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## DEVELOPING ENGLISH LEARNING MATERIAL FOR SPECIFIC PURPOSES WITH CULTURE PERSPECTIVE

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### **Abstrak**

*Dosen pendidik yang bekerja di Kampus berinteraksi langsung dengan rekan rekan dan mahasiswa. Dosen adalah salah satu pengembang materi pembelajaran di Perguruan Tinggi, dalam hal itu mereka terlibat setiap hari dalam mencocokkan materi dengan kebutuhan peserta didik mereka. Untuk melakukan ini, mereka memilih, mengadaptasi, dan menambah materi ketika mempersiapkan pelajaran mereka dan mereka membuat keputusan tentang materi mereka selama pelajaran mereka sebagai tanggapan atas reaksi pelajar mereka. Makalah ini mendeskripsikan pengembangan bahan ajar/pembelajaran ELT (English Language Teaching) berperspektif budaya di Sumatera Barat yaitu Tiga Tungku Sajarangan (tiga kepemimpinan penting). Makalah ini membahas tentang pengembangan materi dalam keterampilan membaca.*

**Kata kunci:** materi pembelajaran Bahasa Inggris, berbasis budaya

### **Abstract**

*Lecturer in education works closely with colleagues in Campus. Lectures are materials developers at College, in that they involved every day in matching materials to the needs of their learners. In order to do this, they select, adapt and supplement materials when preparing their lessons and they make decisions about their materials throughout their lessons in response to their learner's reactions. This paper describes teaching/learning materials development for ELT with culture perspective in west Sumatera that Tiga Tungku Sajarangan (the three important leaderships). This paper discusses materials development in reading skill.*

**Keywords:** English Learning Material, Culture Perspective

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## INTRODUCTION

Education in Indonesia involves English as subject in Islamic State curriculum. English language has been acknowledged by most countries in the world as an international language. Consequently, English has to be used in international communication both orally and in written communication, for general as well as specific needs. Therefore, Sekolah Tinggi Agama Islam (Islamic State College) Yayasan Dakwah Islamiyah, where English is used as a foreign language have to learn it, as one of the subject in the state curriculum.

In Islamic State Collage, English lecturers usually teach their students by using available textbooks. The text books usually is has used in their university before. It means the material is general and not contain Islamic value. However, such learning materials which are really suitable with the needs of the students are not always available. This condition should not discourage the lecturers as far as they have the objective(s) of the teaching or are familiar with the need(s) of the students. Sekolah Tinggi Agama Islam' lectures should do students analysis for the students.

By having the objectives of the teaching/learning or being familiar with the needs of the learners, the teachers can develop their own materials for the learners to achieve the objectives or

to fulfil the needs of the learners. Interest has been shifting from a limited focus on merely what students learn or acquire, the product or outcome of language learning and acquisition. The process by which learning or acquisition occurs. That also includes “How Islamic state students gain English Language. The learners emotional and the learners’ social is a good things adaption in the English development material. Materials can inform the learner about the target language; guide the learner in practicing the language (instructional function); provide the learner with experience of the language in use (experiential function), encourage the learner to use the language (eliciting function); and help the learner to make discoveries about the language (exploratory function). Therefore, materials development describes the processes through which materials are produced and/or used language learning including materials evaluation, adaptation, design, exploitation, and research. According to Tomlinson (2004), these processes should interact in the making of language-learning materials.

This paper aims at giving social ways for English lecturer s to develop learning materials suitable for their student’s difficulty needs and objective(s) of the teaching the teachers have designed. This paper includes the definition of materials development, the principles and procedure of materials development, characteristics of teaching materials and the concluding remarks. And also the material that includes Islamic value by using culture perspevtive

## **Development**

The defining characteristic of materials is that the materials designer builds in a pedagogic purpose. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied hand-out, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language being learned (Tomlinson, 2014). These materials can be instructional, experiential, elicitive, or exploratory. The material is instructional when it informs the learners about the language. It is experiential when it provides exposure to the language in use, elicitive when it stimulates language use, and exploratory when it seeks discoveries about language use in natural settings.

Materials development refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research of language teaching materials. Tomlinson (2014); Dick and Carey (1990) suggest ten components of the systems approach model, that is, identify an instructional goal, conduct an instructional analysis, identify entry behaviours and characteristics, write performance objectives, develop criterion-referenced test items, develop an instructional strategy, develop and/or select instructional materials, design and conduct the formative evaluation, revise instruction, and conduct summative evaluation. Each of these components is closely related to each other in the systems approach model.

To design/develop an accurate teaching material, each component in the systems has to be considered. In other words, suitable teaching/learning materials should be able to fulfil each of the other components in the system approach. Materials design is a special case of the application of the sophisticated kind of thinking that expert teachers possess. Includes

1. Analysing potential lesson content and identifying how to transform into teaching resource
2. Identifying linguistic goals
3. Developing instructional tasks as basis for the lesson

Learning/teaching materials, in practice, can be developed / produced by evaluating learning materials, adapting, supplementing and creating own materials . Teachers usually use any textbook available to teach their students. What they can do is usually trying to evaluate the textbook they have to use to teach their students. In evaluating the textbook, teachers observe what works and

what does not work and they add their own style/preference and interpretation to the textbook. If they think that the textbook is in line with the curriculum/syllabus, the textbook can be used to teach their students.

Teachers will evaluate and select textbooks according to how appropriate they seem for the given context. Well-designed textbooks can support inexperienced teachers a lot because they act as training materials. Textbooks can also be evaluated by exploring teachers and learners experiences and opinions about the textbooks as used in the classroom. This evaluation can result in the most effective textbooks which can be used in the classroom. This result, however, cannot be valid for different students and teachers and in different time. (Kusuma & Apriyanto, 2018)

### **Principles in Developing Materials**

There are sixteen principles that Tomlinson (Sholikhah, 2022) summarizes of what he thinks many Second Language Acquisition (SLA) researchers would agree to be the basic principles of SLA relevant to the materials development for the teaching of languages.

These principles are briefly outlined as follows:

1. Material should achieve impacts, help learners to feel at ease and to develop confidence
2. What is being taught should be perceived by learners as relevant and useful?
3. Materials should require and facilitate learner self-investment, provide the learners with opportunities to use the target language to achieve communicative purposes.
4. Materials should take into account that- positive effects of instruction are usually delayed, learners have different learning styles & differ in affective attitudes
5. Materials should permit a silent period at the beginning of instruction, should not rely too much on controlled practice & should provide opportunities for outcome feedback

### **4. Materials Development Procedures**

#### **What is the role of teaching materials?**

Material should facilitate learners' ability to study and self-investigate. This can be achieved if the material or course-ware helps the learners to achieve this by facilitating grasp of the topic and by engaging in learner-centered discovery activities and tasks. Teaching materials are of many kinds: textbooks, audio and video cassettes, handouts, charts, teaching aids of various kinds which can all be used for different purposes by the teacher. Generally, most teaching situations depend on the textbook. Content is the medium which translates the objectives into learning outcomes. In other words the content reflects the objectives of the course. For instance, if the aim of the course is to develop reading comprehension skills of the learners, the material will include abundant reading material to help impart comprehension ability.

The reading material will be orchestrated to the learners' present level of competence and should revolve round the themes that hold the interest and motivate the target learners' group. In the same way, if the aim is to help the learner use the language as a second language in everyday situations, the content should include the situations and the language necessary for initiation, negotiation etc. Teachers cannot be effective in the classroom without teaching materials. The teaching materials are to be made available with the students as well. Many disciplinary problems will arise in case the learners are not bound by the "book" to follow in the classroom. Closely related to the roles of teachers and learners is the role of textbook materials. The materials are the tools which will be useful for both teachers and learners. Thus, the role of materials is that of an instrument serving the dual purpose. As with any tool or instrument, the effective utilization depends on the user and the tool itself. For this reason, while developing materials immense care

should be taken to avoid all sorts of ambiguity. Utmost precision should be taken because that will be the sample which consciously or unconsciously gets absorbed by the users/learners. In order to get the optimum advantage of the materials used, it is essential to know how to adapt, enrich and interpret. It is important to note the teaching material should include specific tasks for conducting in classroom. In selecting the materials for tasks, keep in mind: - Relevance; Authenticity; Focus on process; Potentiality for review and assessment; Feasibility; Learners' proficiency

### **Communicative Methodology:**

Littlejohn and Windeatt in Risnawati (2017) argue that materials have a hidden curriculum that includes attitudes toward- knowledge; teaching/learning; role and relationship of the teacher/student, and values and attitudes related to gender, society, etc. Materials have an underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information. communicative methodology is important & is based on authenticity, realism, context, & a focus on the learners. Most people associate the term teaching materials only with course books because that has been their main experience of using teaching materials. However, in fact, the term can be used to refer to anything which is used by teachers or learners to facilitate the learning of the language. Related to that, materials can divide into some types as follows:

1. Printed materials: Textbook, student's worksheet, pictures, photographs, newspapers & magazines
2. Audio materials: cassette & compact disc
3. Audio visual: video compact disc, film
4. Interactive teaching materials: web based learning materials, computer assisted instruction.
5. Authentic materials refers to the use in teaching of texts, photographs, video selections, and other teaching resources that are not specially prepared for pedagogical purposes.
6. Created materials refer to textbooks and other specially developed instructional resources.

### **Evaluation of Teaching Materials:**

Tomlinson and Manuhara (2004) use the term "materials evaluation" is the activity which measures the value of a set of learning materials by making judgments about the effect of the materials on the people using them. It tries to measure, for example: appeals of the materials to the learners; materials validity/flexibility; materials ability to interest the learners; materials potential learning value; delivery & assessment.

The nature of the evaluation process in each of these scenarios will probably differ as well. In the first type of situation, teachers may have quite a large amount of choice in the materials they select

### **Evaluating Textbook:**

When teachers open a page in their textbook, they have to decide whether they should use the lesson on that page with their class. If the language, content and sequencing of the textbook are appropriate, the teacher might want to go ahead and use it. If, however, there is something wrong with the textbook, the teacher has to decide what to do next. Therefore, when evaluating the quality of a textbook's exercises or activities, four key questions should be answered:

1. Do the exercises and activities in textbook contribute to student's language acquisition?
2. Are the exercises balanced in their format, containing both controlled and free practice?
3. Are the exercises progressive as the students move through the textbook?
4. Are the exercises varied and challenging?

## Adapting Islamic Value by Culture Perspective

Another thing to remember is that adapting teaching materials, especially from the authentic text, does not always work well. In adapting the authentic text to become learning materials, a teacher has to remember the English that the students have to learn from the adapted texts. Still, we have to allow the students to have an effort to cope with more challenges from the adapted texts. Development of material can be use by IDI , Instructional development Institute, by Planning and information gathering, (Maimori, 2017).

Developing from another soruces that suitable to the students is one of the important thing. For STAI as Islamic State Collage it is a good way to develop English material with Islamic value. Creating own materials is the lecturers last effort to develop learning materials instead of adapting or supplementing the existing textbooks or authentic texts. There should be fundamental bases in order to create own materials, among others, teaching objectives or instructional goals (Dick and Carey, 1990), student’s needs, and topic-based planning (Pinter, 2006) in (Sansongko, 2018).

Materials exist in order to support learning/teaching, so they should be designed to suit the people & the processes involved. Most teachers are not creators of teaching materials but providers of good materials. For that purpose, teachers may conduct materials adaptation in order that they can provide good materials for their students. Materials adaptation involves changing existing materials so that they become more suitable for specific learners, teachers or situations.

Tomlinson and Masuhara (2004) suggest that the most effective way of conducting a material adaptation is to:

1. Have a large bank of categorized materials that you can readily retrieve for adaptation.
2. Have colleagues with whom you can share resources and who are willing to go through the adaptation process together; have colleagues who are happy to give you feedback on your adapted materials.  
Be in an environment in which materials evaluation, adaptation & development are encouraged & teacher’s time & efforts are acknowledged.
3. Revisit adapted materials and improve them.

Based on the suggestion from Tomlinsin and Masuhara (2004) that one of the ways to develop English material is be in an environment in which materials evaluation, adaptation & development are encouraged & teacher’s time & efforts are acknowledged, so the development is STAI can use by adding material with

### By adding the culture perspective

By adding the culture perspective that contain Islamic value is one of the strategy in developing English material. Minangkabau philosophy has a real culture that contain islamiv value. Islamic education strategy is in line with Minangkabau philosophy because the leadersin Minangkabau apply some ways; first, give advice or call to goodness. The role of *tungkutigo sajarangan* in Minangkabau is to guide thechildren and nephew or niece through thephilosophy: *anak dipangku, kamanakan dibimbeang* which means love the children and guide the nephew or niece.

In addition, Islamic education strategy in Minangkabau is narrative. It can be seen fromtambo in Minangkabau. The direction is deliverd through the will, attention, and punishment which is in line with the role andfunction of *tungku tigo sajarangan* in Minangkabau. The elements included in this researchwere the people who directly involved in forming Islamic values to children. (Sesmiarni, 2019)

Development English material in Reading Skill adapting from a journal by Sesmiarni et al. (2019)

### Title: **Tungku Tigo Sajarangan**

The leadership of *Tungku Tigo Sajarangan* consists of three elements. First, *ninik mamak* is a traditional leadership based on the pattern of continuous customs which means “*patah tumbuhan hilang baganti*” in its own ethnic, in race and nagari because *tinggi tampak jauh, gadang tampak dakek* and *Padangnyo leba, alamnyo laweh. Tinggi dek dianjuang, gadang dek diambak*.

It means that his personality develop, own the knowledge, has strengths, capability, authority, well-respected, has own mind, solid (he grows up due to *dilintang pungkam*), *punya urat dan akar tunggang yang dalam, punya teras kayu yang kuat serta utuh. Padangnyo leba, alamnyo laweh. Tinggi dek dianjuang, gadang dek diambak*.

*Penghulu* according to Minangkabau custom is the high person he is raised and appointed by his group and is called by “*datuk*”, lead his group, and is chosen based on the mother’s line. All the *nasab* heirs have right to be *penghulu* and is not impossible to be demoted. The title of the *penghulu* is the right of his group which is known as “*nan sepayung sepatagak, nan selingkung cupak adat*”. The title and position is inherited from generation to generation as long as the *nasab* heirs are still alive. Thus, raising the position of *penghulu* in Minangkabau will make someone be in the same grade with the people who chose and raise him.

*Second, the leadership alim ulama suluh bendang innagari – suluh bright in nagari.* *Alim ulama* will discuss Islamic laws to be a grip in *syarak mangato adaik mamakaikan*, about legal and illegal, allowed and unallowed, and understand *nahwu* and *sharaf*. In general, *alim ulama* will guide the people to pass the right way in the world to hereafter because Minangkabau custom is Islamic custom, *adat basandi syarak, syarak basandi kitabullah*.

The power of philosophy “*Adat Basandi Syarak, Syarak Basandi Kitabullah*” is a base for Minangkabau people. The philosophy is the result of deep thinking and is hoped that it will be applied in daily life and not only as *asshabiyah* (race pride) of Minangkabau people.

*Third, the leadership of cerdik pandai* grows in intelligent society who are able to solve the problems in the society, so he is suitable to accompany *ninikmamak* and *alim ulama*. *Cerdik Pandai* is a group of people who master the custom, religion, and science. In the leadership of *Tungku Tigo Sajarangan*, *cerdik* (smart) is the ability to solve difficult condition and it relates to intelligent. *Cerdik* means knowing all life aspects to achieve internal and external goal. *Pandai* relates to professional

skill. Thus, *cerdik pandai* is the person who has the ability to solve the problem and professional skill to support his life. For Minangkabau people, the education should be started early on, as the proverb said *ketektaaja-aja, gadang tabao-bao, tuo talupotido*. *Cerdik Pandai* has a role to make rules or laws as the person who is wise and clever, *tahudek rantiang nan kamancucuak* (knowing which branch will pierce), *tahu di dahan nan kamaimpok* (knowing which thing will befall).

Islamic tenet is a guide for Minangkabau people where Islam strengthens and completes the custom. Muhammad SAW characteristics should be owned by *penghulu* in Minangkabau. Those characteristics are *siddik* means *benar*, *tabligh* means *deliver*, and *amanah* means *belief*. *Penghulu* has a wide meaning that is the person who is able to maintain and guide his group members in the world and hereafter. And *fatanah* is the perfection of *cerdik*, in maintaining religion and wealth.

The characteristic of *cerdik cendekia* means the person has capability to do his duty for both himself and the people he leads such as the children, nephew or niece, the society and nagari.

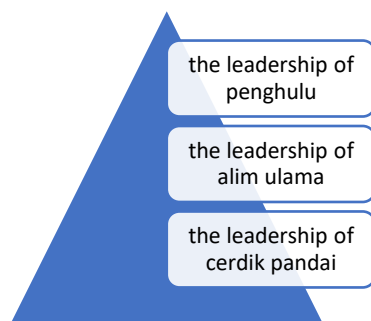
Smart in *dakwah and response*, means the obligation to demand their rights to others and defend themselves defending children, nephew, Korong village and the village children. Smart in talking means that he is good at discussing or speaking. The one who has not the characteristic of *tabligh* will not be able to pass his duty, deliver or communicate something well. The bad discussion may cause misunderstanding, so it will diverge from what should be delivered.

Smart in *kaji mengaji* means the person is able to analyze the good and the bad effect or the beginning and its last. When something does not go right, *penghulu* should straighten it. *Cerdik cendekia* also never insult someone’s heart, always please and listen to others.

Diagram map for English material by Culture perspective Minang Kabau:

Reading Skill:

**Table 1. Tiga Tungku Sajaringan (Three Important Leaderships)**



## CONCLUSION

This paper has emphasized the significance of materials development in English language. Though there are five elements in language teaching and learners should be the centre of teaching. However, materials often control the teaching, since teachers and learners tend to rely heavily on them. Materials that is appropriate for a particular class need to have an underlying instructional philosophy, approach, method and technique which suit the students and their needs. Teachers need to look for good materials, both commercial and non-commercial, all the time. When the teachers decide to adapt authentic or created materials, it means that they are bridging the gap between the classroom and the world.

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