

# Developing Islamic Integrated Materials for Teaching ESP at Higher Education

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**Abstract** - English for non-English Department students (ESNED) belongs to English for Specific Purposes (ESP). In general, teaching ESNED in ESP program at PGMI Department UIN Mataram focused on grammar with unattractive method. This was caused by the unavailability of teaching material, students' workbook, which was written based on the need analysis and integrating the Islamic values. Furthermore, this study was aimed to develop Islamic integrated materials in the form of students' workbook for teaching ESP at Islamic Elementary School Teachers (PGMI) Department of UIN Mataram. Hence, this study employed a research and development method with quantitative and qualitative data that were acquired from experts' validations and 100 PGMI ESP students' responses. The data collection techniques were survey, questionnaire, and in-depth interview. The study showed that the developed material contains some strengths and weaknesses due to its practical usage which may be used as consideration for further research.

**Keywords:** *PGMI, Islamic integrated material, ESP, teaching*

## I. INTRODUCTION

English for non-English Department students (henceforth ESNED) belongs to English for Specific Purposes (ESP). According to Dudley-Evans, the absolute characteristics of ESP as: it is designed to meet specific needs of the learners, it makes use of underlying methodology and activities of the disciplines it serves; ESP is entered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

In literature of teaching English, ESP has the specific purpose namely teaching based on students' specific need analysis, and have orientation on the discussion of the related discipline. The absolute characteristics of ESP have called for analysis of needs that have generated several types of needs and several methods of analysis. Dudley-Evans et.al (2001) classify the types of needs analysis as consisting of Learning Situation Analysis (LSA), Target Situation Analysis (TSA), and Present Situation Analysis (PSA). The teaching of English in Non-English Department has never achieved the targeted achievement level as being proposed in the teaching and learning goals due to some problems

affecting the implementation in every levels which then reflected by the low English proficiency of the graduates in the university. Moreover, the fact does not show any changes until now (Winarni, 2006).

The obligatory status of ESNED for undergraduates has not carried its consequences in the level of its operation. In its actual practice, it is marginalized due to its weak, not established status of "belonging to neither collection nor integration culture". This describes bears all the features which have been explained by Coleman as lacking prestige; lacking resources; taking place in large classes; allocated 2 *sks* (semester credit units) only; non-selective by language competence; extremely heterogeneous both inter-institutionally and even intra-institutionally (Holliday, 1997).

In general, teaching ESNED in ESP program at UIN Mataram shares the common characteristics of teaching ESNED in Indonesia. English is still compulsory in all disciplines. Generally it is still allocated two credit hours, and it is taught in large classes. As far as the curriculum is concerned, each university has followed the policy in determining the credits, allocation of time, the semester and class size for the course.

In general, English is a must (compulsory), being taught only in one semester, implemented in big number of students in classes and lacks proper coordination in administrative, professional terms, and academic and. The similar situations are met at PGMI (elementary school teachers) Department which English course (ESP) is taught in the fifth semester without specific textbook as guidance for teacher to teach and students to learn. Therefore, the teaching English is identical with boring and insignificant of teaching grammar. The background of that condition is the unavailability of teaching materials, students' textbook, and teachers' guidelines which are written based on the need analysis. In addition, the idea to develop the materials for teaching English in ESP course should meet the needs of the department where the ESP course takes place. Trisyanti (2019) explains that

ESP has distinctive feature with the general English. ESP requires teacher to prepare carefully for its teaching and learning process. The teacher should

collaborate with the subject teacher who has specialization of subject to determine the materials as designed in syllabus. The same sound also being voiced by Rahmiani et. Al (2018) that English materials in specific field or purposes must corresponds to its specific field not the general English or grammar orientation.

The content material for teaching English in ESP course in UIN Mataram must be integrated with Islamic values different with the public university. It is due to UIN Mataram is under ministry of religious affairs that manage the implementation of religious values in Indonesia society life. Amin (2018) in *Pedoman Implementasi Integrasi Ilmu di PTKI* mentions that integration of sciences can be relations, entailments, connections, and slices among them by placing religion as the centre of knowledge. It means that developing ESP material with the Islamic values integration means the materials should promote Islamic values as well as English competence in the specific field. Consequently, regarding the present situation, it is important to develop integrated Islamic materials for teaching ESP at PGMI department of UIN Mataram.

**II. METHOD**

This study employed a research and development method by collecting both qualitative and quantitative data in order to develop Islamic integrated material, students’ workbook, for teaching ESP at PGMI Department of UIN Mataram. The general model to develop materials as adapted from Dick & Carey Model (2003) and Borg & Gall (1983) is in the first year of study, the need analysis will be done as the basic principle to develop teaching materials for students and teaching principles for the lectures. In the second year, teaching materials and teaching principles will be tested, evaluated, revised, and socialized. In the third year, second try out will be done for both teaching materials and teaching principles, afterwards the final revisions for both of them will be done.

Table 1. Modified Research Procedures Adapting from Dick & Carey Model (2003) and Borg & Gall (1983).

<b>1<sup>st</sup> Phase</b>	<b>2<sup>nd</sup> Phase</b>	<b>3<sup>rd</sup> Phase</b>
- Need analysis - Designing the students’ book materials	- Try out I - Revising the materials - Expert Validation	- Try Out II - Final Revision
- Planned teaching materials - Planned students’ Book - Students map perception about TSA, LSA, and PSA.	- Revised teaching materials - Revised students’ Book	- Revised teaching materials - Revised students’ Book

Furthermore, due to the condition of ESP program which was taught in PGMI Department was only in the fifth semester and due to the time

limitation of the study, the time allotment for this study were: first phase were the first until the eighth week of teaching; the second phase were the ninth until the thirteenth week of teaching; and the third phase were the fourteenth until sixteenth week of teaching.

The operational procedure in the present study had been done in the odd semester of academic year 2018/2019. Some operational steps for accomplishing this study were administering need analysis, deciding the aims of the books, designing the components and contents of book, having expert validation, doing revisions, administering field try-out, doing second revision, and composing final draft. Moreover, the specific operational procedures concerning development of the Islamic integrated material for teaching ESP at PGMI department of UIN Mataram were studying theories and references, studying findings related to the study, developing materials, expert judgment, revisions, field testing, the draft of materials, collecting data from the result of the tryout of the materials and analyzing, revisions, the draft of the materials, and revising the draft of the materials to have final draft.

*A. The Design of the Try Out*

The tray out had been administered to the students. The questionnaires comprised three points: the content of the materials, exercises and activities and the layout or design. Afterwards, the draft would be modified accordingly and the revision would be made since based on the principle of research and development study, all of the research products in the second year will be tested as a mean of evaluation.

*B. The Subject of the Study*

The subject of the research were students of Islamic Elementary School Teachers (PGMI) Department of Faculty of Education and Teacher Training, State Islamic University (UIN) Mataram. The samples of this study were chosen by using simple random sampling since the population consists of a number of students that might contribute the same probability to the result of the present study. So, the sample were the 100 fifth semester students from PGMI department class A and class B who were joining ESP class in academic year 2018-2019.

*C. The Type of Data*

The Data in the present research were in the form of qualitative and quantitative data. The quantitative data were used to describe data from the result of survey on student need analysis and make factual, systematic, and accurate description about facts and the characteristics of the population. On the other hand, qualitative data was obtained from questionnaire and in-depth interview were used to make the map of students perception covering TSA (Target Situation Analysis), LSA (Learning Situation Analysis), and PSA (Present Situation Analysis).

*D. Instrument in Data Collection*

To collect the data, the researcher used three instruments as data collection techniques namely: survey which was used to investigate students' need and make factual, systematic, and accurate description about fact and the characteristics of the population, questionnaire that was used as a means to make the map of students' perception covering TSA (Target Situation Analysis), LSA (Learning Situation Analysis), and PSA (Present Situation Analysis, and in-depth interview that was also used to discover students' perception covering TSA (Target Situation Analysis), LSA (Learning Situation Analysis), and PSA (Present Situation Analysis,

III. FINDING

*A. The Result of the Need Analysis*

After evaluating the existing textbook using the checklist, the researcher found some aspects of aim and approaches, language skills, language content, type of activities, and design and organization. For the aim and approaches of the textbook the researcher found that the aims of the book do not correspond closely to the aim of the teaching program and with the needs of the learners. In term of language skills, the result that could be obtained from the textbook is that it does not cover all four skills adequately but it focuses more on grammar. It tends to give priority to receptive skills with less pay attention to productive skills. For the language content, the result reveals that the book gives high emphasis on language content rather than language function. Related to the type of activities presented in the textbook, it was found that the types of exercises are appropriate with the topic being discussed. But, the types of exercises are not varied and interesting. Finally, the design of the book needs to be improved because it lacks colorful pictures so that the students will not be interested in learning the material and not eager to study it at home

In relation to the need for the English materials, 80 % of students claimed that colorful pictures and photo are more interesting than black and white one to make them easy to understand the materials and also to attract them to study the materials.

Concerning the type of materials which can help them to understand it easily, 50 % of the students claimed that the materials will be easy to understand if it deals with the topic which leads them to know more and cover interesting pictures. Meanwhile 45 % of students stated that the materials should be related to their knowledge they already have. 20 % of students stated that they would understand the material easily if it presents the difficult vocabulary as the starting point to learn other skills of the target language.

In relation to the exercises presented in the textbook, 60 % of the students stated that they could

do the exercises less than 50 % of the exercise. Meanwhile, 30% of students could do the exercises correctly more than 50 %. It can be concluded that the exercises are difficult for them to be done since it includes unfamiliar vocabulary and grammar material only.

The last aspect deals with appropriate type of exercises to be developed in the workbook. From 20 students as respondents, their responses vary. They all agree that the interesting exercises should meet the following criteria. They are: (1) having clear instructions, (2) having extra activities such as game, song, etc., (3) improving their competence in the target language, (4) involving their creativity, and (5) having various activities.

*B. The Result of Expert Validation 1 (Material Development/Content Expert)*

The draft of the materials were given to the expert on 10<sup>th</sup> November 2018 and returned to the researcher on 14<sup>th</sup> November 2018. The result of materials development/content expert judgment is presented in Table 2.

As it is shown in Table 2, it is clearly seen that the developed materials scores are mostly 5 (strongly high) and 4 (high). Then, based on the data collected above, the value was calculated using the following formula:

$$\text{Percentage} = \frac{\sum (\text{response} \times \text{weighting on each response})}{N \times \text{weighting the highest response}} \times 100 \%$$

$$= \frac{155 \times 1}{35 \times 5} \times 100\% = 89 \%$$

After the score was converted to achievement level, the materials were categorized on good criteria according to Achievement Level Conversion. However, there were some aspects of the workbook which was rated as a score of 3 which meant that those aspects need more revision to be a good quality of the product and can accommodate the students' need. Those aspects are dealt with extra exercises such as games, song, puzzle, and crossword and the organization of the activities. Therefore, from those aspects, the researcher gave extra games in each chapter to be used to review the lesson and also to make learning English fun for the students. For the organization of the activity, the researcher revised the grading of the activity started to the easy activity and complicated one.

Table 2. The Validation Result from Materials Development/Content Expert

No	Criteria	Score
1	The aims of the book correspond closely with the aims of the teaching program and with the needs of the learners.	4
2	The book is suitable to the learning/teaching situation.	5
3	The book covers most or all of what is needed	4
4	The book allows different teaching and learning style.	5
5	The book covers all four skills adequately.	4
6	There are materials for integrated skill.	5
7	The listening material is well recorded accompanied by activities which help comprehension	4
8	The Material for spoken English is well designed to equip the students for real-life interaction	4
9	The reading passages and associated activities are suitable for the students' level and interest.	5
10	The writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing.	4
11	The book covers the main grammar items appropriate to students' level.	4
12	The material for vocabulary teaching is adequate in term of quantity and range of vocabulary.	4
13	The purpose of the exercises is clear and consistent	4
14	The exercise types are appropriate with the topic being discussed.	5
15	The types of exercises are varied.	4
16	The exercises are interesting.	5
17	The exercises encourage students to create utterances of their own.	4
18	The exercises can encourage involvement of the students.	5
19	The exercises can integrate knowledge of students about the topics and the language they learn.	4
20	There are extra exercises such as games, song, puzzle, and crossword.	3
21	The language is suitable to the students' linguistic level.	4
22	The language is clear and understandable.	5
23	The language on the materials becomes a model of the correct and meaningful grammatical structures.	5
24	The cover is attractive and appealing to the students.	5
25	The illustration covers the general knowledge of the materials.	5
26	The cover is communicative.	4
27	The use of letters is clear, appropriate, consistent, and readable.	5
28	The typing is clear, neat, and regular.	5
29	The spacing is appropriate and consistent.	5
30	The layout is structurally clear and attractive to the students.	5
31	The materials are systematically organized.	4
32	The materials are ordered in line with the existing textbook.	5
33	The materials are organized logically ordered learning activities.	3
34	The instructions are clear.	4
35	The instructions can be understood by the students.	5

C. The Result of Expert Validation 2 (Material Development/Content Expert)

It was 15<sup>th</sup> November 2018 the draft gave to the teacher and returned to the researcher on 18<sup>th</sup> November 2018. The result of her judgment of the quality of the workbook in the form of quantitative data can be seen in Table 3

TABLE 3. The Validation Result Teacher

No	Criteria	Score
1	The aims of the book correspond closely with the aims of the teaching program and with the needs of the learners.	4
2	The book is suitable to the learning/teaching situation.	4
3	The book covers most or all of what is needed	4
4	The book allows different teaching and learning style.	4
5	The book covers all four skills adequately.	5
6	There are materials for integrated skill.	4
7	The listening material is well recorded accompanied by activities which help comprehension	4
8	The Material for spoken English is well designed to equip the students for real-life interaction	4
9	The reading passages and associated activities are suitable for the students' level and interest.	3
10	The writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing.	3
11	The book covers the main grammar items appropriate to students' level.	4
12	The material for vocabulary teaching is adequate in term of quantity and range of vocabulary.	4
13	The purpose of the exercises is clear and consistent	4
14	The exercise types are appropriate with the topic being discussed.	4
15	The types of exercises are varied.	4
16	The exercises are interesting.	4
17	The exercises encourage students to create utterances of their own.	4
18	The exercises can encourage involvement of the students.	4
19	The exercises can integrate knowledge of students about the topics and the language they learn.	4
20	There are extra exercises such as games, song, puzzle, and crossword.	4
21	The language is suitable to the students' linguistic level.	4
22	The language is clear and understandable.	4
23	The language on the materials becomes a model of the correct and meaningful	4

No	Criteria	Score
	grammatical structures.	
24	The cover is attractive and appealing to the students.	4
25	The illustration covers the general knowledge of the materials.	4
26	The cover is communicative.	4
27	The use of letters is clear, appropriate, consistent, and readable.	4
28	The typing is clear, neat, and regular.	4
29	The spacing is appropriate and consistent.	4
30	The layout is structurally clear and attractive to the students.	4
31	The materials are systematically organized.	4
32	The materials are ordered in line with the existing textbook.	4
33	The materials are organized logically ordered learning activities.	4
34	The instructions are clear.	4
35	The instructions can be understood by the students.	4

It can be seen from Table 3 that the indicators' score were mostly 4 (high). Then, based on the data collected above, the value was calculated using the same formula as employed to materials development/contents expert's result.

$$\text{Percentage} = \frac{\sum (\text{response} \times \text{weighting on each response})}{N \times \text{weighting the highest response}} \times 100\%$$

$$= \frac{139 \times 1}{35 \times 5} \times 100\% = 79\%$$

After the score was converted to the achievement level, the materials were categorized on good criteria. However, there are some aspects to be revised in the workbook. According to the table 2, those aspects are reading and writing materials which are rated on 3 point. Therefore, the researcher revised those aspects to make this workbook legible used by the students.

*D. Result of Main Field-Testing (Try-out of the Materials)*

Two chapters, namely chapter 2 and 3 have been tried out from 1<sup>st</sup> of December to 7<sup>th</sup> of December 2018 with two different classes as the subject of the tryout. The two chapters were chosen to be tried out due to the consideration that the students who were taking ESP course were in the Chapter 2 and Chapter

3 and it was impossible to try out the other chapters due to no students who were in the chapter other than Chapter 2 and 3. During the try-out process in the classroom, the researcher acted as the key instrument who observed and took field notes about what actually happened in the class during the teaching and learning process.

At the end of meeting in each chapter, questionnaires were distributed to the students and they were asked to give score on each criteria of questionnaire. The highest score of the statement was five and the lowest score was one. The result obtained from the questionnaire given to the students are able to be seen on Table 4.

Table 4 . The Result of Try-out Process.

No	Criteria	Score	%
1	The use of letters in the workbook is clear, precise, and readable	93	93 %
2	The typing and writing composition in this workbook is clear, neat, and well-managed.	96	96 %
3	There is no misspelling in this workbook.	94	94 %
4	Spacing in this workbook is correct and consistent.	98	98 %
5	The layout of this workbook is interesting and clear	91	91 %
6	The organing and material arrangement in this workbook is interesting and clear	82	82 %
7	The direction in this workbook is clear, precise, and easy understanding.	93	93 %
8	The assignments in the workbook is clear and suitable with the context	88	88 %
9	I am able to do all the assignments in this workbook correctly	90	90 %
10	The assignments in this workbook are able to motivate me to be active in learning	90	90 %
11	The assignments in this workbook help me to apply English well	95	95 %
12	The materials in this workbook have achieved all required aspects and my interest in English	92	92 %
13	The language level in this workbook is match with my language proficiency	91	91 %

Then, based on the data collected above, the value was calculated using the following formula:

$$\begin{aligned} \text{Percentage} &= \frac{\text{Total score in all items}}{\text{The total items in criteria}} \\ &= \frac{1193}{13} = 92\% \end{aligned}$$

After the score was converted to achievement level, the materials were categorized on very good criteria. Therefore, no revision was needed. Furthermore, based on the students' evaluation and comments on try-out proses, there are some points concerning the developed book. First, the students said that the presentation of the materials on the workbook was good because it uses colorful and interesting picture. Second, they said that the instruction on the tasks and activities was clear and understandable. Third, they also said that the exercises developed in the materials were able to improve gradually their 'language skill ability. The last, the students could understand the language used in the materials of workbook.

In summary, based on the try-out result, there was no much revision needed for the developed materials. But, to make better workbook which suits the students' needs the researcher still did revision based on the students' suggestions and comments.

#### *E. Revisions Based on Results of Try-out Process*

Based on the comments and suggestions given by the students, the developed materials were revised as shown on Table 5.

Table 5. Revision Based on Comments from Students

Page	Aspect	Original Draft	Revised Draft
Chapter 2			
8	Content/ Instruction	In pairs, read the text and then guess the meaning of the words in the box. Then, check your comprehension by answering the questions.	In pairs, guess the meaning of words in the box. Write the answer in the given space
Chapter 3			
23	Content instruction	Put the correct numbers to the pictures to show the sequences are proper.	Write the number on each picture to show the best sequences of the procedures
24	Content/ Instruction	What are the cooking utensils needed to make a strawberry jam sandwich?	What are the cooking tools needed to make a strawberry jam sandwich?

## IV. DISCUSSION

The students' book that was developed by adapting the Borg and Gall's (1983) model obtained positive feedback from both the teachers and students since the book were able to motivate students to learn English at PGMI department. This is because the developed book had been managed based on the needs of student and institution, as well as being validated empirically and theoretically. In addition, it also had followed the suggestion from the experts and users. Those means that the important steps in developing materials have been done by the researcher including doing need analysis and having theoretical and empirical validation.

In analysis step, the researcher found that the existing textbook does not correspond to the students' need and also there is gap between the students' level and materials presented in the textbook. Course books should correspond to learners' needs (Cunningsworth, 1995). Similar idea mentioned by Baroto et. al (2017) that the developed students' book must be based on the need analysis and existing syllabus period. Furthermore, the ESP program should contribute to the development of students' career in the future. Rafidyah, et. al. (2019) states that there is a gap between the developed English language materials and the needs of D3 Nursing students to go internationally either for job or study. The ESP materials should suit the objectives and the aims of the language-learning course. It means that aims and objectives can reflect learner's needs in terms of both communicative abilities and language content. The aims and objectives of a learning/teaching program should determine which course materials are used, and not vice-versa, reflecting the principle that coursebooks are better servants than masters. It is very important that a coursebook should facilitate learners' progress and take them forward as effectively as possible towards their goals. Consequently the content of the material should correspond to what the students' need to learn, in terms of language items, skills and communicative strategies.

In developing the tasks in the workbook, the research adopted the communicative approach which emphasized the importance of language function rather than focusing solely on vocabulary and grammar. Harmer (2004) states that the book for students must owns guiding principle that it is to train the students using the targeted language forms correctly in various contexts and for many different purposes. That plentiful exposure to language in use and plenty of opportunity to use it are vitally pivotal for the students' development of skill and knowledge. Activities in CLT typically include students in authentic situation or realistic setting of communication, where the accuracy of the grammar and language are less important than successful achievement of communicative task they are

performing. Trisyanti (2009) mentions that the ESP materials should meet students' need and it must match with preparation for students' real-life of target language which then require teacher to provide authentic sources and instructional materials. The examples of those activities are role play, simulation, information gap. However, it is important to be understood that meaning-based instruction is beneficial, but it does not mean neglecting the existence of form-based instruction. Indeed, L2 learners need to improve both fluency and accuracy in order to use the language effectively. It is proved by the research finding conducted by some researches (Brown, 2001).

Concerning the vocabulary problem faced by the students which is caused by unfamiliarity of the vocabulary, the researcher tried to provide in the early stages a general vocabulary of words in common use for everyday interaction. This vocabulary then acts as a vehicle for the practice of structural patterns and for conveying realistic message in the situation in which the students find themselves. At the later stage, the emphasis will be on the learning to learn vocabulary, so that the students may retain from listening and reading materials and classroom communication what seems most relevant and interesting to them as individual learners

Nation (2002) says that the students are promoted to get exposure of word knowledge like how to put the words productively and receptively in language production. Receptive knowledge means being able to recognize one of the aspects of knowledge through listening and reading, and productive knowledge means being able to use it in writing and speaking. Thus, the students are to be provided with exercises in which can elaborate upon both productive and receptive knowledge. The activities that can deepen the students' knowledge of words include the following: sorting lists of words and deciding on the categories, making semantic map with the lists either provided by the teacher or generated by the learners, generating antonyms and synonyms of a word, and so on. It is in line with the research finding conducted by Newton in Nation (2001) on how spoken production of vocabulary item helps learning intended words. Therefore, the workbook provides the students with valuable tasks and exercises to deepen their knowledge of English vocabulary and use it to produce a language in the form of productive skills.

Furthermore, the strengths of the workbook lie on the following aspects. First, the developed workbook can solve the arising problems faced by the students and the teacher at PGMI concerning with the applicability of the current textbook (grammar book), namely the workbook provides the students with various type of exercises to help them improve their skills in English. This situation also shows the same

result as study by Sari & Atmanegara (2018). They state that the existence of ESP reading materials improve students English skill. Second, the chosen approach, communicative approach is used as the basis for developing the exercises in which the students have opportunity to interact and negotiate meaning with other students without ignoring the language components such as vocabulary and grammar as the basic knowledge for them to communicate effectively. The tasks include role play, game, making conversation, etc. Koshhal (2018) mentions that authentic materials in ESP are very important to improve students' communication skills as preparation for real-world situation. Then, It is hoped that the students' skill will be improved through these tasks. Third, the workbook covers all skills and language components in integrated way. Finally, the workbook is equipped with colorful and interesting pictures which can make the students motivate to learn the tasks on the book. It is due to the fact that the researcher put into account the design in terms of layout, illustration, covers, font, letter, page number, etc. Similarly, another research suggests that the materials design and illustration (visual element) are necessary to achieve impact by being able to attract students' curiosity, attention, and interest to keep using the materials and to help the students to feel at ease. In conclusion, with the strength of the workbook which was designed based on the students' need it is hoped that the workbook enable the students to improve their skill in English and the objectives of the institution could be achieved. Furthermore, the weakness of the book should be taken into consideration for the teacher at PGMI department.

The weakness of the books concerns with the time allotment to carry out the tasks in the teaching and learning process. As already has been mentioned before that there is no specific time allotment to finish the task in each chapter, the teacher might find difficult to determine which task should be done in the classroom or as the homework for the students. Also, the Islamic values were not existed in all book materials.

## V. CONCLUSION

The study presented some results regarding the aim of the present study. The developed material got positive feedbacks from both from the experts' validation and students responses through questionnaires. Some reasons supporting the feedbacks are the workbook can be used as stimulus toward the creativity of teaching methods as it provides interesting and meaningful tasks and activities that can improve students' competency in four language skills. In addition, this workbook is able to help students to learn lesson easier with communicative exercises and applicable to review lessons that can foster students' autonomy. Moreover, the materials have some strengths such as

the providing some exercises, using communicative approach, integrating four English skills, and creating interest with colourful pictures. On the other hand, the weakness was about no specific time allotment for carrying out each task that made difficult to determine which should be done at class or at home and few existence of Islamic integrated materials.

#### ACKNOWLEDGMENT

This study would not have been possible without the support from various parties that open chances for researcher to finish it. Hence, I am grateful to thank to the rector of UIN Mataram and head of LP2M UIN Mataram who held article coaching clinic to enhance this study manuscript quality. Also, many thanks to the head and vice head of PGMI Department UIN Mataram who took parts as the experts and provide ESP course schedule. I would especially like to thank Abdun Nasir, Ph.D. who gave professional guidance deal with composing scientific article.

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