

Developing English Teaching Materials: Vocational Based-Learning for Chemical Engineering students

Achmad Sjaifullah^{1*}, Abd. Muqit^{2**}

* Chemical Engineering, State Polytechnic of Malang

** Mechanical Engineering, State Polytechnic of Malang

INFO ARTIKEL	ABSTRAK
<p>Riwayat Artikel:</p> <p>Diterima: 31-01-2022 Disetujui: 29-03-2022</p> <hr/> <p>Kata kunci:</p> <p>Teaching, Vocational Education, Materials Development Needs</p> <hr/> <p>Alamat Korespondensi:</p> <p>Achmad Sjaifullah, Chemical Engineering State Polytechnic of Malang Malang 65141, Indonesia E-mail: sjaiful.polinema@gmail.com</p>	<p>Abstract: The materials needed by vocational education must be fairly different from the university students. The needs are based on the actual phenomenon of working situation. The reasearch tries to develop the English materials for vocational education based on learning activity at chemical Enginerig State Polytechnic of Malang. It has been known that the present materials must the updated based on the developing need of industry. The method used was descriptive. It uses nine steps to do this research. These nine steps are investigating interesting topic, exercises, intruction, exploring the level of difficulty, selecting the best topics, and evaluating the exercises of the student book. It is all done by giving questionnaire to the users and to experts. This research found out that the developing of English teaching materials based on vocational domain is suited with the up -dated needed by the students and by industries where the students commonly work. It is in line with the students needs and curriculum applied in vocational education. This research gives a solution and ways of teaching models for vocational institution that are in line with the students, industry, and curriculum needs, and this can be applied wholly in Indonesian vocational institution.</p>

INTRODUCTION

Discussing the materials it always involves with teachers and learners in the classroom. For the teachers, the materials serve as a form of teacher training, providing ideas on how to plan and teach lessons and formats that teachers can use. Materials not only provide a basis for lesson content, language skills to be taught, and the types of language exercises students participate in, but they also serve as a complement to teacher instruction. For learners, the material provides the primary source of contact they have with a language separate from that of the teacher. This means that the material serves as a substitute for the teacher where students, in the absence of a teacher, can do self-study by doing things like reading, reviewing, doing exercises, etc.

In the acknowledgment of this showing material can be through print media like books, and through electronic media, for example, Computer Based Training (CBT), Web Based Training (WBT), Internet (Interconnection Networking), and so forth (Sutini C., Emzir, Rasyid Y., 2021).

The previous researches investigated these teaching materials were Khosiyono (2021) has directed an examination entitled Educators' Beliefs in Developing English Materials For Vocational Schools. This review zeroed in on an endeavored to investigate how the Indonesian educators' convictions towards materials

improvement for professional school understudies in Indonesia. Then, Noho H., Fatsah H., Talib R. (2018) studied on the Developing Supplementary English Reading Materials For Vocational High School. This research explored on describing the development of supplementary reading materials for the tenth-grade vocational school based on the 2013 curriculum. Furthermore, Widyantoro A (2021) made an exploration on Developing English Reading Material for the Second Grade of Vocational High School. This focused on the portray how to foster English perusing materials for the 2nd grade of Vocational High School and to clarify the benefits and burdens of creating English perusing materials for the 2nd grade of professional secondary school. The next researcher is Haryudin A.Yana, Efransyah (2020) an Analysis of Developing English Teaching Materials At the Vocational High School in Cimahi. This found out that the results and discoveries in the field that understudies have a high inspiration to learn English, however there are deterrents they face including; 1) T3). The last reseacher is Hapsari D. P., Rochsantiningsih D., Elyono D. (2019) Developing and Using English Teaching Materials in Vocational High School. The focal point of this review was depicts a review on the most common way of creating and utilizing English instructing materials by English instructors in a professional school. The material introduced still doesn't meet the objective requirements of understudies for arrangement in the realm of their vocations and authentic material is as yet not accessible.

LITERARY REVIEW

The Importance of Developing Teaching Materials

Teaching materials are one of the important components in the teaching and learning process. The significance of materials in language instructing and learning has been widely recognized (McGrath, 2013). Showing materials are a vital instrument in most language courses (Ahmed S., 2017). Some teachers use teaching materials as their main teaching source. These materials provide the basis for the content of the lesson, the balance of skills taught, and the types of language exercises students participate in. In other situations, the material serves primarily to complement the teacher's instructions. For learners, the materials provide their primary source of contact with a language separate from the teacher.

Under the proceeding with development in the global business correspondence, they are in extraordinary interest of the capacity to speak with English talking finance managers since they are the ones who are going to speak with (Giagnoni: 2010). However, despite the large amount of commercial material on the market, these books contain some drawbacks. The reason for this review is to help educators and kindergarten understudies in instructing and learning exercises by making media activity-based creature acknowledgment applications.

As stated by Yamiadi Y. (2019), the impacts of utilizing the inauthentic materials neglect to address the information and abilities of English utilized in genuine world "language" settings. The target of this review was, hence, to explore the understudies' ELT materials just as foster the credible materials as a reaction to meeting/satisfying the understudy's requirements of learning English.

As stated by Richard (2001), these books contain inauthentic language where the content often does not represent real language usage, only tending to incorporate teaching points. Second, they may distort content where they often present an idealized view of the world and thus fail to represent real problems. Third, they may not reflect student needs. In this regard, the books are often written for the global market, fail to reflect the needs and interests of students and therefore require adaptation. Fourth, they beat the teacher.

Teachers are often trapped to use these teaching materials solely as the main source of teaching. Thus, their role is reduced from that of a technician whose main function is to present materials prepared by others.

A few disadvantages as expressed by Richard above have demonstrated that business books are not generally proper somewhat. Hutchinson and Waters (1987) express that there are various purposes behind creating materials: First an instructor or foundation might need to give instructing materials that are proper to a specific field of study from a specific understudy. Such material may not be industrially accessible. second in any event, when reasonable materials are free, it is difficult to buy them because of money or import limitations. The last explanation is material is additionally composed for non-instructive reasons: for instance, to improve the standing of a foundation or person.

Guiding Principles for Material Development

According to Hutchinson and Waters (1987) a good material must meet the following criteria, for example: The material provides a stimulus for learning. In this case, good material does not teach but encourages students to learn. For that reason, such materials contain interesting texts, fun activities, opportunities for learners to use their existing knowledge and skills, content that both students and teachers can tackle. Materials help organize the teaching and learning process, by providing a pathway through the mass of complex languages to be learned. Good material should provide a structure that guides teachers and students through various activities in such a way as to maximize learning opportunities. Materials embody views about the nature of language and learning. In this case, the material must reflect what the teacher thinks and feels about the learning process. The material reflects the nature of the learning task.

Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques. The last is material provides a model for using the correct and appropriate language.

Meanwhile, Nunan (1988) in Araceli C. Hidalgo (1995: 173-179) states that there are six principles that need to be met in the development of materials. The six factors are:

1. Materials must be clearly linked to the curriculum they serve. These phases are curriculum planning in the form of assessment and needs analysis of target clients followed by formulation of syllabus objectives. Then, writing the actual material based on the syllabus is intended to try the material itself. In addition, curriculum evaluation was carried out by asking the teachers concerned to provide feedback, i.e., comments and suggestions for the material. On the basis of this feedback, the book was revised.
2. The material must be authentic in terms of texts and assignments. Nunan (1988) in Araceli C. Hidalgo (1995: 173) describes two types of authenticity: (1) the authenticity of the texts used as the basis for the development of materials, and (2) the authenticity of the tasks performed by students in relation to the texts. Texts and assignments are authentic if they are designed for other language teaching purposes. Examples of authentic texts are taken from magazines, and authentic tasks are what people do on their jobs.
3. Materials should stimulate interaction. Student-student interaction promotes language learning in a number of ways, including: (a) providing greater opportunities for students to use language, (b) creating a less stressful environment for language use, (c) enabling students to use a variety of language functions greater, (d) encourage students to help each other, and (e) increase student motivation to learn.
4. The material should allow students to focus on the formal aspects of the language. The focus in the sections of each unit on grammatical structures relevant to initial teacher input, both spoken and written, enables learners to improve their spoken and written English in the context of an overall emphasis on meaning. For example, in the unit activity of writing a laboratory report, students are taught the skills to follow instructions. The correct verb forms for giving instructions, demonstrating the process, making descriptions, and writing reports were first discussed before students wrote experimental reports.
5. The material should encourage students to develop learning skills, and skills in learning. It is important to help students learn how to learn on their own, outside of the classroom and after their year as students. In connection with this problem, Nunan in Araceli C. Hidalgo (1995: 179) identifies five main objectives of teaching that help students acquire learning skills. These five main objectives are: (a) to provide learners with efficient learning strategies, (b) to help learners to identify their preferred way of learning, (c) to develop the skills needed to negotiate curricula, (d) to encourage students to set their own goals, (e) to develop students' skills in self-evaluation.
6. Materials should encourage learners to apply their developing language skills to the world outside the classroom. Students need to be very clear about how what they do in language class applies to their language needs outside the classroom.

Dudley-Evans and St. John (1998) in Jack C. Richards (2001: 251) also suggests to language teachers that materials should serve the following functions: (1) as a language resource, (2) as learning support, (3) for motivation and stimulation, and (4) for reference.

In addition, Dudley suggested to language teachers that the role of teaching materials is as the main teaching resource. These materials provide the basis for the content of the lesson, the balance of skills taught, and the types of language exercises students participate in. In other situations, the material serves primarily to complement the teacher's instructions. For learners, on the other hand, materials can provide the primary

source of contact they have with a language separate from the teacher. Therefore, the role and use of materials in language programs is a significant aspect of language curriculum development.

METHODS

Design

This study used a Research and Development (RAD) design. As stated by Borg and Gall (1979), research and development refers to the processes used to develop and validate educational products. The product of this research is an English book for chemical engineering students 1 (English for chemical Chemical Engineering 1) State Polytechnic of Malang. Moreover, the research consists of a cycle in which product versions are developed, tested in the field and revised based on field test data to achieve new knowledge. It is hoped that student textbooks, as a product of research, will be interesting and useful for the Chemical Engineering English class at the State Polytechnic of Malang, which has limitations in having adequate teaching materials for speaking classes.

Research Procedure

This study uses research procedures by adopting the model of Dick and Carey (1990). This model is a continuum development cycle in which each stage can be revised. Adoption is carried out in such a way with the consideration that each stage of development offers adequate information for the improvement of the material being developed. Based on the chemical engineering curriculum of the State Polytechnic of Malang which is oriented to the needs of students, this development research begins with a needs analysis which is included in the preliminary study and ends with an evaluation.

Data Type

The data obtained in this study are factual data, opinions and questionnaire suggestions). The first type of data, factual data, was collected during the reference study and obtained from the Chemical engineering curriculum of the State Polytechnic of Malang and the results of textbook reviews.

The second type of data, opinions and suggestions, comes from a) stakeholders during the preliminary study (needs analysis); b) experts and lecturers during the Evaluation process, and c) students during the trial.

Data Collection Instruments

There are several data collection techniques that will be used in this study, namely, lecturer questionnaires, expert evaluation guidelines (validators), and questionnaires for students (trial results). Meanwhile, the research instrument is described as follows: a. questionnaire for lecturers, b. evaluation guidelines for expert evaluation (validator), c. questionnaire for students (trial results).

Data Analysis Techniques

The information gathered from the fundamental review were examined clearly. This method permits the particular issue, question or issue that is the focal point of the exploration to be gathered and investigated to foster a clear model to distinguish the genuine requirements in the objective circumstance.

Information from material advancement specialists, and speakers were broke down and used to reexamine the draft exercise manual. Subjective information as reactions got from polls and conversations, alongside remarks and ideas, were utilized as contemplations for modifying the understudy book plan.

The information got from the preliminary (test) were fundamentally inspected. Understudy reactions from the survey, their ideas and perceptions were utilized to amend the exercise manual with respect to its application in instructing and learning exercises.

RESULTS AND DISCUSSION

Analysis of Needs Results

a. Lecturer data majoring in Chemical Engineering.

Data from the results of the needs analysis found the number of lecturers in the chemical engineering department, their role and experience in teaching in the department. The total number of lecturers in the

chemical engineering department is 49 people and 19 people can be used as respondents in the study. Of the 19 people, 8 people (42%) were male and the remaining 11 (58%) were women. Data on lecturers majoring in Chemical engineering are also sorted based on their experience while teaching in the department. Of the 19 lecturers who were used as respondents, 7 had less than 10 years of teaching experience (< 10 years = 37%) and the remaining 12 had more than 10 years of teaching experience (> 10 years = 63%). The results of grouping lecturers based on teaching experience are also intended.

The role of lecturers in this study represents English users, especially in the workplace. Lecturers who have been teaching for a long time (senior lecturers) especially have a clear picture of English users, topics that are suitable to be taught, and English language problems in the world of work.

b. The use of the English language and its barriers.

The results of the questionnaire given to lecturers of the department as well as representing English users show that English is still very much needed in the world of work (58%), the rest (52%) say sometimes. The results of the questionnaire show that the majority of barriers to using English in the world of work are due to lack of background in using English (10 people = 53 %), lack of support (40 people = 21 %), no partners (3 people = 16 %), and lack of facilities and the lack of content in their respective English-speaking workplaces (1 person = 5%).

It still revolves around the English language barrier, the majority of the problems are related to fluency (4 people = 21%), vocabulary (vocabury), grammar (grammar), and pronunciation (pronunciation) respectively (3 people = 16%).

c. Topics that need to be taught

The results showed (see table 4.2 = D) that "Safety Rules, work Instruments, and Chemical Engineering Profession" occupied the highest results, respectively (19 people = 100 %), followed by Instruction and Manual (18 people = 95 %), Problem Solving (17 people = 89 %), Mathematical Symbols (16 people = 84 %), Social Media Issues (11 people = 58 %), Juvenile Delinquency (6 people = 32 %), and finally Drug Abuse (5 people = 32 %).

Analysis from Experts (as Validator)

Expert evaluation is carried out to ensure the quality, applicability and suitability of student books that are the product of this research. The stages of expert evaluation include providing drafts of the material developed to experts, receiving feedback from experts, and making several revisions based on expert evaluations.

After the draft of the developed material has been compiled, the researcher submits it to the experts for further evaluation. Two experts were invited to give their ideas and opinions about the quality of the developed student book. Their expertise in English language teaching and materials development is the main reason why they are approved as experts. In conducting the evaluation, experts are provided with a form (see attachment 1). This form consists of several aspects that become the focus of their evaluation, namely objectives, organizational and design aspects, language, topics and exercises (exercise).

a. Goal Aspect

The objective aspect is intended to see whether the objectives of the developed student books are in accordance with the needs of students and the chemistry engineering curriculum of the State Polytechnic of Malang. In addition, the purpose of the developed student book must be clearly stated so that users understand the learning objectives. In the evaluation form, the objective aspect is stated in the following questions: are the objectives of each unit clear?

Notes: There are notes from Validator 1 that must be followed up and improved in relation to the learning objectives in each subject. His notes are as follows: "Verbs used in competency indicators should use operational/measured verbs. For example: explain, mention, differentiate and illustrate.

The results of the evaluation of the expert regarding the relevance of the learning objectives have notes that must be considered (see notes above). Researchers are trying to fix it.

b. The use of the English language and its barriers.

The results of the questionnaire given to lecturers of the department as well as representing English users show that English is still very much needed in the world of work (58%), the rest (52%) say sometimes. The results of the questionnaire show that the majority of barriers to using English in the world of work are due to lack of background in using English (10 people = 53 %), lack of support (40 people = 21 %), no partners

(3 people = 16 %), and lack of facilities and the lack of content in their respective English-speaking workplaces (1 person = 5%).

It still revolves around the English language barrier, the majority of the problems are related to fluency (4 people = 21%), vocabulary (vocabury), grammar (grammar), and pronunciation (pronunciation) respectively (3 people = 16%).

c. Topics that need to be taught

The results showed (see table 4.2 = D) that "Safety Rules, work Instruments, and Chemical Engineering Profession" occupied the highest results, respectively (19 people = 100 %), followed by Instruction and Manual (18 people = 95%), Problem Solving (17 people = 89 %), Mathematical Symbols (16 people = 84 %), Social Media Issues (11 people = 58 %), Juvenile Delinquency (6 people = 32 %), and finally Drug Abuse (5 people = 32 %).

d. Organization and Design

Experts also pay attention to the organizational and design aspects of the developed student books. The organization handles organizing the contents of student books where each topic is arranged from easy to difficult levels. On the other hand, the design aspect relates to the clarity of instructions and illustrations, as well as the attractiveness of the illustrations. In the form of evaluation, these aspects are described in four questions, namely, a) is the content sorted by level of difficulty?, b) is the instruction clear?, c) is the illustration clear?, and d) is the illustration interesting?.

Notes: There is a note from Validator 2 which states that "the content of this book is good and very appropriate for students. The contents are easy to understand because they are in accordance with the schemata of the students. The results of the organizational aspects and the design of the textbook are positive, that is, they can be well received by both experts (validators). The second validator even gave an appreciation that the organizational and design aspects were appropriate and suitable for students (see note above).

e. Language

Correct vocabulary selection and grammatical use of sentences are some of the items examined by experts when validating the language aspects of the developed student books. The explanation of the linguistic aspects is expressed in the following questions: a) is the vocabulary used correctly in the sentence/phrase?, b) does the chosen vocabulary represent the world of chemical engineering?, c) is the sentence/phrase grammatically correct?, d) is it the text original?, and e) is the language correct?

The results of this study from the language aspect show that both validators (experts) agree with the draft of this textbook (see table above).

f. Topics

In addition, the experts also paid attention to the topics selected in this developed student book. Aspects of the topic should include two important things, namely attractiveness and diversity. What is meant by "interesting" means that the topic in the student's book must have the ability to arouse student interest in learning. With variety, it means that the topics must be different from one another. The topic aspect is described in two questions, namely, a) is the topic interesting?, b) is the topic diverse enough?

The results of the validation of the topic aspects can all be accepted by experts, both topics related to engineering and slightly general topics whose purpose is to educate and remind and awaken students (Social Media Issues, and Drug Abuse).

g. Exercise Evaluation (Exercise)

The last aspect that the experts looked at in the developed student book was practice. In fact, they are an indispensable component of student books. They are intended to allow students to practice what they learn from student books. In the form of evaluation, this aspect is expressed in the following questions: a) is the purpose of the exercise clear and consistent?, b) is the exercise interesting?, and c) is the type of exercise appropriate to the topic discussed?

Analysis of Trial Results (Try out)

The textbook try out was carried out in early October (6 October 2020) to the class where the researcher taught. The class chosen by the researcher is 1F Diploma 3 (D-3) program. The reason for choosing this class is because of the diversity (heterogeneous) of the quality of students so that it can relatively reflect the results of this study. The number of students in this class is 24, of which 2 (students) left, so there are only 24. For

reasons of simplifying the calculation, the researcher ensures that the respondents used for research and testing of this textbook are 20 students.

The implementation of the trial was carried out by filling out a questionnaire that had been provided by the researcher. Students just circle according to the desired answer. The test questionnaire (try out) involves 8 (eight) aspects that are assessed from the draft of the textbook made by the researcher. These aspects include: topics, exercises (exercise), instructions for carrying out (orders) doing exercises, the relevance of the exercises to the topics discussed, the difficulty level of students learning and doing the exercises, language, the level of helping students (practices), and the suitability of the material. the textbook material by major.

What students do with the questionnaire is to choose one of the options numbered 1 to 5. The criteria are as follows. Choice number 1 is most disagree, 2 disagree, 3 neutral, 4 agree and the last number 5 strongly agree. The result of the student textbook questionnaire can be seen in Table 1.

Table 1. Result

ASPECTS	A1	A2	A3	A4	A5	A6	A7	A8
1	4	5	4	4	4	3	4	4
2	5	4	5	5	5	5	4	4
3	4	5	4	4	4	3	4	4
4	5	4	5	5	5	5	4	4
5	4	4	4	4	4	3	4	4
6	3	4	4	4	4	3	4	4
7	4	4	4	3	3	4	3	4
8	4	4	4	4	4	4	4	4
9	4	4	4	4	4	3	4	4
10	4	4	4	4	4	4	4	4
11	4	5	4	4	4	4	4	4
12	4	4	4	4	4	5	4	4
13	4	5	4	5	3	5	5	4
14	4	5	4	4	4	3	4	4
15	4	4	4	5	3	5	5	4
16	4	3	4	5	4	4	5	5
17	4	4	4	5	3	4	3	4
18	4	4	4	4	4	3	4	5
19	4	4	4	4	4	3	4	5
20	5	4	4	4	4	3	4	5
	78	84	82	82	72	73	77	83

Table 2. Result Try out

No	Aspects	Strongly agree	agree	moderate	Total	Scores	Interpretation
1	Attractiveness	3 (15%)	16 (80%)	1 (5%)	20	78	Good
2	exercises.	6 (30%)	13 (65%)	1 (5%)	20	84	Excellent
3	Instruction .	2 (10%)	18 (90%)	0	20	82	Excelent
4	exercise types.	7 (35%)	13 (65%)	0	20	82	Excelent
5	The level of difficulty	2 (10%)	14 (70%)	4 (20%)	20	72	Good
6	Level of language	5 (25%)	6 (30%)	9 (45%)	20	73	Good
7	The advantage of the exercises	3 (15%)	15 (75%)	2 (10%)	20	77	Good
8	The proper use of the student book	4 (20%)	16 (80%)	0	20	83	Excelent

Based on the Table 2, each aspect can be explained as the first is interesting topic. The results of distributing questionnaires on the interesting aspect of the topic were 3 respondents (15%) stated strongly agree, 16 respondents (80%) agreed and 1 respondent (5%) stated enough. Based on these results, it can be stated that this textbook has an interesting topic. To clarify the respondent's perception of the attractiveness of the topic, it can be presented in Figure 1.

The second aspect is exercise. The results of distributing questionnaires on the exercises aspect stated that 6 respondents (30%) strongly agreed, 13 respondents (65%) agreed and 1 respondent (5%) stated sufficient. Based on these results, it can be stated that this textbook has exercises (exercise) in accordance with the learning objectives. To clarify respondents' perceptions of exercises, they can be presented in the Figure 1.

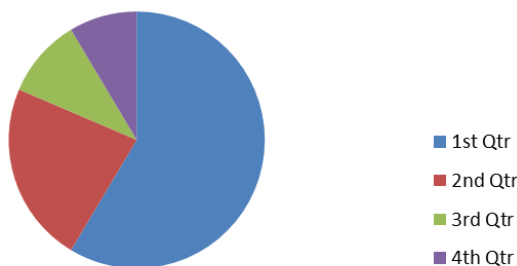


Figure 1. Result of Try Out in Chart

Thirdly, the instruction is the next aspect. The results of distributing questionnaires on the instruction aspect stated that 2 respondents (10%) strongly agreed, 18 respondents (90%) agreed. Based on these results, it can be stated that this textbook has clear instructions (commands) in exercises (exercise). To clarify respondents' perceptions of Instruction can be presented in Figure 1.

Variety of Exercises (Exercise Types) is the fourth aspect. The results of distributing questionnaires on the exercise types aspect stated that 7 respondents (35%) strongly agreed, 13 respondents (65%) agreed. Based on these results, it can be stated that this textbook has a variety of exercises (exercise types) that are relevant to the topic of discussion. To clarify the respondent's perception of exercise types, it can be presented in the Figure 1.

The next aspect is difficulty level. The results of distributing questionnaires on the aspect of difficulty level stated that 2 respondents (10%) strongly agreed, 14 respondents (70%) agreed and 4 respondents (20%) stated enough. Based on these results, it can be stated that this textbook has a logically structured level of exercise difficulty. To clarify the respondent's perception of the level of difficulty, it can be presented in the Figure 1.

In the sixxth aspect is a language. The results of distributing questionnaires on the linguistic aspect stated that 5 respondents (25%) stated strongly agree, 6 respondents (30%) agreed and 9 respondents (45%) stated enough. Based on these results, it can be stated that the level of language used in the textbook is quite in accordance with the students' proficiency. To clarify the respondent's perception of language, it can be presented in the Figure 1.

Seventh aspect is an improvisation to students. The results of distributing questionnaires on aspects of improvisation to students stated that 3 respondents (15%) stated strongly agree, 15 respondents (75%) agreed and 2 respondents (10%) stated enough. Based on these results, it can be stated that the exercises in the textbook help students improve their English skills. To clarify respondents' perceptions of improvisation to students, it can be presented in the Figure 1.

And the last aspect is suitability or eligibility. The results of distributing questionnaires on the feasibility aspect stated that 4 respondents (20%) strongly agreed, 16 respondents (80%) agreed. Based on these results, it can be stated that this textbook (student book) is suitable for use in English 1 (Chemical Engineering major). To make the description clearer, it is better to see the Figure 1. Moreover, to clarify the respondent's perception of feasibility, it can be presented in the following graph at Figure 2.

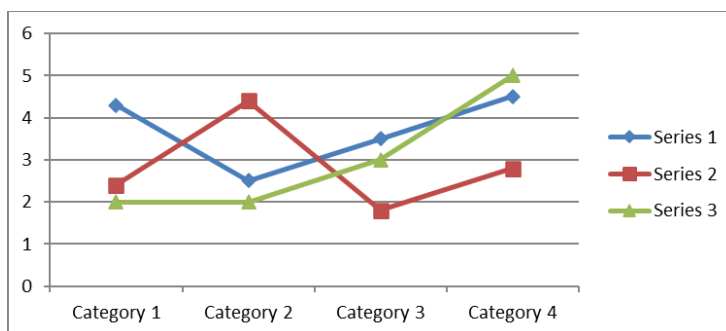


Figure 2. Respondent's Perception of Feasibility

CONCLUSION

This research found out that the development of English teaching materials based on the vocational domain is suited to the up-dated needed by industries. it is in line with the students needs and the curriculum applied in vocational. Learning should be adapted to the needs of students and the behavior of the urgency of the material in accordance with the needs of the work.

REFERENCES

- Borg, W and Gall, m.R., 1979. Educational Reseach (3th Ed). London: Longman.
- Breen, M. (1987). Learner contributions to task design. In C. Candlin and D. Murphy (eds.) *Language Learning Tasks*. Englewood Cliffs NJ: Prentice-Hall.
- Brown, Douglas, H. 2001. *Teaching by Principles*. San Francisco State University Longman.
- Burns, Anne and Joice, Helen. 1997. *Focus on Speaking*. Sidney. National Centre for English language Teaching and Research. Macquarie University.
- Candlin. 1983. *Strategies in Interlanguage Communication*, New York: Longman, Inc.
- Davies, Paul, 2000. *Success in English Teaching*. United Kingdom. Oxford University Press.
- Sutini C., Emzir, Rasyid Y., 2021. The Relevance of Reading Teaching Material Using New Technology. *Journal of Physics: Conference Series*.
- Ahmed S., 2017. Authentic ELT Materials in the Language Classroom: An Overview *Journal of Applied Linguistics and Language Research*.
- Harmer, Jeremy.1988. *How to Teach English*. England. Addison Wesley Longman Limited.
- Hidalgo, C. Araceli. 1995. *Getting Started: Materials Writers on Materials Writing*. Singapore SEAMEO Regional Language Centre.
- Hughes, Rebecca. 2002. *Teaching and Researching Speaking*. Great Britain. Pearson Education.
- Hutchinson, Tom and Waters, Alan, 1987. *English for Specific Purposes*. Cambridge. Cambridge University Press.
- Nunan, D. 1989. *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (2006). Task-based language teaching in the Asia context: Defining 'task' *ELT Journal*, http://asian-efl-journal.com/Sept_06_dn.php
- Omaggio, C. Alice. 1986. *Teaching Language in Context*. Boston, Massachusetts 02116 USA. Heinle & Heinle Publishers, Inc.
- Richards, C. Jack. 2001. *Curriculum Development in Language Teaching*. United Kingdom. Cambridge University Press.
- Richards, J.C. and Platt, J and Webber, H. 2001. *Longman Dictionary of Language Teaching*. Cambridge: Cambridge University Press.
- Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.
- Ur, Penny. 1996. *A Course in Language Teaching*. Great Britain. Cambridge University Press.
- Zahorik, J.A. 1995. *Constructivist Teaching (Fastback 390)*. Bloomington, Indiana: Phi Delta Kappa Educational Foundation (<http://www.millvilleccacheK12.ut.us/Millvill/Carles/Philosophy/Construct.html>, accessed on April 8, 2007).