

# DESIGNING EFL STUDENTS' WORK SHEET BASED ON ISLAMIC VALUES AND CULTURE- RELATED CONTENT

**Neti Lastri<sup>1</sup>**,

Universitas Baturaja, Baturaja, Indonesia  
Netilastri123@gmail.com

**Mila Arizah<sup>2</sup>**

Universitas Baturaja, Baturaja, Indonesia  
Milaarizah1984@gmail.com

## **Abstract**

The objectives of this research are to: 1) discover the learning needs and students' needs of the eighth grade students of SMP Islam Terpadu Fathona Baturaja toward the learning source for reading text, 2) design the appropriate materials of English Reading text for the eighth grade students of SMP Islam Terpadu Fathona Baturaja. To collect the data, the researcher used four instruments (documents, needs analysis questionnaire, expert judgment evaluation rubric, and satisfaction questionnaire). The methodology of this research was research and development (RnD). The participants were 16. They were given needs analysis questionnaire. The results of needs analysis were as the guideline to develop syllabi for the worksheet's chapters. The first draft materials of product were evaluated by the experts. The results of expert judgment, for all aspects, had a mean score 1 which could be categorized as proper. There was only 1 aspect that was 0.82 which was proper too. The researcher then established the product to be evaluated by the English teachers. The results could be categorized as Very Good. The final product in the form of EFL Worksheet with the implementation of Islamic values and related culture for the eighth grade students of SMP Islam Terpadu Fathona Baturaja

**Keywords:** *Designing materials, islamic values, culture related content, EFL worksheet*

## **1. INTRODUCTION**

The significantly interesting phenomena in Indonesian education; the presence of Islamic school that might enliven the statement that should be highlighted, that is, the students who study English at Islamic School do not tightly tie up their role as Islamic students, especially in the covered learning materials of English for Islamic Studies (EIS). The reason in choosing Islamic Studies is mainly because, the need in them to know English in order for them to use the knowledge in them to spread Islam to the world. Currently there is no specific syllabus or materials

that can be used as a guide in the teaching of EIS.

The EIS is still very new to the Language for Specific Purposes (LSP) world as well. Alwasilah (2009) said that EIS-designed materials should be carefully designed to have an effect on students and to be interested in learning English, as these students are often classified as learners when it comes to their English language skills. According to the steps of Scientific Approach, which are Observing, Questioning, Experimenting, Analyzing, Communicating, and Creating, the materials that will be given to students

must be well-prepared and well-observed. Thus, teachers should teach intelligently to support the goal of learning process (Sani, 2014). In addition, Nunan (as cited in Tomlinson, 2010) said that students usually have to rely only on the textbooks as an aid to language learning. They tend to be outstanding and enchanting for being involved in language learning activity whenever the presence of textbook accompanies themselves in learning.

Textbook is formally prepared by the teacher itself as a reason that this textbook is suitable with the standardized curriculum (Harmer, 2007). Therefore, teachers should really careful to choose which one textbook suitable with the EFL standard.

The problem related to the appropriateness materials that exist on the textbook should be the case. Moreover, when it comes to the phenomenon when textbook is not used by particular school, and is changed to a workbook or worksheet (LKS), how come the students get enough knowledge of English? Indeed, the worksheet itself does not provide materials that suit the students, especially for students who deal with Islamic studies. As a result, it is crucial to integrate locally-relevant culture and Islamic values into materials of English, especially for the junior high students of Islamic School in Baturaja.

Based on explanation above, the objectives of this research are formulated in following questions:

1) What were the English learning materials needs in reading text for junior high students of Islamic School in Baturaja. 2) What were the appropriate designed-materials of reading text for junior high students of Islamic School in Baturaja?

## 2. LITERATURE REVIEW

### 2.1. Concept of English Learning Materials

According to Tomlinson (2008, p. 2), materials can be everything that teachers or learners use to facilitate language learning. In most language programs, teaching materials can be a key component in the form of (a) printed materials, (b) non-print materials, and (c) materials that include both printed and non-print sources, Richards and Renandya (2002, p. 65, 66) added. Tomlinson (2008, p. 15) claimed that products are, therefore, materials should include accessibility through spoken and written texts to genuine use of English with the ability to engage learners cognitively and effectively. In Richards (2001, p. 263), Tomlinson suggested that good materials should have an effect, help students feel secure, help students build trust, encourage student self-investment, introduce students to authentic language, provide students with opportunities to use the target language for communicative, take into account that the positive effects of teaching are typically delayed, take into account that students vary in affective attitudes, allow a quiet time at the beginning of teaching, optimize learning ability by facilitating intellectual, esthetic, and emotional engagement, do not rely too much on supervised practice, and provide input on outcomes.

### 2.2. Concept of Content-Based Instruction (CBI)

Theoretically, content-driven learning is based on communicative competence. It stresses the socially acceptable and meaningful use of language in communication through learning, rather than knowing, how to use the language effectively (Lotherington, as cited in Davies & Elder, 2004, p.707). It is possible that the content-oriented learning is based on Communicative Language Teaching

standards. It says that the emphasis is on actual contact and knowledge exchange. Brinton (as quoted in Nunan, 2004, p. 132) has laid down five CBI concepts.

### 2.3. The Reading Skills

Reading is seen as a receptive capacity that involves a combination of the use of established information and the process for reading activities (Anderson, 2003, p. 68, Spratt, 2005, p. 21). In addition, reading is about an understanding of a written text's organization, and a certain knowledge of the importance of combinations of letters and phrases. Brown (2004, p.185) claimed that, in all educational contexts, reading is the most important ability for success. There are many forms of reading efficiency, as follows, according to Brown (2004, p. 189, 190):

#### a. Perceptive Reading

The role of perceptive reading includes attending to components of broader discourse stretches: letters, phrases, punctuation, and other symbols of graphemes. There is tacit bottom-up sorting.

#### b. Selective Reading

Some common tasks are used within a very short stretch of language to test one's reading awareness of the lexical, grammatical, or discourse role: image-cued tasks, matching, true / false, multiple choice, etc. A combination of processing from the bottom-up and top-down can be used.

#### c. Interactive Reading

Reading is a process of sense negotiation: the reader brings a collection of schemes to the text to grasp it and the result of that exchange is taken. Top-down processing is characteristic of such tasks although it may involve certain instances of bottom-up.

#### d. Extensive Reading

Extensive reading refers to more than one-page texts, up to and including

specialized posts, essays, technical studies, short stories, and books. For the most comprehensive duties, top-down processing is presumed.

### 2.4. Concept of Materials Development

Material processing refers to a process by which language learning materials such as adaptation, design, processing, utilization, and evaluation of research content are produced and used (Tomlinson, 2012, p. 143). Designing content for a language course or language program has many advantages compared to using commercial course books. Richards (2001, p.261) has coined four advantages of material production.

#### a. Relevance

The materials will appear to be more specific and represent the local content, problems, and concerns for students and institutional needs. For academic and corporate organizations, this is a challenge to reconsider their pedagogical structures and educational systems as a whole. It is possible to carry out collaborative activities with students through the creation of learning materials.

#### b. Develop Expertise

The other staff language courses benefit from the creation of materials to strengthen their skills, giving them a better understanding of the features of productive materials.

#### c. Reputation

It will demonstrate the dedication to language teaching by providing the students with appropriate, advanced, and contextualized materials. The three listed would contribute to the credibility of good learning outcomes resulting from the production of current materials that are outdated.

#### d. Flexibility

It is possible to revise or modify the generated materials as required, giving them greater versatility than a

commercial course book. Most developers of materials understand the need to help learners create trust, but many of them aim to do so through a process of simplification and versatility. By preferring suitable materials for them, they try to make the learners feel effective. In addition, Shulman (as quoted in Richards, 2001, p. 202) said that the production of materials lies at the intersection between content and pedagogy. This demonstrates the ability of educators or material creators to transform content information into a pedagogical type that is important to the needs of the students and background. Systematic Instructional Architecture was suggested by Dick, Carey & Carey (as cited in Thomlinson, 2010). This design enables the developers of materials to connect the teaching strategy with the designed learning outcome.

### 2.5. Concept of Islamic Values

The character building in Islam means to learn value and follow all those moral values which Islam has focused on and to avoid all those traits which Islam determines as unpleasant. Islamic work ethics is rooted based on Al-Qur'an and *Sunnah* which concern with Islamic values, belief and practices that enable an individual to distinguish between right and wrong and live his life accordingly (Ali, 2005). Following the Islamic moral system determines the character of an individual which ultimately lays the foundations of the character of a society.

## 3. RESEARCH METHOD

The development model as proposed by Borg, Gall & Gall (2003) states that the steps of this research process are usually referred to as the RnD cycle. The overview of routable development model of RnD used in this research, were underbellies the instructional system

approach model proposed by Dick, Carey & Carey (2003).

The data were collected through documents, questionnaires, and expert judgment rubric. Firstly, the researcher collected the information through documents. Some resources to strengthen this study, including but not limiting, maximized the essence of existing curriculum, provided course grid, annual program (*prota*) provided at school, and worksheet used in the school. Secondly, the needs analysis questionnaire is applied to the sixteen students of the eighth grade students of SMP Islam Terpadu Fathona Baturaja related to student's needs in learning English was used to gather the data of the students' and learning needs in English based on Likert-Scale.

The English teacher was interviewed informally to support the data from the questionnaire. The opinions and suggestions from the experts were proposed through the expert judgment rubric to find the appropriateness of the designed materials. The expert judgment rubrics are carried in a *Guttman-Scale* to collect the data.

In analyzing documents use checklist to find out the significantly variables, and the data of needs analysis questionnaire are analyzed using frequency and percentage. *Guttman-Scale* is used as the measurement to analyze the data of expert judgment rubric.

## 4. RESULT AND DISCUSSION

### a. The Result of Needs Analysis

In students' needs analysis toward what they need in the EFL worksheet for them as the teaching and learning process at the eighth grade students of SMP Islam Terpadu Fathona Baturaja.

### b. Necessities

In terms of objective, the data indicate that most students, 84.22

percent, stated that their primary objective of studying English was to be able to interact both written and spoken in English in accordance with this global existence as it is nowadays. The second highest tendency (15.78%) was that they wanted to get many kinds of vocabularies that suit their study program which can support their future job. Most of the students considered that they were at the intermediate level (52.63 percent) to support their level of higher education or their potential work, while other participants (36.84 percent) believed that the advanced level was where they used to be. Some claimed (10.53%) which indicated only 2 students who used to be in beginner level. The most of the students (63.16%) considered the topic of texts which contain the trick and tips to be a good Quran Tahfidzul Professionalist as the type of text which they will find the most as the *Hafidz Quran* professionalist.

The option of reading text whose topic is the trend in reading the translation or interpretation of Al-Quran in English, was the second high option (21.05%). Next, there are 2 students shown in (10.53%) percentage who dealt with option on how to communicate well in English. Another option (5.26%) fell onto another option which indicated that this student has another special need of reading topic she wanted in the workbook.

Most of the students (84.22 percent) thought that reading was the ability that played their most important role. Speaking (10.52 percent) was the second most significant ability that the students selected. With only 1 student who wanted it (5.26 percent), another choice was writing.

#### c. Lacks

The level of English proficiency of the students was 57.9 percent in the beginning. It meant that in everyday life, they were able to understand simple

sentences and utterances, while 36.84 percent of students said they were at the intermediate stage. And, there was 1 student at an advanced stage (5.26 percent). In short, most of the learners were at the level of beginners.

#### d. Wants

In learning English, the students wanted to be able to master vocabulary (57.89 percent), while the other participants (26.32 percent) wanted to be able to understand and use every English phrase, sentence, and utterance. Others needed to be able to understand grammar well (15.79 per cent).

#### e. Learning Needs

The students' learning needs based on the result of the questionnaire showed the most of the students (84.22%) preferred a text that consists of list of vocabularies for the reading materials. The other respondents (15.78%) wanted a text that consists of pictures.

The most students (84.22%) needed a long length of reading input. Some others (10.52%) needed a medium reading input, and (5.26%) needed short reading input.

#### f. Procedure

In terms of reading activity, 89.46% students were interested to have task of reading a text and answering some questions about the text. The others (5.26%) needed a reading aloud activity, and (5.26%) needed activity of discussing the topic of the text.

In terms of vocabulary activity, 94.74% students were interested to have task of listing and categorizing new vocabularies. The second option was creating sentences using vocabularies provided with only (5.26%).

The students (42.11%) mainly wanted a task of memorizing the grammar formulas. The second option was the task of making own sentences with 31.58%. The others (15.78%) wanted to identify and correct the incorrect sentence structures. Last but

not least, only 10.53% where two students wanted to do exercises about grammar.

#### g. Settings

In terms of setting, most of students (52.63%) wanted to do the study in the classroom. 26.32% students wanted to do outside the classroom. Meanwhile, 10.52% students wanted to do at the library. The last options were studying at the language laboratory and at the mosque with only 5.26% for each category.

Still terms of setting, most of students (47.38%) needed to do the tasks in a small group. Next, with 26.32% students needed to do the task in pairs. There were 10.52% for each of students' better way to do the task individually and the whole class. Another, only 5.26% or 1 student who preferred to do the task at home.

#### h. Teacher's Roles

The role of the teacher according to the students is motivating them in doing the tasks. Whereas, 21.05% students wanted to be given advice, correction, and opinion. Others (15.78%) wanted the teacher to create a good atmosphere and guide them in doing the tasks. Only 1 student (5.26%) who wanted to be supported and guided to use their creativity.

#### i. Students' Roles

The students (42.13%) wanted to discuss and be involved to solve the tasks. Students (21.05%) also wanted to be guided when doing the tasks. The role of using creativity in doing the task and listening to the teacher, there were for each both categories was drawn in 15.78%. Lastly, only 5.26% wanted to ask questions and give opinions.

#### j. Syllabi

For the creation of learning materials, the syllabus is used as a reference. Creation of the syllabus on the basis of the outcomes of the questionnaire for needs analysis The

syllabus created consists of the identity of the syllabus, the core competence (KI) and the core competence (KD), the unit number and names, the unit titles, the type of tasks, the procedures for performing the tasks, as well as the sources for the development of the English learning materials.

#### k. Syllabus of Chapter I

The syllabus of Chapter I consists of core competence 1, 2, 3, 4 and basic competence 1.1, 2.1, 3.1, and 4.1 (*Expressions of Attention, Checking Understanding, Showing Appreciation, and Asking or Giving Opinions*). The topic of this chapter is about being Islamic students with character education. The focuses of this chapter are about the expressions that are used to ask and give attention, check understanding, show appreciation, and tell what we think. The focus of the grammar is a simple present tense and sentence kinds. There are 24 exercises, 25 questions of competency test, and 1 portfolio.

#### l. Syllabus of Chapter II

The syllabus of Chapter II consists of core competence 1, 2, 3, 4 and basic competence 3.2 and 4.2 (*Expressions of Willingness and Capabilities*) and the basic competence 3.3 and 4.3 (*Expressions of Suggestion and Giving Caution*). The topic of this chapter is about *Being Students with Good Intelligence: Developing Skills and Capability*. This chapter focuses on expressing capability and willingness. The focused grammar is the use of modal "can", "will", "must", and "should". The focus of the grammar is the use of modals "should" and "must", singular and plural nouns, article "a" and "an", possessive adjectives and demonstrative adjectives.

#### m. Syllabus of Chapter III

The syllabus of chapter IV covers the core competence 1, 2, 3, 4 and basic competence 3.3, 3.4 and 4.4

(Expressions of Giving Commands or Instruction, Asking Permission, and Inviting Someone). The topic of this chapter is about *Islamic Trends and Events*. This chapter focuses on the language function of expressions of giving commands, asking permission, and inviting someone. The focus of the grammar is the use of singular and plural nouns, articles, possessive adjectives and demonstrative adjectives.

n. Syllabus of Chapter IV

The syllabus of chapter IV is rooted by the core competence 1, 2, 3, 4 and basic competence 3.3, 3.4, 4.4 and 4.5 (*Greeting Card and Expressing Congratulation*). The topic of this chapter is about *Victory in Islam*. This chapter focuses on the language function of greeting card, expressing congratulation and expressing pride. The focus of the grammar is the use of descriptive adjectives and numeral adjectives.

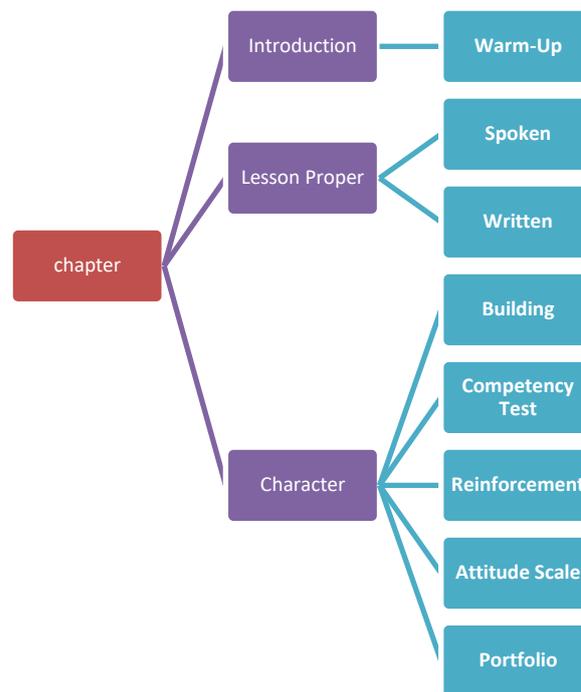
o. Syllabus of Chapter V

The syllabus of chapter V provides the core competence 1, 2, 3, 4 and basic competence 3.5 and 4.6 (*Descriptive Text*). The topic of this chapter is about *Caring of God Creatures*. This chapter focuses on the language function of descriptive text. The focus of the grammar is the use 'there is' and 'there are' as pronouns, indefinite numeral adjectives, and preposition.

p. The First Draft of Materials

Five chapters consist of the first draft of materials. There are three main sections to each chapter; Introduction, Proper Lesson and Reinforcement. The diagram below shows the design of the chapter and the elaboration of the sections of the chapter is given in the following paragraph.

Figure 1. The Chapter Design



In each chapter, the Introduction stage comes first. It includes warm-up activities aimed at building the learners' context knowledge of what they will learn in the chapter. There is a summary of the goals of the chapter before the warm-up session, which is put at the very top of the list. It clarifies the aims of the chapter. Lesson Proper is the next step. The correct lesson consists of two sections, both spoken (Let's Listen and Speak) and written (Let's Read and Write). The scientific steps needed by Curriculum 2013 are followed in each section; i) Observing: students read or listen to texts to list things they want to know in order to understand and generate texts; ii) Questioning: students formulate questions and suggest temporary responses to their questions, iii) Gathering, analyzing, communicating: students sort, classify, and define data relationships to find patterns to address the questions formulated, iv) Creating: students create texts to communicate thoughts / ideas.

The last stage is *Reinforcement*. It has four parts. The first is *CharacterBuilding*. It gives the students chances to know the character education they have approached in during the learning process. The second is *Competency Test*. In this section, there are some exercises intended to verify the comprehension of what the students have learned. Then, to self-assess the level of comprehension of the students, there is an Attitude Scale. The last is *Portfolio*. It covers the activity for students to explore and develop their ability to socialize with others by studying in group outside the class.

#### q. The Expert Judgements

The materials were then evaluated by experts after the first draft of materials had been produced. The assessment was performed by supplying the expert with an assessment rubric. The rubric was adapted from the BSNP 2011 Standard of Course Book Assessment for Islamic Junior High School and consists of four aspects, i.e. adequacy of content, appropriateness of language, adequacy of presentation, and lay-out appropriateness

The experts who evaluated the materials, the design, and the media, are credible lecturers from Baturaja University, and one of them is the headmaster of MTs Al-Azhar Center Baturaja itself. The experts are M.Pd holders. They are permanent lecturers of Baturaja University and have been teaching for many years.

Their recommendations are assumed to be true by looking at their experiences and qualifications. In the form of descriptive statistics, the results of the product assessment were then presented. The outcomes are often used to rewrite the learning materials as the basis. The outcomes of expert judgment and revisions are listed in the following explanations.

#### r. The Results of Expert Judgements Evaluation Rubric

##### a. The Design Evaluation

The design evaluation was done by the design expert. She was Mrs. Henny Yulia, M.Pd. There were 4 aspects of design in this section, namely as the content appropriateness, presentation appropriateness, language appropriateness, and layout presentation. The following tables are the results of the evaluation by the design expert.

##### b. The Appropriateness of the Content

The first aspect to evaluate was the appropriateness of content. The mean value of the content appropriateness was 1. The value was categorized as "Proper" due to its position in the interval of  $0.60 < X < 1$ .

##### c. The Appropriateness of the Presentation

Appropriateness of presentation was the second factor to be measured. The mean meaning for the appropriateness of the presentation was 0.82. Due to its location at the  $0.60 < X < 1$  interval, the value was classified as 'Proper'.

##### d. The Appropriateness of the Language

The appropriateness of language was the third factor to determine. The average meaning of the appropriateness of the language was 1. Due to its location, the value was classified as 'Proper' at an interval of  $0.60 < X < 1$ .

##### e. The Appropriateness of the Design-Typography

The last aspect of the design evaluation was the appropriateness of design-typography. The mean value of the design-typography appropriateness was 1. The value was categorized as "Proper" due to its position in the interval of  $0.60 < X < 1$ .

##### f. The Media Evaluation

The media evaluation was done by the media expert. He was Mr. Arief Qosiem, M.Pd. There was only 1 aspect of medium in this section, which was to

say, the media typography aspect with 10 indicators. The mean value of the media-typography appropriateness was 1. The value was categorized as “Proper” due to its position in the interval of  $0.60 < X < 1$ .

g. The Materials Evaluation

The materials evaluation was done by the materials expert. He was Mr.M.Taufan Khasani, M.Pd.I. There was only 1 aspect in this section, which was to say, the media typography aspect with 10 indicators. The mean value of the materials appropriateness was 1. The value was categorized as “Proper” due to its position in the interval of  $0.60 < X < 1$ .

h. The Satisfactory Questionnaires

After conducting evaluation of products through expert judgment, the researcher had to find the satisfaction of the English teachers of SMP IT Fathona Baturaja. Mike Meiserly, A.Md. who teaches English for the eighth grade.

After the satisfactory questionnaires was checklisted by the English teachers indicating on how she perceive toward the product the researcher made, whether she satisfy or not. The final mean value of the satisfaction from design aspect were 4.78. Hence, the value was categorized as “Very Good” due to its position in the interval of  $4 < X < 4.99$ .

While, for the satisfaction from the English teachers in term of content or materials aspect is the mean values of the satisfaction from design aspect was 4.6. Hence, the value was categorized as “Very Good” due to its position in the interval of  $4 < X < 4.99$ .

i. The Product Revisions

Overall, the designed materials of the English worksheet for the VIII grade students of SMP IT FATHONA Baturaja entitled English in GET IT, according to the experts, with few revision points. The experts found there was no significant grammatical error on the content. There was only 1 mistake on the

typography at the front cover, where the researcher wrote ‘izing’ that stands for ‘izin’. Indeed, the revision points of the product were being suggested by the design expert to add additional exercises about grammar in each of the chapter because there was no exercise about grammar focus. While, the media expert also recommended to change the picture of ‘Indonesian map’ into ‘the globe whose the Indonesia is in the front angle’. He also suggested to produce the extra product for the guidance of using the worksheet (a guide book for the English teacher).

Furthermore, the complete revision points of the product are elaborated through table below:

Table 1. The Product Revisions

No	Item	Points to Revise	Revisions
1	Front Cover	Change the picture of Indonesian map into the globe whose Indonesia is in the front angle!	Changing it as recommended
2	Second Cover	The typo of typing the word ‘izing’	Changing it into ‘izin’
3	Preface	Be careful of the font size! Make it balance as others!	Changing the 16 font size into 11 font size
4	Acknowledgement	Be careful of the font size! Make it balance as others!	Changing the 16 font size into 11 font size
5	Table of Content	Add the points or lines to make the typography neat	Adding as suggested
6	Exercise	Add the exercise	Completing the

		for	exercise
		grammar in each	with two extra exercises
		chapter	about grammar in each
			chapter

## 5. CONCLUSIONS

The product that was developed by the researcher as the outcome of this research, that was to say, in the form of an English worksheet which was implanted the Islamic values and culture-related content for the students of eighth grade in SMP IT Fathona Baturaja, are appropriate or proper.

The developed product in terms of designed materials for presenting a convenient teaching and learning process at the eighth grade of SMP IT Fathona Baturaja covers what the students need based on the needs analysis. Since the product was an EFL worksheet, the researcher tried her best on presenting the convenient product which was drawn to follow the scientific approach as the central of teaching and learning aid due to the essence of *K13*. The experts' appreciation toward the product was highly too positive, and their input to recommend and suggest some additional revisions are very important. The developed product is appropriate or proper for the eighth grade students of SMP IT Fathona Baturaja.

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