. The students were asked to read a descriptive text, then complete the provided form based on the information they got.

Unit III

The results of evaluation showed that generally, Unit III was appropriate to be applied in the instructional process based on the mean scores of the students' agreement towards the questionnaire items ranging from 3.11 to 3.42.

The evaluation then was done by looking at the appropriateness of each task component. The data of the specific evaluation on each task of Unit III can be seen in the following table.

Table 4. Data of Evaluation of Unit III

Task	Mean scores	Category
1	3.26	Appropriate
2	3.16	Appropriate
3	3.23	Appropriate
4	3.29	Appropriate
5	3.24	Appropriate
6	3.19	Appropriate
7	3.27	Appropriate
8	3.23	Appropriate
9	3.17	Appropriate
10	3.25	Appropriate
11	3.21	Appropriate
12	3.19	Appropriate
13	3.20	Appropriate
14	3.21	Appropriate
15	3.28	Appropriate
16	3.21	Appropriate
17	3.08	Appropriate
18	3.03	Appropriate

The data show the mean scores of each task ranges from 3.03 to 3.29 and the average of the whole tasks is 3.20.

Based on the data analysis, most of aspects in this unit were appropriate to be applied. The revisions were made to the sequence of the writing tasks. Task 14 was a reading task, but then omitted to make the sequence appropriate. The grammar point which initially was placed in Task 15 was replaced in Task 14. Task 15 became a

semi-guided writing task, while a free-guided writing task was put in Task 16.

Discussion of Final Product

The analysis on the target needs and the learning needs was done in the early stage of the research. The results of the needs analysis were used to design the course grid. The course grid then was used to develop the learning materials. The materials were designed in three units. Those three units of materials covered the two cycles of language learning, namely spoken cycle and written cycle. Unit I consisted of 20 tasks, Unit II consisted of 22 tasks, and Unit III consisted of 18 tasks. The tasks in each unit were graded and sequenced using Nunan's (2004) pedagogical sequence. Moreover, the tasks in each unit were sequenced following the three phases of learning, namely the pre-task phase, the task-proper phase, and the follow up phase (Nunan, 2004).

There are six components of task which were analyzed, namely goal, input, procedure, student role, lecturer role, and setting. The appropriateness of each component has been analyzed, and the results of the analysis are presented as follows.

In relation to task goal, generally, the learning process is aimed to utilize students with knowledge and skills which may help them to communicate in English, orally or in written. This goal will be achieved by teaching the students the materials that usually found in every day life. By equipping them the subject matters that commonly found in every day life, it will help them to acquire the communicative competence in the real communication. This is in a line with the finding of Kumar's study (2012, p.354). He found that all of the respondents choose the "daily or everyday life," "day to day activities," "basic communication and conversation," as topics which are relevant to be used in learning a new foreign language.

In the spoken cycle, the students were taught the to listen and speak the language functions that commonly used in every day life, such as asking for information, asking for and giving directions, and giving advices and suggestions. This finding is also suggested by Kumar's research finding (2012, p.354). In the written cycle, the students were asked to study the explanation, descriptive and procedural texts.

Concerning task input, the appropriate inputs can be concluded as the inputs which are

comprehensible to the students. The comprehensible input will facilitate the students to learn and utilize their knowledge on the language and its use in the daily life. This is supported by Krashen's (1982, p.20) input hypothesis that states "We acquire languages when we understand messages (input) in the target language that are just a little beyond our current level of acquired competence. In order for learners to progress from one stage of acquisition to the next, they need to comprehend language that includes a structure at the stage beyond that of the current level". The students will fail to acquire the target language if the inputs are not understood by them. When the inputs are too difficult to be understood, the students will reluctant to learn the language because they feel hard in learning it. On the other hand, when the inputs are too easy for them, they will reluctant to learn the language because actually they need a challenge to improve their current level of acquired competence.

The appropriate inputs should contain themes that are interesting and familiar for the students. This finding was supported by Tomlinson's review on the materials development by some experts. Tomlinson (2008, p.321) states that based on the research studies in materials developments, many local materials do provide comprehensible connections to the culture of the learners. Walker (2012, p.334) in his study also finds that the one of features that can make the lesson difficult is the unfamiliar situations. In other words, even when teaching something difficult, the lesson can be fun if an interesting topic is selected for the students.

The interesting themes will motivate them to learn the target language, while uninteresting themes will make them reluctant to learn. Themes that are used in these tasks are themes that are related to religious matters since they are students of Islamic college and most of them stay in the boarding house (pesantren). The pictures which are presented in the tasks also appropriate since the pictures are interesting and they help the students to understand the information.

In relation to to task procedure, the appropriate activities are put in the same sequence for all units: warming up activities, main teaching and learning activities, reinforcement activities, and the reflection activity. The activities also sequenced gradually, from the easiest task to the most difficult ones.

The gradual sequencing will motivate the students to learn the target language. This is also in line with Kumar's (2012, p.354) finding that the gradual rise in the level of difficulty has also been noticed by the participants. The students like the way the book started off with the simple stuff and slowly progressed to the slightly difficult topics.

The appropriate procedures for listening are such as listen and practice, and listen and answer, listen and choose the right or wrong statements. In speaking procedures, the appropriate speaking activities are having dialogues, matching the expressions, and practicing dialogues. The appropriate procedures for reading are such as read and answer questions, read and choose the right or wrong statements. The appropriate procedures for writing are such as completing the paragraph, rearranging the sentences, summarizing the text, and writing texts based on a certain themes.

In relation to the student and lecturer role, the appropriate roles of students and lecturers are complementary. Giving the students a different role requires the lecturer to adopt different role. Most of lecturer role in the tasks are as facilitator of the communicative process and as an observer. This is in line with Breen and Candlin (1980 in Nunan, 1989, p.87) who describe the role of teacher in the communicative classroom. According to them, the teacher has three main roles. The first is to act as facilitator of the communicative process, the second is to act as participants, and the third is to act as an observer and learner.

Concerning the task setting, the individual works and pair works are appropriate. Based on the findings, the individual works mostly appropriate to be applied in the initial stages of the learning cycles. The students will feel confident and motivated in the learning process when they work with their partners. After they achieve their confidence, they were not reluctant to learn and it will motivate them to learn more in the next stages. The pair works are appropriate in the tasks which should be completed in pairs, such as making a dialogue, practicing a dialogue, problem solving activities.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research findings, the conclusions can be drawn in several sections; the target needs, the learning needs, the units

design, and the characteristics of appropriate task components.

In terms of the target needs, the students are expected to be able to communicate in English either orally or in written form, especially in themes related to religious matters. In terms of the learning needs, the students like to learn texts containing themes related to religious matters and commonly used English expressions. The students also like to have various activities and settings in practicing the language.

The organization of each unit consists of three parts, namely the introduction part, the main teaching and learning part, and the reinforcement part. The introduction part consists of a unit title and an overview paragraph. Beneath the unit title, there is an overview paragraph that explains the learning objectives.

The main teaching and learning part consists of two sections, namely “*Let’s Get Ready*,” and “*Let’s Act*”. The “*Let’s Get Ready*” section is a part that provides the warming up task(s). This section is followed by “*Let’s Act*” section that covers the two cycles, the written and spoken cycles in the “*Listen and Speak*” sub-section and the “*Read and Write*” sub-section. The main teaching and learning part is followed by the reinforcement part which consists of three sections, namely “*Let’s Do More*,” “*Let’s Make a Reflection*,” and “*Let’s Make a Summary*.”

The appropriate task components are viewed from six aspects; the goal, input, procedure, setting students and lecturer roles.

The learning materials have goal to utilize students with knowledge and skills which may help them to communicate in English, orally or in written, especially in themes related to religious matters. In relation to the input, the English learning materials should provide the comprehensible inputs accompanied by pictures as illustrations since they are interesting and may help the students to understand the information. Themes that are commonly found in every day life and that are related to religious matters are appropriate to be included in the inputs.

In relation to the procedure, the appropriate English learning materials should put the activities in the same sequence for all units. The activities also sequenced gradually, from the easiest task to the most difficult ones. The appropriate procedures for listening are

such as listen and practice, and listen and answer, listen and choose the right or wrong statements. In speaking procedures, the appropriate speaking activities are having dialogues, matching the expressions, and practicing dialogues. The appropriate procedures for reading are such as read and answer questions, read and choose the right or wrong statements. The appropriate procedures for writing are such as completing the paragraph, rearranging the sentences, summarizing the text, and writing texts based on a certain themes.

In relation to the setting, the appropriate settings are individual works and pair works. In relation to the learner and lecturer roles, the appropriate learner role was being active participant, and the appropriate lecturer role was being facilitator of the communicative process and observer.

Suggestions

Based on the research findings, the suggestions are presented to several parties. Since the lack of the English learning materials specified to the students of the higher education, the materials developers should design the appropriate materials to this group of students. To the lecturers, they may follow the organization of the units on the materials that they develop. They are the five learning sections; namely “*Let’s Get Ready*,” “*Let’s Act*,” “*Let’s Do More*,” “*Let’s Make a Reflection*,” and “*Let’s Make a Summary*.”

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