DEVELOPING ENGLISH MATERIALS FOR ISLAMIC EDUCATION STUDENTS of IAIN Kediri

Ima Fitriyah
IAIN Kediri
ima.fitriyah@yahoo.com

Abstract:
English for specific academic purposes (ESAP) has grown rapidly in line with the learners' needs of language especially in communication skills academically. ESAP appears to rebut conventional teaching with merely emphasizing on the language structures instead of the content. In fact, what the learners learn in the classroom should meet their needs in the future professional job. Researching ESAP, the developer attempts to develop instructional materials for Islamic education students intended to troubleshoot the communication problem for undergraduate students in State Islamic Institute of Kediri or IAIN Kediri.This study is aimed to develop ESAP instructional materials with the principles of Contextual Teaching and Learning (CTL) for students of Islamic education of IAIN Kediri.This research and development is carried out in a population of 394 students being in the second semester at IAIN Kediri. A cluster random sampling is chosen as sample. There are 40 students involved in the research out of the 6 classes in the phase of obtaining information, need analysis and try out. The result of need analysis becomes the basis of how the developer composes the instructional materials with CTL principles. All the contents of the materials refer to Islamic education package into 10 units for one semester. The developer needs to ask for judgment of the materials to attain the validity of the materials involving three

experts in ESAP course design, Islamic Education teacher training and expert of designing the lay out. After the tryout, the necessary revisions is made, the materials are then validated. It can be said that through the entire steps of research and development, the materials are trustworthy and appropriate to apply at Tarbiyah Faculty at IAIN Kediri.
Keywords: *English for Specific Academic Purposes, Instructional material, Islamic education.*

Most work in the teaching of English for specific purposes has concentrated on development of the essential study skill – listening, reading, speaking and writing. Students in non-English faculty cannot be carelessly given unspecific materials. Learning English as its own sake is clearly not part of the students educational purposes (David, 2000:8) (Helen, 2010:26). Talking about resources for teaching and learning English language, students are now provided with huge materials both authentic and constructed materials. Moreover digitalization is also affecting ELT resources in the way it's connecting learners with the outside world. Students nowadays have access to an incredible amount of English-language material online. But while this is clearly beneficial, it can also be a bit overwhelming. Students don't always know where to go for the most appropriate materials. For teachers, the amount of time needed to find, select and prepare materials can be off-putting.

Those situation demand a high commitment from all teachers or instructors to appropriately choose English resources. Yet, some policies from government or they who are responsible with curriculum do not realize on that challenges. Thus, the English teaching and learning process sometimes is not suitable with the growing demand in using English. It is not surprising when the competence of English owned student of non-English department is relatively low (Dewi,2010:1).

Materials development for teaching of English as a foreign language has been witnessing significant changes during the last decades in countries like Indonesia. The concerns informed by research on language learning and learning theories have impacted the methods that in turn have resulted in

change of thinking in materials development. This along with other reasons which are mostly to achieve uniformity or commonality in the system resulted in making the teacher–learner / teaching-learning activities textbook centric. Instructors expect materials to do all wonders, on the other their needs and wants clash with each other and also with the needs of learners and learning. This creates many dilemmas for instructors and materials developers. The recent curricular revision undertaken made an attempt to address these issues and problems by bringing in people from varied contexts to develop materials.

Curriculum designer or materials developer takes an important role in creating how the teaching and learning process is conducted. There should be a match between the students' needs and the design itself to meet their needs. The students need what is nowdays called English for Specific Purposes (ESP) and English for Specific Academic Purposes (ESAP) exclusively, that English is not only learn generally about English for its own sake (i.e. grammar, pronunciation) but more about its function in specific purposes or contents. ESAP has instruction in which English is not taught merely in the language forms, but how to teach English by adapting certain contents in other specified field of study. By using ESAP, students will also study local content in learning English. There is a link between what students study outside English lesson and what they study in English.

Many scholars define English for specific academic purposes (ESAP) after providing quite long elaborations about its concept of student' needs and English courses. Such inductive conclusion means that the reader know what things are behind ESAP as a branch of English Language Teaching (ELT). Through the experience of teaching in Tunisia, Smoak (2003) defines that ESAP is a form of English instruction and through the fundamental of student' actual, immediate needs who must perform real life tasking, by not focusing on passing the examination or test in the end of the learning.

For non-English department student, the existence of the ESAP really suits what the student learn and how they apply English in their workplace in the future. Students are taught in the form of 'another variety' of English

instead of general English. General English has been learned by the students in the previous courses. After they had learned general English as the basis of knowledge, they study ESAP as the next English adjusted through their field of study (Basturkmen, 2006:16).

Contextual teaching and learning (CTL) is one of the hot topics in education today. Contextual teaching and learning engages students in significant activities that help them connect academic studies to their context in real-life situations. According to Johnson (2002), CTL is based on the philosophy that students learn when they see meaning in academic material, and they see meaning in a schoolwork when they can connect new information with prior knowledge and their own experience. Here then, there are some principles in the CTL approach of instruction. The principles proposed by Johnson and Suyanto (2002) are different in the term but exactly those are basicly same.

> *"Contextual teaching is teaching that enables learning in which pupils employ their academic understanding and abilities in a variety of - and out of school-contexts to solve simulated or real world problems, both alone and in various dyad and group structures"* *(Johnson, 2002: 25)*

There is a sequence of CTL framework which can be implemented in the language learning including the design of the ESAP instructional materials. All the components suit the demand of its concept in which language is taught based on the contextual situation. Latief (2007) has synthesized the framework into seven pillars as follows:

Table 1. The Pillars of CTL and its tasking

No	Pillar	Tasking
1	Constructivism	Sequencing, student-centered exercises, brainstorming
2	Questioning	Question, question and answer
3	Inquiry	Game Puzzle, problem solving
4	Modeling	Clear instruction and example
5	Learning community	Think-pair-share, group work, field trip, discussion
6	Authentic assessment	Demonstration, portfolio, report, problem solving
7	Reflection	Rounding up, drawing conclusion

Communicative competence in ESAP is designed through the implementation of learners' centered teaching in the classroom. The notion of learner centered teaching has been shown through Task-Based Teaching as the core of communicative approach or Communicative Language Teaching (CLT). The essential concept of CLT is engaging the learners in a real-world communication through a series of communicative task the students complete by making equal between fluency and accuracy (Harmer, 2007:69). The communicative tasks the teacher gives can be metaphoric to 'vehicles' to build the students' competence in producing more language.

The indication of CLT approach exists in ESAP instructional materials design can be seen from several aspects. First, communicative ESAP instructional materials is obviously included in ESAP instructional materials design to create learning centered classroom activities. Communicative ESAP instructional materials type is specified into notional-functional ESAP instructional materials and task-based ESAP textbook materials.

As the core of communicative approach, task-based language teaching (TBLT) along with content-based instruction involve learners not only focus on the language forms or the language itself, but also the emphasis on how to use the language communicatively on interaction, conversation, and language use (Lightbown and Spada, 1999:92).

The faculty of education (Tarbiyah) is one of the faculties in this

institute providing graduates in the circle of Islamic education program. Islamic education is a brand major under this faculty which is still developing in producing competence graduates in Islamic education. The new curriculum, KKNI, demands professional outcome of IAIN Kediri. Students are demanded to have special competency in each their field, for the rapid development of any science and knowledge written in English. Students of Islamic education must have a competence in understanding special text for Islamic education written in English to support their studying. Moreover, the high inquiry of publishing both national and international, the ability to write and speak in English can not be avoided. Finally all skills in English learning should be mastered by students of Islamic education supported by the adequate knowledge of related vocabulary and structures.

The theoretical aspects of students' need or the needs analysis are based on PSA (Present Situation Analysis) and TSA (Target Situation Analysis). Semi-structured interview and document analysis, as the instruments for data collection, are used for the language needs analysis (Momtazur Rahman et al, 2009). This year, the instructors of English in PAI still use the previous material which is for the English for academic purpose and tend to emphasize more on language structure rather than the content or communicative competence. There is no approach for ESAP in Islamic education, result in the teaching and learning materials are not correlated to the student' needs on the field they are in. This fact is the main reason why this research and development is conducted, that is, to propose the appropriate ESAP instructional material for English course in order to guide the lecturers to make appropriate instructional material as well.

The above scenarios show how important it is to explore and consider needs before setting up a course of instruction. Needs analysis also plays a role in refining and evaluating ongoing ESP courses. For example in a previous studies, in coming years the dental registration exam may change and different types of writing may be required. Clearly, the ESP teacher will need this information to revise her course (Basturkmen, 2010:25). Based

on the interview with the lecturers and students of PAI at STAIN Kediri, it reveals that the previous teaching of English could not reach the purposes of the curriculum because, (1) the materials provided are compiled from many sources without relating to what the students' need, (2) the reading section are mostly for Islamic studies, and (3) there are so many grammar materials. The other problem is that the English materials never been revised for many years and need to be developed based on the students need to attract students in learning English.

In all four cases, the primacy of needs was clearly evident. It was what the learners 'needed' that determined the features of discourse and the types of texts that were investigated. It was on the basis of these needs that the ESP courses were constructed. It was an understanding of what the learners needed that paved the way for the great majority of the course design decisions.

Pursuing a similar line of thought, Hyland (2008:113) has argued that needs analysis like other classroom practices involves decisions that are based on the teachers' interests, values and beliefs about language, learning and teaching. As argued before in this work, and as seen in the case studies, needs analysis is not an entirely procedural endeavour. It is not just a matter of technicalities but of theoretical perspectives as well.

These facts are the main reason why this research and development is conducted, that is, to propose the appropriate ESAP instructional material for English course with CTL approach in order to provide appropriate instructional materials as well.

The objective of the research is based on the problem that the students of Islamic education were given English for general purposes, but not English for specific purposes. The study is aimed to produce English materials instructionbased on Contextual teaching and learning (CTL) for the students of Islamic education programfocused on reading and speaking skills at IAIN Kediri.

The final project is the form of the English material for the second semester students of Islamic Education department at IAIN Kediri. The

developing material focuses on reading and speaking skills, and the other skills are developed integratively in the material. It is designed for twelve to fourteen meetings. The output competencies are expected to be Islamic teacher, professional in Islamic education, having coorporation with the institution in other countries. Therefore the material is designed to meet those needs by providing the students basic communication skills related to needs in the workplace.

The product of this study is a set of English material for Islamic education students at IAIN Kediri. The product used Contextual teaching and learning (CTL) approach. It is alsocompleted with appropriate learning activitiessince the material is developed based on the students need with the task-based and communicative approach in teaching and learning English.

METHOD

To construct a good English for Specific Academic purpose materials, the best design for the study is research and development design. This research and development is used to find out a specific style in the ESAP textbook materials. The prime objective of this research is to design ESAP instructional materials which are appropriate with the needs of the students of Islamic Education of IAIN Kediri.

The study involves a number of students of Islamic education in the semester of 1 who takes English 1 course. In IAIN Kediri, there are two English courses which are compulsorily taken by the students. English course 1 is for general English and English for Islamic education. When the students take English 2, it should be the time for them to focus on their content areas in Islamic education. The number of the students involved for the subject of this study is 40 students gathered by random sampling from 394 students. The 40 students are gathered in one class and involved in the process of obtaining information, needs analysis and tryout phase. Besides, the subject specialist teaching in this faculty and alumnae are involved in the needs analysis of the interview stage.

Model of Development

The model of development in this study is based on what Borg and Gall (1986:775-776) beginning with the identification of the problem of learning English encountered by the undergraduate students of Islamic education. Knowing the core problem, the researcher attempts to reveal it by studying the theory regarding the problem of learning. Next, needs assessment and needs analysis are needed to reveal what needs should be met by the students, and then the result of the needs assessment and needs analysis is developed into a textbook. The result of the textbook is then brought to expert for their judgment for revision. Having been revised, the result of the materials is tried-out. On this phase, expert comments are welcome for the improvement of the materials. When the materials have been revised, the textbook is ready to use for classrooms.

To conduct this research and development, the researcher follows some steps as the procedure as follows: (1) Identifying the problem encountered by the students in learning English (2) Reviewing the problem into the theory (3) obtaining information through the needs survey, (4) FGD (Focus on Group Discussion) (5) writing manuscript, (6) expert judgment, (7) revision (8) tryouts, (9) revisions, and (10) expert validation.

The Instruments

The needs survey is done by using some useful instruments of the research. The instruments are used to collect the data needed in the research process before the development process, i.e. textbook development, is carried out.

There are some questionnaires used in this research. First questionnaire for obtaining informations of studentsattitude in English, second questionnaire for obtaining the students' needs in English course. The third questionnaire is for gaining the response of the students on the product. And the last, questionaire is for the expert in giving judgement of the product. The result of the first and second questionnaire become the base to construct the textbook. The second instrument is a set of interview for some subjects of the research

intended for the officials in the department such as the subject specialist teaching in this faculty and the alumnae of Islamic education.

FINDINGS AND DISCUSSION

Needs Analysis

This research and development was initiated with the research process in which the researcher attempted to reveal what the problems encountered by the students of Islamic education department in learning English. A set of questionnaire has been spread to a random sampling as many as 40 students out of 394 students in the departments who are taking English 1 course in the semester 1. The questionnaire consists of eight questions related with their perspectives in English, difficulties in language components and skills, and their awareness of the importance of English for themselves. Through the filled questionnaire it is found data as served bellow.

The students's perspective of English was tested through question number 1 in the questionnaire which asks them whether they like English or not. It is found that 52,5 % students have good perspective in English. When the students like what they are studying, it will lead to the effective teaching-learning process. In acquiring second language, motivation classified into the student-inner factor mostly determines whether students can effectively learn English as a second language. Question number 2, in this case, reveals how motivated they are in learning English for their academic and career in the future. 75% of all students or 30 students have hight motivation in learning English.

Question 3,4,5 attempt to reveal what the difficulties they face in learning English in two aspects: skills and components. This is an essential part since the developer can adjust the materials based on the difficulties the students encountered. 23 students or 57 % say that English is difficult enough for them. When asked about their difficulty in English component, most of them answer grammar 60% and all component 30%. The researcher assumed that their difficulties in grammar are faced since grammar is not

taught communicatively: it was previously taught through its rules or formula without applying in the real-world tasking instead. Talking about the language skills, both listening and speaking are the students' main difficulties with 50% or 20 students say that listening is difficult and 42% say that speaking is difficult.

When asked about their preferred learning method in the classroom, 32% of students are preferred group work and combination. They do not effectively learn if the learning model only through presentation or lecturing.

Question number 7 and 8 ask about whether the topic discussed in English 1 relevant or not for their field of study. 50% students say that the material does not suit for them. The last, students are asked the beneficial of studying English for their future, the developer found that 45% students agree that English have big advantage for the students' future career.

The Needed Skills

Question 1 in the questionnaire of needs analysis point out the significance of the needed skills presented in the instructional materials. Proportion on each unit or meeting becomes a consideration. Table 2 shows the finding of skills priority needed by the students of Islamic Education from the most to the least important. Students are asked to rate or provide numbers from 1 tp 4 on each skill. The result is then presented in a table with its percentage.

Table 2: Skill priority

Listening	Speaking	Reading	Writing
12,5%	50%	22,5%	15%

The resulted data from the questionnaire shows that speaking takes the first priority in providing materials for the students. 50% of students agree that speaking must more be included in the lesson for prime portion in materials. Option A in question number 3 indicates that speakiang really benefits for the students. Most of the students or 62% choose A, Job interview because they really aware that English is very important for their future job.

Most of the students agree that writing has big portion skill applied

in the ESAP materials. Their need of writing is really significant for the students proven that most of them 20% choose report composition will use writing skill. 40% say it is very useful for them when there is a test requiring writing competence such as in certain international companies or a test for continuing studies abroad. 62% students agree that they do need reading skill for understanding the English text found in book or article as their reference for their field of study. Some others, 22% of them, reading skill is very helpful in understanding banking application.

The need of listening for TOEFL test is beneficial, 52 % of them mention that listening competence is helpful for them to understand listening test in TOEFL. It indicates that students need to past TOEFL test in the future, and they consider that listening is very difficult for them.

The Needs of The Contents

Question number 6 of the questionnaire tries to ask the students what English they really need for semester 2 they will take. 81% agree that English for Islamic education is a need for them for their preparation of apprenticeship and future job notably corrrelate with their field of study. English for Islamic education students is developed by the developer specify the English need in education generally.

The Teaching Method

There are 32% of the students agree that they need skill-based teaching in order to gain more benefits for them especially in written and oral communication. The emphasis of skills teaching, especially for speaking and reading as the most chosen skills, needs to be applied in the instructional materials. Grammar-based teaching using communicative grammar is also still needed for them since the result of needs analysis show that grammar is one of the most difficult English component for them. In English 1, the students studied only vocabulary and reading in mixed topics which did not correlate with their field of study. That's why many students, as many as 12% choose grammar-based teaching. The developer provides communicative grammar for students in which students are not taught grammar strictly and

sparately from the topic but more integratively involved in the topic of each chapter.

Result of Interviews

The interview with English lecturer in Islamic education department revealed some facts. Surprisingly, not only he, who does not have Islamic education background knowledge, but the other lecturers have the same problems. It was also supported by the material provided by Language center which did not focus on each department or English for specific purposes (ESP), rather it was general English focus on grammar and multiple sources of information. The material did not demand the lecturer to teach English for specific purposes. The second question was answered automatically, he and the other lecturers did not use another book. This happened for a long time. Moreover, the materials of the book have never been updated according to the need of the students. Sometimes, the lecturer himself, trying to get material that is suit to the department outside the book from the university.

From the next questions, most of the topics in English 1 are Islamic studies and the topics mixed from many departments. This condition lead the teaching –learning process does not really effective. For example, students are forced to study Math in English, whereas they do not like math even it is taught in English. When the lecturer asked about his difficulties in teaching English, he said it was very difficult when the students are not interested in the topic discussed. Moreover the grammar section does not related to the topic at all. It can be concluded that the topics do not correlated into what the students need in the department.

The second interview section resulted a number of precious information needed in needs assessment. The developer needed this information for selecting and sequencingtopics presented on each unit. The lecturer is very experienced lecturer throught his experiences proven by his participations of national and international workshops in line with his academic qualification.

Based on the interview with students currently graduated from Islamic Education department, the researcher concluded that the students were not

really satisfied with teaching-learning process in English 2 course. After they graduated from the university, they do not have any impression in learning English. They said, the teaching-learning process was not meaningfull when they can not apply the knowledge in real life.

They hope that teaching-learning process of English in Islamic education program would be better than their previous experience. Because, however, English is useful language for bettering the future career. The English teaching is oriented more toward specific Islamic education and professional language. And the last, they suggest to give students more time to practice English, thus adding the lesson time in order to gain effective result.

Result of Expert Validation

Thereare three experts involved in this phase in which the developer appointed expert in ESAP and expert in Islamic education. The proof readers are English lecturers in IAIN Kediri, one from English department and the other is from Islamic Education department.

The initial consultant conducted with the expert from Islamic education. The first judgment came up from the comment to the cover of the book. The title before revision is "English for IslamicStudents", and it was told that the title was too general, the tittle of the book is not for education students but it was also for another faculty, like *Sharia* faculty or Islamic law. The developer needed to specify the tittle of the book. The most important correction was that the book has to include the conversation about classroom or teaching conversation.

Related to the content, the expert in ESAP suggested to include the education topic from outside Indonesia, in order to broaden students' knowledge. He also remind to include the syllabus of the book and the competence should be reached by the students.

Related to exercises, the very many errors came from the clearness of the instruction. The expert said that most of the instructions in the activities were not easy to understand. The language used in the instruction is not understandable for the students, since the developer still mix *Bahasa* in the

instruction. The developer needed to make more clear instruction for students.

Related to general element, so far the lay out is good enough. The mistake came from the unconsistency of the size of the font, the space in a paragraph and the form of the font. The developer was asked to be consistent to differentiate between what is instruction and what is material. It will make easy to follow the content of the book. Besides, the developer needed to pay attention on the picture used, it is related to culture. Overall, the score is good, but some of the picture used do not reflect Islamic education and Indonesian education. Thus, the developer needed to consider the suggestion.

All of suggestions given by experts in the previous phase were very precious for the developer to attain improvement of the materials. The developer did what it took to make the revised materials better than before.

There are some needed revision after the expert giving their judgment. The revision related to the content, the exercise and the lay out of the English material. Related to the content, the developers revised the content about teacher topic. Before revision, the figure in teacher was not from muslim education figure. Islamic education expert suggest to give the example of successful teacher in order to show that muslim has very good teacher to be imitated or followed by others.

Moreover, the other expert asked the developer to delete the point in grammar if it is not related to the topic. Nevertheless, before the revision, the grammar supplement stand alone without any relation with the topic in the chapter. Then the developer decided to have communicative grammar, in which the grammar are taught communicatively based on the topic and related to real-world task. Thus the teaching grammar will not be too strict in discussing the rule, but more about how to use grammar in real situation. It is also based on the students need questionnaire where grammar is still in high place for students necessary.

On the other hand, related to the communication, Islamic education can not be separated with classroom / teaching transaction. Before revision, there is no any discussion on classroom transaction, meanwhile the students

need those kinds of transaction in real life. The developer tried to find material related to classroom transaction in integrated skills. It consisted with three skills putting together in one task, listening, speaking and writing however the students also study grammar in real world transaction.

Talking about the exercise, the revision is about how to make short clear instruction for students to avoid confuseness of instruction. Clear instruction will avoid misundersatnding in doing the tasks provided.

General element in the product is more about the use of appropriate picture, design on the instructions and the font used. Improvement had also been made for texting placement and font size and picture used. It was considered important with the aim to make the readers enjoy reading the text and exercises. Apart from consultation to graphic designer, thedeveloper also took examples from another book as acomparison and inspiration.

Field Note of the Tryouts

When observing a culture, setting, or social situation, field notes were created by the researcher to remember and record the behaviors, activities, events and other features of the setting being observed. Field notes are meant to be read by the researcher to produce meaning and an understanding of the culture, social situation or phenomenon being studied. The tryouts were conducted in three phases. Before the developer held the try out in real class, the developer gathered some students to make a small class in order to try out the product. It was held for 20 students from Islamic education students. On October 8th,2017 this group was taught by the developer herself using lesson one. Moreover, the developer also copied the students all the lessons of the book. It was aimed to know the students response after they are taught using the product. The students were also given a questionaire to evaluate the product.

During the process of teaching-learning, the researcher observed the students and the teacher about how the usage of the book or found out any problems that they were facing when they used the book. In the end of the last teaching learning process, the researcher gave questionaires to the students

and conducted interview to the teacher and several students. The data that were taken during trial runs, result of the interview and questionaire would be base information to revise draft into final draft.

During the class, as usual the instructor gave opening by *du'a*, and then the students were asked to see the pictures on content vocabulary. This is a good activity when students trying to give a definition of each word from the picture. The lecturer encauraged students to use English. Move to the next section "think about it" students were ancuraged to think, to remember and to raise their background knowledge. Very active discussion came up from the questions in this section. Step by step, reading comprehension was also discussed by the students and the lecturer, followed by "communicate" section, students practiced to speak some expressions and the last to see their correctness, grammar supplement was also discussed by the students. On the "reflection" section, the developer got much valuable information. Overall, the students liked the product and very interested in. They enjoyed the lesson, it was very active class, they like the topic on education, but there were some notes, that the students do not like if the figure of education or teacher was not muslim. They wanted to study vocabulary in form of synonym and antonym in order to enrich their vocabulary. Finally, the listening section integrated with speaking is the most interesting one for the students. The result of the questionaire showed the positive response from the students.

At the second try out, the developer did not teach the students by herself, rather the lecturer of the class itself. The try out was held on October 10th, 2017 in class C of Islamic education department. The developer only observed what happened during the class. As usual the class start to evoke students schemata from the vocabulary content and think about it section. The process can not be separated from using bahasa because of the lack of vocabulary. After the students ready for the main reading, they were introduced to the main topic, entrepreneurship. Although the figure is not muslim, the next task, students were asked to find Indonesian muslim success teacher. In the section of what characteristics owned by the teacher, the very

active discussion reveal. The following step, is discussion what the teachers did in the past to make them success. The discussion lead to the discussion of past tense, but still related to the topic of teaching. The obstacle arose when the students have lack vocabulary to express something in the past.

The rest of the time was used to review the speaking section, students were asked to listen to the dialogue in telephoning from the record. When the task was given, students got difficulties to listen on correct pronunciation and writing, but when they were asked to perform the dialogue in telephone, they could do it really good.

To sum up, there were two aspects that needed to add for the materials. The developer considered to supply the materials with the example of muslim teacher and a good example of telephoning. The developer believed, when they have been included, the material became better for students's activities.

The last try out was conducted in different class, that was Education management department, B class on October 17th,2017. The background knowledge was activated for about ten minutes in thinking about the Islamic education in Indonesia, students were asked to discuss in pair. After all, the discussion continued to the comparison of Indonesian Islamic education and Malaysian Islamic education. The comprehension on reading followed by some questions students needed to answer. Still education quality seen from the *akhlak* of the people, that's why the speaking section is about how to be good in transaction in classroom using requesting and asking help. The obstacle came up again when students cannot really understand the recorded dialogue by native speaker. Thus, the developer decided to add once more exercise in listening with the aim to make students familiar with the language used by native speaker.

Result of Textbook Evaluation from Students

Overall, the response of students is good, since the students give score from 3 to 4. The sudents were given questionnaire about the entire performance of the book. It consists of 10 question with the range score between 0 to 4, with 0 indicating very poor and 4 indicating excellent.

Related to the cover of the book, 45% students answered, yes the cover was appealing. As well as 30 % students, answered the visual imagery is high aethetic quality. Asked whether the students interest to read the text, as much as 24 % answered completely interested. The good response was in the topic presented, 65 % of the students answered completely yes the topic related to their department. But still, related to the instruction, the answers of the students are 52% answer partially and the rest answered yes. Maybe, it was because the instruction often too long to read.

Following the three-time tryouts, the revision needed to be done to produce final product. Second revision was based on the weakness came up in the tryouts and students' judgment to the book. To sum up, required revision gained from three lessons have been accomplished. The need to give figure of muslim teacher in lesson three. Paralleling the whole material, listening section should be added in every lesson. Another revision, is the exercise in vocabularies, since the vocabulary owned by the students were so limited. Field tryouts proved that it was very effective in meeting students' needs. Last, several instructions had been improved to enhance students' understanding of what they were likely to do for the tasks. Having revised all things necessary after tryouts, it means that the materials had already got empirical validity till it would finally be validated by the experts.

Sections in The Product

The product of the research and development contains 10 lessons, in each lesson there some sections and some interacive tasks for students. It integrates the four skills and three English component. Each section lets the students to explore the skills and English component integratively and interactively. The sections in the lessons:Contentvocabulary, Think about it, Part one: Reading, Part Two : Communicate, Part Three : Grammar Supplement, Project and Reflection

CONCLUSION

English competence in communication skills has been identified as the

problem faced by the students of Islamic education departement. The problem has been caused by the existing materials adopting merely general English with the emphasis of grammar based teaching. The goal of the curriculum requiring the students to be able to develop communicative competence is still in doubt in its practice. Students who take English 1 and 2 courses are taught English for general rather than using it in the real context of language.

After conducting all the steps or satges of research and development and following all the principles of the theory used, The writer come to conclusion that the resulted product of materials having been validated has a number of strengths. This product of materials has been suitable for it is proven with its synchronization with students needs in semester 2. Content matters a prime basis of which an ESAP materials are composed, not only used to being in academic context, students could aslo enhance their communicative skills through functional expressions they will need in the future job and on the job training.

In addition, this product of materials proviedes effective learning mode with the principles of CTL highlighting experiential learning with the goal to more productive learning. Real-world tasking enables them to produce more target language in order they to develop their communicstive skills. The third strength appears in this product of materials in the matter of attractiveness. High aesthetic pictures concerning with the topics and cover of the book could attract students as the users of the materials. The developer used pictures since they have been found unavoidable to attract the readers whether they like the materials or not. Language authenticity, however, becomes the next strength. The other strength is that, this book also uses communicative grammar which make students easier to know their errors in using Englsih. The lecturers do not have to be worried in anticipating students errors.

Because of the time limitation on constructing the book, the developer hope that the lecturer who will use the book can be very critical in using the book and aware of necessary revision when the materials are implemented

in teaching-learning process. On the other hand, the exercises are so limited, thus teachers are allowd to add another necessary exercisesrelated to the topics in the book in line with CTL principles.

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