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EXPERT APPRAISAL ON ISLAMIC TEXTUAL ENHANCEMENT GRAMMAR BOOK DESIGNED FOR GRAMMAR TEACHING AT IAIN BUKITTINGGI

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Abstract

The article aims at evaluating of grammar book designed by the author from some experts. Experts' appraisals were needed to judge whether Textual Enhancement model designed for teaching grammar at IAIN Bukittinggi was valid or not. In this model, the researcher designed grammar lesson of complex sentences under the model of textual enhancement. She made salient grammar features taught by giving boldfaces and colors in every appearance of complex sentences within the texts in order to draw students' attention to notice it. The study is mixed methods of quantitative and qualitative. Questionnaire and interview were used to collect data of expert judgments on the model developed (grammar book). There are five experts involved in this research who evaluate the book with impressionistic method which includes language, content and organization. The finding reveals that textual enhancement grammar book is valid and reliable. It can be used after being revised in the aspect of language with some grammar and spelling errors, in the aspect of content to suit with native culture, and organization, to consider the attractive sense.

Keywords *: expert appraisal; textual enhancement; grammar books; teaching grammar*

Abstrak

Artikel ini bertujuan untuk mengevaluasi buku Grammar yang dirancang oleh Penulis sendiri dari beberapa orang pakar. Penilaian pakar sangat dibutuhkan untuk melihat validitas dan reliabilitas buku model yang dikembangkan sebelum diterapkan dalam pengajaran Grammar di Program Studi Pendidikan Bahasa Inggris IAIN Bukuttinggi. Dalam model ini, penulis merancang pelajaran Grammar dengan topik *Complex Sentences* dengan penguatan teks di bawah tema-tema Islam dengan memberikan cetak tebal dan pewarnaan pada fitur Grammar yang diajarkan untuk menarik perhatian mahasiswa memikirkannya. Jenis penelitian ini adalah penelitian campuran kuantitatif dan kualitatif. Angket dan wawancara digunakan untuk mengumpulkan data terkait penilaian pakar terhadap buku yang dirancang. Ada lima pakar yang terlibat yang menilai aspek bahasa, isi, organisasi buku. Temuan menunjukkan buku grammar yang dirancang memenuhi kriteria valid dan reliable. Buku dapat digunakan setelah direvisi pada beberapa aspek kesalahan grammar dan ejaan, aspek isi untuk mencocokkan dengan budaya asli (arab) dan aspek oragnisasi buku untuk memperhatikan daya tarik buku.

Kata Kunci: Penilai ahli, buku grammar, penguatan teks Islami

Introduction

Teaching material is one of the important factors determining the triumph in the learning process. Based on that, it is prominent for teachers to examine the teaching material used in the classroom since it decides the core of instruction, what and how to learn (Skierso, 1991 and Widodo, 2006). Tolk (2010) adds English material also affects students' attitude towards language learning

and influence their performance in the classrooms. Then, users (of the textbook) in this case teacher and students highly appreciate if teaching material used in the classroom and or released to public passes the standard of validity and reliability. These standards are generally in terms of content, language and organization. And so is the grammar book designed by the researcher under textual enhancement model needs to pass validity and reliability tests before being implemented in the classroom.

Moreover, evaluating material for language teaching has been suggested many experts. McGrath (2002) for instance stresses the importance of analyzing and selecting material for teaching (textbook) by proposing some techniques. The prominent one is the teacher must conduct a first glance evaluation before proceeding to more detailed evaluation. This is very useful to eliminate unsuitable material before being implemented in the classroom. This way is called impressionistic in order to get general picture about certain book. In this study, the researcher invites experts to appraise the grammar book that she designed.

The textual Enhancement grammar book refers to the concept from Sharwood-Smith and Truscott (2014) about input enhancement, in this case written form or text works well to attract students' attention to grammar features taught. They agree that textual input enhancement is useful to raise students' attention to linguistic forms by rendering input perceptually more salient by highlighting certain aspects of input by means of various typographic devices, such as bolding, underlining, and italicizing in written input, or acoustic devices such as added stress or repetition in oral input. By modifying the input, students will be able to notice it easily. The input is transferred into intake and output eventually.

The researcher focuses on complex sentences taught to the third semester English students at IAIN Bukittinggi who are demanded to comprehend the complex sentences with noun clauses, adjective clauses and adverb clauses as the dependent clauses and to apply them in writing and speaking. The use of complex sentence in English written and spoken productions still becomes problematic for students even though they have learned grammar for long periods. It could be seen in their errors using appropriate conjunction, pronoun and other dependent markers during learning process. Considering this state, the researcher realizes many factors affecting it like teaching method, media, teacher' role, students' readiness, teaching material and so forth.

One of the factors which previously mentioned is teaching material. The commonly used of it in the grammar classroom is discreet grammar textbook which presents the formula and then exercise. The book is designed under conventional model like Presentation Practice Production Model or PPP Model (Nassaji & Fotos: 2011:4) and Harmer (2003). In the presentation stage, the new grammar rule or structure is introduced, usually through the structure. The presentation is followed by a practice stage, in which students are given various kinds of written and spoken exercises to repeat, manipulate or reproduce the new forms. Finally, in the production stage, students are encouraged to use the rules they have learned in the presentation and practice stages more freely and in more communicative activities.

The example of the textbook under the model of PPP is Understanding Grammar By Azar (2002). This book is good in drilling the patterns for students. They are trained through several exercises in order to make them memorize forms. However, this book is not really successful to make students able transfer their declarative knowledge into procedural

knowledge like expressing their ideas inaccurate forms when telling their experience. Using merely simple sentences while speaking or writing was also errors committed by students as it is regarded as choppy sentences. In short, the use of complex sentences is really indispensable and unavoidable in communication.

Based on this condition, it needs to study more what grammar material is relevant for Islamic institution students of English departmenti. The researcher designed a grammar book which is assumed good at helping students apply their knowledge of grammar into communicative use (procedural knowledge). She applied input enhancement in the texts with Islamic-themes containing grammar features of complex sentences. She made salient of the text by giving coloring and boldfacing in order to draw students' attention to notice and think it. Prior to using the grammar book which has been designed, the researcher asks for judgments from the experts about the book. Hence, that is the meaning of expert appraisal on textual enhancement grammar book.

The book was designed under the model of concept attainment. It goes with cognitive persepective which concerned with the ability of the learner to observe, organize data, understand information, form concepts, employ verbal and nonverbal symbols and solve problems. The primary purposes of this model are the mastery of methods of inquiry, the mastery of academic concepts and facts and the development of general intellectual skills such as the ability to reason and think more logically.

In concept attainment model, the concept is simply of a set of things that have something in common. Each concept has a set of elements which are name, attributes, examples, and definition. All of these elements need to be correctly identified and learned if the concept wants to be attained. Elements of concept are defined as following: name is the term given to target grammar structure, sentence structure. Attribute is characteristic of each typical sentence structure highlighted in the form of instruction given and definition is the understanding to classify each type of sentence structure.

Moreover, this textual enhancement model is supported by its components of syntax, of the social system, of principles of reaction and effects of the model as proposed by Joyce and Weil (2009:117-122) and Rusman (2013:136). The first is the syntax or the procedure of textual enhancement model which be;gins with the presentation of all the instances representing the various combinations of attributes of a concept. The teacher begins by showing them an instance that illustrates the concept (a positive example). The students' task is to select example from those presented to them, test them one at a time against the first positive example and label them as positive or negative examples of the concept in the teachers' mind. The students may select the examples in any order they choose but one at a time. The students thus generate hypotheses, test them and arrive at the definition of the concept.

In phase two, the teacher presents unlabeled examples. The students identify them as positive or negative. The teacher asks for reasons and confirms their hypothesis. When she knows that the students have attained the concept, she names the concept. She does not ask the students to name it because they are not familiar with the name of the concept. Only when the students have already attained the concept and the teacher uses the model for concept clarification she may ask the students to name the concept. To test the attainment of the concept further, the teacher asks them to generate examples and label them as positive and negative instances of the concept.

In the third phase of the model, the teacher analyses the thinking strategies employed by the students. The students report their pattern of hypothesizing, whether they focused on attributes or concepts, whether they did so one at a time or several at once, and how they changed their hypotheses when it was not confirmed

The second is the social system of the textual enhancement model which has a moderate structure. The teacher assumes a major role initially in choosing the concept, selecting and organising or sequencing data. The teacher controls action but with subsequent phases student interaction is encouraged. In the selection oriented model it is relatively structured with students assuming more initiative for inductive process.

The third is the principle of reaction of this model emphasises teacher's support during the flow of the lesson with due regard to hypothetical nature of discussion. Students should be helped in creating a dialogue in which students test their hypotheses against each other. The teacher should focus students' attention on specific features of examples and finally assist the students in discussing and evaluating their thinking strategies. The teacher should encourage analysis of the merits of various strategies rather than attempting to seek the one best strategy for all students in all situations.

The forth is the support system describes the supporting condition required to implement the model. Support in this case is additional requirements other than the usual human skills, capacities and technical facilities. The support systems under selection strategy (CAM) model are well organised reference material and students' readiness in reading are the most essential support required for this model. Carefully selected and organised materials and data in the form of integrated units easily serve as examples.

The last is effect of the model. It results in two types, the intsructional and the nurturant effect. The instructional effect is a direct effect of the model which results from the content and skills on which the activities are based, while the nurturant effect is one that is implicit in the learning environment and it is indirect effect of the model. The textual enhancement model accomplishes several instructional goals depending on the emphasis of the particular lesson. Understanding the nature of concepts, specific concepts, improved concept building strategies and inductive reasoning ability erc. are the instructional effects of the model. The nurturant effects come from experiencing the environment created by the model. These effects are sensitivity to logical reasoning in communication. tolerance of ambiguity (but appreciation of logic) and awareness of alternative perspectives.

This research belongs to mix methods of quantitative and qualitative ones. She used questionnaire and interview to collect data research about evaluation of textbook. Among three types of textbook evaluation, predictive, in-use and retrospective, this study belongs to pre-use evaluation or predictive. It is designed to examine the future or potential performance of a textbook (Cunningsworth, 1995). He said that it is the most difficult kind of evaluation because there is no actual experience of using the book to draw on. In this case, the researcher designed a grammar book under the model of textual enhancement model. The book meant consists of four chapters written by Veni Roza in 2017 with the ISBN of 978-602-6377-14-2 accompanied with lesson plan, answer keys for each task and suggested activities.

In order to get the judgments, the researcher invites five experts to assess three components; organization, language and content. Here are the names of expert:

Table 1. Names of Expert

Names	Expertise	Aspect validated	Code (expert)
Prof. Dr. Jufrizal, M.Hum	Grammar	Grammar Content	E1
Dr. Nunu Burahnuddin, M.Ag	Religion	Islamic text	E2
Dr. Leli Refnita, M.Pd	Grammar Teaching	Teaching organization	E3
Dr. Afdaleni, M.Pd	Learning strategies	Language Skill and component	E4
Dr. Darmansyah, M.T	Education Technology	Book Design	E5

Based on Table 1, there are five experts who have different expertise. They gave comments intensively for part they were master there. For instance, E1, E3, E4 validated grammar and content of grammar which exist in the book. E2 judged the Islam-theme texts used in textual enhancement model. E5 assessed the performance of the book seen from design and organization of the book. However, they also didn't mind filling the comments for other parts since the researcher provided questionnaire as a whole, language, content and organization as shown in the following rubric:

Table 2 Rubric of Questionnaire

Indicators	Item no	Amount of Item
Organization	1-6	6
Language	7-12	6
Content	13-16	4
Total		18

Moreover, to analyze data of textual enhancement grammar book, the researcher applied impressionistic method (McGrath, 2002). It refers to achieve general impression of the materials in the textbook. To get this picture, the researcher used the checklist to the indicators of quality of presentation, dimension of language, essential content. To analyze quantitative data obtained from questionnaires (using Likert scale 5-1), the researcher used SPSS20 software. Prior to analyzing the, the researcher tabulated all questionnaire results and put them in the system. Seeking the validity and reliability, she used manual and by SPSS software. Moreover, to deepen researcher's analysis, she interviewed those experts sequentially in the form of semi structure interview.

Findings and Discussion

The finding reveals that expert appraisals on the textual enhancement grammar book were (1) valid in terms of organization, language and content proved by the mean score of 3.85 or 77 remarking valid and (2) reliable with the score of Cronbach's Alpha, .739 meaning high. This impression is obtained based on the questionnaire and interview results.

Validity

There are three aspects of validity investigated in this research. They are valid in terms of book organization, language, and content.

Aspect of Organization :

Textual enhancement grammar book met the criteria valid in form of organization of the book. The experts responded positive to the way the book is organized. This aspect was judged from the classification of content, the sense of attractiveness, the numbering technique, the lay out and the size. Here is the result of questionnaire:

Table 3 Result of Organization Aspect

No	Indicators	Scores from Experts					Mean score	Criteria
		E1	E2	E3	E4	E5		
1	The classification of the content is clear.	4	4	4	5	5	4.4	Very Valid
2	There is sense of attractiveness.	3	4	3	4	4	3.6	Valid
3	The numbering techniques are clear.	4	4	4	5	4	4.2	Very Valid
4	There is conformity between text and illustration.	4	4	4	5	4	4.2	Very Valid
5	Layout is good.	3	4	3	4	4	3.6	Valid
6	The book's size is appropriate with the students' condition.	4	4	4	4	4	4	Valid
	Total						4.0	Valid

Note: 0-1 means invalid, 1.1-2 means less valid; 2.1—3 means fair; 3.1-4 valid, 4.1-5: very valid

According to the experts, the strength of the book is that the researcher organizes the book systematically. In Unit 1, the researcher begins the discussion of complex sentences by presenting the types of sentences, simple, compound and complex sentences under the theme of Nature of Religion. The reason for the researcher initially presents these sentence types is in order to give a road map of grammar lessons. The simple sentence consists of one main idea, the compound sentence combines two independent clauses connected by coordinative conjunction, and complex sentence joins one independent clause and one dependent clause like adverb, noun and adjective clauses. Next unit, the theme of the Birth of Islam texts accompanies the discussion adverb clauses as dependent clause of complex sentences. This unit is divided into adverb clauses of time and reason, adverb clauses of contrast and purpose, and reduction of adverbial clauses. Unit 3 discusses noun clause under the textual enhancement theme of Five Pillar of Islam. This unit is divided into noun clause derived from statement, embedded questions, yes-no question and wh-question and noun clause reduction. The last unit presents the adjective clause under the theme of textual enhancement of Islam and Issues of Modern World. Unit 4 is divided into adjective clause with subject replacement, adjective clause with object replacement, adjective clause with object possession, time and place replacements, and reduced adjective clauses.

Suggestions left by experts in the questionnaire were to increase the sense of attractiveness of the book by adding pictures and good lay out (E5). It was supported by the interview result that the expert suggested to improve the quality of presentation since the book has been already well organized from the easier and simpler material to more complex and difficult one as explained in the previous paragraphs. The texts should be put in the box with enjoyable setting for eyes to read (E5). Here are screenshot examples of the book:
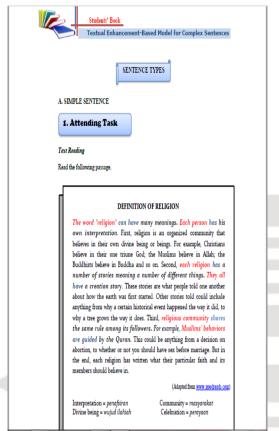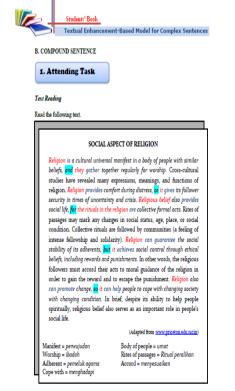
Figure 1 Simple Sentence
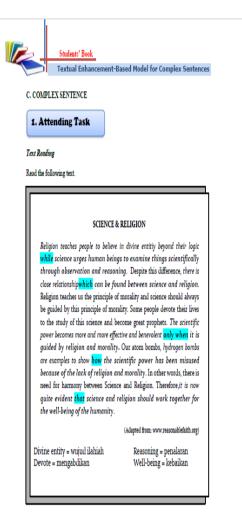

Figure 2 Compound Sentence

Figure 3 Complex Sentence

Aspect of Language:

Textual enhancement grammar book met the criteria very valid in term of language of the book. The experts appraised positively language being used in the book. This aspectwas assessed from the form, meaning and use of language. Here is the result of questionnaire:

Table 4 Result of Language Aspect

No	Indicators	Scores from Experts					Mean score	Criteria
		E1	E2	E3	E4	E5		
7	The language used is grammatically correct.	4	5	4	5	5	4.8	Very Valid
8	There is appropriate	4	5	4	4	5	4.4	Very Valid

No	Indicators	Scores from Experts						Mean score	Criteria
		ness of the language and students' development.							
9	The language motivates students to read.	4	5	4	4	5		4.4	Very Valid
10	The language used is simple.	4	5	5	4	5		4.8	Very Valid
11	The direction is clear.	4	5	5	4	5		4.8	Very Valid
12	The language used is communicative.	5	5	5	5	5		5	Very Valid
	Total							4.7	Very Valid

Note: 0-1 means invalid, 1.1-2 means less valid; 2.1—3 means fair; 3.1-4 valid, 4.1-5: very valid

Based on the result of interview, the experts suggested some grammatical errors in subject-verb agreement, the missing of be in of passive voice, choice of words and misspelling (E1, E3, and E5). After that, the researcher revised the grammar book as suggested by the experts before implementing it in the classroom.

Aspect of Content:

Textual enhancement grammar book fulfilled the criteria very valid in term of content of the book. The experts' responses in the questionnaire revealed good impression to the grammar materials existing in the book. This aspect was examined from the grammar features of complex sentences viewed from accurateness, meaningfulness and usefulness viewed both from grammar field and Islam rules for the texts used. Here is the result of questionnaire:

Table 5 Result of Content Aspect

No	Indicators	Scores from Experts					Mean score	Criteria
		E1	E2	E3	E4	E5		
1	The content about complex sentences is accurate.	5	5	5	4	4	4.6	Very Valid
14	The content (complex sentences) is beneficial for students.	4	5	4	4	4	4.2	Very Valid
15	The content is classified into logical arrangement.	4	4	4	4	4	4	Valid
16	There is conformity of content with the curriculum.	4	4	4	4	4	4	Valid
	Total						4.2	Very Valid

Note: 0-1 means invalid, 1.1-2 means less valid; 2.1—3 means fair; 3.1-4 valid, 4.1-5: very valid

The strength of the content of the grammar book of textual enhancement model is based on the theories of Ellis (2009) that grammar teaching sequence begins with attending task, noticing task, analyzing task, checking task and production task. In attending task, students read carefully the text which is already enhanced for grammar feature taught. In noticing task, teacher gets students to notice the text, what something different in the text is, and what the pattern is. So, students try to discover the rules from noticing the text. In analyzing task, students analyze another text which is not enhanced but they will enhance the grammar features learned there. This task is a crucial step where students examine, identify and find the rules of English rules from the text. Checking task is a step where students confirm their understanding how the grammar feature works. Here the students do exercise of grammar rules related grammar feature taught.

At last, production task is a step for providing students with considerable in-class opportunities for speaking and writing. So, the production task functions as a way to see learning successful or not.

The content or material of the book is easy to understand since students have background knowledge on it and grammar feature is presented in the context. In short, the content of the book is pictured out by the following tables:
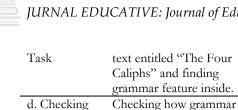
Table 6 Content of the Unit 1

No	Unit 1	Nature of Religion "Sentence Types"
1.	Lesson 1	Simple sentence
	a. Attending Task	Reading enhanced text entitled "Definition of Religion".
	b. Noticing Task	Noticing grammar feature inside the text.
	c. Analyzing Task	Analyzing unenhanced text entitled "What is Religion" and finding grammar feature inside.
	d. Checking Task	Checking how grammar feature works
	e. Production Task	Producing short paragraph about the nature of religion employing simple sentences.
2.	Lesson 2	Compound Sentences
	a. Attending Task	Reading enhanced text entitled "Social Aspect of Religion".
	b. Noticing Task	Noticing grammar feature inside the text.
	c. Analyzing Task	Analyzing unenhanced text entitled "Religion and Society" and finding grammar feature inside.
	d. Checking Task	Checking how grammar feature works.
	e. Production Task	Producing short paragraph about religion and society employing compound sentences.
3.	Lesson 3	Overview of Complex Sentences
	a. Attending Task	Reading enhanced text entitled "Science and Religion".
	b. Noticing Task	Noticing grammar feature inside the text.
	c. Analyzing	Analyzing unenhanced text entitled "God and Science" and

Task	finding grammar feature inside.
d. Checking Task	Checking how grammar feature works.
e. Production Task	Producing short paragraph about religion and science employing complex sentences.

Unit 1 entitled "The Nature of Religion" consists of three lessons as shown in Table 6. Sentence types are categorized into simple, compound and complex sentences. These lessons are presented in the five procedures; attending task where students read texts carefully and pay attention to the salient parts in the texts; noticing task where students are invited to observe the noticeable texts; analyzing task where students analyze another text which is not enhanced and discover the rules by themselves; checking task where students check their understanding by enhancing another text; and production task where students produce their owns text applying the rules in their sentences or paragraphs.

Table 7 Content of the Unit 2

No	Unit 2	The Birth of Islam "Adverb Clause"
1.	Lesson 4	Adverb Clause of Time and Reason.
	a. Attending Task	Reading enhanced text entitled "Arabia before Islam".
	b. Noticing Task	Noticing grammar feature inside the text.
	c. Analyzing Task	Analyzing unenhanced text about the birth of Islam and finding grammar feature inside.
	d. Checking Task	Checking how grammar feature works.
	e. Production Task	Producing short paragraph about the birth of Islam employing adverb clause of time and reason.
2.	Lesson 5	Adverb Clause of Contrast and Purpose.
	a. Attending Task	Reading enhanced text entitled "Islam at the Time of the Prophet".
	b. Noticing Task	Noticing grammar feature inside the text.
	c. Analyzing	Analyzing text unenhanced

Task	text entitled "The Four Caliphs" and finding grammar feature inside.
d. Checking Task	Checking how grammar feature works.
e. Production Task	Producing short paragraph about Islam at the time of prophet or four caliphs employing adverb clause of contrast and purpose.
3. Lesson 6	Reduction of Adverb Clause.
a. Attending Task	Reading enhanced text entitled "Umayyad Caliphate".
b. Noticing Task	Noticing grammar feature inside the text.
c. Analyzing Task	Analyzing text unenhanced text entitled "Abbasid Caliphate" and finding grammar feature inside.
d. Checking Task	Checking how grammar feature works.
e. Production Task	Producing short paragraph about Umayyad or Abbasid caliphates employing reduction of adverb clause.

Unit 2 consists of three lessons as shown in Table 7. The Birth of Islam theme accompanies the discussion adverb clause. There are five types of adverb clause discussed in the three lessons. The sequences are same as Unit 1; in attending task, teacher gets students to read texts carefully and to pay attention to the salient parts in the texts; in noticing task, teacher gets students to observe the noticeable texts; analyzing task where students analyze another text which is not enhanced and discover the rules by themselves; checking task where students check their understanding by enhancing another text; and production task where students produce their owns text applying the rules in their sentences or paragraphs.

Table 8 Content of the Unit 3

No	Unit 3	Five Pillars of Islam "Noun Clause"
1.	Lesson 7	Noun Clause derived from Statements.
	a. Attending Task	Reading enhanced text entitled "Profession of Faith"
	b. Noticing Task	Noticing grammar feature inside the text.
	c. Analyzing Task	Analyzing unenhanced text Shahada and finding grammar feature inside.
	d. Checking Task	Checking how grammar feature works.
	e. Production Task	Producing short paragraph about profession of faith employing noun clause from statements.
2.	Lesson 8	Noun Clause derived from Embedded Questions.
	a. Attending Task	Reading enhanced text entitled "Prayer".
	b. Noticing Task	Noticing grammar feature inside the text.
	c. Analyzing Task	Analyzing unenhanced text entitled "Zakat" and finding grammar feature inside.
	d. Checking Task	Checking how grammar feature works.
	e. Production Task	Producing short paragraph about prayer or zakat employing noun clause from embedded questions.
3.	Lesson 9	Reduction of Noun Clause.
	a. Attending Task	Reading enhanced text entitled "Fasting".
	b. Noticing Task	Noticing grammar feature inside the text.
	c. Analyzing Task	Analyzing unenhanced text entitled "Hajj" and finding grammar feature inside.
	d. Checking Task	Checking how grammar feature works
	e. Production Task	Producing short paragraph about fasting or hajj employing reductions of noun clause.

Unit 3 consists of three lessons as shown in Table 8. Five pillars of Islam theme brings the formula of noun clauses inside. There are three types of noun clauses discussed, derived from statements, questions and reduction. To present the noun clause concepts, the procedure is also five. Attending the enhancing texts, noticing the enhanced texts, analyzing other texts and discover the rules, checking understanding by enhancing the other text and producing students' own text.

Table 9 Content of the Unit 4

No	Unit 4	Islam and Issues of Modern World "Adjective Clause"
1.	Lesson 10	Adjective Clause with Subject Replacement.
	a. Attending Task	Reading enhanced text entitled "Islam and Gender Equality".
	b. Noticing Task	Noticing grammar feature inside the text.
	c. Analyzing Task	Analyzing unenhanced text entitled "Remarkable Women in Islam" and finding grammar feature inside.
	d. Checking Task	Checking how grammar feature works.
	e. Production Task	Producing short paragraph about Islam and gender equality employing adjective clauses with subject replacement.
2.	Lesson 11	Adjective Clause with Object Replacement.
	a. Attending Task	Reading enhanced text entitled "Islam and Human Rights" and finding grammar feature inside.
	b. Noticing Task	Noticing grammar feature inside the text.
	c. Analyzing Task	Analyzing unenhanced text entitled "Islam and Religious Freedom" and finding grammar feature inside.
	d. Checking Task	Checking how grammar feature works.
	e. Production Task	Producing short paragraph about Islam and human rights employing adjective clauses with object replacement.
3.	Lesson 12	Adjective Clause with Object Possession, Time and Place.
	a. Attending Task	Reading enhanced text entitled "Islam and Violence".
	b. Noticing Task	Noticing grammar feature inside the text.
	c. Analyzing Task	Analyzing unenhanced text entitled "Muslims and Violence" and finding grammar feature inside.
	d. Checking Task	Checking how grammar feature works.
	e. Production Task	Producing short paragraph about Islam and violence employing adjective clause with object possession, time and place.
4.	Lesson 13	Reduction of Adjective Clauses.
	a. Attending Task	Reading enhanced text entitled "Islam and the West 1".
	b. Noticing Task	Noticing grammar feature inside the text.
	c. Analyzing Task	Analyzing unenhanced text entitled "Islam and the West 2" and finding grammar feature inside.
	d. Checking Task	Checking how grammar feature works.
	e. Production Task	Producing short paragraph about Islam and the west employing reduction of adjective clause.
	d. Checking Task	Checking how grammar feature works.
	e. Production Task	Producing short paragraph about Islam and gender equality employing adjective clauses with subject replacement.

Unit 4 consists of four lessons as shown in Table 8. Islam and Issues of Modern World theme brings the formula of adjective clauses. There are four types of adjective discussed, namely adjective clause with subject replacement, adjective clause with object replacement, adjective clause with object possession, time and place, and reduction of adjective clause. To present this grammar concepts, the procedure is carried out five steps; attending the enhancing texts, noticing the enhanced texts, analyzing other texts and discover the rules, checking understanding by enhancing the other text and producing students' own text.

Furthermore, based on the interview result, the strength of the book is contextual and in line with students' background knowledge since they are Muslims and have studied religion for a long time. Textual

enhancement model goes with inductive method where students discover rules by themselves from language input given (texts, picture, or data). It is different from the conventional model of PPP model. Presentation, practice and production model stresses the deductive method which serves the formula since beginning and continued by exercises. This makes students fail to transfer the knowledge of grammar into communicative use.

Reliability Description

The reliability of the grammar book was sought by using SPSS20 Software. Among five experts that assess the book through 16 items in the questionnaire, one expert gave score ranging 4 which remarks reliable for book judgment. Here are the results of statistics:

Table 10 Validity of the Book

Case Processing Summary

		N	%
	Valid	16	88.9
Case	Excludeda	2	11.1
	Total	18	100.0

a. listwise deletion based on all variables in the procedure.

Table 11 Reliability of the Book

Reliability Statistics

Cronbach's Alpha	N of Items
.739	5

Table 12 Intraclass Correlation Coefficient (ICC) of the Book

Intraclass Correlation Coefficient

	Intra class corre lation b	95% Confidence Interval		F Test with True Value 0			
		Lo wer Bo un d	Uppe r Boun d	Val ue	Df 1	D f 2	Sig
Sing le Mea sure	- .345a	.14 2	.615	4.1 45	15	6 0	.000
Ave rage Mea sure	.725c	.45 3	.889	4.1 45	15	6 0	.000

Two-way mixed effects model where people effects are random and measures effects are fixed

Note (reliable): 0-3 means low, 3.1-6 means enough; 6.1—8 means high; 8.1-10 very high

Based on Table 12, experts have enough consistency in judging the textual enhancement grammar book in single measure and have high reliability in average measure. It means when the book is seen by one expert, the mark is enough reliable with the score 34.5%. Expert judges each item variously ranging from 3-5. Meanwhile in average measure, they have high consistency in judging the book given. It means almost all experts have the same perceptions about the book. It was obtained from the mean score in the ICC or intraclass correlation coefficient. In short, the grammar book designed by the researcher met the criteria reliable from the result of ICC analysis and valid viewed from the previous meanscore of validity test.

Conclusion

Referring to finding and discussion, it can be concluded that experts appraise positively textual enhancement grammar book which can be seen form the result of questionnaires and interview. It met the criteria valid and reliable in terms of organization, language and content. The suggestions coming from the experts were to improve the layout, revise some grammatical and spelling errors and improve attractive sense of the book. The experts recommend that the textual enhancement grammar book in learning grammar be used as a learning resource in grammar class of Islamic Institution.

Appendices

Samples of Expert Appraisal Questionnaire on textual Enhancement Model

Expert 2

Name of Validator : Dr. Nunu Burhanuddin k. M.Ag
Institution : IAIN Bukittinggi
Position : Dean FTIK

Assalamua'laikum Wr. Wb

Dear Sir/ Madame

On this occasion, the researcher would like to express her gratitude to the experts as the validators for giving aids to fill in this instrument validation to complete data for her research entitled "Developing Textual Enhancement-based Model of Grammar Instruction at IAIN Bukittinggi. The lecturers' book contains complex sentences designed based on textual enhcement-based insctruction. The validator may fill in the questionnaire by giving checklist (√) which represents your opinion regarding the lecturers' book and comment on the provided columns.

Guidelines:

1. Please fill in the identity form.
2. Give score this instrument in the column score based on your opinions.

    5 means **Very Good**;
    4 means **Good**;
    3 means **Fair**;
    2 means **Bad**;
    1 means **Very Bad**;

3. At the end of these statements, please leave your comment for better improvement of instruments validity.
4. At last but not the least, please circle one of the available scores for the lecturer's book validity.

No		Aspects	Scores				
			5	4	3	2	1
A.		**Format**					
	1.	The classification of the content is clear.		✓			
	2.	The numbering techniques are clear.		✓			
	3.	There is conformity between text and illustration.		✓			
	4.	Layout is good.		✓			
	5.	The font size is appropriate with the standardized one.		✓			
	6.	The kind of the font is appropriate.		✓			
B.		**Language**					
	7.	The language used is grammatically correct.	✓				
	8.	There is appropriateness of the language used in the book with context.	✓				
	9.	The language used texts is interesting.	✓				
	10.	The language used is simple.	✓				
	11.	The direction is clear.	✓				
	12.	The language used is communicative.	✓				

C.	Content					
13.	The content about complex sentences is accurate.	✓				
14.	The content is classified into logical arrangement.	✓				
15.	There is conformity of content with the curriculum.		✓			
16.	The content (complex sentences) is beneficial for lecturers.		✓			

Suggestion and Comment:

It good because the book cover the vision of Islamic State of Bukittinggi

Note: (please circle)

A : very good and usable with no revision on the score range (68-80)
B : good and usable with little revision on the score range (55-67)
C : fair and usabale with the medium level of revion on the score range (42-54)
D : bad and unusable with many revisons on the score range (29-41)
E : very bad and unusable on the score range (16-28)

Padang , *12 - 9* 2016

Validator

NIP. 19730510 200012 1 002

Expert 3

Name of Validator : *Ely Refnita*
Institution : *Bung Hatta University*
Position : *Lecturer*

Assalamua'laikum Wr.Wb

Dear Sir/ Madame

On this occasion, the researcher would like to express her gratitude to the experts as the validators for giving aids to fill in this instrument validation to complete data for her research entitled "Developing Textual Enhancement-based Model of Grammar Instruction at IAIN Bukittinggi. The lecturers' book contains complex sentences designed based on textual enahcement-based insctruction. The validator may fill in the questionnaire by giving checklist (√) which represents your opinion regarding the lecturers' book and comment on the provided columns.

Guidelines:

1. Please fill in the identity form.
2. Give score this instrument in the column score based on your opinions.
   5 means **Very Good**;
   4 means **Good**;
   3 means **Fair**;
   2 means **Bad**;
   1 means **Very Bad**;
3. At the end of these statements, please leave your comment for better improvement of instruments validity.
4. At last but not the least, please circle one of the available scores for the lecturer's book validity.

No	Aspects		Scores				
			5	4	3	2	1
A.	**Format**						
1.	The classification of the content is clear.			√			
2.	The numbering techniques are clear.				√		
3.	There is conformity between text and illustration.			√			
4.	Layout is good.			√			
5.	The font size is appropriate with the standardized one.				√		
6.	The kind of the font is appropriate.			√			
B.	**Language**						
7.	The language used is grammatically correct.			√			
8.	There is appropriateness of the language used in the book with context.			√			
9.	The language used texts is interesting.			√			
10.	The language used is simple.		√				
11.	The direction is clear.		√				
12.	The language used is communicative.		√				

C.	**Content**						
13.	The content about complex sentences is accurate.		√				
14.	The content is classified into logical arrangement.			√			
15.	There is conformity of content with the curriculum.			√			
16.	The content (complex sentences) is beneficial for lecturers.			√			

Suggestion and Comment:

~ Improve your grammar.
~ Recheck spelling

Note: (please circle)

A : very good and usable with no revision on the score range (68-80)
B : good and usable with little revision on the score range (55-67)
C : fair and usabale with the medium level of revion on the score range (42-54)
D : bad and unusable with many revisons on the score range (29-41)
E : very bad and unusable on the score range (16-28)

Padang, 17-2- 2016

Validator

Dr. Ttly Refrita M.Pd.
NIP. 19690915 199203 2002

Expert 4

Name of Validator : Dr. Adelein, M.Pd, M.Pd.
Institution : STBA HAS Bukittinggi
Position : Lecturer

Assalamua'laikum Wr.Wb

Dear Sir/ Madame

On this occasion, the researcher would like to express her gratitude to the experts as the validators for giving aids to fill in this instrument validation to complete data for her research entitled "Developing Textual Enhancement-based Model of Grammar Instruction at IAIN Bukittinggi. The lecturers' book contains complex sentences designed based on textual enahcement-based insctruction. The validator may fill in the questionnaire by giving checklist (√) which represents your opinion regarding the lecturers' book and comment on the provided columns.

Guidelines:

1. Please fill in the identity form.
2. Give score this instrument in the column score based on your opinions.
   - 5 means **Very Good**;
   - 4 means **Good**;
   - 3 means **Fair**;
   - 2 means **Bad**;
   - 1 means **Very Bad**;
3. At the end of these statements, please leave your comment for better improvement of instrument validity.
4. At last but not the least, please circle one of the available scores for the lecturer's book validity.

No	Aspects	Scores 5	4	3	2	1
A.	**Format**					
1.	The classification of the content is clear.	√				
2.	There is sense of attractiveness.		√			
3.	The numbering techniques are clear.		√			
4.	There is conformity between text and illustration.		√			
5.	Layout is good.		√			
6.	The book's size is appropriate with the students' condition.		√			
B.	**Language**					
7.	The language used is grammatically correct.	√				
8.	There is appropriateness of the language and students' development.	√				
9.	The language motivates students to read.	√				
10.	The language used is simple.	√				
11.	The direction is clear.		√			
12.	The language used is communicative.		√			

C.	Content					
13.	The content about complex sentences is accurate.	√				
14.	The content (complex sentences) is beneficial for students.		√			
15.	The content is classified into logical arrangement.		√			
16.	There is conformity of content with the curriculum.		√			

Suggestion and Comment:

_____
_____ *od* _____
_____
_____

Note: (please circle)

Ⓐ : very good and usable with no revision on the score range (68-80)
B : good and usable with little revision on the score range (55-67)
C : fair and usabale with the medium level of revion on the score range (42-54)
D : bad and unusable with many revisons on the score range (29-41)
E : very bad and unusable on the score range (16-28)

Padang , .../8.......... 2016

Validator .

Dr. Absalen, M.Pd, M.Pd.

NIP.

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