

CHAPTER II

THEORETICAL REVIEW

The theoretical review chapter provides the theories that support this research. This chapter consists of an explanation of the education system in Indonesia, the Islamic values in Islamic Boarding Schools, the English teaching and learning processes in Islamic Boarding Schools, the contextual approach to learning, and the media of English teaching and learning processes. Moreover, this chapter's purpose is to reveal the related theories in constructing the research and gaining the goal of the research itself.

A. Education System in Indonesia

The goal of education in Indonesia is to increase the Indonesian's awareness that there are possibilities to help the people sustain and evolve their lives (Budharma: 2006). That goal is presented as the education system, which relates to the kind of education system itself. According to Constitution Number 20 in 2003 about the National Education System in Indonesia, there are three kinds of education systems: formal, non-formal, and informal.

Formal education has an organizational model, structured and administered by laws and norms, and is subject to strict curriculum objectives, methodology, and content (Shala: 1988). According to Constitution No. 20 About the National Education System in Indonesia, formal education includes elementary, junior, and senior high schools, which can be held based on general education, vocational education, religious Education, or profession. This kind of education requires the continuity of those sequences and gives a specific grade and degree.

Shala (1988) adds that non-formal education is different from formal education. It is more flexible regarding curricula and methodology because it will be based on the learning organizer's and students' needs and interests. So, all the students have almost the same and specific interests.

Based on Indonesian Constitution No. 20 about National Education, non-formal education includes life skill education, course education, kindergarten, *'majlis ta'lim* (Islamic education), and social learning centres. The institutions that organize non-formal education are course constitution, skill training, *Sanggar Kegiatan Belajar* (Society Learning Centre), and Islamic Boarding Schools (*Pesantren*).

Informal education is defined as the system of education done by individuals through their real-life without any specified curriculum or methodology (Indonesian Constitution No. 20 2003 about National Education System). This way of education is found through the workplace's friendship, family, and social environment.

Constitution Number 10 about Curriculum, four articles (36, 37, 38, and 39) explain the regulation, the concept, the exploration of curriculum, and the content of the curriculum of education in Indonesia. Article 38 states that the government decides the basic framework and structured curriculum of elementary Schools until senior high Schools (formal education). Moreover, it includes education in university.

Constitution number 10 explains that Islamic Boarding schools, because they are members of non-formal education, will not get the government's syllabus. It includes the material or the learning methodology used in the Islamic Boarding Schools. The Islamic Boarding Schools prepare the learning needs of the Islamic

Boarding Schools, although they must be in the same line with the goal of education in Indonesia.

The headmaster of Al Azhary Islamic Boarding Schools revealed in his answer to the questionnaire about the education system in Al Azhary Islamic Boarding Schools that the Islamic boarding Schools' stakeholders must prepare the curriculum and all of its supporting documents to the curriculum will fulfil the goal and the need of education of the Islamic Boarding Schools itself.

B. Islamic Boarding Schools Education in Indonesia

Islamic Boarding School is a learning institution regulated by the Indonesian constitution. The constitution wrote article number 30 about religious education in constitution number 20 in 2003 about the Indonesian National Education System in Indonesia. The recognition of Islamic Boarding Schools as educational institutions in Indonesia is explicitly mentioned in number 4, "Religious education can be organized as *diniyah* education, Islamic Boarding Schools, *Pasraman*, *Pabhaja*, *Samanera*, and the same organizing.

Two ministries of Indonesia manage education: the Ministry of National Education and Culture and The Ministry of Religious Affairs (Muazza: 2018). Islamic Boarding Schools is one of the learning institutions that The Ministry of Religious Affairs manages. It is explained that Islamic Boarding School is well-known as *Pesantren*, *Pondok*, or *Pondok Pesantren*. The students of the Islamic Boarding Schools are called *Santri*.

The general curriculum that the Indonesian Islamic Boarding Schools organizes, all *Santri* in the Islamic Boarding Schools will memorize the Qur'an, the prophet's Muhammad traditions (*hadith*), and the Arabic classical script "Kitab Kuning" and spend their lives in the dormitory, which is prepared by the

Islamic Boarding Schools (Buresh (2002), cited by Muazza: 2018). Moreover, all students (*santri*) will be engaged in Islamic boarding schools without any power or involvement from their families.

A *Kyai* leads the Islamic Boarding Schools and is the central person in making the decisions, including the Islamic Boarding Schools' curriculum (Fahrudin: 2012). Moreover, in leading the Islamic Boarding Schools, a *Kyai* will be helped by *Ustadz* (Religious Islamic male Teacher) and *Ustadzah* (Religious Islamic female Teacher).

According to Utstadz Waffa Rukhul Bakkah, the headmaster of Al Azhary Islamic Boarding Schools Al Azahry, the basic curriculum and structure are internally designed. The designs of Islamic Material and non-Islamic materials are based on discussions with stakeholders in Islamic Boarding Schools.

The institution itself prepares the facilities of Islamic Boarding Schools. Those facilities must be provided based on the basic needs of Islamic Boarding Schools such as mosques and dormitories. The mosque is used for prayer and learning, and the dormitory is used as the student's living place. Moreover, several Islamic Boarding Schools are also built in the learning places separated from the mosque, such as the classroom or *Aula* (ballroom).

C. English Language Teaching (ELT) in Islamic Boarding Schools

The deal of English Language Teaching (ELT) in *Pondok Pesantren*/Islamic Boarding Schools should be based on the agreement from the stakeholders of Islamic Boarding Schools: *Kiai* and *Ustadz* (Fahrudin: 2012). Moreover, Islamic Boarding Schools, such as Al Azhary Islamic Boarding School, decided to involve English language teaching (ELT) because the

importance of English Language Teaching (ELT) is strongly felt in Islamic Boarding Schools face globalization.

The curriculum of Islamic Boarding Schools is focused on the Al Quran, Al Hadist, Islamic work, and Islamic values, and it teaches students to understand better how to be Muslim correctly (Fahrudin: 2012). The English Language Teaching (ELT) curriculum started with the renewal of Islamic Boarding Schools' learning perceptions.

The change in Islamic Boarding Schools's perception is related to the renewal and modernization of traditional Islamic Boarding Schools in Indonesia by inserting new material or skill development projects in their curriculum as additional learning. That change is dedicated to preparing all of *santri*, in facing their life after their learning processes in Islamic Boarding Schools (Syafe'i:2017).

During English Language Teaching (ELT) processes in Islamic Boarding Schools, all the stakeholders are involved in preparing the English teaching and learning (Fakhrudin and Fika: 2017). Although English Language Teaching (ELT) is based on the stakeholders of Islamic Boarding Schools, the teacher roles most importantly act as the primary contributor in designing and deciding the material of English Language Teaching (ELT) as the additional lesson in *Pondok Pesantren* / Islamic Boarding Schools (Syafe'i:2017).

Considering the decision to engage English in the Islamic Boarding Schools curriculum as additional learning, the researcher expects that the English Extra Course in Islamic Boarding Schools needs English material Textbooks relevant to their curriculum and syllabus to support the *santris'* needs in their living in Boarding Schools. That specific communication atmosphere leads the course to implicate English for Special Purposes to guarantee the content of the

English material textbook does not deviate from the Islamic values in the Islamic Boarding Schools.

D. Islamic Values in Language Learning

According to Schwartz (2012), values are concepts or beliefs about desirable states or behaviors that transcend specific citation, guide the selection or evaluation of behavior and events, and are ordered by relative importance. The importance is understood as the particular root adopted as the basic consideration. In this case, it is Islamic value, so Islamic value is based on the statements in Al-Qur'an and hadis (Rafiki and Kalsom, 2014).

The ways to maintain Islamic values in English learning are ELT in *Pondok Pesantren* (Islamic Boarding Schools) should optimize the use of instructional materials containing Islamic messages and *Pondok Pesantren* (Islamic Boarding Schools) should be ready with teachers who have multi-qualifications (Umam: 2014). The Islamic values that will be engaged in the English textbook are Islamic values or *akhlaqul karimah*, which are related to the *personality and behavior of Islam* and Islamic Practices (Rafiki and Kalsom: 2014). Those two contents of Islamic Values are based on the Al Qur'an. For the specific, those values will be engaged implicitly.

Based on the headmaster of the Islamic Boarding Schools of Al Azhary regarding the content of English learning practised in his Islamic Boarding Schools, there are three basic considerations about Islamic values. Those basics are personality, humanity, and teamwork, which will be elaborated into several actions arranged in the English extra course syllabus. Moreover, those actions of Islamic values will be found in the textbook phases as the activity concern.

The Al Qur'an reference to Islamic values stated by Ali (1987), cited by Rafiki and Kalsom (2014), has three basic values. They are personality, humanity, and teamwork. Personality's basic value is elaborated into several subjects connected with the verse and Surah in the Al Qur'an. They are Continuous Improvement (Al Araf 7: verse 42), Hard Work (Al Baqarah 2: 62, 63 and Al Anam 6: verse 135), Honesty and justice (Az Zumar 39: Verse 2 and 3), Humble (Hud 11: verse 23), Patient (Hud 11: Verse 11), Righteous/ Intention (Al Baqarah 2: verse 25 and truth (Al Anfal 8: Verse 27).

The Humanity basic values are elaborated into four subjects; they are considered for others (An Nisaa' 4: Verse 36), equality and unity are written in of Al Isra' 17; Verse 35, Helping Others (As-Saff 61: Verse 14) and Social Order is written in of Al Imran 3: Verse 110)

The basic value of teamwork is elaborated into five subjects. They are Agreement and Promises are written in of surah Ar-Rad 13: verse 25), Consultation in Ash-Shura 42: verse 38, Cooperation is written in of Al Hujarat 49: verse 9, Fairness in dealing is written in of surah Al Anaam 6: verse 152 and the last one is Fairness in wages which is written in of Al Imran 3: verse 37.

E. The Approach to Teaching and Learning Processes

The approach is beyond the method; it is a how-to approach. According to Arvind and Kusum (2016), the teaching and learning approach is in the form of the way of teaching and the process of practicing it. Moreover, the strategy aims to realize the educational goals and achieve academic and national objectives.

F. What is Contextual Teaching and Learning?

In English teaching and learning processes in Indonesia, the approach that can be used internally is the contextual approach. The

contextual Approach is a learning philosophy that emphasizes students' interests and experiences (Satriani and Friends: 2002). In Contextual teaching and learning, students can construct relationships in a more relevant and meaningful context (Suryawati and Kamisah, 2018). Moreover, Johnson(2002), cited by Halik: 2016 states that:

Contextual teaching and learning is an educational process that aims to help students see meaning in the academic material studied by connecting academic subjects with the context of their daily lives and their personal, social, and cultural circumstances.

The Contextual learning system is also reflected by Johnson's statements (2002, cited by Johar and friends: 2018), which says that the Contextual Approach is a learning method that consists of the following eight essential elements they are making a meaningful connection, doing significant work, self regulates learning, collaborating, critical thinking, nurturing the individual, reaching high standards and using authentic assessments. Those elements' implementations can be claimed as successful as long as students can absorb the lesson through the conditions such as the students can grasp the meaning of the academic materials and school assignment and 2) the students can associate new information with their previous knowledge and experience (Johar and friends: 2018).

1. The Principles of Contextual Approach

In implementing the Contextual Approach or Contextual Teaching Learning (CTL), the teacher's role is facilitator, which should guide the Contextual Approach learning processes to have seven principles: Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection, and Authentic Assessments (Effendi and Ridwan: 2016).

The theory of constructivism is about the paradigm belief that learning is an active and constructive process (Nugroho and Diyah, 2017).

Tam (1999), cited by Nugroho and Diyah (2017), elaborates that constructivism is understood as the nature of knowing, learning, and teaching.

In implementing constructivism in educational practices, the learners are allowed to construct ideas and knowledge for themselves related to the individual or social term (Kuswando: 2004). Its influence can be seen in various published curricula and instructional practices, primarily through the widespread use of cooperative and collaborative teaching strategies (Jones and Laura, 2002).

Collaborative teaching can be defined as a set of teaching and learning strategies to promote student collaboration in small groups to optimize their own and each other's learning (Johnson and Johnson (1999), cited by Ha Le and Theo (2017). The students' collaboration is expected to hold the communication about the material and the students' understanding. Therefore, the learning process needs inquiry as one of the components in the students' collaboration to provoke communication creation.

Constructivist learning strategies capitalize on learning through inquiry and problem-solving via critical and creative thinking (Ismail and Suhaidi, 2006). Inquiry is defined as a quest 'for truth, information or knowledge; seeking information by questioning (Exline (2004), cited by Ismail and Suhaidi (2006). That definition leads to an understanding that inquiry implementation in teaching and learning processes is acceptable because it guides the creation of the relevant question and comes up with the appropriate answer of critical thinking through collaboration and communication occurring in.

In inquiry implementation, one of the principles of the contextual approach that is also related to constructivist learning strategies must be questioning. According to the Cambridge English Dictionary (2016), a question is a word or word used to find information. Moreover, it is used to teach and assess students' understanding; thus, questioning plays a critical role in the overall success of a classroom (Nappi, 2019).

The primary purpose of developing effective questioning techniques is to increase student participation (Jacobsen: 1999), cited by Ragawati: 2009). Questioning activities in contextual approach implementation will be practiced as interactive media to gain the students' participation as much as possible.

Another principle of the contextual approach is the learning community. Learning community in contextual approach is related to how contextual approach takes place and how the effect of a community influences the students. It becomes important because in classrooms where a sense of community is built, an increased sense of classroom belonging develops and leads to greater relatedness, participation, and motivation (Walkins: 2005)

Reflection is also discussed after discussing the learning community as the principle of the contextual approach. Reflection in learning is important to revisit what they have learned for improvement and in-depth learning (Chang, 2019). The contextual approach requires the students to be interested and experienced during teaching and learning (Satriani et al., 2012). So, the reflection is expected to help the teacher, especially the students, measure and understand what they learned for a few periods.

Authentic assessment is believed to be a principle when implementing the contextual approach in teaching and learning processes. Authentic assessment occurs within an authentic activity with complex challenges and centers on an active learner who produces a refined result or product. It is associated with multiple learning indicators (Herrington and Herington (2006) cited by Moria et al., 2018).

The content of authentic material is authentic language, reflects language uses, and becomes a solution to using textbook material (Richards (2001), cited by Idham et al., 2015). According to Grant Wiggins (1998), assessed in *citl.indiana.edu* (2020), an assignment is authentic if it (1) is realistic, (2) requires judgment and innovation, (3) asks the student to "do" the subject, (4) replicates or simulates the contexts in which adults are 'tested' in the workplace or civic or personal life, (5) assesses the student's ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task, (6) allow appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances and product.

2. REACT as the Contextual Approach Phases

The seven principles of the Contextual Approach will be elaborated into the steps of the Contextual Approach. The procedures of the Contextual Approach are known as REACT, which stands for Relating, Experiencing, Applying, Cooperating, and Transferring (Khaefiatunnisa:2015). The first one is the Relating phase. Relating activities has a tight correlation with the Contextual approach implementation because the Contextual approach

addresses the aim and the subject of English learning with the students' live context (Nawas: 2018).

The next phase is Experiencing. This phase continues the first phase, which builds the relationship between the subject, the aim of learning, and the students' lives. In experiencing, students learn by doing through exploration, discovery, and invention (Crawford, 2001, cited by Wahyuni: 2013). Moreover, this phase is related to the student's life actions.

The Experiencing and Applying phases occurred almost simultaneously in the Contextual approach implementation. If the experiencing refers to the students practising the material in their life, the applying phase is defined as the stage that allows the teachers to create the relevant exercises and let the students learn by putting the concept to use in the actual activity (Nawas: 2018)

The last two phases in REACT are Cooperating and transferring. Cooperating is the phase that promotes the students' learning together by sharing an opinion, responding, and maintaining communication with others. Transfer is the phase that independently applies the existing knowledge in the students' lives (Nawas: 2018). As mentioned, contextual teaching learning connects learning to a real situation or context, and practicing business communication using REACT is suitable for preparing the students to see daily conversations in the office or in business terms (Wahyuni, 2013).

3. Sample of Contextual Approach in Practice

Since it was invented in America, the Contextual Approach has been massively researched because teachers face many problems in English teaching and learning processes (Hudson and Whisler: 2001). The majority of

concerns are about how the Contextual Approach is used in learning processes and how the Contextual Approach contributes to the success of English teaching and learning processes.

According to Blanchard, cited by Hudson and Whisler (2001), one of the contributions of the Contextual Approach is to help the learners distinct their needs, including emphasizing problem-solving, recognizing the need for teaching and learning to occur in a variety of contexts such as home, community, and work sites, teach students to direct their education. Hence, they become self-regulated learners, encourage students to learn from each other, and employ authentic assessments.

Another contribution of implementing the Contextual Approach in English teaching and learning processes is a study about implementing a contextual teaching and learning approach to teaching English writing to second graders of a Junior High School in Bandung. Satriani et al. (2012) believed that the Contextual Approach has benefits in engaging students in the writing activity, increasing students' motivation to participate actively in the writing class, helping students to construct their writing, helping students to solve their problems, providing ways for students to discuss or interact with their friends and helping the students to summarize and reflect the lesson.

G. English Learning Material

Harsono (2007) defines material as anything used to help teach language learners. Moreover, Tomlison (1998, cited in Febriani (2014) mentioned that material is anything that the teachers or learners can use to facilitate the learning of a language (linguistic, visual, auditory, or kinesthetic). Those definitions

confirm that teaching and learning processes give vast opportunities to decide the material, supporting tools, and media in English language teaching (ELT) to achieve the goal of learning itself.

From the explanations above, the material should be related and focused on the main subject of the teaching and learning processes. The material should be specified in English Language Teaching to help learners elevate their ability to understand and use English based on their needs. Moreover, the material designed should fulfill a good command of any language, which requires reaching a sufficient understanding of all the language skills (Embark (2013), cited by Castro (2015)).

In deciding and designing the English Language Teaching (ELT) material, the English teacher is believed to be creative people who can explore their ability and organize the interesting task of developing their didactic material based on not only their experience but also their ability in the cognitive and learning processes needed by the learners (Pedro and Maria:2009).

They create two categories of authentic materials (Damayanti et al., 2018). Moreover, Damayanti and friends (2018) clearly explained that material. First, created material is defined as the material which is designed and created to catch teaching and learning purposes. There are several kinds of created materials, such as course books, audio materials, and video materials. Moreover, the content and arrangement of those created materials are designed based on the syllabus designed before the teaching and learning process starts.

The second is authentic material. It is also explained by Damayanti and friends (2018) as material that is not designed basically for education purposes. Still, it can be selected and engaged to improve and enrich the teaching and

learning processes. The samples are authentic text, movies or films, Radio Broadcasting, Television Programs, graphs, tables and charts, and Maps.

1. The Guidelines for Designing Effective English Teaching Material

According to Howard and Major (2010), in designing the material, guidelines must be used to navigate the teacher and the learner in gaining knowledge of a particular subject, especially in English Language Teaching (ELT).

Therefore, Howard and Major (2010) also argue ten guidelines for designing Effective English Teaching materials: English language teaching materials should be contextualized, materials should stimulate interaction and be generative in terms of language, English language teaching materials should encourage learners to develop learning skills and strategies, English language teaching materials should allow for a focus on form as well as function, English language teaching materials should offer opportunities for integrated language use, English language teaching materials should be authentic, English language teaching materials should link to each other to develop a progression of skill, understandings, and language items, English language teaching materials should be attractive, English language teaching materials should have appropriate instructions, English language teaching materials should be flexible.

2. English Materials Development

The particular subject learning material decided upon must be elaborated on and developed to enrich the teaching and learning processes. Material

developments involve producing, evaluating, adapting, and exploiting materials to facilitate language acquisition and development (Thomson, 2016).

The procedures of material design should be done to facilitate the processes of English Language Teaching (ELT). Cited by Manurung (2017). Dick and Carey (1990) mentioned that there is a systematic approach to designing instructional material in nine steps, as seen in Figure 2.1 below.

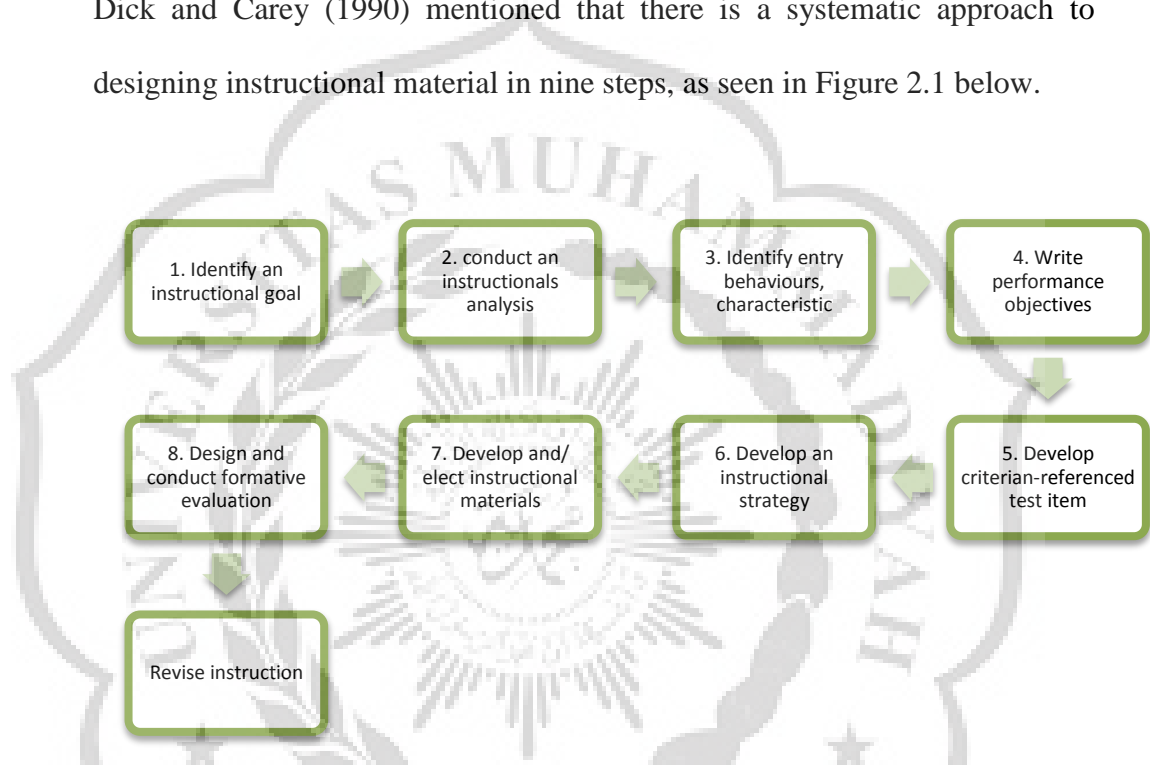


Figure 2.1 Dick and Carey’s Nine Systematic Approach in Designing Instructional Material

According to Heinrich (1996, cited in Manurung (2017), in the designing processes, there are elements of instructional material that must be engaged, such as rationale, instructional objective, entry test, multimedia materials, learning activities, self-test, and the last one is post-test.

H. Textbook Unit Development

English language instruction has many vital components, but the essential constituents of many ESL/SFL classrooms and programs are the textbooks and instructional materials that are often used by language instructors (Litz: 2005). One of the reasons is that the textbook is used to gather a series of materials that will be learned in a period. Those materials are divided into several units which are intended to clarify the distribution of each particular subject's purposes and detail.

All units arranged in the textbook should be developed to accommodate the needs and the purpose of the material itself. Therefore, every unit should have functioned dynamically. Based on Shin (2007), dynamic units for English learning, especially for English as a Foreign language learning processes, have five characteristics those are incorporate real-life situations in instruction, integrate all four language skills communicatively, encourage learner autonomy or learner choice, use experiential learning, apply project-based learning.

1. Steps for Planning a Thematic Unit

Instructional material will be provided in the unit for teaching and learning English. Therefore, the unit of the material should be planned before the time of the English Language Teaching (ELT) process. There are ten steps designed by Butler et al. (2015). The steps are:

a. The Students Needs

This step refers to the basic instructional material found in English language teaching. This process results from the information from the students about their needs in learning English. It is not the complete

elaboration of the teaching and learning process done in the classroom but only the first thought about the materials.

The teacher engages the students before the English Language Teaching time in the classroom to gain the necessary processes. How the information is gained depends on the condition of the students and the environment of the English Language recording itself.

This first step is finished by deciding the most needed English Language Teaching (ELT) instructional materials based on the information from the students. This phase is important to face and solve the possibility of the diversity of information.

b. Goal and Objective

Deciding the goal and objective based on the instructional material decision of English Language Teaching (ELT) is done as the first elaboration of the first step. The result should be the particular purposes of English Language Teaching (ELT) and the specific instructional material purposes for English learning. Furthermore, those purposes of English Language Learning will become the final destination and the result of English Language Teaching(ELT) addressed.

c. Test Tasks

This third step is the continuation of the previous steps. After the decisions of the English Language Teaching (ELT) have been created, there will be a phase that engages the creation of the language assessment to assess the student's performance about a specific objective and the goal in every unit of English Language Teaching (ELT).

d. Language and Skills

This step relates to the specific language and skill involved in the task activity. In designing the test, the teacher should explicitly insert the language and the skills as the basic consideration so that the test will be concerned with the result of the specific information in the particular language or skill. Moreover, this step is also used to design how to collect English Language Learning (ELT) task results.

e. Sequences

This fifth step has a tight relation with time management. All the units' instructional material and supporting test details will be allocated during the particular English Language Teaching (ELT) period. Hence, this step must result from time management to arrange the English Language Teaching (ELT), starting from the planning until the last time of its processes.

f. Materials

The instructional materials in English Language Teaching (ELT) are decided after the goal and the objective made. Then, it continued with the material development, starting with inserting the supporting idea, approach, or media to succeed in the English Language Teaching (ELT) classroom. However, this phase is not included in the practice; it is claimed to be the preparation for English Language Teaching (ELT).

g. Teaching

Unlike the previous steps, these steps are related to the practice of English Language Teaching (ELT). The teacher conducts the process of delivering the instructional materials, which have been recorded in units straight in the processes. Moreover, during this process, material development activity must be between the teacher and the students.

h. Reflection

Reflection can be understood as a cognitive process that is done to learn from experience (Soot and Ele: 2014). This can be done by gaining information and noticing the activity during the English Language Teaching (ELT) process. The result of the interpretation will be used as a reflection to recognize the problem and the process' weakness so the teacher and the students can search for the appropriate ways to solve the problem and increase the quality of English Language Teaching (ELT).

i. Evaluation

This phase refers to analyzing the implementation of English Language Teaching (ELT). The analysis includes the instructional material scoped in every unit of interaction information during English Language Teaching. This phase leads to the conclusion and idea that will be used as the basic consideration in arranging the revision.

j. Revision

In these steps, the teacher reconnects with the previous steps done before, especially for the first and the second steps. The final result of English language teaching (ELT) should align with the basic considerations: the needs

and the goal/objective. Therefore, revising is regarded as the appropriate way to improve the English language teaching that has been done before.

2. The Readability of Textbook Design

Readability is the most important challenge in designing a new textbook (Rottensteiner, 2010). Janan and Davis (2008) added that several definitions of the concept of readability emphasize the elements in a text that are associated with comprehension on the reader's part. It is expected that the reader or the learner will get textbook contents written at the same level as their language ability in understanding.

In presenting readability as the technical communication in of the textbook, there are guidelines for readability. Those are short, simple, familiar words. Avoid jargon; use culture and gender-neutral language; use correct grammar, punctuation, and spelling; use simple sentences, active voice, and present tense; begin instructions in the imperative mode by starting sentences with an action verb; use simple graphic elements such as bulleted lists and numbered steps to make information visually technical style. (DuBay, 2004)

3. The Construction Approach of Textbook's Unit

The textbook is generally considered a collection of contents of a particular issue in an appropriate linguistical and didactical form (Rottensteiner: 2010). Those contents are used to help the learner and the teacher determine the source of teaching and learning processes based on their needs. Moreover, they are also regarded as differences between one textbook and other textbooks.

A textbook provides a framework for learning processes and tasks (Nirmasari, 2016). Those particular processes and tasks must be related to the purpose and

the need for English Language teaching (ELT). Furthermore, the process engaged in the textbook can be the approach that leads to the content design in of the textbook itself.

One approach that can be used to draft and design English textbooks for English Language Teaching (ELT) is the contextual approach. The reason is that in the Contextual Approach is a special sequence known as REACT (Nawas: 2018). It stands for Relating, Experiencing, Applying, Cooperating, and Transferring (Khaefiatunnisa, 2015).

As the sequences of Contextual Approach, REACT can also be adapted as the textbooks used in English Language Teaching (ELT). The reason is that teaching activities based on the REACT strategy foster learners' ability to analyze information and comment on the knowledge in their comprehension abilities (Tual: 2013, cited by Ozbay and Mustafa: 2015).

REACT's involvement in the English Language Teaching (ELT) textbook can be started from the drafting processes for every unit. In one unit, there must be a REACT procedure to facilitate the English Language Teaching (ELT) processes in catching the goal and the objective. Adapted from Crawford (2001), cited in Ozbay and Mustafa (2015), Relating, Experiencing, Applying, Cooperating, and Transferring are elaborated as follows;

Relating sequences is learning in the context of a person's life experience or pre-existing knowledge. The unit development activity includes (1) a loading brainstorming activity related to giving the first perception of the material through pictures or text and (2) a textbook

loading the information about the material in detail, including the material, sample, and activity. (3) The activity will relate the material to the students' real-life conditions.

The Experiencing sequence is learning by practice, exploration, discovery, and invention. The unit development activity includes (1) Continuing the relating phase, the second phase related to students activity in engaging themselves into the material, (2) Textbook loads the instructional activity, material worksheets, and exercises to accommodate the students' activities, (3) Activities in the textbook are designed to elevate the students understanding about the material through analyzing the text, doing the related activity with friends and creating the material sample and communicating the result of the students' worksheet.

The applying sequence is learning by using the concepts, pieces of knowledge, and fields. The unit development includes (1) relating to the student's activity but differs from the Experiencing phases. In the Applying phase, the students are led to put specific concepts and specific usage in the students' real lives. (2) textbook design activities that require the students to design their sample of material development based on their lives. It can be a personal daily activity simulation or a sample of group communication using the material based on their life.

The Cooperating sequence is learning about sharing, responding, and communicating with other learners. The unit development includes (1) the textbook, which allows students to present their work in detail; there will be instruction points about the assignment that students should present as individuals or group members. And (2) the teacher's role as the facilitator

should be synergized with the textbook as the learning media to create two-way communication between students and students or with the teacher.

The transfer sequence is using knowledge in a new situation. The unit development includes (1) this phase differs from previous phases. This phase requires practicing the materials in the students' real lives. It can be said that the simulation and their exercises about the material are implemented in students' daily lives, And (2) The textbook loads the instruction material exercises and the worksheets or table to note their activity in their lives and record the activity in a simple report.

I. Task Development

In English Language Teaching, the task becomes an important element that should exist. Long (1985), cited by Rozati (2014), defines a task as a work undertaken for others, freely or for some reward. Another idea about the task is mentioned by Similiar with Williams and Burden (1997), cited by Littlewood (2004), which defines a task as any activity that learners engage in to further the process of learning a language.

The task does not stand alone and the role of the task management, but it is built by several components. Nunan (1988) suggested that at least six components are needed for a task: Goal, input, activities, teacher role, learner role, and setting. Those elements are drawn in Figure 3.2 below:



Figure 2.2. The framework of Task Element

The task is defined as meaning-focused work involving learners in comprehending, producing, and interacting in the target language (Nunan, 1988). However, based on the figure from Nunan (1988) above, the task is not an independent part but is more directed at the elements built into the task itself. Hence, in designing and developing tasks for English Language Teaching (ELT), one should consider them to avoid the ineffectiveness of the task.

1 Goal

Goal setting has become one of the most consistent and successful models of work performance (Earley: 1989). Related to work performance, the goal is also needed in designing, managing, and practicing the task because it can help the teaching and learning processes, especially in English Language Teaching (ELT), is on the essence purposes.

2 Input

The input includes teachers' instruction and the materials that the learners work on (Min: 2016). Those two inputs will be the basic task source

during teaching and learning. Furthermore, input also contains the schema of tasks that the students will do.

3 Activities

Activity refers to the learner's work on the task (Nunan, 1989). In the input is information about the instruction and the material. The sequence of activities will be detailed to gain information about the task's achievement.

4 Teacher Role

The teacher's role in task elements refers to guiding the students. Teacher instruction is the direct action, marking teacher input distribution. The teacher guides the students in doing their activities by giving information about what and how the student's activities are done in the classroom. For example, the teacher instructs the students to read the text materials before the class to determine how the students will do the following activities.

5 Learner Role

The task will have explicit or implicit roles for learners (Nunan, 1989). The students regarded as learners do their role after receiving and presenting the input in their work and activities. It is related to Nunan's (1989) understanding of which task involves the learners producing and interacting in the target language.

6 Setting

The setting is crucial for the tasks (Min: 2016). The setting is essential due to finding the appropriate task based on the actual condition of the place and the number of students. For example, widening the classroom will help

find the game as the media of learning or the number of students that can be used to shape the group.

Besides the task elements, the development task can also be realized from several factors. Those factors will be considered when designing the task to be appropriate to the learner's needs and real conditions. Uhlendorff (2004) gives three factors, those are,

- a. The older generation is trying to pass on specific social requirements and certain cultural abilities to the younger generation. This statement is related to the progress of information and technology experienced by different generations. If the effort is made, they will be willing to design and develop the task based on the present need and condition.
- b. The child's effort is to adopt the older generation's expectations, consider them subjectively important, and acquire the related competencies. This statement is related to the communication between the old and the young generations in finding the best way to decide the shape of task development.
- c. The existence of a sensitive phase (or period) during which, due to the physical and psychological level of development, the adult provides the requirements to fulfil the developmental expectation. This factor can be supported by designing the activity based on development expectations in physical and psychological terms.

Those factors are related to the learners' and their partners' behavior, which is important in establishing students' academic achievement (Mary, 2014). The students' behavior is needed when the students are engaged in participating in English Language Learning (ELT) task processes.

Moreover, students' behavior will influence the result of the task process in general, such as students' outlook, choice, persistence, efforts in learning, and how they relate to the people that make up the school community (Roget: 2012, cited by Mary: 2014).

a. Characteristics and Dimension of Task

The characteristics of the task mentioned by Shih and Sophia (2013) are as follows,

1) Task Ambiguity

In this case, the ambiguity is not the same as the uncertainty. Still, it refers to the condition where the learners do not have direct information about the task or face conflict about relevant information.

2) Task Conflict Norm

Task conflict norms regulate how people should behave while facing different opinions among team members. This statement is also chained with the importance of students' and their partners' behavior in seizing the learning goal, which arranges and helps communicate. So, this characteristic proves that behavior is considered good in task processes.

Based on this characteristic, the task should have a clear theme when labelling the group when a conflict or a difference of thinking is created. The sample task anticipates a rubric table in scoring, labelling the group's tendency to like and dislike, agree and disagree, or active versus passive.

3) Task Complexity

Task complexity is a construct that attempts to explain how the characteristics of a task impact the cognitive demands placed upon the task performer (Gill and William, 2011). This characteristic refers to the developed task should have the same level as the student's knowledge or ability. So the learners can absorb the task's purpose and understand what the learner should do.

4) Task Creativity

Task creativity refers to the processes and outcomes of producing novel yet valuable ideas or solutions to the problem. Moreover, it is also related to the cognitive ability in designing the task, so there will be a new design for the old task to attract the learners to do the task itself.

Those characteristics of the task will be imprinted into the type of task. The dimension of tasks is classified into target tasks and pedagogical tasks. Nunan (2004) made a difference between target tasks and pedagogical tasks. Target task in English Language Teaching (ELT) is defined as the English learner activity beyond the classroom. It can be presented by practicing English as a real application in an English learner's life.

On the other hand, the pedagogical task is interpreted as the language use that occurs in the classroom. It is part of the lesson plan designed before the teaching and learning processes. Moreover, the pedagogical task and its result have been determined as the curriculum demand.

J. The Relevance Research

The researcher refers to research as a framework for this research. This research discusses engaging contextual learning in developing textbooks. These research studies were used as a reference to provide a view. Most of the issues that influence this research are developing textbooks that engage contextual learning as follows:

1. Slamet et al. (2015), entitled *The Development of TextBook to Write a Story Based on Character Education in Contextual Learning*, concluded that the researcher developed a textbook to write a story based on character education in contextual learning. After finishing the research steps, the exploration phase to produce a needs analysis to prototype a textbook to write a story based on character education, the development stage to create a textbook to write a story based on character education through preliminary field testing, the stage of testing the effectiveness of a textbook carried out in the main field testing and the results showed that a practical textbook compiled significantly.
2. Wahyuni et al. (2018), entitled *Contextual Approach to the Development of an Indonesian Syntax Textbook in Higher Education in Indonesia* has revealed that it is concluded that the Indonesian Syntax textbook adopting a learning model with the contextual approach is more effective than that with a conventional model.
3. Wikeaningsih et al. (2024), entitled *Developing of Teaching Materials for Writing Description Text Using A Contextual Approach to Improve Writing Ability in Junior High School Students*, informed that this research aims to develop teaching materials for writing descriptive texts using a contextual

approach assisted by photographic image media to increase interest in learning for class VII middle school students. In addition, the development of teaching materials with a new contextual approach applied to material for writing descriptive texts. The research result revealed that this research implies that it makes it easier for teachers to carry out the learning process of writing descriptive texts.

4. Rafsanjani et al. (2021), entitled Development of Research Methodology Textbook Based-On Contextual Teaching and Learning, stated that the study aims to develop a research methodology textbook based on contextual teaching and learning. The research findings showed that textbooks can be an alternative reference in learning activities.

The investigations carried out by Slamet et al. 2015; Wahyuni and associates. (2018) Wikeaningsih et al. and Rafsanjani et al. (2024). (2021) all contribute to the comprehension and application of contextual learning strategies in classrooms. These studies' dedication to creating and evaluating instructional materials suited to particular learning contexts and objectives is one area of shared strength. Slamet and associates. (2015) concentrated on using story writing to teach character, whereas Wahyuni et al. (2018) focused on teaching Indonesian syntax in higher education. Wikeaningsih & associates. (2024) aimed to enhance junior high school students' writing skills, and Rafsanjani et al. (2021) sought to improve knowledge of research methodology. By employing methodical research techniques such as requirements analysis, prototype creation, and efficacy evaluation, these investigations illustrated the usefulness and efficiency of contextual education resources. These studies' shortcomings, however, include their limited generalizability because of their small sample

sizes and localized contexts and their possible failure to identify resource and implementation issues. To give a more thorough understanding of the advantages and disadvantages of incorporating contextual learning approaches into educational practices, future research could benefit from addressing these shortcomings.

