

**DESIGNING EAP TEXTBOOK FOR THE STUDENTS OF SOCIAL  
EDUCATIONAL DEPARTMENT AT STATE ISLAMIC UNIVERSITY OF  
MATARAM IN ACADEMIC YEAR 2019/2020**



by  
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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF MATARAM  
MATARAM  
2019**

**DESIGNING EAP TEXTBOOK FOR THE STUDENTS OF SOCIAL  
EDUCATIONAL DEPARTMENT AT STATE ISLAMIC UNIVERSITY OF  
MATARAM IN ACADEMIC YEAR 2019/2020**

**THESIS OF SARJANA**

**presented as partial requirements at State Islamic University of Mataram for  
the attainment of the Sarjana Degree in Study Program of English Language  
Education**




**by**  
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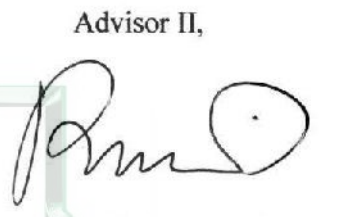
**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION  
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MATARAM  
2019**

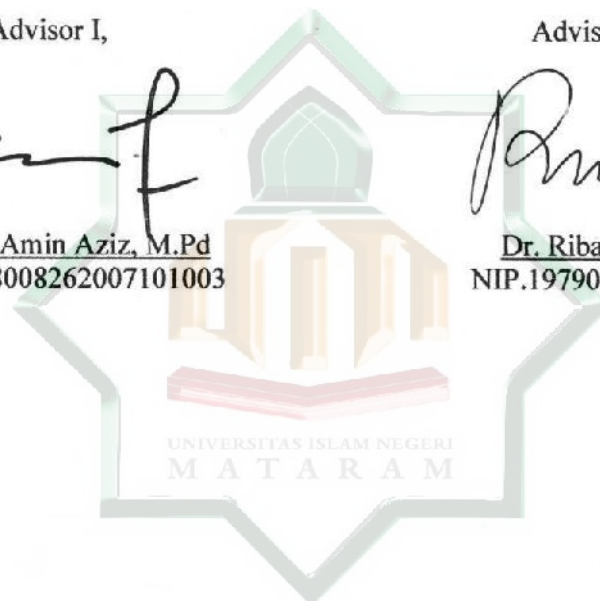
## APPROVAL SHEET

The thesis written by Ari Setiawan, NIM. 1501071048 entitled "Designing EAP Textbook for The Students of Social Educational Department at State Islamic University of Mataram" has been approved by the advisors as the requirement for the Sarjana Degree in Study Program of English Language Education.

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Perpustakaan UIN Mataram

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**Honorable**

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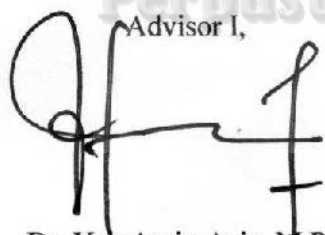
*Assalamu'alaikum, Wr. Wb.*

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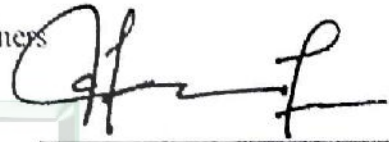
## RATIFICATION PAGE

The thesis written by Ari Setiawan, NIM. 1501071048 entitled "Designing EAP Textbook for The Students of Social Educational Department at State Islamic University of Mataram in Academic Year 2019/2020" has been approved by the Board of Examiners at Study Program of English Language Education Faculty of Education and Teacher Training State Islamic University of Mataram.

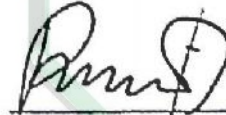
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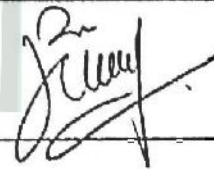
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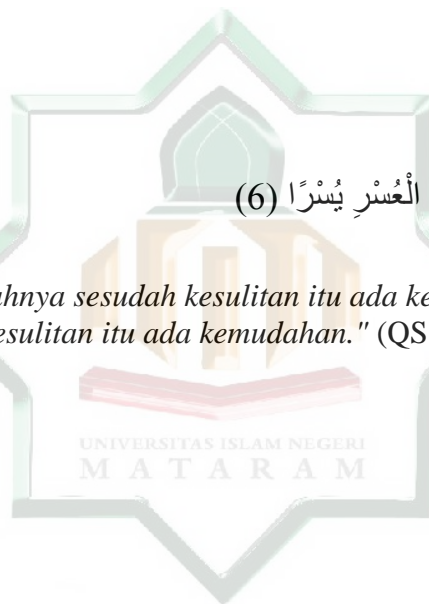


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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (5) إِنَّ مَعَ الْعُسْرِ يُسْرًا (6)

Artinya: *"Sesungguhnya sesudah kesulitan itu ada kemudahan, sesungguhnya sesudah kesulitan itu ada kemudahan."* (QS. Al-Insyirah : 56)



Perpustakaan UIN Mataram

## DEDICATION



**Perpustakaan UIN Mataran** *Bismillahirrohmanirrohim...  
I dedicate this thesis to  
"My beloved father and  
mother, my dear brothers  
and sister, people whom I  
love and for wise readers".*

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Praised to Allah SWT, who gives the guidance, mercies and blessing to all the creatures. Peace is upon the last messenger of Allah, Prophet Muhammad SAW, the best mankind in the world, along with his companion and the people who follow him well until the Day of Judgment.

In arranging this thesis, the writer got a lot of helps and encouragement. The writer realized that this paper will not be accomplished without any helping from various sides. Therefore, the writer says her great thanks to all sides.

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Hopefully those mentioned will be given abundant rewards from Allah SWT for their kinds and hopefully this scientific work will be useful.

*Aamiin.*



Mataram, 2 January 2019

The Author,



Ari Setiawan



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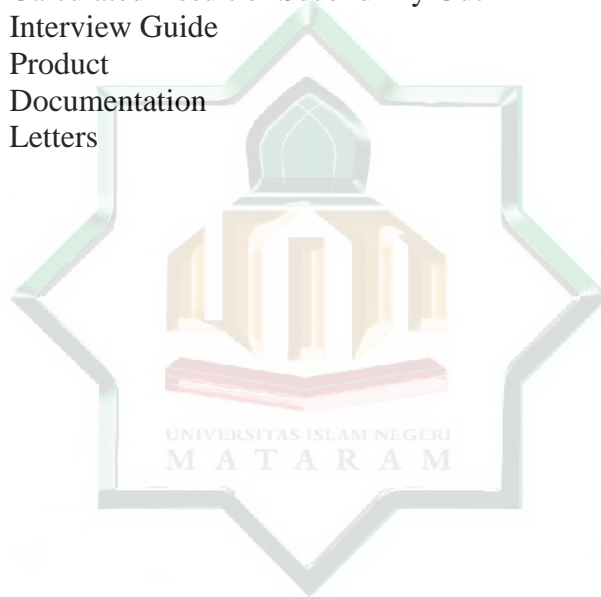
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# **DESIGNING EAP TEXTBOOK FOR THE STUDENTS OF SOCIAL EDUCATIONAL DEPARTMENT**

**By:**

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**NIM 1501071048**

## **ABSTRACT**

This study aims at designing EAP textbook for the students of Social Educational Department of UIN Mataram to assist the students in learning English which focuses on speaking to escalate students' academic competence. This research was a Research and Development study that encompassed need analysis, designing course grid, designing textbook materials, expert validation, try out, and evaluating the textbook. In this study, the researcher adopted the ADDIE model which consisted of five stages, they were: analysis, design, development, implementation, and evaluate. The final product of this study was EAP Materials which consisted of 5 units. Each unit discussed different topics such as Self-introduction in general and formal situation, socializing, giving instruction, expressing opinion and making presentation. The activity in each unit divided into three parts they are, pictures observations, dialogue practice, and exercises. The exercises provided in each unit were in the form of role play, drama, presentation.

Another study in different major or research design is needed to substantiate the result of this study.

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**Key words: Designing, EAP Textbook, Social Educational**

# **DESAIN BUKU TEKS EAP UNTUK MAHASISWA IPS EKONOMI**

**Oleh:**

**Ari Setiawan**  
**NIM 1501071048**

## **ABSTRAK**

Penelitian ini bertujuan untuk merancang buku teks EAP untuk mahasiswa Pendidikan Sosial UIN Mataram untuk membantu mereka dalam belajar bahasa Inggris yang berfokus pada speaking untuk meningkatkan kompetensi akademik. Penelitian ini adalah penelitian Pengembangan (R&D) yang mencakup analisis kebutuhan, perancangan grid kursus, perancangan bahan buku teks, validasi ahli, try-out, dan evaluasi buku teks. Dalam penelitian ini, peneliti mengadopsi model ADDIE yang terdiri dari lima tahap, yaitu: analisis, desain, pengembangan, implementasi, dan evaluasi. Produk akhir dari penelitian ini adalah buku teks EAP yang terdiri dari 5 unit. Setiap unit mendiskusikan berbagai topik seperti pengenalan diri dalam situasi umum dan formal, bersosialisasi, memberikan instruksi, mengekspresikan pendapat dan membuat presentasi. Kegiatan di masing-masing unit dibagi menjadi tiga bagian yaitu, pengamatan gambar, latihan dialog, dan latihan. Latihan yang disediakan di setiap unit adalah dalam bentuk permainan peran, drama, presentasi.

Penelitian lain di jurusan berbeda atau desain yang berbeda diperlukan untuk membuktikan hasil penelitian ini.

Perpustakaan UIN Mataram

**Kata Kunci: Desain, Buku Teks EAP, Pendidikan Sosial**



## الاجتماعية لطلاب قسم التربية EAP TEXTBOOK تصميم

بواسطة:

أرى سيتياوان

1501071048 نيم

### نبذة مختصرة

لمساعدة الطلاب في تعلم اللغة الإنجليزية التي تركز على UIN Mataram لطلاب قسم التربية الاجتماعية في EAP تهدف هذه الدراسة إلى تصميم كتاب كان هذا البحث عبارة عن دراسة بحث وتطوير شملت تحليل الاحتياجات ، وتصميم شبكة الدورة التدريبية ، وتصميم .التحدث لتصعيد الكفاءة الأكاديمية للطلاب الذي يتكون من خمس ADDIE في هذه الدراسة تبنى الباحث نموذج . مواد الكتب الدراسية ، والتحقق من صحة الخبراء ، وتجربة وتقييم الكتاب المدرسي ناقشت كل وحدة مواضيع .وحدات 5 التي تتكون من EAP كان الناتج النهائي لهذه الدراسة هو مواد .التحليل ، التصميم ، التطوير ، التنفيذ ، التقييم :مراحل ينقسم النشاط في كل .مختلفة مثل المقدمة الذاتية في الوضع العام والرسمي ، والتواصل الاجتماعي ، وإعطاء التعليمات ، والتعبير عن الرأي وتقديم العرض .كانت التدريبات المقدمة في كل وحدة في شكل لعب الأدوار والدراما والعرض .وحدة إلى ثلاثة أجزاء هي ، صور الملاحظات ، ممارسة الحوار ، والتمارين .هناك حاجة إلى دراسة أخرى في تصميم رئيسي أو بحثي مختلف لإثبات نتيجة هذه الدراسة .

، التربية الاجتماعية EAP التصميم ، مواد :الكلمات المفتاحية



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# CHAPTER I

## INTRODUCTION

### A. Background of Research

Materials play a crucial part in teaching-learning practice, especially in the academic context. In an attempt to achieve positive and effective learning outcomes, good and appropriate materials are needed in the students learning process. Many English materials in tertiary levels have been designed and developed by researchers for non-English departments in Indonesia to escalate students' academic competence. However, it seems to face some challenges. English which is purposed for academic purposes in Indonesia does not aim at the academic success of studying abroad, nor does it function as an English teaching material at tertiary level which aims to develop proficiency of the language<sup>1</sup>. Moreover, the course which attempts to escalate student's academic competence in Indonesia does not have the standard programs needed to acquire the skills required to perform successfully in academic settings<sup>2</sup>.

Currently, English for Purposes is gaining widespread attention in the world and has been a single branch apart from the English language Teaching (ELT). Universities in the inner-circle countries (countries that use English as the first language, such as American, English) have very high English competency as a condition for attending lectures. Outside circle countries, such as Singapore, Malaysia, Philippines, Turkey, Bangladesh, India as ESL

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<sup>1</sup> Imroatus Solikhah, "Revising EAP Programs in Indonesia: Where to Go?", *ATLANTIS PRESS*, Vol. 18, 2018, pp. 418.

<sup>2</sup> Ibid

users (English as second language) and developing countries, such as Egypt, Korea, Indonesia, Japan, Vietnam as a user of EFL (English as Foreign Language) broadly adjusts the EAP program policy<sup>3</sup>. Today, English is regarded as a means of allowing its speakers to take part not only in working area but also in academic or even in an international event regardless of their background. Therefore, the use of English academic competence in both oral and written languages is really crucial.

Designing English language materials aimed at promoting students' academic competence in English courses means that the material must be based on students' needs and learning and they should be presented in a good way as well. Nevertheless, most English materials for non-English Departments provided by the government and launched by some providers in Indonesia are still using general English. The English language course Curriculum for non-English departments is felt insufficient to prepare students for learning English courses in the academy. The purpose of the course seems to only aim at improving students' proficiency in general English rather than give students important aspects of learning courses in English classes<sup>4</sup>. For example, the English course material used in Social Educational Department at UIN Mataram is still focusing on general English. The module titled "English for Beginners 1" contains general English materials which focuses on mastering vocabulary and phrases used in communication e.g. on beaches,

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<sup>3</sup> Imroatus Solikhah, "Silabus EAP Berbasis Learning Outcomes", *CENDEKIA*, Vol. 11, No. 2, October 2017, pp. 263

<sup>4</sup> Floris, Flora, Debora, "Developing English For General Academic Purposes (Egap) Course In An Indonesian University". *K@ta*, Vol. 10, Number 1, June 2008, hlm. 54.

airports, banks, mountains, etc. It means that the students did not acquire English language materials which is meant to learn at tertiary level that can support their academic competence. Accordingly, Students do not acquire the English academic competencies they need to support their communication. Needless to say, students' enthusiasm was found very low because they could not use their English in the academic environment. Inappropriate English materials used in teaching and learning practice can prevent students from communicating using English in their field of study or even falling behind in academic context.

English for Academic purposes is generally recognized as an English language instruction for the purpose of facilitating student studies or research in that language<sup>5</sup>. According to ETIC definition, EAP is related to the skills of English communication necessary for the purpose of study in the system of formal education<sup>6</sup>. According to these definitions, English for Academic Purposes focuses on allowing students to develop and use skills that can facilitate their learning and progress in their studies in an academic teaching and learning environment. In the EAP learning, students are assisted to study all areas of academic communicative practice both oral and written because of the need to achieve academic competence, develop new types of literacy, and prepare students with skills communicative to contribute in certain academic

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<sup>5</sup> Ken Hyland, *English for Academic Purposes: an Advanced Resource Book*, (London: Routledge, 2006), pp. 1.

<sup>6</sup> Elena Spirovska Tevdovska, "Selecting and Adapting Materials in The Context of English for Academic Purposes- Is One Textbook Enough?", *The Journal of Teaching English for Specific and Academic Purposes*, Vol. 3, No 1, 2015, pp. 115.

and cultural contexts such as class interactions, presentations, discussions, leading seminars or even conducting research in that language.

Unfortunately, in some universities in Indonesia, the EAP course has been recognized as an optional course that is less concerned in the language education curriculum and seems to have not been applied by most universities including UIN Mataram. In contrast, based on the recent literature review of the EAP shows that in almost all countries, many universities have developed EAP intelligently. In English speaking countries, EAP has been developed as a key competency before students come from English speaking countries or from EFL to attend the course. In Indonesia, EAP is conducted under standard at every university. Regarding the context of English language teaching in Indonesia taught as a foreign language, there are two fences that emerge as a major problem. Firstly, in perspective of academic literacy, academic behavior, habits, and discipline come as the main focus that faculty have to formulated from which students have to do. Second, contents of academic literacy cover competencies the students would achieve to help their study success and English is the core materials that faculty should focus and students would achieve standardized competency of English for Academic Purposes (EAP)<sup>7</sup>.

The development of General English proficiency is not the main focus of EAP. However, EAP focuses on the processing and making of English as used and demanded in the academic context. In addition, the development of the

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<sup>7</sup> Imroatus Solikhah, "Pengembangan Tes Reading For Academic Purposes Untuk Program EAP Di IAIN Surakarta", *CENDEKIA*, Vol. 9, Nomer 2, Oktober 2015, hlm. 178.

EAP course is based on the students' needs which means that the first thing to do before making the material EAP is to conduct the analysis. Today, the leading researchers in the teaching of EAP, such as Hyland and Feez agree that the first stage of the subject design is a need of analysis, which is the process of specifying the needs of students or groups of learners who need language and organizing the needs in accordance to the priorities<sup>8</sup>. Need analysis is a prominent facet to do in designing any EAP course because students perform English to complete their academic goals<sup>9</sup>. Last but not least, by conducting need analysis, it is highly believed that the teaching and learning practice will be much more effective as the students acquire what they need. As a primary function of an EAP teacher or a course designer is to specify the needs of learners, tasks or academic courses to work on and guide them to do better at the time provided<sup>10</sup>. Therefore, learning EAP material is necessary and appropriate to support students' academic performance. Therefore, students are well prepared if they are required to communicate using English in the academic context, and if they want to continue studies to the next level either in their own country or even abroad.

Based on the result of the interview with several students of Social Educational Department of UIN Mataram, shows that the problem which is faced by the students is that the English materials taught did not support them

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<sup>8</sup> 3, Nancy E., and Julie Haun, *Sourcework: Academic Writing from Sources*, (Heinle: Cengage Learning, 2012). Pp. 74.

<sup>9</sup> Klimova Blanka Frydrychova, "Designing an EAP Course", *ELSEVIER*, Vol. 191, 2015, pp. 635.

<sup>10</sup> Appleby, Roslyn. "Academic English and Elite Masculinities." *Journal of English for Academic Purposes*, vol. 32, 2018, pp. 42.

to communicate and compete in the academic context. As teaching and learning are focusing on the general English proficiency, students are having less academic competence. Apart from the materials provided, no academic communicative material is provided. They are not introduced to the academic communicative field's such as discussion, expressing opinion, presentations. Those kinds of materials are needed to support their ability to communicate in academic environment. If such a condition occurs, students will never be able to communicate in the form of academic communication, students cannot join any type of competition, and students cannot attend English seminars, presentations or other academic events requiring communicative competence in academic English. In addition, the purpose of English teaching for academic purposes will never be achieved. For that reason, designing English for Academic Purposes for students of Social Educational Department is very necessary for supporting their academic performance and preparing them to communicate and compete in academic environment or even continuing their study to the next level. Furthermore, by designing an EAP textbook with appropriate materials, it can help students learn English much easier as they learn useful materials related to their academic or career study and future because the materials fit their needs.

## **B. The Statement of Problem**

Based on the problems elaborated above, the question appears that what EAP textbook is suitable to be developed for helping the students learn English at Social Educational Department of UIN Mataram?

## **C. Objective of the Development**

This research aims to develop suitable EAP textbook to help the students learn English at Social Educational Department of UIN Mataram.

## **D. Specification of Product**

The outcome of this research and development will be an EAP textbook for the students of Social Educational Department of UIN Mataram. The textbook will consist of 5 units which focuses on escalating students speaking skill. The materials will contain academic and some materials that are related to social and economy. English materials which are the most required in academic environment such as self-introduction in formal situation, expressing opinion, and delivering presentation. Meanwhile, social and economy materials will be incorporated such as socializing, giving instruction at the bank and the store. In addition, the materials will contain pictures observation, vocabulary builder, conversation practice, presentation, useful phrases and exercises. The materials will be ascending, started with the easier to the difficult ones. The details will be described below.

### **1. Warm-up**

In this section, students will observe the pictures provided that aim to practice the ability of students to observe certain situations related to the



material so they can help students comprehend better the materials to be learned.

2. Vocabulary builder.

In this section, students will be provided with several core vocabulary items and their meanings related the material to be learned which aim to help students to understand the material more easily.

3. Conversation

In this section, students will be provided with a variety of conversations that support students' understanding of the material and help them learn the phrases used in the conversation, so they can practice it.

4. Phrases

In this section, students will be provided with some useful phrases in certain situations that aim at preparing them with common phrases used in certain occasion so that they can easily use it in their conversation.

5. Exercises

There are some types of exercises that will enable the students to work individually and group such as completing sentence, interviewing, answering questions orally, making role-play, and presenting.

### **E. Urgency of the development**

It is expected that this research brings advantages theoretically as well as practically. Theoretically, the result of this research may promote student's English academic performance. Practically, the research findings are useful for:

1. Students

It will be useful for the students of Social Educational Department to learn much easier to support their academic English competency.

2. Lecturers

It will be useful for the lecturers as this product will facilitate the lecturers teach easily because it is based on the students' and learnings' needs.

3. Institution

This product can be used as a model for teaching and learning English at Social Educational Department UIN Mataram.

#### **F. Assumption and Limitation of Product**

The development of EAP textbook for the students of Social Educational Department is according to some assumptions below :

1. The students of Social Educational Department need to learn English for Academic Purposes which is based on their needs in order to help them acquire English academic competency which is able to help them communicate in social and academic environment. By providing an EAP textbook with necessary materials and easy instructions, it is believed that it will be effective to aid the students acquire English academic competency easier.
2. The EAP textbook could be used in Social Educational Department as a course material to teach English.

There are some limitations on the development of EAP textbook such as :

1. The EAP textbook is limited to Social Educational Department of UIN Mataram.
2. The materials in this textbook cover only five units, so not all the lessons needed by the students are covered in this textbook.
3. The EAP textbook only focus on speaking skill, so not 4 skills are contained.

### G. Definition of Key Terms

1. EAP textbook

EAP is taught based on the needs of the students of different programs of study; the students' proficiency could be improved once their needs have been properly assessed<sup>11</sup>. Therefore, EAP textbook is an English material designed based on the students' needs aiming to support the students' academic competence which focuses on proficiency of language.

2. English for Academic Purpose

According to Diane, English for Academic Purposes is one of the types of ESP, tailored to the needs of the learners at various levels<sup>12</sup>. In the other hand, Blue defined EAP as English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP).

The later refers to the language needed for particular academic subjects,

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<sup>11</sup> Emmanuel. C Sharndama, Yakubu Samaila & Yusuf Ishaya Tsojon, "English for Academic Purpose: A Tool for Enhancing Students' Proficiency in English Language Skills", *International Journal of English Language Teaching*, Vol. 1, No. 2, 2014, pp. 15.

<sup>12</sup> Ibid

such as business, economics or computer sciences, including the language structure, vocabulary and skills needed for the subjects and specific academic conventions<sup>13</sup>. Accordingly, English for academic purpose refers teaching English based on the need or reason to learn English. In addition, teaching English for Academic Purpose begins with the background analysis of the students ' language, what they already know and what they need to know.

### 3. Social Educational Department

Social Educational Department is one of the departments at UIN Mataram that studies social and economy.

## H. Systematical Discussion

### CHAPTER I. INTRODUCTION

This chapter contains background of research, the statement of problem, objective of the development, definition of key terms, specification of product, urgency of the development, assumption, and limitation of product, and systematical of discussion.

### CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter contains review of previous research, theoretical bases, and conceptual framework.

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<sup>13</sup> Ibid

### CHAPTER III. RESEARCH METHOD

This chapter contains the model of the development, procedure of the development, and try out of product. Try out of product is divided into five sub sections, they are design of the try out, subject of the try out, techniques and instruments of data collection, techniques of data analysis, validity and reliability.

### CHAPTER IV RESULT OF DEVELOPMENT

This chapter contains data display, discussion, and revision of product.

### CHAPTER V CONCLUSIONS AND SUGGESTIONS

The last chapter contains conclusions, suggestions and dissemination and further product development. Conclusions present all the research finding related to the research problems. It comes based on the result of analysis and data interpretation that have been explained on the previous chapter. Suggestions are formulated based on the result of study. Suggestions are directed to an effort to extent the result of research. For instance, it is need to conduct the same research in the future in order to make it perfect.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 1. Review of Previous Research

Many researchers have conducted research pertaining to English for academic purposes and materials development. As references from the previous research, the researcher presents them below :

First, a study comes from Imroatus entitled “Pengembangan Tes Reading for Academic Purposes untuk Program EAP di IAIN Surakarta (2015)”<sup>14</sup>. This study aimed to develop EAP reading tasks that can promote students' competency to reach a level of English language competency which is called academic literacy. She found that the quality of materials used is low and the management program is not standard yet. In addition, the students of EAP programs need a specific task in learning English which has relevancy with their academic context and their study program. Quality of materials is low and the management program is not standard yet. Quantitative approach was used in this study emphasizing statistical analysis for manual and SPSS program. The tasks consist of 6 reading tasks derived from TOEFL and IELTS. Based on his finding Imroatus used EAP (English for Academic Purposes) to solve her problem in her research. Each trial involved 10 students. The study revealed that of 40 items of reading test, 24 items derived from 6 passages performed accepted validation showing five criteria: difficulty indexes, degrees of

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<sup>14</sup> Imroatus Solikhah, “Pengembangan Tes Reading For Academic Purposes Untuk Program Eap Di IAIN Surakarta”, *CENDEKIA*, Vol. 9, Nomer 2, Oktober 2015.

difficulty, distractor effectiveness, validity, and reliability. Research procedures are carried out from grain development, field testing, and analysis. The grain development starts from supporting theoretical synthesis, drafting the concept definition, formulation of operational definitions, making of grids, and the development of grain problems. After that, the item is tested several times.

The similarity between the previous study and the current study is that both attempts to develop EAP textbook. The same problems found in the existing materials; they do not suit the student's necessities. While the difference is that the previous study attempts to apply the EAP reading materials for all students at IAIN Surakarta who join the program, it also uses quantitative approach and focused on promoting academic reading skills. Hence, this study only focusses on Social Educational students of UIN Mataram, it also uses R&D which aims to design a textbook which focuses on speaking skill.

Second, a study comes from Jamilah and Suharso entitled "Pengembangan Bahan English for Academic Purposes Berbasis Web untuk Meningkatkan Keterampilan dan Kemandirian Belajar Mahasiswa (2015)"<sup>15</sup>. This study aimed to develop an EAP web base to promote students' creativity and autonomy learning. In this study, the researchers found that the existing materials used to teach English was not based on needs analysis and had not yet been adapted with technological

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<sup>15</sup> Jamilah, Suharso, "Pengembangan Bahan English For Academic Purposes Berbasis Web Untuk Meningkatkan Keterampilan Dan Kemandirian Belajar Mahasiswa, *Thesis*, Universitas Negeri Yogyakarta, 2015.

development. The findings revealed that needs analysis and EAP web base were used to solve the problem in their research. The materials consist of test items and developed from 9 passages before trials to explore critical reading as main academic literacy of EAP program. This study was R & D (Research and Development) model and carried out in Yogyakarta State University involving the students, lecturers, and managers at all levels as the source of data. The research steps included needs assessment, designing the course grids of the materials, developing the first draft, expert judgement, and revising the materials. The try out was conducted with the sample from the students and was randomly selected while the samples from the lecturers and managers were selected purposively. The data were collected through the use of questionnaires, interviews, observation, document study, and focused group discussion. The instruments used to collect the data were questionnaires, interview guidelines and observation checklist. The data were analyzed descriptively.

The similarity between the previous study and this recent study is that both studies are using R&D method, EAP approach and need analysis. The difference is that the previous study involve randomly students, lecturers and managers of the University of Yogyakarta which focused on analyzing and developing EAP materials which are web based. Meanwhile, this study tries to create a new product in the forms of an EAP textbook for the students of Social Educational Department at UIN Mataram.



Third, a study comes from Speciose Ngirabakunzi Ndimurugero “Learning English for Academic Purposes in Higher Education in Rwanda: A Case Study of A College of Business and Economics at University of the Western Cape (2016)”<sup>16</sup>. This study aimed to explore how the current EAP courses offered at a College of Business and Economics (CBE) in Rwanda meet students’ academic and professional language needs. It also explores whether the English for Academic Purposes (EAP) courses meet students’ needs in relation to other academic subjects. In this study, the researcher found some problems such as lack of teachers’ language proficiency, errors’ transmission, lack of promotion of students’ learning autonomy, problem-solving skills, students’ needs and expectations seemed to be was not created for classroom interaction to enable students to think critically and comprehend the world and the word. He found that the EAP course can rise student’s motivation. They also indicate that students communicate better in Kinyarwanda and that the use of code switching helps students acquire both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language proficiency (CALP). This was a case study design and carried out in University of the Western Cape (French) involving the students and teachers as the data source. This study uses three different research techniques of data collection: classroom observations, semi-structured

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<sup>16</sup> Ngirabakunzi Ndimurugero “Learning English for Academic Purposes in Higher Education in Rwanda: A Case Study of A College of Business and Economics at University of the Western Cape, *Thesis*, University of the Western Cape, 2016.

individual and focus group interviews, and document analysis, for the sake of triangulation.

The similarity between the previous study and this recent study is that both studies are attempting to analyze students' needs and implementing EAP course. The difference is that the previous study used a case study and focused on analyzing and using EAP course to the students of business and economics. Meanwhile, this study tries to create a new product in the forms of an EAP textbook using research and development method for the Social Educational Department students.

## 2. Theoretical Base

### a. English For Academic Purposes (EAP)

English for academic purposes is commonly taught in tertiary level<sup>17</sup>. According to Strevens, EAP is a branch of English for Specific Purposes (ESP). Nevertheless, EAP is not the only deriving of ESP. In the one hand, Robinson states that ESP can be divided into two branches: EAP and English for Occupational Purposes (EOP). EOP related to business English, or English for Law, for instance. In this context, Hyland and Hamp-Lyons' definition is used to define EAP, which says that "English for Academic Purposes refers to language research and instruction that focuses on the specific communicative needs and practices of particular groups in academic

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<sup>17</sup> Ian Bruce, "Theory and Concepts of English for Academic Purposes", *Journal of English for Academic Purposes*, Vol. 21, 2016, pp. 315.

contexts”<sup>18</sup>. Gillett and Wray stated that EAP is a practical branch of ELT where the role of an EAP teacher is to discover what students need in their academic courses, and help them to perform better in a given time frame. Accordingly, English for academic purposes aims to teach student vocabulary, grammar, pronunciation and four macro skills that prepare students for higher education or vocational. In addition, EAP practitioners often find that, either directly or indirectly, they teach learning skills<sup>19</sup>.

The first stage in the teaching of EAP is to assess why the students are learning English and the skills they need. This is what is called in the study of ESP needs analysis<sup>20</sup>. Generally, English for academic purposes (EAP) is commonly recognized as teaching English with the goal of facilitating the learner’s study or research in that language<sup>21</sup>. In the other hand, Dudley-Evans notes that EAP often tends to be a practical approach, and these areas are typically understood in terms of local contexts and the needs of particular students<sup>22</sup>. Therefore, teaching EAP means that the students are aided to learn all areas of academic communicative practice either oral or

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<sup>18</sup> Vial, Ana Paula & Goulart da Silva, Larissa & Sarmento, Simone, “Developing English for Academic Purposes (EAP) teaching materials: a needs analysis of novice teachers”. *Revista Horizontes de Linguística*, Vol. 16, July 2017, pp. 45.

<sup>19</sup> Nguyen, Thi Minh Phuong. “EAP and LLNP Students: Common Problems and Strategies”, *English Language Teaching*, vol. 3, no. 2, 2010. pp. 17.

<sup>20</sup> Emmanuel, Yakubu & Yusuf, “English...”, pp. 16.

<sup>21</sup> Floris, Flora, Debora, Developing..., pp. 54.

<sup>22</sup> Mortaza Aslrasouli, “Challenging One-Size-Fits-All Approach in ESP Material Design: Insights from Iran & India.” *Procedia – Social and Behavioral Science*, vol. 69, 2012, pp. 1374.

written due to the needs of achieving academic competency such as classroom interactions and undertaking research in that language.

b. Materials Development

According to Tomlinson as cited in his second edition of books, materials development is both a field of study and a practical undertaking. As a field, it studies the principles of design, implementation, and evaluation of language teaching materials. In other words, materials development refers to anything that is carried out by writers, teachers or learners to provide information on resources and ways to stimulate purposeful output<sup>23</sup>. Material development is crucial to language teachers, as it includes how they design learning materials and how to make lessons interesting and enjoyable for learners. Development of the material itself can refer to all processes created and performed by educational practitioners such as teachers, trainers, lecturers who produce or use language learning materials from which several steps are design, production, evaluation of materials and adaptations, as well as exploitation<sup>24</sup>. In addition, materials development is defined as a practical undertaking involving the production, evaluation, adaptation, and exploitation of materials intended to facilitate language acquisition and development.

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<sup>23</sup> Brian Tomlinson, *Materials Development: The Cambridge Guide to Teaching English to Speaker of Other Languages*, (Cambridge University Press, 2001), pp. 66.

<sup>24</sup> Brian Tomlinson, *Materials Development in Language Teaching*, (Cambridge: Cambridge University Press. 2011), pp. 43.

Tomlinson sums up some basic principles of developing learning materials for language learning as follows:

- 1) Materials should achieve impact
- 2) Materials should help learners to feel at ease
- 3) Materials should help learners to develop confidence
- 4) What is being taught should be perceived by learners as relevant and useful
- 5) Materials should require and facilitate learner self-investment<sup>25</sup>.

Masuhara also proposes some points that should be implemented in developing materials, they are: (a) Introduce interesting people and their views and opinions from different ethnic groups, (b) Offer opportunities for language/culture/critical awareness that helps learners to reflect on their own use of language as well as those of others, (c) Explore different varieties of language, (d) Offer opportunities to consider effective ways of communicating with people with various backgrounds and sense of values, (e) Help teaches and learners to realize that there are no neutral, correct and perfect language users<sup>26</sup>. In short, there are some aspects that should be considered in material development is the variable of social, cultural, and educational material.

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<sup>25</sup> Ibid pp.68

<sup>26</sup> Brian Tomlinson, *English Language Learning Materials*, (New York: Continuum International Publishing Group. 2008), pp 203.

According to Hamsa, the aspects in curriculum and material development are:

- 1) Background and descriptive information (the reasons why it has to be developed, audience, resources which support the content, etc.)
- 2) Directions on how to use the curricula (regulation on using principles of adult learning, detailed tips to get better in learning, result, etc.)
- 3) Course planning (materials, equipment, module overviews, etc.)
- 4) Guidance on tailoring each particular workshop which suitable with participants' program's needs (specific materials, revising to get better training which suitable for participants' needs)
- 5) Specific, measurable and realistic learning objectives should (explain what students want to know, be specific, be measurable, be achievable and realistic)
- 6) Clear and complete course content which cover (content, suitable and accurate of technical content, active learning task, materials presentation)
- 7) Integrated evaluation plan/tools (methodology to assess students' progress, follow up workshop, feedback form for trainer, etc.)<sup>27</sup>.

In this study, materials development refers to creating materials by establishing two steps, namely materials selection and materials adaptation. The theories are elaborated below:

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<sup>27</sup> Hamza Mo, *Training materials development guide*, Swedish Civil Contingencies Agency (MSB), (DanagardLiTHO Printing, 2012), pp. 54.

## 1. Materials Selection

Materials selection is the first step before adapting materials. Ellis and Johnson 1994 distinguish between two levels of materials selection. The first one occurs at the beginning of the course when teachers suggest their course books and materials. The second level occurs when the teacher is going to select items from the chosen course book<sup>28</sup>. There are two stages that should be considered when selecting materials. The first stage is assessing the content of the book in relation to its professed aims. The second stage of analysis would involve assessing the effectiveness of materials in terms of the specific needs and context of the intended learners as well as how well they serve the teaching-learning process.

The framework proposed by Rubdy basically addresses this stage of evaluation and consists of three broad categories, each assessing the potential validity of the materials in relation to:

- 1) The learners' needs, goals, and pedagogical requirements;
- 2) The teacher's skills, abilities, theories and beliefs; and

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<sup>28</sup> Sari, Farnia, and Yunani Atmanegara. "Developing ESP Reading Materials for Accounting Students." *Advances in Language and Literary Studies*, vol. 9, no. 5, 2018, p. 1.

- 3) The thinking underlying the materials writer's presentation of the content and approach to teaching and learning respectively<sup>29</sup>.

Sheldon 1988, for instance, proposes an extensive checklist which includes, among others the following criteria for textbook selection: (1) Rationale, (2) Availability, (3) User definition, (4) Layout and graphics, (5) Accessibility, (6) Linkage (7), Appropriateness (8) Authenticity (9) Guidance (10) Overall value for the money<sup>30</sup>. Therefore, materials selection is a process of identifying suitable materials for students in order to achieve their needs.

## 2. Adapting Materials

According to McDonough et al, adapting is a process of matching what we have to work with (external criteria) and what the materials offer (internal criteria) in order to maximize the appropriateness of teaching materials in a context, and the starting point of the process is the realization, through an evaluation, that materials may not be fit for their intended purpose<sup>31</sup>. In general stages, materials adaptation starts with materials evaluation, it is

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<sup>29</sup> Fey, Carl-Christian, and Eva Matthes. "Textbook Quality Criteria and Evaluation", *Springer*, 2018, pp. 159.

<sup>30</sup> Ibid

<sup>31</sup> Ibid. pp. 20



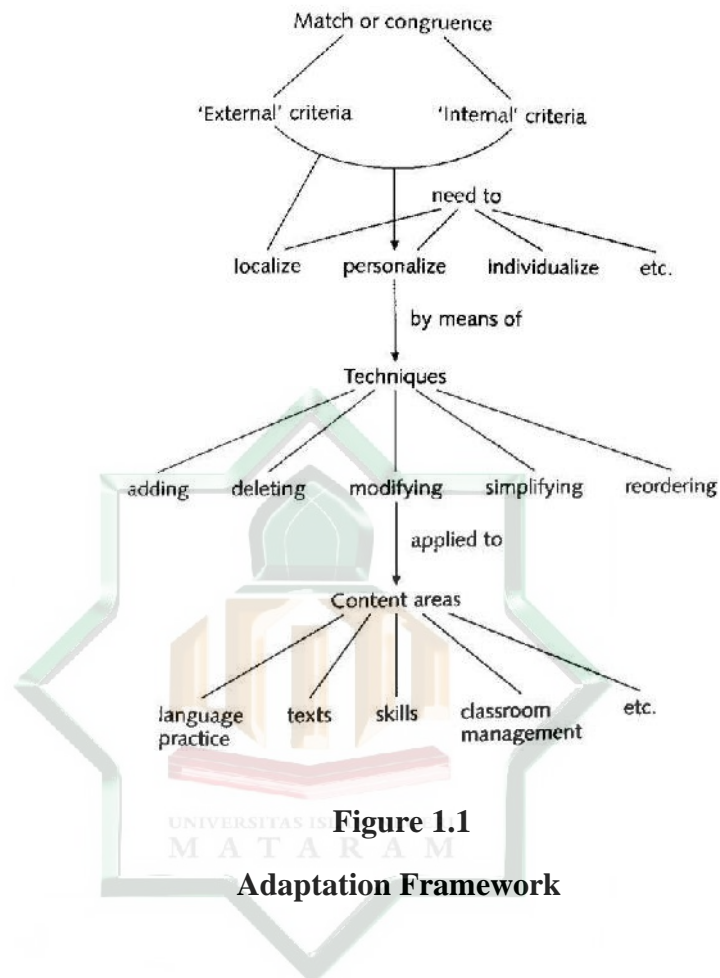
the attempt to measure the material's value<sup>32</sup>. McDonough & Shaw stated that there are 3 principles in adapting materials which are: (1) Personalize, individualize or localize the content. (2) Individualizing, address the learning styles both of individuals and the members of a class working closely together. (3) Localizing, suitability to the local context. In addition, there are five techniques in adapting materials such as Adding, Deleting, Modifying, Simplifying, Reordering<sup>33</sup>. Therefore, the adaptation of the material is important to do especially for good teachers. They will always adapt their materials to ensure that the materials they use or provide to their students correspond to the appropriate context to achieve maximum results, which should align with some important aspects such as materials, Methodologies, students, objectives, targets, teachers' personalities and their teaching style through personalization, individualization, localization and modernization. In addition, materials adaptation is a process of selecting, adapting, omitting and modifying materials based on students' and learning needs. For more details, below is the adaptation framework by McDonough & Shaw<sup>34</sup>:

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<sup>32</sup> Nguyen Thi Hoai Minh1, "Adapting and developing English language teaching/learning materials", *Procedia – Social and Behavioral Science*, Vol.3, No 8, 2015, pp. 17.

<sup>33</sup> McDonough & Shaw, *Materials and Methods in ELT: A Teacher's Guide*. Second Edition, (Oxford: Blackwell Publishing, 2003), pp. 17-19.

<sup>34</sup> Ibid



**Figure 1.1**

**Adaptation Framework**

c. The ADDIE Model

This study will apply A, D, D, I, E model (ADDIE) as the development model. The Addie model was found in 1990 proposed by Reiser and Mollenda. This acronym aims for analysis, designing, developing, implementing, and evaluating. ADDIE is a product development concept. This ADDIE concept is applied to build performance-based learning. Deliberate learning should be student-centered, innovative, authentic, and inspirational to become the educational philosophy for this ADDIE application. Nowadays, it is

very effective to make products using ADDIE model. Because ADDIE is suitable for developing educational products and other learning resources. In addition, ADDIE is a generative process for applying concepts and theories to a particular context. ADDIE is used in educational environments to facilitate the construction of knowledge and skills during a guided learning episode. The phases of ADDIE concepts, namely:

1. Analyze

Before the product is made up, it is necessary to identify and determine the student's needs, what problem within the teaching and learning practice that will be solved, the use of the existing materials, performance gap of the learners. Performance gap occur because of three things:

- a. Lack of resources indicate that, someone is motivated to learn but the resources are unavailable
- b. Lack of motivation indicate that, someone has the capacity and resources to learn but chooses otherwise. The person do not want to learn.
- c. Lack of knowledge indicate that, an individual has the resources and motivation to learn but he or she do not know how to improve it. The intellectual skill is not supported<sup>35</sup>.

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<sup>35</sup> Robert Maribe Branch, *Instructional Design: the Addie Approach*, (New York: Springer, 2010), p. 27-28.

## 2. Design

The term of instructional design has similarity to planning of teaching and learning process. This stage is starting from determining learning objectives, designing learning devices, and instructional material design based on the need analysis result.

## 3. Develop

This stage is the realization of product design activities. In this phase, product design was developed into a complete and ready-to-implement product. The complete ready to be implemented.

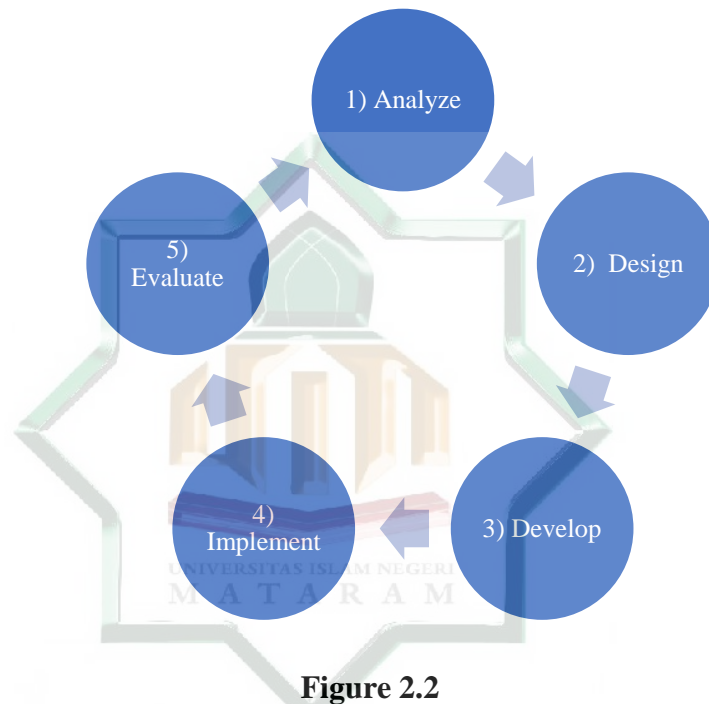
## 4. Implement

In this step, the product was implemented in the real situation, in the classroom (field testing). This stage aims to know if the product meets expectations of students or not.

## 5. Evaluate

After implementing the product then the last but not least is evaluation step. The researcher will evaluate the product based on the suggestions and comments given by the students and the teachers. So that, the researcher knows which parts have not yet appropriate to the students' need. The reason ADDIE model is chosen as this developing model is that because this model is the simplest way in designing and developing educational product compared to the others. The ADDIE model dos not need too much time, so that it can be finished faster than using others

model. However, there is also a weakness of this model, that this model is designed to meet certain criteria that is measured but not with behavioral change. For more details, the concept of ADDIE will be described in Figure. 2.2 below:



**Figure 2.2**  
**The ADDIE Concept**

### 3. Theoretical Framework

The problem faced by the students of Social Educational Department in learning English is that there is no course materials provided to support their academic studies because the course materials used is merely meant to teach them English for general purposes. According to the goal of studying English at Social Educational Department, it says that the goal is to speak actively in everyday life in certain situations. While students spend most of their time at campus. However, there are no communicative

academic materials provided. Therefore, in this research, the researcher tries to offer a new solution by designing English for academic purposes textbook for Social Educational Department students of UIN Mataram by creating a new English material and worksheet with EAP and needs analysis to aid them to achieve the academic goals and English proficiency.

By designing an EAP textbook, it is expected that in the learning and teaching process, the students could obtain appropriate academic English course which is necessary to support their academic competency. In addition, the students are expected to be able to learn the course materials much more easier than before.

The model of instructional development which is adopted in this study is the ADDIE model. It begins with analyzing the target and learning needs of the students. Afterwards develop the textbook materials. The next step is implementation, the textbook will be used to teach the students as the subject of this study. The last step is evaluation, it is established in order to know whether or not the textbook materials appropriate for the students. The models of instructional development will be elaborated below.

## CHAPTER III

### METHOD OF THE DEVELOPMENT

#### A. Model of the Development

This study is classified as Research and Development. According to Borg and Gall “Educational research and development (R&D) process is used to develop and validate educational products”<sup>36</sup>. In the context of Educational Research and Development, it means that educational products are not limited into a form of materials research such as textbook or other learning means, but also linked to the development of learning process and procedures such as the development of methods of teaching or learning methods to manage, so that research and development approach seems to have relevance to higher learning to develop a model of productive programs<sup>37</sup>. Accordingly, Research and Development refers to a method used in designing a certain product which aims at improving the education productivity.

This ADDIE model was applied in this study which consists of 5 stages namely; analyze, design, develop, implement, and evaluate. Cause there were several strengths mentioned, it is believed that the development by using this model would be effective and efficient. Furthermore, it corresponded to design a specific English textbook for teaching and learning process.

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<sup>36</sup> Walter R Borg, and D. Gall Meredith. *Educational Research: An Introduction*. (London: Pearson Education. 1983) p. 722.

<sup>37</sup> Damiri, Dhami Johar. “Implementation Project Based Learning on Local Area Network Training.” *International Journal of Basic and Applied Science*, Vol. 1, No. 1, 2012, pp. 84.

## **B. Procedure of the Development**

This section elaborates the activities during the development. These were the procedures of the development:

### **a) Need Analysis**

In this stage, the researcher classified the instructional devices such as the module, RPS and any possible problem faced by both teachers and learners of Social Educational Department UIN Mataram. Then analyzed the students, teaching and learning needs, lacks and purposes in learning English. Those steps were very needed to decide the skills, content focus of the materials, and tasks/exercises to fulfill the students, teaching and learning needs.

### **b) Design**

In this this phase, the researcher designed the materials based on the result of need analysis. So that the materials were collected from various resources to attain an appropriate and authentic material to escalate the student's English proficiency and academic competency.

### **c) Develop**

This phase was done based on the two previous phases, analyze and design phase. There were some steps in establishing this phase. First, the researcher listed what types of English for academic materials needed by the students based on the result of need analysis. Second, the researcher selected and adapted the EAP materials which were suitable with the students' needs and their major. Third, the researcher developed and



produced EAP textbook dealing with the learners' needs and the goals and objectives of learning English at Social Department. Then, organized the materials.

**d) Expert Validation**

After designing the textbook, the researcher engaged some experts to validate the textbook. There were two types of expert engaged, they were content and instructional design expert. Miss. Nina Hardiyanti, M.Pd was the content expert, and Dr. H. Muhammad, M.Pd., Ms as the instructional design expert. The suggestions and critics from the expert were used to revise the product and to make sure whether the materials matched to the students' needs as well as the goals and objectives of the course or not. Finally, the final product was ready to be implemented.

**e) Implement**

After the textbook was revised, the next step was implementation. In this step there were two types of try out undertaken, they were:

1. Small Group Try Out

Researcher tried out the textbook to small group which consisted of 5 students chosen randomly from C class of Social Educational Department on the first semester.

2. Field Try Out

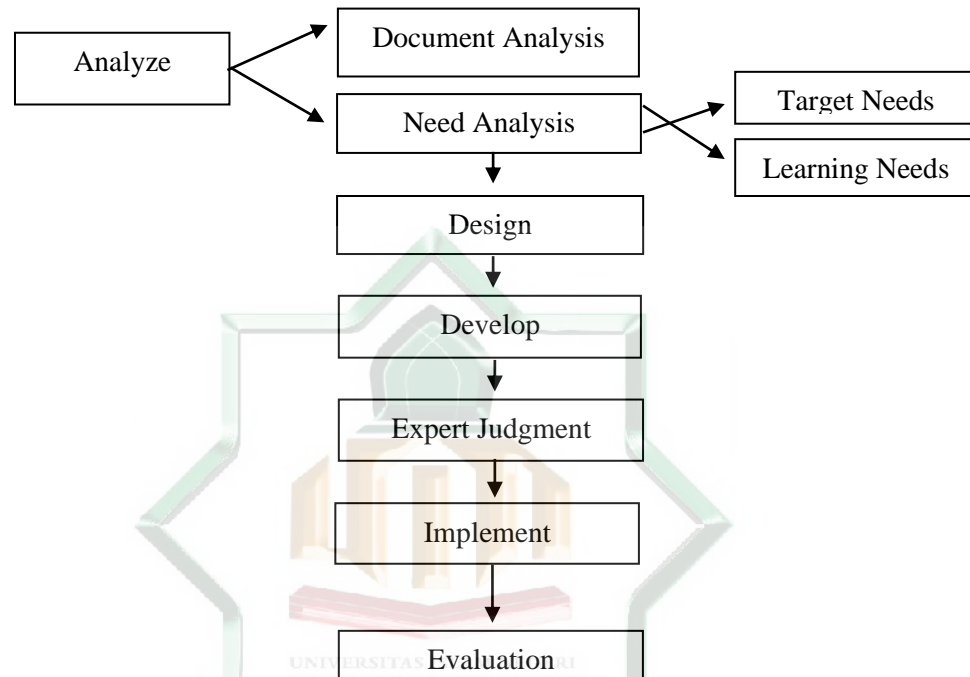
Researcher stimulated the materials in the classroom for teaching the students of the Social Educational Department as the subject of research. The researcher used all students in the classroom for

teaching and learning episodes. While the teacher played a role as collaborator to help the researcher during the teaching and learning process going on. It was done in order to know whether or not the materials were developed in students' teaching and learning process. Since the researcher obtained suggestions and comments from the expert, teacher and learners.

**f) Evaluate**

In this step, the researcher evaluated the textbook by taking into account the suggestions and comments derived from the students and the teachers and the experts. The purpose was to evaluate whether the textbook reach to some criteria such as validity, practicality and efficiency. Furthermore, considered the text that is needed to be added, omitted, and revised. The result of the evaluation was intended to revise and complete the product as it had been implemented in the field. When the product had been revised, it was ready to be used. For more details, the procedure of the development is described in Figure 3.2 below.

These are the procedures of the development:



**Figure 3.2**  
**Procedure of the Development**

Perpustakaan UIN Mataram

## C. Try Out of Product

### 1. Design of the Try Out

After the textbook validated by the expert, then the textbook was stimulated in a small group which consist of some students chosen randomly from C class of the first semester students of Social Educational Department. After that the materials stimulated in real situation. Afterwards, the researcher gave the students and the teacher questionnaires to evaluate the textbook and state their suggestions and comments.

## 2. Subject of the Try Out

Subject dealt with data resources such as human, documents, products, etc. There were 5 classes at the first semester of Social Educational Department of UIN Mataram.

**Table 3.1**  
**Students of Social Educational Department**

NO	Class	Number
1	A	35
2	B	35
3	C	35
4	D	35
5	E	33
Total : 173		

This study involved 35 students of C class as the subject of try out. C class was selected as the subject of the research as they had various background of study and language proficiency level. Therefore, they were enough to represent the other classes.

## 3. Techniques and Instruments of Data Collection

Techniques and instruments were needed for collecting the data. The types of instruments used to collect the data in this study were in the forms of questionnaires and interview guides.

### 1) Questionnaires

There were three kinds of questionnaires used to obtain the data namely, need analysis, experts' judgment, and try out questionnaires.

a) Need analysis questionnaire

This questionnaire was used to collect the data related to the students, teaching and learning needs. This questionnaire focused on the nature of the students, instructional device, the teacher, and teaching and learning situations. There were some aspects asked, they were; necessities, wants, lacks, goal, input, activity, learner role, teacher role and setting. See in Appendix 1.

b) Experts' judgment questionnaire

This questionnaire was used to get the information about goal, input, teachers' role, learners' role, and setting. It was used to revise the product before using it. See in Appendix 2.

c) Try out questionnaire

This questionnaire was used to collect the data related to the students' and teacher's opinion, suggestions, and comments about the textbook. See in Appendix 3.

## 2) Interview

Interview guide, it was used to find out the feedback from the students after conducting try out. This interview was aimed to get suggestions of the students about what were suitable materials for them. See in Appendix 10.

#### **4. Techniques of Data Analysis**

In this study, there were two types of data collected namely qualitative and quantitative data. The qualitative data was obtained from the need analysis. The data was analyzed by using the descriptive analysis. The need analysis data was described systematically to increase an understanding of them.

The quantitative data was obtained from the questionnaires. The quantitative data was analyzed by using descriptive statistic. Descriptive statistic was used as a means to present and to describe some of the data in the questionnaire. For this purpose, the researcher used the percentage of the students' and experts' responses in the questionnaires. The measurement of the opinion and perception on the questionnaires used was Likert scale in forms of four points of agreement.

SD (1): if the respondent strongly disagrees with the statement

D (2): if the respondent disagree with the statement

A (3): if the respondent agree with the statement

SA (4): if the respondent strongly agree with the statement

#### **5. Validity and Reliability**

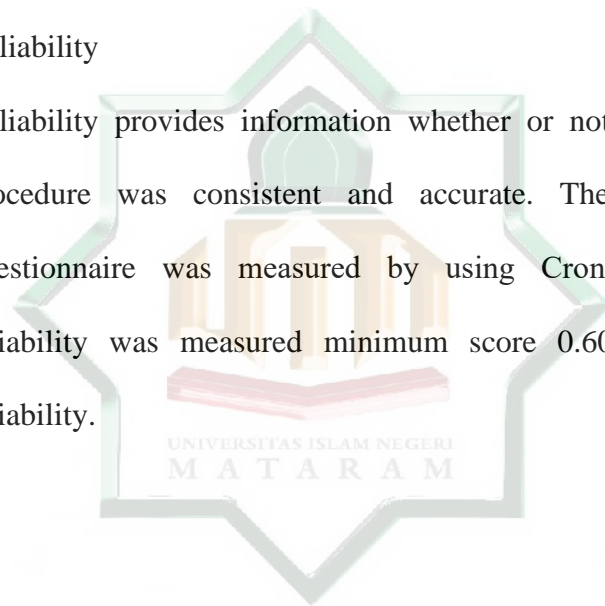
##### **a. Validity**

There were two kinds of validities used to validate the product in this study, namely content and instructional design validities. Content was validated in order to know whether or not the data collected were good and meet the appropriateness. To attain this validity, the

researcher consulted the product to the content expert. The researcher conducted content validity to Miss. Nina Hardiyanti, M.Pd While instructional design validity was used to measure whether or not the data collected was consistent with the recent theories underlying the variable being measured. The researcher conducted construct validity from Dr. H. Muhammad, M.Pd., MS.

b. Reliability

Reliability provides information whether or not the data collection procedure was consistent and accurate. The reliability of the questionnaire was measured by using Cronbach's Alpha. The reliability was measured minimum score 0.60, the score of the reliability.



Perpustakaan UIN Mataram

## CHAPTER IV RESULT OF DEVELOPMENT

This chapter presents findings and discussions of the EAP textbook designed for Social Educational Department students of UIN Mataram which consist of descriptions of the results of needs analysis, product design and try-out. The instructional development model used in this study was adopted from the ADDIE model.

### A. Data Display

#### 1. Description of the Need Analysis Result

Need analysis was done on October 2019. The respondents were 35 students of the first semester of Social Educational Department at C class. The instrument used in collecting the data was the questionnaire.

**Table 4.1**  
**Description of The Students**

Students	Sex		Alumni				Age
	Male	Female	SMA	MAN	SMK	Others	
35	8	27	17	4	4	10	19-21

Based on the table above, among 35 students which consist of 8 male and 27 females. Students who graduated from SMA were 49%, MAN 11%, SMK were 11% and others were 29%.



### a. Description of the Target Needs

Target needs refer to what the learners need to know in order to function in the target situation, what they already know, and what they need to know. The target needs analysis includes the objectives and the students' proficiency levels. The description of the objectives and the students' proficiency levels are presented as follows:

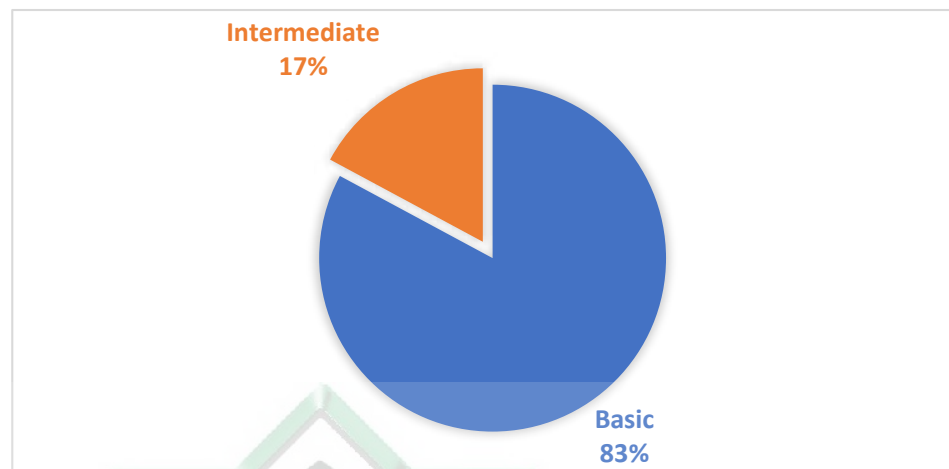
#### 1) Objectives

**Table 4.2**  
**The Description of Students' Objectives in learning English**

Objectives	Agreement		
	N	F	Percentage
To communicate in social and academic context	35	15	43%
To get a good job in their future career	35	8	23%
Be able to communicate with native speaker	35	10	28%
To fulfill the academic pre requirement	35	2	6%

The data in the table above showed that 43% of the students stated that they learnt English in order to communicate in social and academic context, 23% of the students stated that they learnt English in order to get a good job in their future career, 28% of the students stated that they learnt English in order to be able to communicate with native speaker, and 6% of the students stated that they learnt English in order to fulfill the academic pre requirement.

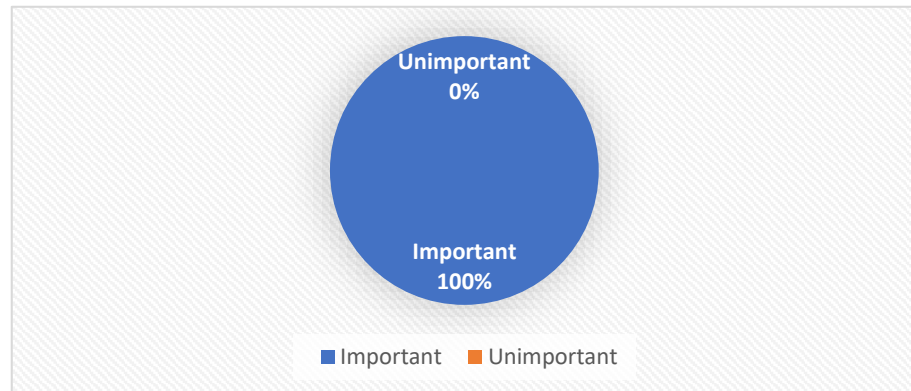
## 2) Students' Proficiency Levels



**Figure 4.1**

### The Student's Proficiency Levels

The data of the students' proficiency levels showed that 83% of the students were in the level of basic. It means that the students need to improve their English proficiency. Furthermore, they found it difficult to get an information from the written or oral text because they had lack of vocabularies. Meanwhile, 17% of the students were in the intermediate levels. Since they were able to get an information from the written or oral text because they had an adequate vocabulary.



**Figure 4.2**

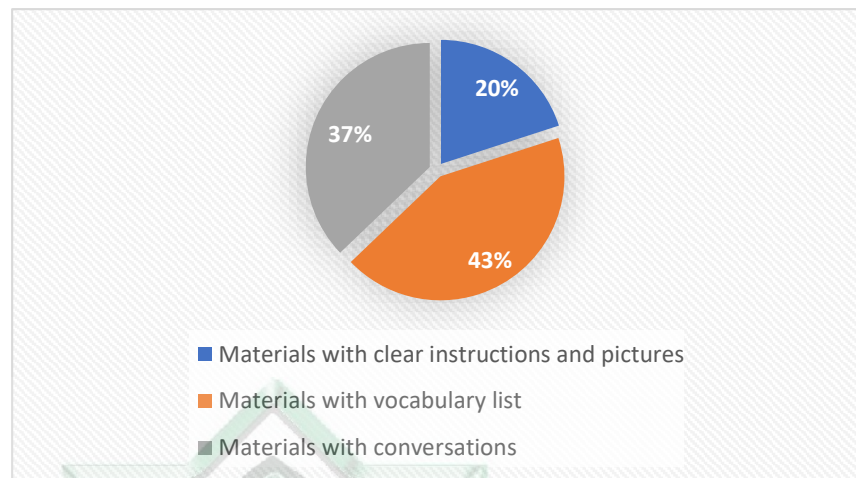
### **The Use of English for Future Career**

Based on the needs analysis data, 100% of the students hold the view that, mastering English is very important. 50% of them would use English to support their future career, 25% of them would use English to support their study, and 25% of them would use English to support their job in the future.

#### **b. Description of the Learning Needs**

Learning needs refer to what the learners need to do in order to learn. It concerns with the methods and activities in teaching and learning process. This phase presents the data about input, procedure/activity, teacher role, learner role, and setting.

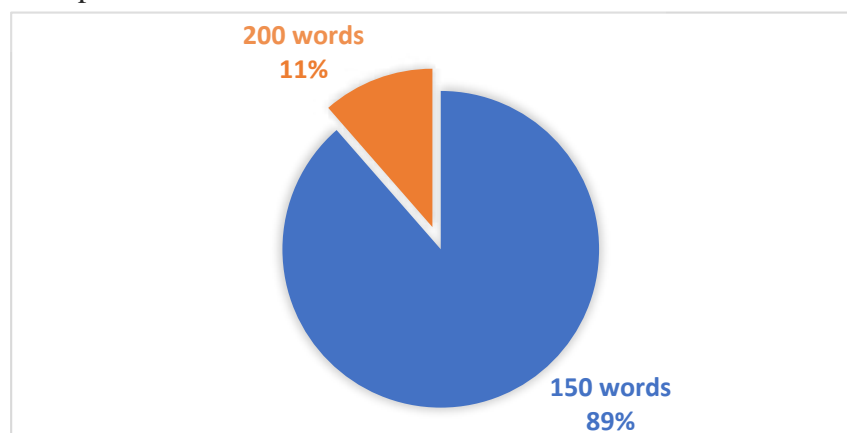
### 1) Input



**Figure 4.3**

#### The Preferred Materials That Can Help Students to Learn English

In learning English, the students need certain materials to help them to actively speak. The finding revealed that, 20% of the students preferred to use materials with clear instructions and pictures, 37% of the students preferred to use vocabulary list to help them speak, 43% of the students preferred to use conversations to help them speak.

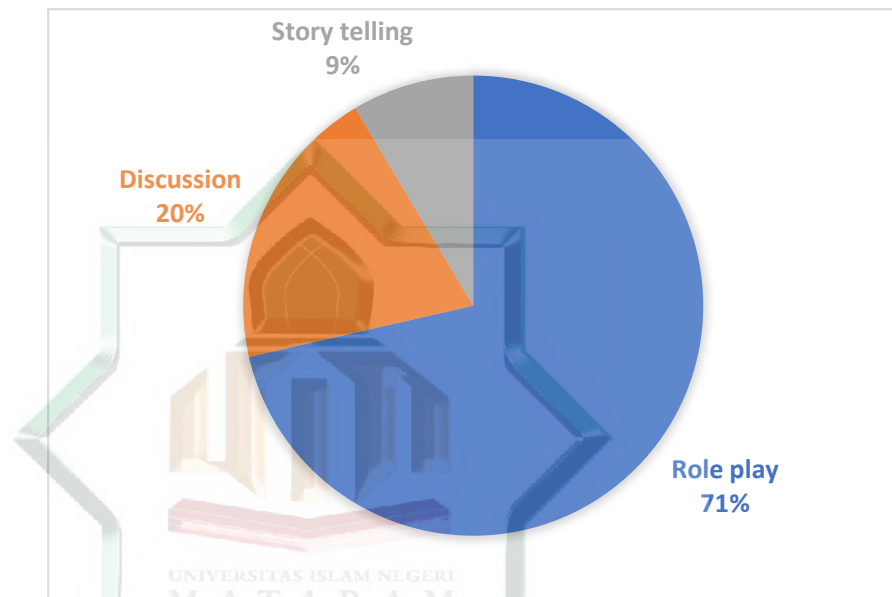


**Figure 4.4**

#### The Preferred Length of The Text and Conversation

In connection with the length of the conversation, 89% of the students preferred to use 150 words, and 11% of the students preferred to use 200 words.

## 2) Procedure/activity

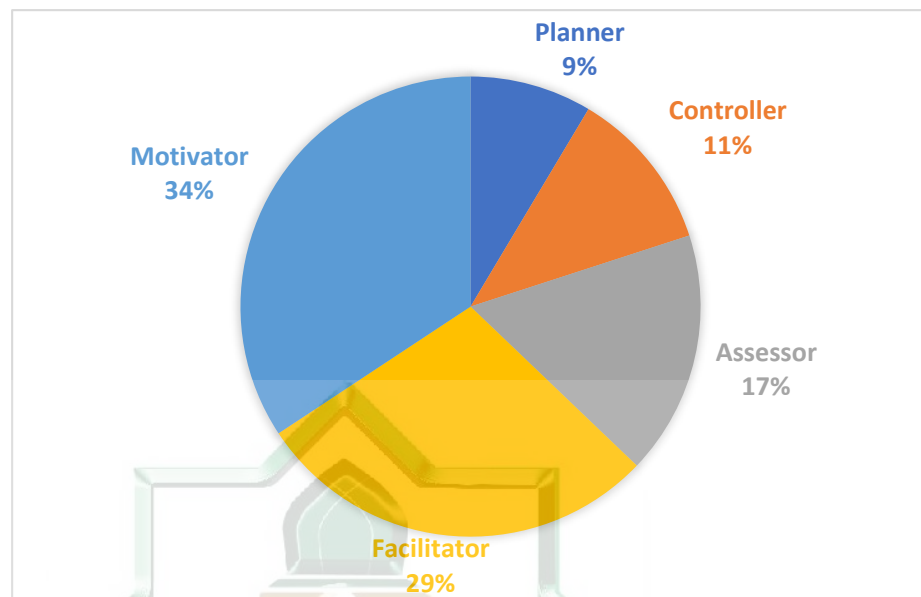


**Figure 4.5**

### **The Preferred Activities**

Figure 4.5 showed that, the most interesting activity in learning English was role-play. Since 66% of the students preferred to choose role-play, 28% of the students preferred to choose discussion, 9% of the students preferred to choose storytelling.

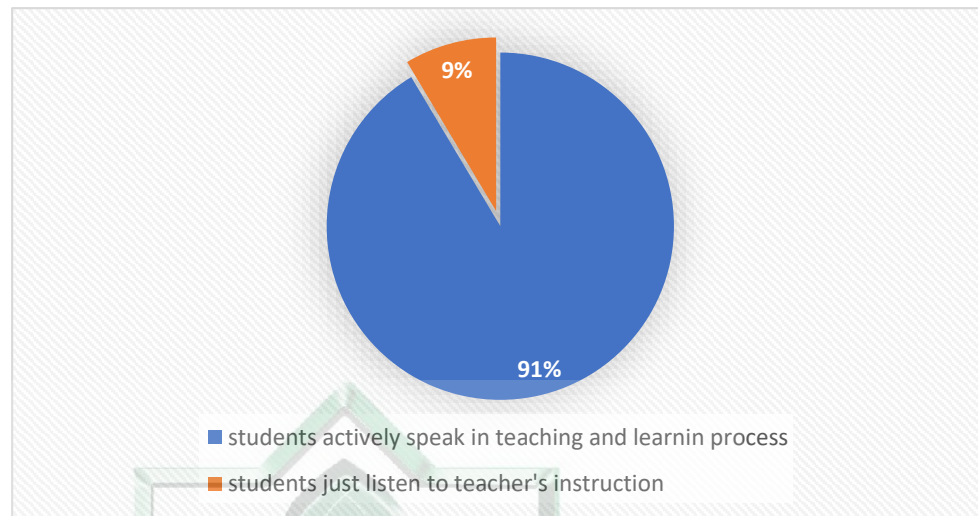
### 3) Teacher's role



**Figure 4.6**  
**The Preferred Teacher's Role**

From figure 4.6, it has found that 43% of the students expect that the teacher plays a role as a motivator, 22% of the students expect that the teacher plays a role as a facilitator, 13% of the students expect that the teacher plays a role as a assessor, 13% of the students expect that the teacher plays a role as a controller, and 9% of the students expect that the teacher plays a role as a planner.

#### 4) Learner's role

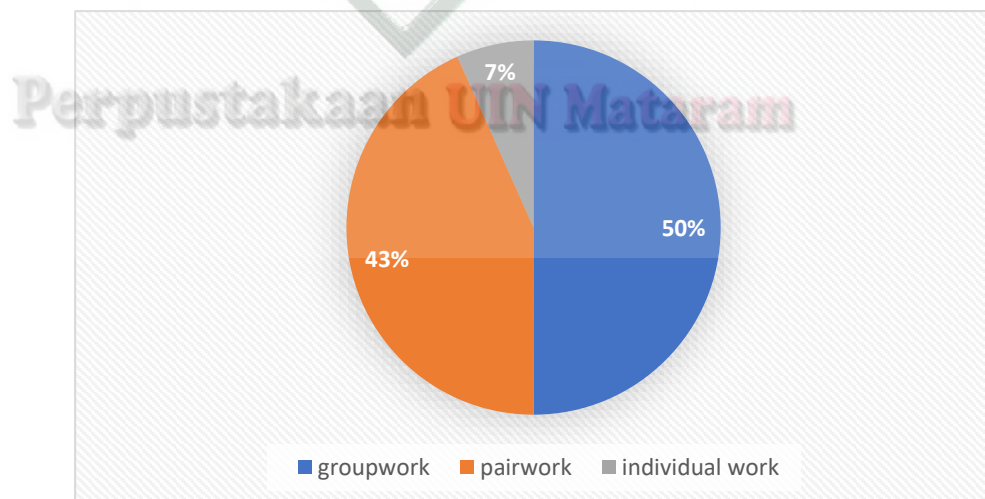


**Figure 4.7**

#### The Preferred Learners' Role

Based on figure 4.7, in teaching and learning process, 89% of the students preferred to play a role actively in the classroom, 11% of the students preferred to listen toward the teacher's instructions.

#### 5) Setting



**Figure 4.8**

#### The Preferred Setting

Based on the needs analysis data, group work is the most interesting activities. Since 50% of the students preferred to learn

in group work, 43% of the students preferred to learn in pair work, and only 7% of the students preferred to learn in individual work.

## 2. Data of the Expert Judgment

**Table 4.3**  
**Data of the Expert Judgment**

No Item	Instructional Design Expert	Content Expert
1	4	3
2	3	3
3	3	3
4	3	3
5	3	3
6	4	3
7	3	3
8	3	3
9	3	3
10	3	2
11	4	3
12	3	3
13	3	
14	4	
15	4	
<b>Mean</b>	<b>3.3</b>	<b>3</b>



**Table 4.4**  
**Grades of The Interval Validity**

No	Grades of Interval Validity	Degree of the Validity
1	4	Sangat Valid
2	3	Valid
3	2	Kurang Valid
4	1	Tidak Valid

Based on the data obtained from the expert questionnaire, it showed that the textbook was valid. Since the score obtained from the instructional design expert was 3.3 and the content expert was 3 (3 = Valid) as showed at Table 4.2 and Table 4.3.

### 3. Data of the Try-out

#### a. Data of the First Try-out

**Table 4.5**  
**Data of the Respondents in the First Try-out**

No	Students	Sex		Age
		Male	Female	
1	5	4	1	19-21

**Table 4.6**  
**The Quantitative Data of the Students' Responses in the First Try-out**

No	Range of Mean	Categories
1	4	Very Good
2	3	Good
3	2	Poor
4	1	Very Poor

The final quantification of the data

Total Score/Number of Item

=43/14

=3.07

The data showed that the highest score was 4 and the lowest score was 1. The final result from the calculated data was 3.07 which means that the textbook was good because it included of 3 mean range (3= Good).

**b. Data of the Second Try-out**

**Table 4.7**  
**Data of the Respondents in the Second Try-out**

No	Students	Sex		Age
		Male	Female	
1	35	7	28	19-21

**Table 4.8**  
**The Quantitative Data of the Students' Responses in the Second Try-out**

No	Range of Mean	Categories
1	4	Very Good
2	3	Good
3	2	Poor
4	1	Very Poor

The final quantification of the data

= Total Score/ Number of Item

=47/14

=3.35

The data showed that the highest score was 4 and the lowest score was 1. The final result from the calculated data was 3.35 which means that the textbook was good because it was included of 3 mean range (3= Good). Additionally, the score was increased from the first try-out (3.07) to the second try-out (3.35).

The following are some suggestions and critics given by the students:

- 1) Add more speaking expressions
- 2) Add more vocabulary items
- 3) It will be better if the groupwork exercises to be added more

## **B. Discussion**

### **1. Design of the Course Outline**

Based on the result of the needs analysis and the theory of developing English textbook, then the course grid of the textbook materials was designed. The textbook consists of five units, the first unit was self-introduction, the second unit was socializing, the third unit was giving instruction, the fourth unit was expressing opinion, and the last one was making presentation.

The materials were derived from the internet and textbook. However, some modifications were needed to make it easier to understand as what

the students' proficiency levels were. For example, some difficult words were paraphrased and the words which were not significant to the content were omitted. Last, each unit has various activity, such as answering questions by oral, analyzing images, completing conversations, presenting and making role plays.

## **2. Design of the Textbook Materials**

### **a. Description of the Textbook**

The title of the textbook is EAP Textbook for The Students of Social Educational Department. It was designed based on the result of the students' needs analysis. The materials consisted of five units, the first unit was Self-introduction, the second unit was Socializing, the third unit was Giving Instruction, the fourth unit was Expressing Opinion, and the last one was Making Presentation.

The designed textbook provided materials that allow students to observe pictures, memorize vocabulary, getting information, and they must also read the dialogue and practice it. In addition, they were provided useful phrases used in certain situations. The activities were varied, such as answering questions by oral, analyzing images, completing conversations, presenting and making role plays.

### **b. Organization of the Textbook**

As mentioned above, the textbook consisted of five units, unit 1 was Self-introduction, unit 2 was Socializing, unit was Giving Instruction, 4 Expressing Opinion, and 5 was Making Presentation.

Each unit was arranged into six stages, they were introduction, picture observation, vocabulary builder, conversation practice, useful phrases and exercises. For more details, they are described below.

The first stage is introduction. It consists of information about what the students are going to learn. This stage includes pictures, the title and the objectives of the study, (2) The second stage is pictures observation. At this stage, students will observe the pictures provided that aim to practice the ability of students to observe certain situations related to the materials and help students better understand the material to be learned, (3) The third stage is the vocabulary builder. Students are provided with several core vocabulary items and their meanings related the material to be learned which aim to help students to understand the material more easily, (4) The fourth stage is conversation practice. Students are provided with a variety of conversations that support students' understanding of the material and help them learn the phrases used in the conversation, so they can practice it, (5) The fifth stage is acknowledging phrases. After practicing the conversations, students are provided some useful phrases in certain situations that aim at preparing them with common phrases used I certain occasion so that they can easily use it in their conversation, (6) The last, students are provided exercises. There are some types of exercises that enable the students to work individually

and group such as completing sentence, interviewing, answering questions orally, making role-play, and presenting.

### **c. Description of the Materials**

The designed textbook consists of five units. Each unit consists of six parts. For more detail information, it can be seen below.

#### **1) Unit 1: Self-introduction**

The first unit entitled "Self-introduction". The purpose of this unit was to develop the ability to enable students introducing themselves using English in general and academic situation. This unit consisted of 4 parts. 1) warm-up, this section contains pictures of two different condition of people, self-introduction in general situation and academic situation. The purpose of this warm-up is to help students gather ideas and present them, then focus on the material to be learned in this unit. 2) vocabulary builder, this section aims to help students understand some of the core vocabulary related self-introduction that must be understood before starting to learn the material so that they more easily understand the dialogue in it. 3) self-introduction in general situation, this section is the core material of studying self-introduction. It contains dialogues about introducing self in general situation and introducing others. The goal is that students are able to practice it in social life. 4) academic self-introduction, the material aims to

enable students to introduce themselves in academic situation such as in classroom, seminar, conference or interview.

Each of these materials has two exercises. Self-introduction in general situation has 2 exercises. Exercise 1 is to make a role-play based on the dialogue that has been read (in pairs). Exercise 2 is to make short dialogue about introducing others (group). The material of academic self-introduction also has 2 exercises. Exercise 1 is to complete the text and present it in front of the class (individual). Exercise 2 is to play people bingo game (group).

## 2) Unit 2: Socializing

The second unit entitled "Socializing". The purpose of this unit is to develop the ability to socialize using English, namely showing care and giving complement. This unit consists of 4 parts. 1) warm-up, this section contains pictures of two different condition of people, a sad man and a professional singer. The purpose of this warm-up is to help students gather ideas and present them, then focus on the material to be learned in this unit. 2) vocabulary builder, this section aims to help students understand some of the core vocabulary that must be understood before starting to learn the material so that they more easily understand the conversation / dialogue in it. 3) showing care / sympathy, this section is the core material of studying socializing material. It contains dialogues about caring for friends or other

people. The goal is that students are able to practice it in social life. 4) giving complement, this section is also the core purpose of studying socializing material that aims to enable students to provide complement to other friends in order to maintain good relationships.

Each of these materials has two exercises. Showing care has 2 exercises. Exercise 1 is to make a role-play based on the dialogue that has been read (in pairs). Exercise 2 is to make a dialogue about showing care in 3 different situations (group). Giving compliment has 2 exercises. Exercise 1 is to make role-play based on the dialog that has been read (in pairs). Exercise 2 is to make conversations related to complimenting in some different situations (group).

### **3) Unit 3: Giving Instruction**

The third unit entitled "Giving Instruction". The purpose of this unit is to develop the ability to give instruction using English in two situations, those are at the bank and at the store. This unit consists of 4 main parts. 1) warm-up, this section contains pictures of two different condition of people, making line at the bank and ordering things at the store. The purpose of this warm-up is to help students gather ideas and present them, then focus on the material to be learned in this unit. 2) vocabulary builder, this section aims to help students understand some of the core



vocabulary related to bank and store that must be understood before starting to learn the material so that they more easily understand the dialogue / text in it. 3) at the bank, this section is the core material of studying giving instruction material. It contains dialogue about creating bank account and withdrawing money. The goal is that students are able to give instruction at the bank using English. 4) at the store, it contains conversation about requesting at the store. This section aims to enable students to give instruction at the store using English.

Each of these materials has two exercises. At the bank has 2 exercises. Exercise 1 is to do a role play based on the dialogue (in pairs). Exercise 2 is to give responses to the dialogue provided and make a role-play (in pairs). At the store has 2 exercises. Exercise 1 and 2 are to make role-play at different situation (in pairs).

#### **4) Unit 4: Expressing Opinion**

The third unit entitled "Expressing Opinion". The purpose of this unit is to develop the ability to express opinion using English because this ability is very crucial in academic environment. This unit consists of 4 main parts. 1) warm-up, this section contains pictures of people discussing and expressing opinion. The purpose of this warm-up is to help students gather ideas and present them, then focus on the material to be learned in this unit. 2) vocabulary

builder, this section aims to help students understand some of the core vocabulary related to materials provided that must be understood before starting to learn the material so that they more easily understand the dialogue / text in it. 3) agreeing or disagreeing. This section is the core material of studying expressing opinion material. It contains dialogue about how to give opinion. The goal is that students are able to give opinion with some useful phrases learned. 4) interrupting, it contains conversation about interrupting in discussion. This section aims to enable students to interrupt at discussion using English.

Each of these materials has two exercises. Agreeing or disagreeing has 2 exercises. Exercise 1 is to do a role play based on the dialogue (in pairs). Exercise 2 is to play a role-play with different dialogue (in pairs). Interrupting has 2 exercises. Exercise 1 is to do a role-play based on the dialogue (in pairs). Exercise 2 is to make a short dialogue about how to interrupt in a discussion using phrases given (in pairs).

##### **5) Unit 5: Making Presentation**

The fifth unit entitled "Making Presentation". The purpose of this unit is to develop the ability to do presentation using English because this ability is very crucial in academic environment. This unit consists of 4 main parts. 1) warm-up, this section contains picture of someone doing a presentation. The purpose of this

warm-up is to help students gather ideas and present them, then focus on the material to be learned in this unit. 2) vocabulary builder, this section aims to help students understand some of the core vocabulary related to materials provided that must be understood before starting to learn the material so that they more easily understand the text in it. 3) opening presentation, this section is the core material of studying making presentation. It contains text of delivering presentation. The goal is that students are able to open presentation using useful phrases learned. 4) delivering presentation, it contains text of delivering presentation. This section aims to enable students to deliver presentation using English.

Each of these materials has two exercises. opening presentation has two exercises. Exercise 1 is to practice the text of opening presentation based on the text that has been learned (group). Exercise 2 is to make another opening presentation using the phrases given (individual). Delivering presentation has 2 exercises. Exercise 1 is to make another presentation and present in front of the class (group). Exercise 2 is to give opinion about classmate's presentation (individual).

## **C. Revision of Product**

### **1) Try-out, Reflection and Evaluation of Unit 1**

After the expert validated the product, some suggestions and critics were given. Suggestions and comments were used to revise the product. Then it would be tried out by involving 5 students of Social Educational Department as the subject. The try-out was done to get the empirical feedbacks which later would be used to evaluate and revise the textbook. The textbook was implemented on the first semester of C class. After getting the feedbacks from that class, the researcher made some revisions.

#### **a) Description of the First Try-out**

The first try-out of unit 1 was done in C class of the first semester. In this class. The try-out was conducted on 20<sup>th</sup> of 2019 at 17.20 o'clock. In this meeting, not all of the exercises in unit 1 were finished to be done because the time was limited. The time allocation in conducting this unit was an hour and half.

#### **b) Reflection of the First Try-out**

Generally, the students cannot comprehend some of the dialogues because some of dialogues still have difficult words to understand for their levels. In addition, some of the dialogues were incoherent. However, in some exercises, they find it easy to perform it as they understand the dialogue example and the vocabulary list helps them to understand the text.

In the first try-out, the students were very excited because the exercises were quite challenging. However, they found some difficult words on some dialogues so that some of the students suggested to add more vocabulary items.

### c) Evaluation

In order to identify whether or not the materials were appropriate, there were three instruments used to collect the data. They were, questionnaire (given for the students), the interview guide, and observation field notes. The results were used to revise the textbook.

Based on the result of the questionnaires, interview guides, and observation field notes, some students stated that, they cannot comprehend the dialogue because several words used in the dialogue are too difficult. It was proven by the result of interview. One of the students stated that, there were several dialogues that I thought they were quite difficult. And he thought that vocabulary items need to be added more.

The questionnaire was administered in C class of the first semester on 20<sup>th</sup> of December 2019. There were 5 students in the class. The data presentation of the respondents and the result of the questionnaire are presented in the following tables.

## 2) Try-out, Reflection and Evaluation of Unit 2

After the expert validated the product, some suggestions and critics were given. Suggestions and comments were used to revise the product.

Then it will be tried out by involving 35 students of Social Educational Department as the subject of this study. The try out was done to get the empirical feedbacks which later would be used to evaluate and revise the textbook. The textbook was implemented on the first semester of C class. After getting the feedbacks from the class, the researcher made some revisions.

**a) Description of the Second Try-out**

The second try-out of unit 2 was done in the first semester of C class. In this class. The try-out was conducted on 21<sup>th</sup> of December 2019 at 17.20 o'clock. In this meeting, not all of the exercises of unit 2 were discussed because the time was limited. The time allocation in conducting this unit was an hour and half.

**b) Reflection of the Second Try-out**

Generally, the students experienced an improvement compare to the first try-out. Since they found it easy to understand the dialogues. Moreover, the expressions and vocabulary list were very helpful for them to understand the dialogues and perform the exercises.

In the second try-out, the students were very enthusiastic. The words used in the dialogues fit with their level. Also, the phrases provided were enough to help them perform the exercises to speak. Moreover, the vocabulary list helps the students in comprehending the text. The most important thing is that the students experienced

improvement from the first try-out to the second try-out. Last but not least, the students stated that, the pictures were very attractive as they their curiosity to learn English.

### **c) Evaluation**

In order to identify whether or not the materials were appropriate, there were three instruments used to collect the data, they were, questionnaire (given for the students), the interview guide, and observation field notes. The results were used to revise the textbook. Based on the result of the questionnaires, interview guides, and observation field notes, some students stated that, the expressions provided were very helpful but they need to be added more. The questionnaire was administered on the first semester of C class on 21<sup>th</sup> of December 2019. There were 35 students in the class.

### **3) Study of the Final Product**

Based on the research findings that have been described above, showed that some of the materials and exercises were appropriate and inappropriate. After the textbook has been tried out, then it was revised.

In the implementation of the textbook, the student stated that the pictures were very attractive because they could help them comprehend the materials. In addition, the vocabulary list helped them in understanding the dialogues and texts.

The textbook was arranged into six stages, they were introduction, pictures observation, vocabulary builder, dialogue practice,

acknowledging phrases and exercises. The textbook was also equipped with clear pictures, useful expressions and information corner to help them comprehend the materials better.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of need analysis, try out of product, and expert judgment, it can be concluded that:

The students of Social Educational Department of UIN Mataram needed the EAP textbook which suit their major to support their academic competence in speaking. Most of them were still in basic levels, and they preferred to use vocabulary list and dialogue to help them comprehend and escalate their speaking skill and academic competence. Last but not least, they preferred to participate actively than the teacher, and the teacher plays role as a motivator in teaching and learning process.

Therefore, it can be concluded that the EAP materials are suitable for the students of Social Educational Department to help them learn English.

#### B. Suggestions

##### 1. The teacher

The teacher should critically concern and develop their own materials because they know more about their students' characteristics and proficiency level. The teacher also should give a chance for the students to participate actively in teaching and learning process. Moreover, different colleges will use different teaching materials, at the same time, the level of the students' linguistic competence are also different, so the teachers should analyze their courses and their

learners, and then design their own materials based on their courses and their learners.

## **2. Other Researcher**

The other researchers could do the same research to help students in learning English. They could design and develop other English textbook materials for English course to improve the language proficiency and education quality.

### **C. Dissemination and Further Product Development**

Finally, another study in different major or research design is needed to validate the result of this study. The next researcher can conduct a research by designing EAP textbook which focuses on other skills that can escalate students' academic competences such as reading, writing and listening.

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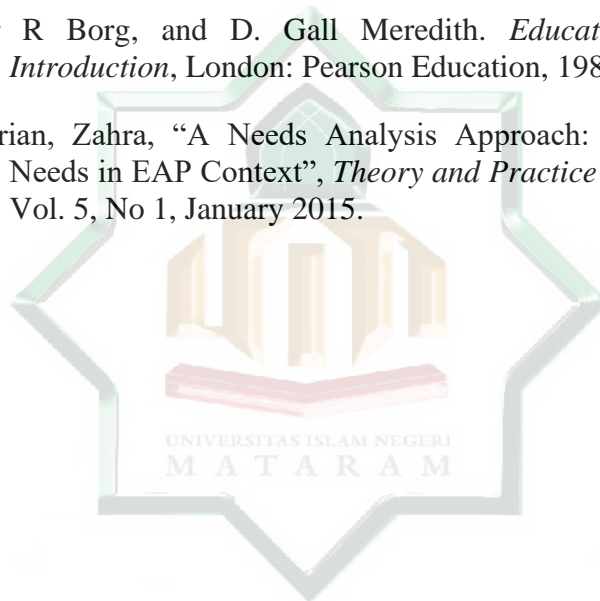
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Perpustakaan UIN Mataram

# APPENDICES



Perpustakaan **UIN Mataram**

## APPENDIX 1

### Need Analysis Questionnaire

#### IDENTITAS RESPONDEN

Nama : .....

Jenis Kelamin : .....

Umur : .....

Pendidikan Sebelumnya :

(...) SMA/

(...) Madrasah Aliyah Negeri

(...) SMK

(...) Lain-lain, sebutkan .....

#### PETUNJUK

1. Beri tanda centang (  ) atau tulis pada kolom/ruang yang tersedia sesuai dengan aspirasi atau keadaan anda.
2. Data penelitian ini akan di jaga kerahasiaannya sesuai dengan etika penelitian.
3. Jawaban anda tidak mempengaruhi nilai anda.
4. Jawaban yang benar adalah jawaban yang sebenar-benarnya menggambarkan diri/aspirasi/pendapat anda.

Apabila ada butir yang anda ragu-ragu maksudnya, silahkan bertanya dan kami (peneliti) akan member penjelasan secukupnya.

#### KEBUTUHAN

No	Pertanyaan/Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Secara umum. Apa level Bahasa Inggris anda saat ini?				
	Dasar				

	Pertengahan				
	Tinggi				
2	Apakah mempelajari bahasa Inggris penting untuk anda saat ini dan karir anda kedepannya?				
3	Apakah tujuan anda mempelajari bahasa Inggris?	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
	Untuk berkomunikasi dengan Bahasa Inggris dalam konteks sosial dan akademis				
	Untuk mendapatkan pekerjaan yang layak				
	Untuk bisa berkomunikasi dengan native speaker				
	Untuk memenuhi tuntutan akademik				
	Lain-lain, sebutkan.....				

#### KEINGINAN

4	Berikut ini adalah kriteria yang mungkin anda harapkan dalam pembelajaran Bahasa Inggris di IPS Ekonomi.	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
	Peningkatan keahlian speaking dalam berbahasa Inggris				
	Materi pembelajaran bahasa Inggris harus di desain dengan menarik dan sesuai dengan program studi IPS dan memuat konten akademis				
	Materi pembelajaran bahasa Inggris harus otentik dan sesuai dengan tingkat kemampuan mahasiswa				
	Lain-lain, sebutkan.....				

#### KESULITAN

5	Dalam mempelajari bahasa Inggris (speaking), kegiatan yang paling sulit bagi anda adalah...	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
	Sulit menangkap makna dari kata yang				



	disampaikan oleh native (lisan maupun tulisan) karena kurangnya menguasai kosakata				
	Sulit menangkap informasi yang disampaikan oleh native speaker baik lisan maupun tulisan				
	Sulit untuk berbicara menggunakan bahasa Inggris karena mimminya penguasaan kosakata				
	Sulit untuk menemukan frasa yang sering digunakan di dalam konteks tertentu				

### TUJUAN

6	Berikut adalah urutan materi dalam bahasa inggris yang mungkin anda harapkan untuk meningkatkan kermampuan berbahasa inggris anda secara komunkatif	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
	Pengenalan, daftar kosakata, percakapan, frasa, latihan				
	Percakapan, pengenalan, frasa, daftar kosakata, latihan				
7	Dalam mempelajari language skill (speaking), apa harapan anda?	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
	Mampu berbicara menggunakan bahasa inggris secara komunikatif				
	Bisa memperoleh informasi dari teks bahasa inggris baik lisan maupun tulisan				
	Mampu memahami arti dan makna istilah bahasa social dan akademis dalam bahasa Inggris				
	Meampu menangkap makna dari percakapan Bahasa inggris dalam konteks tertentu				

### INPUT

8	Dalam belajar bahasa Inggris, materi seperti apa yang dapat membantu anda dalam mempelajarinya?	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
	Materi dengan ilustrasi gambar dan instruksi yang jelas				

	Materi dengan daftar kosa-kata				
	Materi dengan percakapan dalam konteks sosial dan akademik yang sesuai dengan jurusan				
	Lain-lain, sebutkan.....				
9	Dalam belajar bahasa Inggris, seberapa panjang bacaan/percakapan yang anda harapkan?	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
	150 kata				
	200 kata				
	250 kata				

### PROSEDUR

10	Dalam belajar bahasa Inggris, kegiatan seperti apa yang anda harapkan?	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
	Menyimak presentasi dalam bahasa Inggris dan kemudian memberi pendapat secara individu/kelompok				
	Menyimak dialog yang berhubungan dengan sosial dan akademik dalam bahasa Inggris				
	Setelah membaca dialog kemudian menjawab beberapa pertanyaan sesuai dengan teks tulisan				
	Mempraktikkannya di depan kelas (role-play)				

### PERAN GURU

11	Ketika proses belajar mengajar guru/dosen sebaiknya berperan sebagai?	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
	Planner: guru berperan sebagai perencana dalam kegiatan belajar mengajar				
	Controller: guru berperan sebagai pengontrol dalam kegiatan belajar mengajar				

Assessor: guru berperan sebagai penilai dan memberikan feedback terhadap hasil belajar siswa dengan tujuan untuk meningkatkan kualitas kegiatan pembelajaran				
Facilitator: guru membantu siswa dalam memecahkan masalah belajar yang di hadapi, dengan tujuan untuk meningkatkan semangat belajar siswa				
Motivator: peran guru adalah menghidupkan suasana belajar agar lebih menarik dan memberikan motivasi kepada siswa untuk belajar lebih giat				

### PERAN SISWA

		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
12	Ketika proses belajar mengajar, peran apa yang anda harapkan?				
	Siswa berperan aktif dan komunikatif dalam proses belajar mengajar (Siswa lebih aktif daripada guru)				
	Siswa sebagai pendengar terhadap instruksi yang diberikan oleh guru (guru lebih aktif daripada Siswa)				
Lain-lain,, sebutkan.....					

### SETING

		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
13	Menurut anda, dalam belajar bahasa inggris baik di dalam maupun di luar kelas, anda lebih suka melakukan kegiatan secara?				
	Mandiri				
	Berkelompok				
	Berpasang-pasangan				

## APPENDIX 2

### Expert's Judgment Questionnaire (Content Expert)

#### EAP Materials for The Students of Social Educational Department at State Islamic University of Mataram

#### Identitas

Nama : .....

NIP : .....

**A. Petunjuk Pengisian:** Bapak/Ibu dimohon untuk memberikan tanda check list (√) pada setiap butir penilaian dengan keterangan sebagai berikut:

1. SK = Sangat Kurang
2. K = Kurang
3. B = Baik
4. SB = Sangat Baik

No	Pernyataan	Indikator Penilaian			
		SK	K	B	SB
1.	Keakuratan istilah yang digunakan.				
2.	Memungkinkan pelajar dalam mempelajari dan mempraktikkan bahasa Inggris.				
3.	Materi tersebut memungkinkan peserta didik untuk melatih keterampilan komunikasi dalam lingkungan akademik dan sosial.				
4.	Latihan/tugas memungkinkan peserta didik bekerja secara individu atau kelompok.				
5.	Latihan/tugas cukup menantang bagi peserta didik.				
6.	Materi tersebut dapat meningkatkan kemampuan peserta didik untuk berkomunikasi di lingkungan akademik.				

7.	Sesuai dengan perkembangan intelektual peserta didik.				
8.	Materi tersebut dapat mendorong atau memotivasi peserta didik untuk belajar.				
9.	Isi materi sesuai dengan jurusan peserta didik.				
10.	Kesesuaian kosa kata (vocabulary)				
11.	Kesesuaian ilustrasi				

**Pernyataan Pendukung**

1. Dengan adanya **EAP Materials for The Students of Social Educational Department** ini bisa membantu peserta didik dalam memahami materi bahasa inggris?

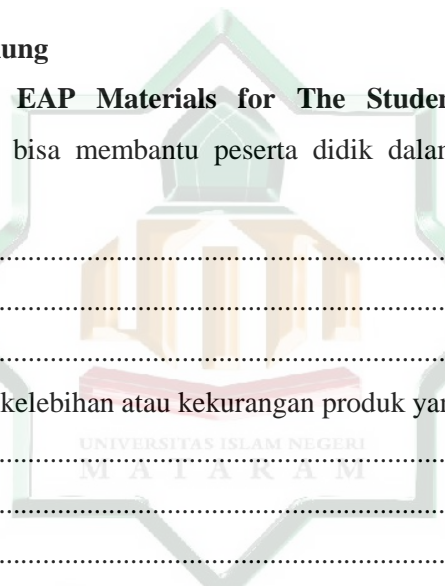
.....  
 .....  
 .....

2. Apakah terdapat kelebihan atau kekurangan produk yang didesain?

.....  
 .....  
 .....

**B. Komentar dan saran**

.....  
 .....  
 .....  
 .....



**Expert's Judgment Questionnaire (Instructional Design Expert)**  
**EAP Materials for The Students of Social Educational Department at State Islamic**  
**University of Mataram**

**Identitas**

Nama : .....

NIP : .....

**A. Petunjuk Pengisian:** Bapak/Ibu dimohon untuk memberikan tanda check list (√) pada setiap butir penilaian dengan keterangan sebagai berikut:

1. SK = Sangat Kurang
2. K = Kurang
3. B = Baik
4. SB = Sangat Baik

No	Pernyataan	Indikator Penilaian			
		SK	K	B	SB
1.	Sesuai dengan CPL (Capaian Pembelajaran Lulusan) yang berlaku				
2.	Tampilan sampul (cover)				
	a. Ilustrasi gambar				
	b. Penggunaan huruf				
3.	Huruf yang digunakan				
	a. Ukuran huruf dalam setiap penulisan				
	b. Bentuk huruf yang digunakan pada setiap penulisan				
	c. Penggunaan variasi huruf ( <i>bold, italic, and all capital</i> ) tidak berlebihan				
	d. Tidak terlalu banyak menggunakan terlalalu banyak jenis huruf				

4.	Warna				
	a. Warna yang digunakan menarik				
5.	Tata letak				
	a. Penempatan unsur tata letak konsisten				
	b. Pemisahan antar paragraph				
	c. Kesesuaian antara margin (ukuran setiap sudut)				
	d. Kesesuaian spasi antar teks dan ilustrasi				
	e. Ilustrasi dan keterangan gambar				
6.	Ilustrasi isi				
	a. Mampu mengungkap makna/arti dari text				

**5. Komentar dan saran**

.....

.....

.....

.....

Perpustakaan UIN Mataram

**APPENDIX 3**  
**Try Out Questionnaire**

Nama : \_\_\_\_\_ Tanggal : \_\_\_\_\_

Kelas : \_\_\_\_\_

Petunjuk : Silahkan nilai kualitas instruksi di masing-masing dari 4 kategori utama yang tercantum dalam formulir dibawah. Untuk setiap bidang pengajaran yang tercantum di sebelah kiri, lingkari respons di sebelah kanan yang paling mencerminkan persepsi Anda tentang tingkat kualitasnya. Terima kasih.

1. Kejelasan Materi

Bisakah Anda memahami instruksi di dalamnya?	1 2 3 4
Bisakah Anda mengerti arti dari dialog dan teks-teks yang ada di dalam?	1 2 3 4
Apakah vocabulary / kosa katanya jelas?	1 2 3 4
Apakah konteksnya terkait dengan jurusan dan akademik Anda?	1 2 3 4
Seberapa jelas contoh dan ilustrasinya di dalam?	1 2 3 4
Seberapa jelas urutan tugas / latihannya?	1 2 3 4

2. Dampak pada peserta didik

Apakah materi ini relevan bagi Anda?	1 2 3 4
Seberapa sulit materi ini untuk dipelajari?	1 2 3 4
Apakah Anda puas dengan latihan ini?	1 2 3 4
Apakah materi ini mendorong anda untuk berbicara secara aktif?	1 2 3 4
Apakah arah dan bahan materinya jelas?	1 2 3 4

3. Kelayakan

Apakah materi ini mendorong Anda untuk belajar lebih baik?	1 2 3 4
Apakah waktunya cukup bagi Anda untuk menyelesaikan latihan?	1 2 3 4

4. Apakah materi ini memungkinkan Anda untuk mengikuti dan mempraktikkan fitur bahasa tertentu? 1 2 3 4



## APPENDIX 4

### Course Grid

Majors: Social Educational Department

Class: C (the first semester)

Subject: English Course

Standard competences: Students are able to communicate using English in daily life in certain context.

Course Goals: Students are able to apply the use of English in the form of role play, mini drama, presentation.

No	Unit	Indicators	Learning Activity	Criteria Indicator	Time
1	Unit 1: Self-Introduction	<b>Self-introduction in general situation:</b> Students are able to identify expressions when introducing themselves and others in general situation; students are able to make dialogues containing these expressions and are able to practice them orally.	Lecturing, pair work, role play, and individual act.	Vocabulary and phrases mastery, pronunciation, and active speaking.	90 minutes
		<b>Self-introduction in formal situation:</b> Students are able to identify expressions when introducing themselves in formal situations; students are able to make speech containing this expression and are able to practice them orally.	Lecturing, group work, presentation, and individual act.	Vocabulary and phrases mastery, pronunciation, and active speaking.	90 minutes
2	Unit 2: Socializing	<b>Showing care and Giving compliment:</b> Students are able to identify expressions when showing care; students are able to make dialogues containing these expressions and are able to practice them orally.	Lecturing, pair work, group work, and role play.	Vocabulary and phrases mastery, pronunciation, and active speaking.	90 minutes

3	Unit 3: Giving Instruction	<b>At the bank:</b> Students are able to identify expressions when giving instruction at the bank; students are able to make dialogues containing these expressions and are able to practice them orally.	Lecturing, pair work, group work, and role play.	Vocabulary and phrases mastery, pronunciation, and active speaking.	90 minutes
		<b>At the store:</b> Students are able to identify expressions when giving instruction at the store; students are able to make dialogues containing these expressions and are able to practice them orally.	Lecturing, pair work, group work, and role play.	Vocabulary and phrases mastery, pronunciation, and active speaking.	90 minutes
4	Unit 4: Expressing Opinion	<b>Agreeing or Disagreeing:</b> Students are able to identify expressions when giving opinion; students are able to make dialogues containing these expressions and are able to practice them orally.	Lecturing, pair work, group work, and role play.	Vocabulary and phrases mastery, pronunciation, and active speaking.	90 minutes
		<b>Interrupting:</b> Students are able to identify expressions when interrupting in a discussion; students are able to make dialogues containing these expressions and are able to practice them orally.	Lecturing, group work, and role play.	Vocabulary and phrases mastery, pronunciation, and active speaking.	90 minutes
5	Unit 5: Making Presentation	<b>Delivering Presentation:</b> Students are able to identify expressions when delivering presentation; students are able to make presentation are able to present them orally.	Lecturing, group work, individual act, and presentation.	Vocabulary and phrases mastery, pronunciation, and active speaking.	90 minutes

**APPENDIX 5**  
**Data of Students**

No.	Name	Sex
1	Husnuzzaeva	Female
2	Tini Widiani	Female
3	Suri Utami	Female
4	Alamsah	Male
5	Wandi Lizardo	Female
6	Rohmatul Ulliya	Female
7	Lolita Yuliasti	Female
8	Lia Wardani	Female
9	Muhammad Fahrurrozi	Male
10	Faujul Adim	Male
11	Nurbiatun	Female
12	Nuziatul Ulpa	Female
13	Rismawati	Female
14	Diana Widasari	Female
15	Muh. Aminuddin Muzaki	Male
16	M. Afifudin Muhajir	Male
17	Nirwana Jane Lestari	Female
18	Surtika Lamury	Female
19	Sulastri	Female
20	Zohratul Waliah	Female
21	Sumiyati	Female
22	Susi Handayani	Female
23	Suriatun	Female
24	Baiq Liza Hayani Hasbullah	Female
25	Jaye Mas Arya Kusuma Rinjani	Male
26	Kurniawati	Female
27	Khaulia Suhada	Female
28	Sumpana Dewi	Female
29	Nurul Septiana	Female
30	Nurfitriati	Female
31	Hartati	Female
32	Yuyun Adriti	Female
33	Nita Sagita	Female
34	Karmila Regina Putri	Female
35	M. Fathul Hadi	Male
<b>Total</b>	<b>Male</b>	<b>7</b>
	<b>Female</b>	<b>28</b>

**APPENDIX 6**  
**Calculated Result of Need Analysis**

No.	Pertanyaan/Pernyataan	Persentase
<b>Kebutuhan</b>		
1	Secara umum. Apa level Bahasa Inggris anda saat ini? a) Dasar b) Pertengahan c) Tinggi	83% 17% 0%
2	Apakah mempelajari bahasa Inggris penting untuk anda saat ini dan karir anda kedepannya?	100%
3	Apakah tujuan anda mempelajari bahasa Inggris? a) Untuk berkomunikasi dengan Bahasa Inggris dalam konteks sosial dan akademis b) Untuk mendapatkan pekerjaan yang layak c) Untuk bisa berkomunikasi dengan native speaker d) Untuk memenuhi tuntutan akademik	43% 23% 28% 6%
<b>Input</b>		
4	Dalam belajar bahasa Inggris, materi seperti apa yang dapat membantu anda dalam mempelajarinya? a) Materi dengan ilustrasi gambar dan instruksi yang jelas b) Materi dengan daftar kosa-kata c) Materi dengan percakapan dalam konteks sosial dan akademik yang sesuai dengan jurusan	20% 43% 37%
5	Dalam belajar bahasa Inggris, seberapa panjang bacaan/percakapan yang anda harapkan? a) 150 kata b) 200 kata c) 250 kata	89% 11% 0%
<b>Procedure/Activity</b>		
6	Dalam belajar bahasa Inggris, kegiatan seperti apa yang anda harapkan? a) Menyimak presentasi dalam bahasa Inggris dan kemudian memberi pendapat secara individu/kelompok b) Menyimak dialog yang berhubungan dengan sosial dan akademik dalam bahasa Inggris c) Setelah membaca dialog kemudian menjawab beberapa pertanyaan sesuai dengan teks tulisan d) Mempraktikkannya di depan kelas (role-play)	20% 0% 9% 71%

Teacher's Role		
7	<p>Ketika proses belajar mengajar guru/dosen sebaiknya berperan sebagai?</p> <p>a) Planner: guru berperan sebagai perencana dalam kegiatan belajar mengajar 9%</p> <p>b) Controller: guru berperan sebagai pengontrol dalam kegiatan belajar mengajar 11%</p> <p>c) Assessor: guru berperan sebagai penilai dan memberikan feedback terhadap hasil belajar siswa dengan tujuan untuk meningkatkan kualitas kegiatan pembelajaran 17%</p> <p>d) Facilitator: guru membantu siswa dalam memecahkan masalah belajar yang di hadapi, dengan tujuan untuk meningkatkan semangat belajar siswa 29%</p> <p>e) Motivator: peran guru adalah menghidupkan suasana belajar agar lebih menarik dan memberikan motivasi kepada siswa untuk belajar lebih giat 34%</p>	
Learner's Role		
8	<p>Ketika proses belajar mengajar, peran apa yang anda harapkan?</p> <p>a) Siswa berperan aktif dan komunikatif dalam proses belajar mengajar (Siswa lebih aktif daripada guru) 91%</p> <p>b) Siswa sebagai pendengar terhadap instruksi yang diberikan oleh guru (guru lebih aktif daripada Siswa) 9%</p>	
Seting		
9	<p>Menurut anda, dalam belajar bahasa inggris baik di dalam maupun di luar kelas, anda lebih suka melakukan kegiatan secara?</p> <p>a) Mandiri 7%</p> <p>b) Berkelompok 43%</p> <p>Berpasang-pasangan 50%</p>	

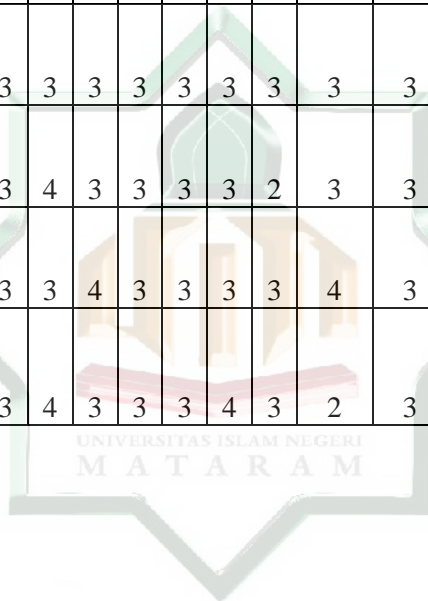
**APPENDIX 7**

**Calculated Result of Expert Judgments**

No Item	EXPERT	
	Instructional Design	Content
1	4	3
2	3	3
3	3	3
4	3	3
5	3	3
6	4	3
7	3	3
8	3	3
9	3	3
10	3	2
11	4	3
12	3	3
13	3	
14	4	
15	4	
<b>MEAN</b>	<b>3.33</b>	<b>2.91</b>

**APPENDIX 8**  
**Calculated Result Of First Try Out**

RESPONDENT	ITEM														MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
MAHASISWA 1	3	3	3	4	4	3	3	3	4	2	3	3	2	3	3.07
MAHASISWA 2	4	3	3	3	3	3	3	3	3	3	3	2	3	2	2.92
MAHASISWA 3	3	3	3	4	3	3	3	3	2	3	3	4	3	3	3.07
MAHASISWA 4	4	3	3	3	4	3	3	3	3	4	3	4	3	3	3.28
MAHASISWA 5	3	3	3	4	3	3	3	4	3	2	3	3	2	2	2.92



Perpustakaan UIN Mataram

**APPENDIX 9**  
**Calculated Result of Second Try Out**

RESPONDENT	ITEM														MEAN
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
MAHASISWA 1	3	3	2	4	3	3	3	4	3	2	4	3	3	2	3
MAHASISWA 2	3	4	3	3	3	2	3	3	3	3	3	3	2	3	2.92
MAHASISWA 3	3	3	3	4	3	3	3	3	3	3	3	2	3	2	2.92
MAHASISWA 4	4	3	3	3	4	3	3	3	3	3	3	2	3	2	3
MAHASISWA 5	3	3	2	4	3	3	3	3	3	2	3	3	3	3	2.92
MAHASISWA 6	3	3	4	3	2	3	3	3	4	3	3	4	3	2	3.07
MAHASISWA 7	4	4	4	3	4	4	3	3	2	3	3	2	2	2	3.07
MAHASISWA 8	4	4	4	3	4	4	3	3	2	3	3	2	2	2	3.07
MAHASISWA 9	4	4	4	4	4	3	3	4	3	4	3	3	2	2	3.35
MAHASISWA 10	3	3	3	4	4	3	4	4	2	3	4	3	3	2	3.21
MAHASISWA 11	3	3	3	4	4	3	3	4	3	2	3	4	2	2	3.07
MAHASISWA 12	3	3	3	4	4	2	3	3	3	3	3	2	2	2	2.85
MAHASISWA 13	4	3	3	4	4	3	3	3	3	4	3	4	3	3	3.35
MAHASISWA 14	4	3	2	4	4	4	3	3	4	2	4	2	3	2	3.14
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**APPENDIX 10**  
**Interview Guide**

**The Data of The First Try Out Interview**

**Unit 1 – Self Introduction**

**Interview 1**

- R : Nama Anda siapa?  
S1 : Nama saya Husnuzzaeva  
R : Apakah Anda mengerti arahan di dalam materi ini?  
S1 : Iya, saya cukup mengerti  
R : Bagaimana dengan percakapannya? Apakah Anda mengerti?  
S1 : Iya, saya mengerti sebagian. Tapi, banyak kata-kata yang saya tidak tahu artinya  
R : Apakah materi ini mendorong Anda untuk berbicara aktif menggunakan Bahasa Inggris?  
S1 : Iya, karena materinya berbentuk conversation  
R : Apakah latihannya menantang?  
S1 : Ya, karena kita harus mempraktikkannya di depan kelas.  
R : Bagaimana dengan gambar-gambarnya?  
S1 : Sangat menarik  
R : Ok. Terimakasih banyak atas waktunya Husnuzzaeva.  
S1 : Iya, sama-sama kak

**Interview 2**

- R : Nama Anda siapa?  
S1 : Nama saya Rismawati  
R : Apakah Anda mengerti arahan di dalam materi ini?  
S1 : Iya, sejauh ini saya sangat mengerti.  
R : Bagaimana dengan percakapannya? Apakah Anda cukup mengerti?  
S1 : Iya, Tapi mungkin hanya sebagian, karena ada kosa-kata yang saya tidak mengerti sebagian.  
R : Apakah materi ini mendorong anda untuk berbicara aktif menggunakan Bahasa Inggris?  
S1 : Iya, karena latihan-latihannya sangat menarik dan mendorong saya untuk berbicara aktif.  
R : Apakah materi self-introduction in formal situation ini membantu meningkatkan kemampuan anda berbicara di lingkungan akademik?

- S1 : Ya, materi ini sangat membantu dan bermanfaat. Saya juga merasa termotivasi untuk mempelajari.
- R : Bagaimana dengan gambar-gambarnya?
- S1 : Sangat menarik.
- R : Ok. Terimakasih atas waktunya Risma.
- S1 : Iya. Sama -sama kak.

### **The Data of The First Try Out Interview**

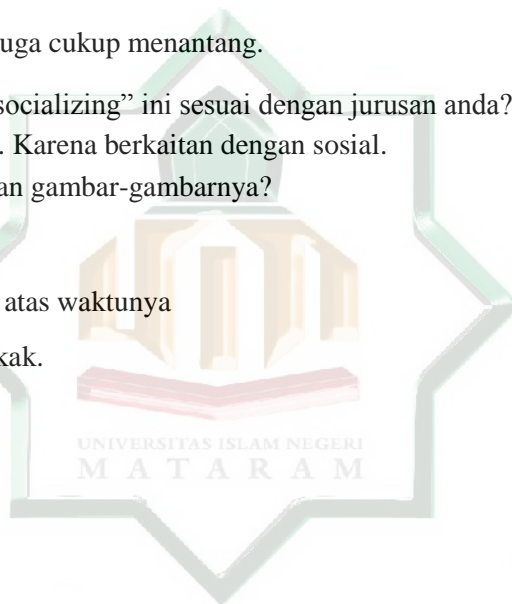
#### **Unit 2 – Socializing**

##### **Interview 1**

- R : Namanya siapa?
- S1 : Nama saya M. Fathul Hadi
- R : Apakah Anda mengerti arahan di dalam materi ini?
- S1 : Iya, arahnya cukup jelas.
- R : Bagaimana dengan percakapannya? Apakah Anda mengerti?
- S1 : Cukup mengerti dan kosa-kata yang disediakan sangat membantu
- R : Apakah materi ini mendorong anda untuk berbicara aktif menggunakan Bahasa inggris?
- S1 : Iya, karena materinya berbentuk percakapan.
- R : Apakah materi “socializing” ini sesuai dengan jurusan anda?
- S1 : Ya, materi ini sangat sesuai dengan jurusan saya sehingga saya merasa termotivasi untuk mempelajarinya.
- R : Bagaimana dengan gambar-gambarnya?
- S1 : Sesuai dengan materinya dan sangat menarik.
- R : Ok. Terimakasih atas waktunya Fathul
- S1 : Iya. Sama-sama kak.

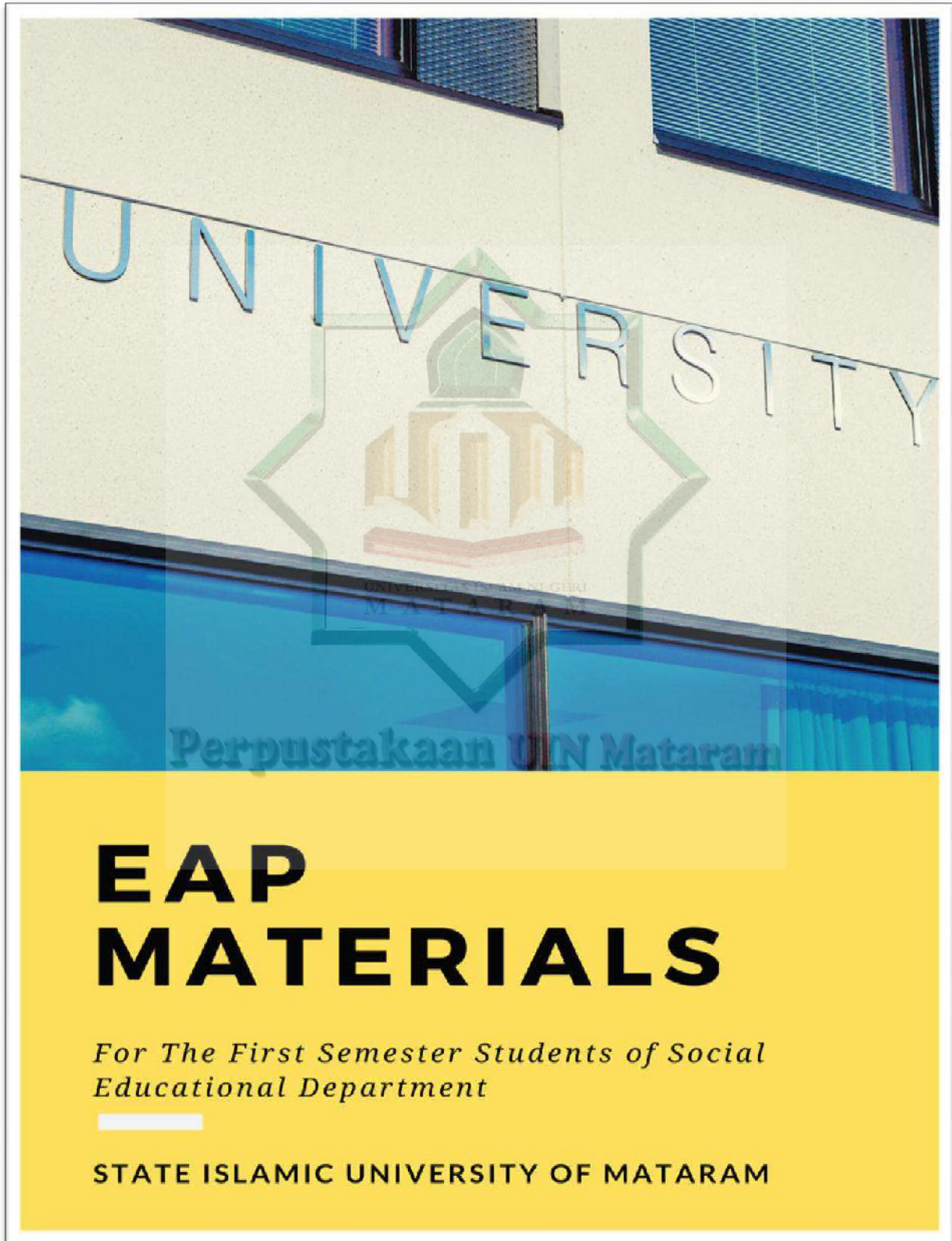
## Interview 2

- R : Nama Anda siapa?
- S1 : Nama saya Khaulia Suhada
- R : Apakah Anda mengerti petunjuk di dalam materi ini?
- S1 : Iya, petunjuknya cukup jelas.
- R : Bagaimana dengan percakapannya? Apakah Anda mengerti?
- S1 : Iya. Karena kata-kata yang sulit bisa saya temukan di vocabulary builder.
- R : Apakah materi ini mendorong anda untuk berbicara aktif mennggunakan Bahasa inggris?
- S1 : Iya. Latihannya juga cukup menantang.
- R : Apakah materi “socializing” ini sesuai dengan jurusan anda?
- S1 : Saya rasa, sesuai. Karena berkaitan dengan sosial.
- R : Bagaimana dengan gambar-gambarnya?
- S1 : Sangat menarik
- R : Ok. Terimakasih atas waktunya
- S1 : Iya. Sama-sama kak.



Perpustakaan UIN Mataram

APPENDIX 11  
PRODUCT



## **ACKNOWLEDGEMENT**

Praise to God that the writer is able to complete this EAP textbook materials. The writer also want to to give his appreciation to guiders, experts and R&D team for giving incredible guidance and support to finish this EAP textbook Materials.

English is a mandatory subject for all programs and majors in State Islamic University of Mataram (UIN Mataram). In Social Educational Department (IPS Economics) For example, English is taught from the first semester until second semester. This means that students in Social Educational Department must study English for two semesters. They must pass all two English subjects to be able to graduate. For this reason, this teaching material is designed to meet the needs of students in achieving academic competence.

This teaching material is intended for the first Semester of Social Educational Department students that focuses on speaking because the purpose of learning English in Social Educational Department is to speak actively. For the sake of career in the future, students are expected not only to have a job after they finish their study, but also to compete in academic field or even continue their studies to a higher level after they graduate. In connection with many opportunities provided by the government to pursue studies both within country or overseas. Students are expected to be able to compete in academic competence. However, academic competence and high standards of English efficiency are required to enroll in many universities both domestically and internationally. Accordingly, this EAP material is designed to help students acquire academic competence in English such as academic self-introduction, how to convey opinions and how to convey oral presentations. Furthermore, this teaching material provides several useful illustrations and vocabulary builders so that students can easily understand the material. Also, the teaching materials consist of several social and economic course because the material is designed based on students' needs.

Last but not least, the writers are sure that criticisms and suggestions from anybody will enrich and make this teaching textbook better.

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# UNIT 1

## SELF-INTRODUCTION



Picture 1.1

### **In this unit, you will learn:**

- How to introduce yourself in general situation
- How to introduce yourself in formal situation
- How to ask and answer basic question in self-introduction

A

**WARM-UP**

Look at the pictures below. There are two types of self-introduction. Can you differentiate the situation between picture 1 and picture 2? What do you think the people are doing?

**Picture 1**



Picture 1.1

**Picture 2**



Picture 1.2



## B VOCABULARY BUILDING

Learn vocabulary items below to help you easily understand the materials.

Country ( <i>noun</i> )	: Negara
Vacation	: Liburan
Study ( <i>verb</i> )	: Belajar
Hobby ( <i>noun</i> )	: Hobi
Student Exchange ( <i>noun</i> )	: Pertukaran Pelajar
Scholarship	: Beasiswa
Major ( <i>noun</i> )	: Jurusan
Currently ( <i>adverb</i> )	: Saat ini/Baru-baru ini
Ambition ( <i>noun</i> )	: Cita-cita
Main area of interest ( <i>phrase</i> )	: Bidang minat
Future plan ( <i>phrase</i> )	: Rencana di masa depan
Increase ( <i>noun</i> )	: Meningkatkan

### Did you know?

Self-introduction is the act of introducing or being introduced with purpose to tell about ourselves to individuals or many people. There are two kinds of ways to introduce ourselves that you will learn in this unit, it is in general and formal situation.

## C SELF-INTRODUCTION IN GENERAL SITUATION

We often introduce ourselves or others when attending social events or meeting new people. Self-introduction in this situation is usually in the form of conversation. Look at the following example.

### Self-Introduction

Henry and Prasetia are meeting for the first time at an English course. After greeting each other, they begin introducing themselves.

## Dialogue:

Henry : Hello.

Prasetia : Hi.

Henry : Are you enjoying the class?

Prasetia : Yes, I am.

Henry : I am Henry, what is your name?

Prasetia : My name is Prasetia.

Henry : Prasetia, where are you from?

Prasetia : I am from Mataram, and you?

Henry : I am from Bali. How long have you been in the island?

Prasetia : I have been for just one month.

Henry : Are you here on business or vacation?

Prasetia : I am here just to take this course.

Henry : Alright, we have fifteen minutes for the break. Do you want to go get some coffee?

Prasetia : Sure, that sounds great!



Picture 1.3

 Here are useful expressions you can use to introduce yourself.

Useful Phrases	Responses
<ul style="list-style-type: none"><li>Hi / Hello</li></ul>	<ul style="list-style-type: none"><li>Hi / Hello</li></ul>
<ul style="list-style-type: none"><li>What is your name</li></ul>	<ul style="list-style-type: none"><li>My name is</li></ul>
<ul style="list-style-type: none"><li>Where are you from?</li><li>Where do you live?</li></ul>	<ul style="list-style-type: none"><li>I'm from...</li><li>I live in....</li></ul>
<ul style="list-style-type: none"><li>Nice to meet you.</li><li>Nice to see you (<i>name</i>)</li></ul>	<ul style="list-style-type: none"><li>It's a pleasure.</li><li>Nice to see you too (<i>name</i>)</li></ul>

## EXERCISE

1. Work with your classmate, take turns practicing the dialogue above in role-play.
2. Make a short dialogue with your partner and practice it.

## Meeting People and Introducing others


David is on vacation to Jakarta. This is the second times he visit Jakarta. He meet his old friend, Rian. Rian wants to introduce his colleague Rio to David. Look at the the following example below. Pay attention to the expressions used.

### Dialogue:

- Rian : David. Welcome to Jakarta! Great to see you again.
- David : Great to see you, too. How are you doing?
- Rian : Just Fine. Do you know my colleague, Rio?
- David : Sure. I do. How are you, Rio?
- Rio : Good, thanks. How was your trip from Australia to Jakarta?
- David : Not bad.
- Rio : Good. Let's go upstairs and get some coffee.



Picture 1.4

-  **Here are useful expressions you can use when you meet people and introduce others.**

Useful Phrases	Responses
▪ Pleased to meet you.	▪ Pleased to meet you too!
▪ How are you doing?	▪ I'm good / fine / okay. ▪ I'm not good today.
▪ Have we met before/ Have you met.....?	▪ Yes, we have / No we haven't met / I'm not sure.
▪ Good to see you again.	▪ Good to see you too.
▪ I'd like to introduce you to <i>(name)</i>	▪ Hi <i>(name)</i> . I am <i>(name)</i>
▪ <i>(name)</i> , I'd like you to meet <i>(name)</i>	▪ Nice to see you. I am <i>(name)</i>

 **EXERCISE**

Work in group and fill in the blanks below with your own identity and make a role-play in front of the class!

A: Good afternoon!

B: Good afternoon! My name is \_\_\_\_\_(b).

A: Hello. My name is \_\_\_\_\_(a).

B: Have we met before?

A: No, we haven't met. Pleased to meet you!

B: Pleased to meet you too. Have you met \_\_\_\_\_?

A: I'm not sure.

C: Yes, we have met before. Good to see you again!

A: Oh yes, I remember now. Good to see you again too!

C: How are you doing?

A: I'm not very good today.

C: I'm sorry to hear that.

A: And what about you?

C: Oh, I'm fine.

B: I have an idea. Let's go and get some lunch!

**D****SELF-INTRODUCTION IN FORMAL SITUATION**

Self-introduction in formal situation is usually done in situations such as in class, seminar, conference and interview. Look the example of self-introduction speech below.

**Self-Introduction in Class**

Hassan received a student exchange scholarship at a university in the UK. He is asked to introduce himself in front of the class. Look at the example below. Pay attention on how Hassan introduces himself.

**Speech:**

Picture 1.5

Hello everybody, I would like to introduce myself. My name is Hassan, and I am from Iran. I am studying at Flinders University, Australia. I am taking Business Economic as my major. There are seven people in my family: I have two brothers and two sisters. My favorite foods are Rice and Mushroom. My favorite sports are Football and Swimming. My favorite season is Spring because the world feels colorful and the weather is comfortable. My favorite color is Green, like the grass, vegetables, and kiwi fruit. In my free time I like to play computer games.

## Self-Introduction in Seminar and Interview

Adam is in a seminar event. He introduces himself and tells the audience about his future plan. Look at the example below. Pay attention to the phrases used.

### Speech:



Picture 1.6

Hi. My name is Hendriyanto, and I come from Jakarta. I am currently studying at the Harvard University. My main area of interest is Economic Development. My future plans are to increase employment and increase national income.

 Here are useful questions and answers of self-introduction speech in formal situation.

Basic questions to answer	General form of answers
▪ What is your name?	▪ My name is _____.
▪ Where do you come from?	▪ I am from _____.
▪ What are your hobbies?	▪ My hobby is _____.
▪ What are you doing now?	▪ I am ( <i>a student / I am working at</i> _____)
▪ What is your major?	▪ I am studying _____.
▪ What are your favorite subjects?	▪ I like _____ / I do
▪ What is your specialty (skill)?	▪ I am good at _____.

 **EXERCISE 1**

**Complete the paragraph with your identity based on self-introduction speech in classroom. After that, present it in your class.**

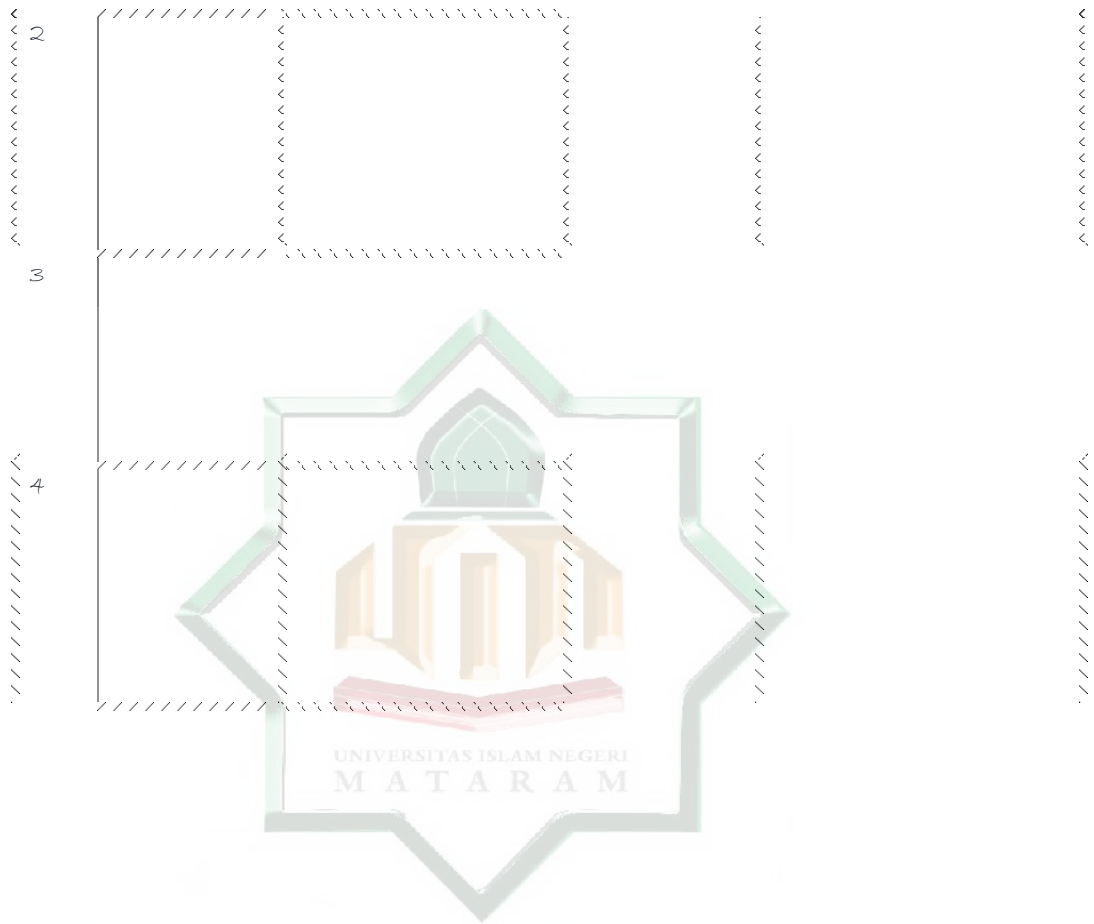
Good morning everybody, I would like to introduce myself. My name is \_\_\_\_\_, and I am from \_\_\_\_\_. I am studying at \_\_\_\_\_ and I take \_\_\_\_\_ as my major. There are \_\_\_\_\_ people in my family: I have \_\_\_\_\_ brother (s) and \_\_\_\_\_ sister (s). My favorite foods are \_\_\_\_\_ and \_\_\_\_\_. My favorite sport is \_\_\_\_\_. My favorite season is \_\_\_\_\_ because \_\_\_\_\_. My favorite color is \_\_\_\_\_. In my free time I like to \_\_\_\_\_.

 **EXERCISE 2**

Your teacher will introduce you to "Bingo game" and you will be asked to interview three of your classmates using basic questions and fill in the tables with their answers.

NO.	Name	Study	Major	Future plans
1	Arifin Ilham	Universitas Indonesia	Technology	1. Study abroad 2. Create useful tools to help people

.....



Perpustakaan UIN Mataram



## Pictures

Picture 1.1

Source: <https://pbs.twimg.com/media/B9JDeH5CIAA79Hs.jpg>

Picture 1.2

Source: <http://englishadmin.com/wp-content/uploads/2013/11/percakapan-greeting-formal.png>

Picture 1.3

Source: [https://nowjakarta.co.id/uploads/ckeditor/pictures/69/content\\_20190320\\_093842.jpg](https://nowjakarta.co.id/uploads/ckeditor/pictures/69/content_20190320_093842.jpg)

Picture 1.4

Source: <https://ciputrauceo.net/blog/2015/6/18/etika-pergaulan>

Picture 1.5

Source: <https://www.wikihow.com/images/thumb/c/c1/Introduce-People-Step-3-Version-2.jpg/aid940027-v4-728px-Introduce-People-Step-3-Version-2.jpg>

Picture 1.6

Source: <https://3.bp.blogspot.com/-a-VoRGDUy9A/WKEi4xdcypl/AAAAAAAAIAc/Efvt-aZk5H8bgMyiNRhp9oxt2dRuRpzmmwCLcB/s1600/1486954946963.jpg>

Picture 1.7

Source: [https://newscenter.nmsu.edu/Photos/get/8534/article/montoya\\_gabriel\\_cw.jpg](https://newscenter.nmsu.edu/Photos/get/8534/article/montoya_gabriel_cw.jpg)

Perpustakaan UIN Mataram

## UNIT 2

# SOCIALIZING



Picture 2.1

### **In this unit, you will learn:**

- How to show care/sympathy and the responses
- How to give complimenting to others and the responses

A

## WARM-UP

Take a look at the pictures below. What will you say when you find your friend is as sad as the picture 1? How to show your sympathy? Or what will you say to your friend when you watch him/her sing so well as the picture 2? How to compliment him/her?

### 1. A sad man



Picture 2.1

Perpustakaan UIN Mataram

### 2. A professional singer



Picture 2.2

**B****VOCABULARY BUILDER**

Learn vocabulary items below to help you easily understand the materials.

Thought	: Pikiran/angan
Pale ( <i>adjective</i> )	: Pucat
Appreciate ( <i>verb</i> )	: Menghargai
Skirt ( <i>noun</i> )	: Rok
Wonderful ( <i>adjective</i> )	: Bagus sekali
Great ( <i>adjective</i> )	: Hebat
Inspire ( <i>verb</i> )	: Menginspirasi
Proud ( <i>adjective</i> )	: Bangga
Deserve ( <i>verb</i> )	: Pantas
Accept ( <i>verb</i> )	: Menerima
Prayer ( <i>noun</i> )	: Salam/doa
Healing ( <i>adjective</i> )	: Penyembuh

**Did you know?**

Socializing is an act to interact and establish good relationships with individuals or many people. Simply, to fit or train for a social environment. There are many ways to socialize with people. Showing care/sympathy and complimenting are included.

**C****SHOWING CARE**

Showing care/sympathy is the feeling of being sorry for someone who is in a bad situation. For example, our friend is sad because his mother is sick. We can show our sympathy or concern for the condition of our friends by showing care by expressing sympathy. The purpose of expressing sympathy is to entertain people who are experiencing difficulties or in bad conditions.

**Read the dialogue below. Pay attention to the example of showing care expressions and their responses!**

Today Ahmad looks sad. He does not go to college. He receives sympathy card via WhatsApp and email from his friends who live far away in Turkey. The card says, "my condolences to you and your family, hopefully you are given fortitude and strength in facing this hard situation".

Many of his friends also comes to his house.

### Dialogue:

- Ari : Hi, Ahmad. What's up? You look so sad.
- Ahmad : Yea, my grandpa passed away last night.
- Ari : Really? I'm sorry to hear that.
- Ahmad : Thank you for your sympathy.
- Ari : If I'm not mistaken, he is in Bandung, right?
- Ahmad : Yes. We haven't visited him yet.
- Ari : Does your family plan to go to Bandung?
- Ahmad : Yes. Tonight. We are going to leave for Bandung.
- Ari : Oh, I hope your family will be fine.
- Ahmad : Thanks a lot, Ari.

💡 Here are useful expressions and responses of showing care/ sympathy.

Expression	Response
▪ I'm awfully sorry that...	▪ Thank you for your sympathy.
▪ I am sorry to hear that.	▪ Thank you very much.
▪ I'm sorry to hear such terrible news.	▪ You're truly a good friend.
▪ I do sympathize with you.	▪ It was very nice of you for think of me.
▪ Please accept my condolences.	▪ I appreciate your thoughts and prayers.
▪ I know how it feels.	▪ Thank you, I deeply touched.

 **EXERCISE 1**

Work with your classmate, take turns practicing the dialogue above in role-play.

 **EXERCISE 2**

Work in group and make a dialogue about showing care/sympathy for someone by choosing 1 among the situation below. After you finished, play a role play in front of the class.

1. Your best friend just got an accident.
2. Your brother failed to be accepted at her chosen university.
3. Your friend's mother has just passed away.

**D****COMPLIMENTING**

Complimenting is an activity of giving appreciation or praise to others in aiming to encourage them so they will continue to do their best and even improve their performance. Giving compliments to others like peers, co-workers and families is a good way to improve your relationship with them and also experience your positive feelings.

**Look at the dialogue below. Pay attention to the complimenting expressions and their responses!**

Ayu meets her high school friend while going to the library. Winda and Ayu had not met even though they are attending the same university. They then complement each other.

**Dialogue:**

- Ayu : Hi Winda, how are you?
- Winda : Oh, hello Ayu. It's nice to see you! I really like the skirt you are wearing right now. It's really nice! Where did you buy it?
- Ayu : Thanks, nice of you to say that. I got it at Roxy last year. It was pretty cheap because I got it on sale. I'm always looking for sales

Winda : Well, it's really nice. I like the color. I'm also looking for something like your skirt.

Ayu : Really?

Winda : Yes, I love it!

Ayu : I like your glasses. They look really nice on you.

Winda : Thanks! I'm glad you like them. I bought it on the Boxing Day sale. It was really cheap.

Ayu : They really suit you.

Winda : Do you really think so? They're nothing special

Ayu : Yeah? Well, they really match your scarf

Winda : Thanks! Kind of you to say so!



**Here are useful expressions you can use to give other people compliment and their responses!**

Expression	Response
What a great...	Thank you
It's a nice...	It's very kind of you to say that.
I really like your...	I'm glad you like it.
Great job!	Thanks a lot for your appreciation.
You look amazing.	Thank you very much.



### EXERCISE 1

**Wok in pairs and make a role play by using the dialogue above!**

Have you ever given any compliments to someone? Who is he/she? Why did you compliment him/her? How did that person reaction when you complimented him/her?




Can you think of other expression to give a compliment and its response?

 **EXERCISE 2**

Work with your partner. Choose 1 among 4 situations below and make a conversation to show how to express complimenting and responding to the compliments. After that, present it in front of the class.

1. **Your friend have finished Japanese course.**



Blank writing area with four horizontal lines for a response.

2. **Your friend did the presentation so well**



Blank writing area with four horizontal lines for a response.

3. **Your friend is good in painting.**



Blank writing area with five horizontal lines for a response.



## Pictures

Picture 2.1

Source: <https://making-the-web.com/sites/default/files/styles/225x120/public/clipart/141613/socializing-cliparts-141613-4943957.jpg?itok=xfg7j5uO>

Picture 2.2

Source: [https://marketplace.canva.com/MADer1N3eyw/1/thumbnail\\_large/canva-sad-man-sitting-in-front-of-sofa-MADer1N3eyw.jpg](https://marketplace.canva.com/MADer1N3eyw/1/thumbnail_large/canva-sad-man-sitting-in-front-of-sofa-MADer1N3eyw.jpg)

Picture 2.3

Source: <https://cdn.schoolofrock.com/img/hero-large-750w/singing-program1527266946.jpg>



Perpustakaan UIN Mataram

## UNIT 3

# GIVING INSTRUCTION



Picture 3.1

### **In this unit, you will learn:**

- How to give instruction at the bank
- How to give instruction at the store

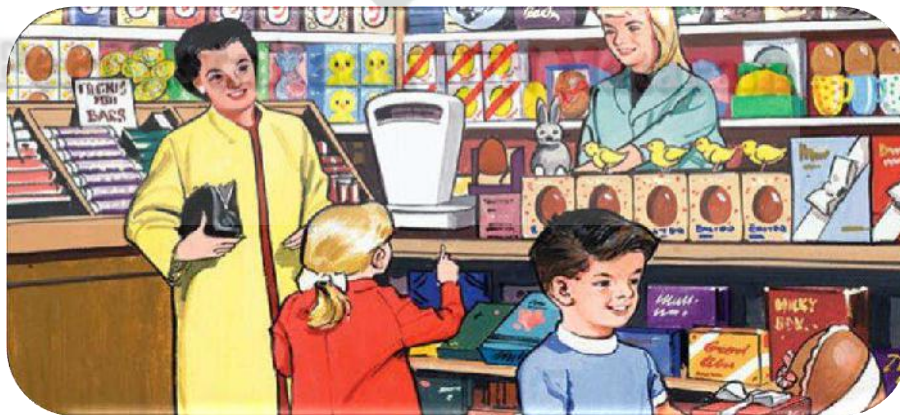
A

WARM-UP

Look at the pictures below. Do you know those places? What do you think those people are doing? Discuss it with your friends.



M A T A Picture 3.2M



Picture 3.3

**B****VOCABULARY BUILDER**

Learn vocabulary items below to help you easily understand the materials.

Bank Balance ( <i>noun</i> )	: Saldo bank
Cash ( <i>verb</i> )	: Menunaikan
Require ( <i>verb</i> )	: Memerlukan
Deposit ( <i>noun</i> )	: Deposito/saldo
Saving Account ( <i>noun</i> )	: Tabungan
Bank statement ( <i>adverb</i> )	: Laporan bank
Inherit ( <i>verb</i> )	: Mewarisi
Check ( <i>noun</i> )	: Cek
Purchase ( <i>veb</i> )	: Membeli
Withdraw ( <i>verb</i> )	: Menarik
Fund	: Dana / modal
Debit	: Debet / hutang
Customer	: Pelanggan
Fishmonger	: Penjual ikan
Butcher	: Tukang daging

Perpustakaan UIN Mataram

**Did you know?**

Giving Instruction is an expression used so that other people do what we tell or ask for. In this unit there are two situations in giving instructions or asking, it is at the bank and at the store.

C

## AT THE BANK

## Opening Bank Account

Opening a bank account is to create an account so you can save your money in the bank. Simply, Bank is a place to put your money and keep it safe in an account.



Picture 3.4

### Conversation:

- Costumer Service : Good morning Miss. How are you doing today?
- Costumer : Good morning. I'm great, thanks.
- Costumer Service: : What can I help you with?
- Costumer : I would like to open a Bank account.
- Costumer Service : What kind of account would you like to open?
- Costumer : I need a checking account.
- Costumer Service: : Would you also like to open a saving account?
- Costumer : That's fine.
- Costumer Service : In order to open this account, it requires your ID card and you need to deposit minimum of Rp. 100.000. Do you bring your ID card now?
- Costumer : Yes, I do. Here is my ID card and I want to deposit Rp. 300.000.
- Costumer Service : Alright Miss, here is the form that you should fill first. I'll set up your accounts for you right now.
- Costumer : Make sure to put Rp. 300.000 in each account.
- Costumer Service : Yes Miss. Please sign here to finish the requirements.

## Withdrawing Money

Withdrawing money is an activity to withdraw money from a saving account.

**Look at the following conversation. Notice the expressions of withdrawing money is used.**

### Conversation:

Teller : Number 40 please. How may I help you?  
Customer : Yes, I would like to make a withdrawal from my saving account.  
Teller : Certainly sir. Please complete this withdrawal form with your name, account number and amount of money you want to withdraw.  
Customer : There you go  
Teller : Here you are. Is there anything else I can help?  
Customer : Yes, that's it. Thanks  
Teller : No problem. Have a pleasant day.

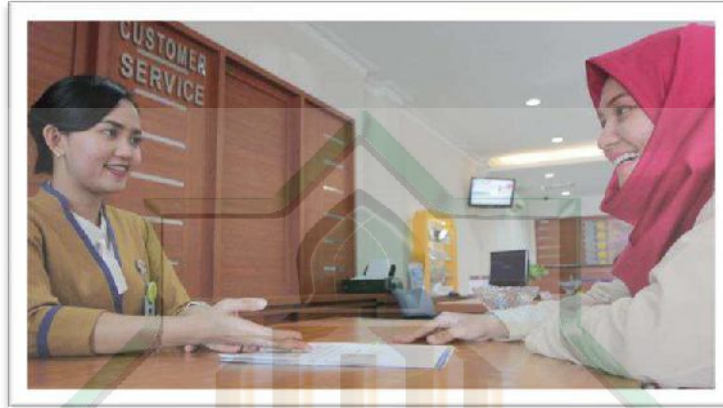


**Here are useful expressions you can use at the bank.**

Expression	Response
I want to (... cash a check)?	Certainly, do you have an ID?
I would like to (... open a bank account)	What kind would you like to open?
I would like to (... make a deposit into my checking account).	Please complete this deposit slip.
I need to withdraw (.....) from my savings account.	Of course. Do you have your passbook?
Who would I talk to (... about a car loan)?	You will have to see Mr. Brown in the loan department.

 **EXERCISE 1**

Take turns with your partner and do the role play based on the previous dialogue. One of you becomes the Customer Service and the other becomes the Customer. Perform it in front of the class!



Picture 3.5

 **EXERCISE 2**

Give response to the phrases below and practice it with your classmate!

- Teller : Good day! How could I help you?  
Customer : \_\_\_\_\_  
Teller : How much money would you like to withdraw?  
Customer : \_\_\_\_\_  
Teller : Can I see your Identification Card, please?  
Customer : \_\_\_\_\_  
Teller : Can you give me your bank card, please?  
Customer : \_\_\_\_\_  
Teller : It's OK. What currency would you like to get: rupiah or dollar?  
Customer : \_\_\_\_\_  
Teller : OK, rupiah. Could you sign here, please?  
Customer : \_\_\_\_\_  
Teller : Here is your sum of money. Check it, please.  
Customer : \_\_\_\_\_  
Teller : You're welcome.

C

**AT THE STORE**

Giving instruction can also be used at the store. It happens when you want to buy something buy giving instruction or requesting to the shopkeeper.

**Read the following conversation. Take turns with your friends doing the roles.**

**Conversation:**

Shopkeeper : Hello, can I help you?  
 Customer : Yes, I would like some tomatoes, please.  
 Shopkeeper : Ok, how many?  
 Customer : Not that many, six tomatoes are enough.  
 Shopkeeper : Alright, anything else?  
 Customer : No, that's all. How much is it?  
 Shopkeeper : Rp 15.000.00, please.  
 Customer : Here you are. Good bye!  
 Shopkeeper : Thank you, good bye!



Picture 3.6



**Here are useful expressions and responses you can use at the store.**

Shopkeeper	Customer
Hello, can I help you?	I would like .....
How many/much do you need?	..... Please / not too many ..... are enough.
Anything else?	Yes, ..... Please / No, that's all.
Here you are.	Thank you



 **EXERCISE**

**Practice the dialogues below with your partner. Make a role-play!**

**1. At the Fishmonger's**

Shopkeeper : Next please, how can I help you?  
Customer : I would like some shrimps, please.  
Shopkeeper : Oh, we haven't got any shrimps, they finished in the morning!  
Do you like prawns? They are very similar.  
Customer : Oh no, I don't like prawns. Don't worry, good bye!  
Shopkeeper : I'm sorry, good bye!

**2. At the Butcher's**

Shopkeeper : Oh, hello again! Do you want the ham and sausages as usual?  
Customer : Yes, but apart from the ham and sausages I also need some burgers.  
Shopkeeper : I haven't got too many burgers, how many do you need?  
Customer : Four burgers only.  
Shopkeeper : Ok, here you have them. Is this everything you want?  
Customer : Yes, this is everything. How much is it?  
Shopkeeper : Everything will be 6 euros, please.  
Customer : Here you are, see you next week!  
Shopkeeper : Thank you, see you!

## Pictures

Picture 3

Source:

[https://www.westpac.com.au/content/dam/public/wbc/images/personal/bank-accounts/wbc-w\\_p\\_bank-accounts\\_transaction\\_debit-mastercard\\_900x342.jpg](https://www.westpac.com.au/content/dam/public/wbc/images/personal/bank-accounts/wbc-w_p_bank-accounts_transaction_debit-mastercard_900x342.jpg)

Picture 3.1

Source: [https://media.istockphoto.com/vectors/bank-office-interior-with-people-clients-and-bank-clerks-vector-flat-vectorid660428982?k=6&m=660428982&s=612x612&w=0&h=TcgMrQRGxOzd6sQSeWuWfUVJa6xwGGrtYRDy64ErK\\_s=](https://media.istockphoto.com/vectors/bank-office-interior-with-people-clients-and-bank-clerks-vector-flat-vectorid660428982?k=6&m=660428982&s=612x612&w=0&h=TcgMrQRGxOzd6sQSeWuWfUVJa6xwGGrtYRDy64ErK_s=)

Source: [https://media.istockphoto.com/vectors/bank-office-interior-with-people-clients-and-bank-clerks-vector-flat-vectorid660428982?k=6&m=660428982&s=612x612&w=0&h=TcgMrQRGxOzd6sQSeWuWfUVJa6xwGGrtYRDy64ErK\\_s=](https://media.istockphoto.com/vectors/bank-office-interior-with-people-clients-and-bank-clerks-vector-flat-vectorid660428982?k=6&m=660428982&s=612x612&w=0&h=TcgMrQRGxOzd6sQSeWuWfUVJa6xwGGrtYRDy64ErK_s=)

Picture 3.2

Source: <https://spectator.imgix.net/content/uploads/2016/05/lookandlearn-A007683.jpg?auto=compress,enhance,format&crop=faces,entropy,edges&fit=crop&w=620&h=413>

Picture 3.3

Source: <http://englishquantum.com/wp-content/uploads/2018/05/belajar-bahasa-inggris-at-the-bank-2.jpg>

Picture 3.4

Source: [https://cdn2.tstatic.net/lampung/foto/bank/images/costumer-service-bjb\\_20160914\\_185714.jpg](https://cdn2.tstatic.net/lampung/foto/bank/images/costumer-service-bjb_20160914_185714.jpg)

Picture 3.5

Source: [https://pngtree.com/freepng/cartoon-supermarket-the-mall-store\\_3910038.html](https://pngtree.com/freepng/cartoon-supermarket-the-mall-store_3910038.html)

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## UNIT 4

# EXPRESSING OPINION



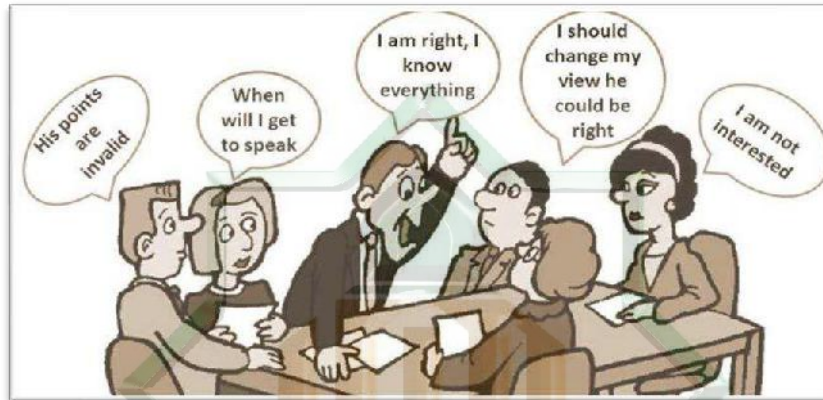
Picture 4.1

### In this unit, you will learn:

- How to state your opinion
- How to state your agreement or disagreement
- How to interrupt a discussion

## A WARM-UP

Look at the picture below. What are they doing? What do you say when you want to state your opinion?



Picture 4.2

## B VOCABULARY BUILDER

Learn vocabulary items below to help you easily understand the materials.

Country ( <i>noun</i> )	: Ibu Kota
Government	: Pemerintah
Decision ( <i>noun</i> )	: Keputusan
Crowded ( <i>adj</i> )	: Ramai
(be) Getting Worse ( <i>phrase</i> )	: Semakin Buruk
However ( <i>adverb</i> )	: Namun
On the other hand ( <i>adverb</i> )	: Di sisi lain
View ( <i>noun</i> )	: Pandangan
Abandoned ( <i>adj</i> )	: Cita-cita
Ideas ( <i>noun</i> )	: Ide
Explain ( <i>verb</i> )	: Menjelaskan
Negotiate ( <i>verb</i> )	: Negosiasi

### Did you know?

Expressing opinion is an activity to express/deliver views, perspectives or ideas of something. When we are negotiating, expressing opinions or simply chatting with a friend, we often have to agree or disagree with the other person's ideas or perspectives.

C

## EXPRESSING OPINION

### Agreeing or Disagreeing

Agreeing or disagreeing is the expression used in giving opinion. To agree means to accept someone's opinion, to disagree means to reject someone's opinion.

**Look at the dialogue below. Notice how they express opinion.**

#### Dialogue:

- Andi : What's your opinion of smoking?  
Rusdi : I'm not sure. For me, it's important that children do not smoke.  
Andi : But do you think it's a good idea that people can smoke in shops and buses?  
Rusdi : I don't think so. Children use buses too.  
Andi : So. What do you think about stopping smoking everywhere in Indonesia?  
Rusdi : Maybe.



Picture 4.3

### Interrupting

Interrupting is an act to get into people's discussion by saying polite expressions.

Robi, Fitri and Fadli are discussing the government's plan related to the relocation of the Indonesian capital. They have different opinions about it. Notice how they express their opinions in the dialogue and how



Picture 4.4

- Robi : In my opinion, the decision to change the capital city to somewhere in Borneo is the right decision. How do you feel about that Amy?
- Fitri : I think so. Jakarta is too crowded.
- Fadli : Sorry to interrupt, but I don't agree, moving the capital is sure a high consideration because the condition of Jakarta that is getting worse each year. However, on the other hand, moving the capital will also consume lots of money. Besides, what will happen to the government buildings in Jakarta when the capital is changed? Will they get abandoned just like that?
- Robi : The way I see it, the buildings will be used for other purposes. And it's true that moving the capital consumes a lot of money, but that's something we pay to create a better future. If we don't move the capital now, when will we? Should we wait until Jakarta really sinks?
- Fadli : I agree.



Here are useful expressions of asking opinion, giving opinion and interrupting.

Asking Opinion	Giving Opinion	Interrupting
What's your idea?	In my opinion...	Sorry to interrupt, but...
What do you think?	The way I see it...	Can I add something here ?
Do you agree?	I agree / I don't agree.	May I say something?
How do you feel about that?	I think so / I don't think so.	
Do you believe that.....?	I believe that / I don't believe that.	



### EXERCISE 1

Practice this conversation with your partner and perform it in front of your class.

A : So, do you think that Indonesia is a great place to live?

B : I believe that, yes. Food and clothes are very cheap and there are many tourism places you can visit there.

A : What do you think about the idea of people living in Indonesia are friendly?

B : I think so. Indonesian people are very welcoming and friendly.



### EXERCISE 2

Work in group and make a short dialogue about how to interrupt in a discussion. After that, play a role-play in front of your class.

## Pictures

Picture 4.1

Source: [https://www.pngkey.com/png/detail/46-461330\\_group-of-people-with-creative-speech-bubbles-panel.png](https://www.pngkey.com/png/detail/46-461330_group-of-people-with-creative-speech-bubbles-panel.png)

Picture 4.2

Source: <https://peptalkindia.com/wp-content/uploads/2018/04/Group-Discussion-Tips1.jpg>

Picture 4.3

Source: <https://c7.uihere.com/files/118/709/260/royalty-free-stock-photography-clip-art-two-men-talking-to-each-other-face-to-face.jpg>

Picture 4.4

Source: <https://peptalkindia.com/wp-content/uploads/2018/04/Group-Discussion-Tips1.jpg>



Perpustakaan UIN Mataram



## UNIT 5

# MAKING PRESENTATION



Picture 5.1

### **In this unit, you will learn:**

- How to open your presentation
- How to deliver your presentation

**A****WARM-UP**

Have you ever made a presentation or attend your friend's presentation?  
 What do you say when you want to start your presentation?



Picture 5.2

**B****VOCABULARY BUILDER**

Learn vocabulary items below to help you easily understand the materials.

Attend ( <i>verb</i> )	: Menghadiri
Furniture ( <i>noun</i> )	: Perabotan
Company ( <i>noun</i> )	: Perusahaan
Responsible ( <i>adjective</i> )	: Bertanggung jawab
Surrounded ( <i>adjective</i> )	: Dikelilingi
Attractive ( <i>adjective</i> )	: Menarik
Enjoyable ( <i>adjective</i> )	: Menarik / menyenangkan
Environment ( <i>noun</i> )	: Lingkungan
Functionality ( <i>noun</i> )	: Fungsi
Inconvenient ( <i>adjective</i> )	: Susah / sukar
Emphasize ( <i>verb</i> )	: Menekankan
Appearance ( <i>noun</i> )	: Tampilan
Mediocrity ( <i>adjective</i> )	: Keadaan/sifat sedang

### Do you know?

Presentation is a Speech or talk to convey / explain products, ideas, or new works and displayed to the audience.

C

## DELIVERING PRESENTATION

**Mr. Davis is delivering a presentation. Read the example carefully!**

Good afternoon everyone and thank you for attending this presentation. I am Charles Davis from the furniture company "Comfortable Environment". I'm responsible for the company's design choices. In today's presentation I would like to talk about the importance of good design. Why is good design so important? To begin with, good design makes us want to buy products. We all want to have beautiful, unique things around us, because it can make our daily activities more enjoyable and pleasant. The more we like our environment, the happier we are. Secondly, when designing a product, we have to think about its functionality. Nobody wants to buy a beautiful, but inconvenient thing. So, creating a product that is both attractive and comfortable is our top priority. Last but not least, good design needs to match the lifestyle of our target audience. For example, when buying an iPad case, a businessman is more likely to choose a simple, black case instead of one that has yellow flowers on it, as it looks more formal. We always need to have this in mind. Please take a look at several examples of amazing design ideas and a few that were not good. *Charles shows some pictures to the audience.* In conclusion, I want to emphasize that good design is much more than just beautiful appearance. So, when creating a design for your product, don't settle for mediocrity, take your time to make it perfect. Thank you for your attention! If you have any questions or comments, I'll be happy to answer them.

 **Here are some useful expression you can use in delivering presentation.**

**To open presentation:**

- ✓ In today's presentation I would like to talk about...
- ✓ The purpose of today's presentation is to...
- ✓ To begin with/First,...

**To show pictures/describing pictures:**

- ✓ Please take a look at...
- ✓ This chart/graph illustrates...
- ✓ Would you mind looking at...

**To conclude the presentation:**

- ✓ In conclusion...
- ✓ To summarize, ...

**Close the presentation:**

- ✓ I'd be glad to answer any questions you might have.
- ✓ If you have any questions, I'll be happy to answer them.

 **Exercise 1**

**Check your understanding! State your answers orally.**

1. What is the topic of Charles's presentation?
2. What example did he give for matching the design with someone's lifestyle?

 **Exercise 2**

Work in group and make a presentation using PowerPoint. After that, present it in front of your class. Choose one of the topics you want to present below:

1. How to start a business
2. How to motivate employee
3. Halal tourism



Perpustakaan UIN Mataram

## Pictures

Picture 5

Source: <http://istockphoto-578574238-612x612.jpg>

Picture 5.1

Source: <http://10minuteschool.com/blog/wp-content/uploads/2016/02/1.jpg>



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Perpustakaan UIN Mataram



**APPENDIX 12**  
**Documentation**

➤ **Need Analysis**



➤ **Try Out**



➤ **Interview**





KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM  
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Pembimbing I : Dr. Yek Amin Azis, M.Pd.  
Pembimbing II : Dr. Ribahan, S.S., M.Pd  
Judul Skripsi : Designing EAP Materials for The Students of Social  
Department

NO	TANGGAL	MATERI KONSULTASI	PARAF
1.	30/8/19	BAB I - II	
		BAB III	
2.	6/9/19	BAB IV	
		BAB V	
3	9/9/19	Oke. See (e.j. 2019)	

Mataram.

2019

Pembimbing I

Dr. Yek Amin Azis, M.Pd.  
NIP: 198008262007101003



**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM  
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NIM : 1501071048  
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Pembimbing II : Dr. Ribahan, S.S., M.Pd.  
Judul Skripsi : Designing EAP Materials for The Students of Social Educational Department

NO	TANGGAL	MATERI KONSULTASI	PARAF
	17/12/19	BAR IV & V	
	26/12/19	Ke Pemb. I	

Mataram,

2019

**Pembimbing II**

Dr. Ribahan, S.S., M.Pd  
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KEMENTERIAN AGAMA RI  
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Pembimbing II : Dr. Ribahan, S.S., M.Pd  
Judul Skripsi : Designing EAP Materials for The Students of Social Educational Department

NO	TANGGAL	MATERI KONSULTASI	PARAF
1	17/12/19	BAB I - II	
2	20/12/19	BAB III - IV	
3	23/12/19	BAB V	
4	26/12/19	BAB V	
5		ACC Skripsi	

Mataram,

2019

Pembimbing I

Dr. Yek Amin Azis, M.Pd.  
NIP: 198008262007101003

## Expert's Judgment Questionnaire

(Content Expert)

EAP Materials for The Students of Social Educational Department at State Islamic  
University of Mataram

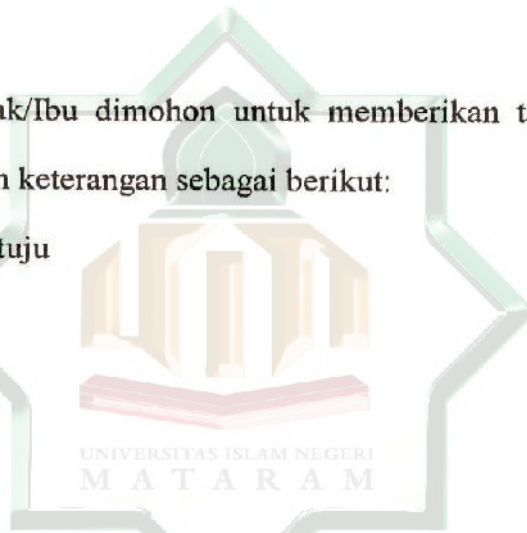
### Identitas

Nama : *Nina Hardiyanti, M.Pd*

NIP : .....

**A. Petunjuk Pengisian:** Bapak/Ibu dimohon untuk memberikan tanda check list (√) pada setiap butir penilaian dengan keterangan sebagai berikut:

1. STS = Sangat Tidak Setuju
2. TS = Tidak Setuju
3. S = Setuju
4. SS = Sangat Setuju



No	Pernyataan	Indikator Penilaian			
		STS	TS	S	SS
1.	Sesuai dengan CPL (Capaian pembelajaran lulusan) Bahasa Inggris.			✓	
2.	Memungkinkan pelajar dalam mempelajari dan mempraktikkan bahasa Inggris.			✓	
3.	Materi tersebut memungkinkan peserta didik untuk melatih keterampilan komunikasi dalam lingkungan akademik dan sosial.			✓	
4.	Latihan/tugas memungkinkan peserta didik bekerja secara individu atau kelompok.			✓	

5.	Latihan/tugas cukup menantang bagi peserta didik.			✓	
6.	Materi tersebut dapat meningkatkan kemampuan peserta didik untuk berkomunikasi di lingkungan akademik.			✓	
7.	Sesuai dengan perkembangan intelektual peserta didik.			✓	
8.	Materi tersebut dapat mendorong atau memotivasi peserta didik untuk belajar.			✓	
9.	Isi materi sesuai dengan jurusan peserta didik.			✓	
10.	Istilah yang digunakan tepat.		✓		
10.	Kosa kata yang disediakan sesuai dengan materi yang dibahas.			✓	
11.	Ilustrasi yang di gunakan sesuai dengan konteks.			✓	

### Pernyataan Pendukung

1. Dengan adanya **EAP Materials for The Students of Social Educational Department** ini bisa membantu peserta didik dalam memahami materi bahasa Inggris?

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2. Apakah terdapat kelebihan atau kekurangan produk yang didesain?

*Masih perlu menambah ragam ekspresi dalam melatih kemampuan berbicara mahasiswa.*

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**B. Komentar dan saran**

Gunakan materi / sumber yang sesuai dg konteks Target Language, perbaiki definisi & perluas dan tambah ragam ekspresi speaking. Sediakan instruksi standar dalam textbook yang sama untuk semua unit



Mataram, 20 Desember 2019

Content Expert

*Nina*  
Nina Hardiyanti, M.Pd  
NIP.

Perpustakaan UIN Mataram

**Expert's Judgment Questionnaire**  
(Instructional Design Expert)

**EAP Materials for The Students of Social Educational Department at State Islamic University of Mataram**

Identitas  
 Nama : Muhammad  
 NIP : 196805199403001

**A. Petunjuk Pengisian:** Bapak/Ibu dimohon untuk memberikan tanda check list (√) pada setiap butir penilaian dengan keterangan sebagai berikut:

1. SK = Sangat Kurang
2. K = Kurang
3. B = Baik
4. SB = Sangat Baik

No	Pernyataan	Indicator Penilaian			
		SK	K	B	SB
1.	Sesuai dengan CPL (Capaian Pembelajaran Lulusan) yang berlaku.				√
2.	Tampilan sampul (cover)				
	a. Ilustrasi gambar			√	
	b. Penggunaan huruf			√	
3.	Huruf yang digunakan				
	a. Ukuran huruf dalam setiap penulisan			√	
	b. Bentuk huruf yang digunakan pada setiap penulisan			√	
	c. Penggunaan variasi huruf ( <i>bold, italic, and all capital</i> ) tidak berlebihan				√
	d. Tidak menggunakan terlalu banyak jenis huruf			√	
4.	Warna				
	a. Warna yang digunakan menarik			√	



5.	Tata letak				
	a. Penempatan unsur tata letak konsisten sesuai dengan materi			✓	
	b. Pemisahan antar paragraph			✓	
	c. Kesesuaian antara margin (ukuran setiap sudut)				✓
	d. Kesesuaian spasi antar teks dan ilustrasi			✓	
	e. Ilustrai dan keterangan gambar			✓	
6.	Ilustrasi isi				
	a. Mampu mengungkap makna /arti dari text				✓
	b. Bentuk ilustrasi sesuai/akurat dengan text				✓

**B. Komentar dan saran**

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Perpustakaan UIN Mataram

20/12 - .....2019  
 Mataram, .....  
 Instructional Design Expert

*Muhammad*

NIP.



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI MATARAM**  
**FAKULTAS TARBİYAH DAN KEGURUAN**

*Jalan Gajah Mada No. 100 Jempong Baru Mataram Telp. (0370) 620783, Fax. (0370) 620784*

Nomor : 794/Un.12/FTK/TL.00/11/2019  
Lamp. : 1 (Satu) Berkas Proposal  
Hal : Permohonan Rekomendasi Penelitian

Mataram, 30 Oktober 2019

Kepada :  
Yth. **Ketua Jurusan Tadris IPS**

di\_  
Tempat

*Assalamu'alaikum Wr. Wb.*

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :


Nama : Ari Setiawan  
NIM : 1501071048  
Fakultas : Tarbiyah dan Keguruan  
Jurusan : TBI  
Tujuan : Penelitian  
Lokasi Penelitian : Jurusan IPS Ekonomi UIN Mataram  
Judul Skripsi : **Designing EAP Materials For The Students Of Social Educational Departement at State Islamic University Of Mataram In Academic Year 2019/2020.**

Rekomendasi tersebut digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

An. Dekan  
Wakil Dekan Bidang Akademik

  
**Dr. Abdul Quddus, M.A**  
NIP. 197811112005011009



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM  
FAKULTAS TARBIYAH DAN KEGURUAN  
PROGRAM STUDI TADRIS IPS**

Kampus II: Jl. Gajah Mada No.100 Jempong – Mataram NTB

*Web: infojuranipsekonomifkuinmataram.wordpress.com, Email: pendidikan\_ips@uinmataram.ac.id*

**SURAT KETERANGAN PENELITIAN**

IPS-349/Un.12/ FTK/PP.00.9/12/2019

Yang bertanda tangan di bawah ini:

Nama : **H. Ibnu Hizam, M.Pd**  
NIP : 197312312005011009  
Jabatan : Ketua Jurusan Pendidikan IPS Ekonomi

Memberikan rekomendasikan kepada,

Nama : Ari Setiawan  
Tempat/Tgl. Lahir : Bebie, 04 September 1996  
NIM : 1501071048  
IPK : 3,57  
Fakultas : Tarbiyah dan Keguruan  
Program Studi : Strata Satu (S-1) Program Studi Tadris Bahasa Inggris  
Judul Skripsi : Designing EAP Materials For The Students Of Social Educational Department At State Islamic University Of Mataram In Academic Year 2019-2020

Memang benar mahasiswa tersebut melakukan penelitian di Program Studi Tadris IPS.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk digunakan sebagaimana mestinya

Mataram, 26 Desember 2019

