

DISSERTATION

**A DUAL-LEVEL THEORY AND CONSTRUCTION
OF ESP READING MATERIAL FOR ISLAMIC STUDIES
AT UIN ALAUDDIN MAKASSAR**

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**POST GRADUATE PROGRAM
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**TEORI *DUAL-LEVEL* DAN KONSTRUKSI
ESP MATERI BACAAN UNTUK STUDI ISLAM
DI UIN ALAUDDIN MAKASSAR**

Dissertation

**Submitted to the Post Graduate Program of
Hasanuddin University as a Partial Fulfillment
of the Requirements for the Attainment of the
Doctoral Degree in Linguistics Program**

By

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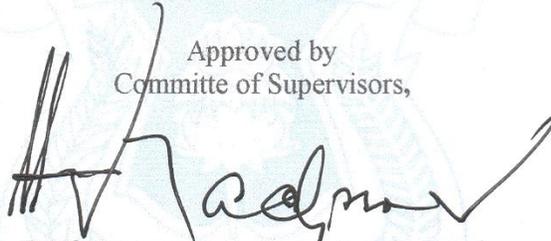
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Menyatakan dengan sebenarnya bahwa disertasi yang saya tulis dengan judul "*A Dual-Level Theory and Construction of ESP Reading Material for Islamic Studies at UIN Alauddin Makassar*" benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilalihan tulisan atau pemikiran orang lain. Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa sebagian atau keseluruhan disertasi ini hasil karya orang lain, saya bersedia menerima sanksi atas perbuatan tersebut.

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Yang menyatakan,




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ABSTRACT

IBRAHIM MANDA, *A Dual-Level Theory Construction of ESP Reading Material for Islamic Studies at UIN Alauddin Makassar* (Supervised Hamzah A. Machmoed, Nasmilah and Ria Rosdiana Jubhari)

This study aimed at identifying 1) the nature of the current ESP reading material of Aqidah and Islamic Philosophy Department at Alauddin State Islamic University of Makassar, 2) the design of new ESP Reading material suitable for the context 3) a dual-level theory that affect the newly-constructed ESP reading material and 4) the reading material that can best suit the learning objectives of the students at the institution.

This research employed Research and Development (R & D) method combined with Hillocks' construction reading model. There are three main stages: introduction, development and testing. In the introduction stage, the students' needs were analyzed by using Hillocks' construction while in the development stage, the ESP course was developed by using the formative evaluation process by involving the experts and the three semester students of *Aqidah* and Islamic philosophy department, State Islamic University of Makassar. The instrument used in this research were questionnaires, interview and checklists which were analyzed by using percentage, frequency, and chart diagrams. This research was conducted at Alauddin State Islamic University Makassar in March to June 2020.

The result of this study showed 1) identification and analysis of the nature of the current ESP reading material of *Aqidah* And Islamic Philosophy Department at Alauddin State Islamic University of Makassar, 2) modification of the new ESP Reading material designed instrument reading material needs and the checklist for evaluation the ESP materials development for *Aqidah* and Islamic Philosophy Department at Alauddin State Islamic University of Makassar, 3) identification of the effectiveness Dual-Level Theory as the newly-constructed ESP reading material for Islamic studies, and 4) identification of the reading material to meet the learning objectives of the students at Alauddin State Islamic University of Makassar.

Keyword: Dual-Level, Construction, ESP Reading, UIN Alauddin Makassar

ABSTRAK

IBRAHIM MANDA. *Teori Dual-Level dan Konstruksi English Special Purpose (ESP) Bacaan untuk Studi Islam di Universitas Islam Negeri Alauddin Makassar* (dibimbing oleh Hamzah A. Machmoed, Nasmilah, dan Ria Rosdiana Jubhari).

Penelitian ini bertujuan untuk mengetahui (1) materi bacaan *English special purpose (ESP)* yang digunakan di Jurusan Akidah dan Filsafat Islam di Universitas Islam Negeri (UIN) Alauddin Makassar; (2) model baru bahan bacaan ESP yang digunakan di Jurusan Akidah dan Filsafat Islam UIN Alauddin Makassar; (3) konstruksi baru dalam teori *a dual-level* materi bacaan ESP di pembelajaran agama Islam; dan (4) materi-materi yang didapatkan dalam tujuan pembelajaran mahasiswa Jurusan Akidah dan Filsafat Islam di UIN Alauddin Makassar.

Penelitian ini dilaksanakan di UIN Alauddin Makassar selama Maret sampai dengan Juni 2020. Penelitian ini menerapkan pengembangan (R&D) yang dipadukan dengan model konstruksinya Hilloks di dalam pengembangan dan pengujian bacaan. Metode pengumpulan data yang digunakan adalah angket dan wawancara. Selanjutnya, data Menggarap dan diolah dengan menggunakan frekuensi, persentase, dan diagram batang.

Hasil penelitian menunjukkan bahwa (1) Jurusan dan analisis sifat bahan bacaan ESP Akidah dan Filsafat Islam di UIN Alauddin Makassar saat ini; (2) modifikasi bahan bacaan ESP baru dirancang oleh Jurusan Akidah dan Filsafat Islam UIN Alauddin; (3) efektifitas teori *a dual-level* sebagai bahan bacaan ESP yang baru dibangun untuk studi Islam; dan (4) bahan bacaan tujuan pembelajaran mahasiswa UIN Alauddin Makassar.

Kata kunci: Teori Dual Level, konstruksi, bacaan ESP, UIN Alauddin Makassar

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LIST OF ABBREVIATIONS

ELT	= English Language Teaching
EMR	= English as a Mother Tongue
EFL	= English as a Foreign Language
ESL	= English as a Second Language
GE	= General English
ESP	= English for Specific Purposes
EST	= English for Science and Technology
EBE	= English for Business and Accountings
ESS	= English for Social Sciences
EAP	= English for Academic Purposes
EOP	= English for Occupational Purposes
ESOL	= English for Speaker of Other Languages
EGP	= English for General Purposes
ESP	= English for Specific Purposes
EPE	= English in Preparation for Employment
EEP	= English for Employment Purposes
EVP	= English for Vocational Purposes
EAP	= English for Academic Purposes
EOP	= English for Occupational Purposes
EPP	= English for Professional Purposes Target Situation Analysis

R and D = Research and Development

UIN = Universitas Islam Negeri

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CHAPTER I

INTRODUCTION

A. Background of the Study

Theoretical perspectives in EFL language teaching has long played an important role notably in the teaching of ESP in both national and regional context of Indonesian education. This paradigm has turned out to be extremely useful in educational pedagogy, given its clearly defined focus on needs assessment, materials creation/adaptation, ongoing course and/or materials evaluation. The core content of ESP pedagogy in current Indonesian context is to promote learners' engagement with relevant target situations. In the process of language teaching and learning, there are four factors that help and facilitate the proses, namely; the teacher, the language learners, method and material. The teacher is an important factor in this teaching and learning process. The teacher as a facilitator in this proses needs certain methods in carrying out job. A good teacher is always trying to take the use of most effective teaching method and best media. A language teacher is doing the same thing. Attempt to look for the most effective method is going on from time to time. The question is why there has not been the best method in teaching a foreign language yet?

In relation to the roles of teachers, they must be competent and professional in their field. Consequently, teachers' competency and

professional have great effects on the quality of teaching learning process. Jalal F. (2007:2) premised that “quality teachers and lecturers produce quality students. Competency, as defined by Richards and Schmidt (2002), is “a description of the essential skills, knowledge and behaviours required for the effective performance of a real world task of activity”.

There are several essential elements that have a load in designing ESP reading material, the importance of curriculum to teaching: An effective curriculum provides teachers, students, administrators and community stakeholders with a measurable plan and structure for delivering a quality education. The curriculum identifies the learning outcomes, standards and core competencies that students must demonstrate before advancing to the next level. Teachers play key role in developing, implementing, assessing and modifying the curriculum. An evidenced based curriculum acts as a road map for teachers and students to follow on the path to academic success.

Instructional material means content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student. The term includes a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, on-line services, or an electronic medium, or other means of conveying information to the student or otherwise

contributing to the learning process through electronic means, including open-source instructional material.

How should we theorize the new literacies that defining our future, when literacy has become deictic? The answer is important because our concept of literacy defines both who we are and who we shall become. But there is a conundrum here. How can we possibly develop adequate theory when the object that we seek to study is itself ephemeral, continuously being redefined by a changing context? This is an important theoretical challenge that our field has not previously faced. The purpose of this research is to advance theory in a world where literacy has become deictic. Similarly R.B Ruddel (2004) states that a dual-level theory is a useful approach to theory building in a world where the nature of literacy continuously changes.

The above experiences strongly indicate that designing an ESP course, specifically in terms of reading materials, without involving and considering students' necessities, wants and interests would result in nothing. Once the students' needs are ignored, it can be predicted that the students would fall in a very frustrating situation and the teaching and learning goals would never be achieved.

At present, ESP has frequently appeared in the literature of the English language teaching because it is assumed to be a major activity around the world (Robinson, 1991: 1). It is learned and used for those who require English because of their occupational or professional requirements, for example for

airlines pilots, businessmen, bankers etc., or to help students in their specialist education. Consequently, the aims of learning English should be related to their academic studies (Mackay and Mountford, 1998: 72).

Munby (1998: 2) presents a definition of ESP which is still current at the beginning of his book on the analysis of learners' needs, and it runs as follows: "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learners". This statement is reasonable since syllabus and materials which spring up from students' necessities, wants and interests are assumed to highly motivate them (Berwick, 1989: 59).

The idea of analyzing the language needs of the learner as a basis for course development, in this case for materials design, has become almost synonymous with ESP in recent years and it is difficult to think of one without the other coming to mind. There are some supporting statements provided by McDonough (1994: 29) that needs analysis is vital because of the following reasons:

1. in response to the needs of the students,
2. the centrality of the learners' needs,
3. to design courses that have relevance to the students' needs in relation to academic studies,
4. to find out what language skills are needed for successful performance of task in some jobs.

All these statements, and many more on the same lines, are obviously based on the key assumption that the learner is at the heart of any teaching program. Thus, information on his/ her language needs would help in drawing up a profile to establish coherent objectives, and take subsequent decisions on course materials. In short, the materials of ESP should be in accordance with the learning aims which generally come from needs, and accordingly, teaching should be in accordance with needs from which learning aims come. In other words, before deciding or designing ESP materials, embarking needs reading materials are inevitable so that the learning/teaching objectives can be achieved. Only through needs reading materials can we identify students' needs in terms of necessities, wants and interests as well as students' weaknesses and strengths.

In Indonesia, ESP is mostly offered at tertiary level of education. Usually, it is offered to students who have passed general English. At Alauddin State Islamic University of Makassar itself and at Faculty of Ushuluddin dan Philosophy to be exact, ESP is offered at Semester 3 after students passed General English i.e. English I and English II. In this faculty, ESP constitutes a compulsory/obligatory subject and it has two credit points.

Faculty of Ushuluddin and Philosophy consists of eight departments. They are Department of Political Science, Religion Sociology, Religions Studies, *Aqidah* and Islamic Philosophy, Hadis Science, Quran and Tafsir, and International Relationship. The main purpose of teaching and learning ESP at

the *Aqidah* and Philosophy Department is to prepare students to develop proactive communication skills via topics that are closely connected with the study programs of faculty and to enable them to keep abreast with current information on science and technology. But so far, at least in the eyes of the researcher, the result was not yet satisfying. This statement is supported by the fact that students still complain about their English and through a casual observation it has been found out that their average grade on ESP is below average.

In teaching English at this faculty, teachers heavily depend on the materials available in the Islamic studies. What they usually do is selecting topics from some commercial books according to their perception and preferences. In a sense, materials from the commercial books can fit the students' needs, but again it is a matter of personal judgment, not based on needs analysis.

Thus, Instructional materials based on needs analysis are very important for the students and the lecturers in teaching and learning process, without learning material, might be difficult for the lecturers to improve the effectiveness of teaching and learning process, as the same cases, the students might be difficult to adjust to the learning, especially if the lecturer teaches the materials quickly and less clearly. Therefore, the materials can be used both by the lecturers and students, as an attempt to improve the quality of learning. Cunningsworth (1994) states that learning materials are a key

component of teaching and learning process. They are printed material, for example, books, magazines, newspapers and other printed instructional materials and non-printed material, such as electronic materials, articles published in an e-journals.

Since ESP was firstly introduced at *Aqidah* and Islamic Philosophy Department, Aladdin State Islamic University of Makassar, materials has never been based on the needs analysis which actually provides valuable information for materials design, test, teaching activities (method) and evaluation strategies. Needs analysis also can be used to identify learners' present situation, learners' learning needs, learners' target needs. It is assumed that a course design based on the learners' necessities, wants and interests would highly motivate them. ESP course design would become the focus on investigation.

B. Problem Statement

The current curriculum would be applied for *Aqidah* and Islamic Philosophy Department. The primary concern is to provide the standard course design of ESP subject as the guidelines for all ESP lecturers of *Aqidah* and Philosophy department. Therefore, there is a need that ESP course design for *Aqidah* and Philosophy department at Alauddin State Islamic University of Makassar has to be created. However, in designing the course is identifying needs from two different sources as needs analysis of students and lecturers.

The result of needs analysis can be used as the starting point in designing the course.

C. Research Questions

Based on the facts stated on the background above, the problems that were proposed in the research were as follows:

1. What is the nature of the current ESP reading material of *Aqidah* and Islamic Philosophy Department at Alauddin State Islamic University of Makassar?
2. How should the new ESP Reading material be designed for *Aqidah* and Islamic Philosophy Department at Alauddin State Islamic University of Makassar?
3. How does Dual-Level Theory affect the newly-constructed ESP reading material for Islamic studies?
4. To what extent do the reading materials meet the learning objectives of the students at Alauddin State Islamic University of Makassar?

D. Objectives of the Research

In connection with the problem statements set above, the objectives of this research were as follows:

1. To identify and analyze the nature of the current ESP reading material of *Aqidah* and Islamic Philosophy Department at Alauddin State Islamic University of Makassar.
2. To modify the new ESP Reading material be designed of *Aqidah* and Islamic Philosophy Department at Alauddin State Islamic University of Makassar.
3. To identify and analyze the effectiveness Dual-Level Theory as the newly-constructed ESP reading material for Islamic studies.
4. To identify and analyze the reading material meet the learning objectives of the students at Alauddin State Islamic University of Makassar.

E. Significance of the Research

The findings of the present research is expected to provide meaningful contribution both in terms of pedagogy in general and development language teaching in the institution of *Aqidah* and Islamic philosophy in particular. It is set up to integrate the following aspects:

1. The process of teaching and learning ESP at *Aqidah* and Islamic Philosophy Department at Alauddin State Islamic University of Makassar in particular and at any departments of Ushuluddin and Philosophy faculty in general.

2. The application of ESP reading material construction, instructional materials at *Aqidah* and Islamic Philosophy Department based on needs analysis.
3. The effort to motivate the students of *Aqidah* and Islamic Philosophy Department in learning ESP.
4. Human resource development in English reading skills.

F. The Scope of the Research

The scope of the research is set up to account for integration between theoretical perspectives and core content of ESP teaching materials. It was assumed that once identified, needs were stated in terms of goals and objectives which in turn can serve as the basis for developing; test, materials, teaching activities, reading material, and evaluation strategies. But in this research, the researcher only focused his attention on needs analysis, reading material construction, and instructional material in English reading skill in the students of *Aqidah* and Islamic Philosophy Department.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Studies

There have been an overwhelming of research that have been undertaken to reveal the nature of material in language teaching notably in reference to ESP teaching materials in Indonesian context. The research revolved around the revelation of significance and effectiveness of teaching ESP using specific theory and assumption. This part addresses the studies that have relevance to this current research in order to strengthen its development for the future research on the same topic.

The first important documentation with reference to ESP teaching materials is conducted by Fauzi and Hanifah (2019) entitled, “Designing Reading Materials for ESP Students Vocational High School”. Their study attempted to design reading materials for Medical Science at one of Vocational High Schools Medical Science in Serang. To produce satisfactory teaching materials, the researchers did the following steps: doing needs analysis, reviewing the principles of materials design and reading in a foreign language, designing course framework, designing syllabus, designing the reading materials, and implementing the sample lessons. The researchers employed qualitative methods in gathering the data. The instruments used were

questionnaire and interview. The questionnaire was addressed to students, alumni, teachers and institution. The interview was collected from the companies or users that have ever recruited the graduated students. The needs analysis was carried out by distributing questionnaires. The results were then analyzed.

The result of needs analysis, became the basis for the researchers to design course framework. The course framework was then developed into a syllabus. Finally the syllabus became the basis for designing reading materials. The reading materials for Vocational High School Husada Pratama applied a topical syllabus. Each lesson or unit had different topics, greeting and introduction. Introduction about nurse, health, dialogue conversation nurse and patient, eat healthy food, profile a nurse, tools, disease, nutrition, the healthy diet pyramid. Each lesson also adopted various reading skills or strategies. They did design a reading through the syllabus became the basis for the designing reading material but this study was designed Hillocks' level reading.

Another important documentation was conducted by Rizal (2017) entitled "Development ESP Reading Comprehension Instructional Materials through Schema Theory Approach at PAI Study Program of Tarbiyah Faculty of IAIN Bengkulu". The purpose of this study is to produce ESP English reading comprehension instructional materials based on Islamic Educational Studies (IES) in accordance with the characteristics of Islamic Education Study Program students of Tarbiyah Faculty. The procedure in developing this

instructional materials was adapted from Borg and Gall's research and development model. The research method used to investigate the effectiveness of the product is quasi-experimental method. The developed instructional material prototype was validated by material and media experts and also by English lecturers. According to experts of material and media, the product is very good with the percentage of ideality of 76% and 73.3%. According to the English lecturers' validations are also categorized in good category with 77.5% percentage and the students' responses from the aspect of material, presentation and language assessment are classified as positive (good) category. There is a significant difference of reading comprehension achievement between experimental and control group students. It means that the students' reading comprehension ability in the experimental group is higher than that of in the control group. It indicates that the product of this research is effective in improving the students' English reading comprehension achievement. He designed a reading through schema theory approach and the developed instructional prototype was validated by material and a media but this study was designed Hillocks' levels reading and the developed a dual-level theory

Kusumawardani (2019) conducted a research entitled "Material Development of English for Specific Purposes (ESP) for Tourism Program at Vocational School 6 of Surabaya Indonesia". Her research based on the 2013 English Curriculum, both senior high school and vocational learners receive the

exact same English learning materials. Meanwhile, the English learning materials for vocational learners are supposed to be more specific in bordering certain areas. This study aimed at developing English learning materials for tourism program at Vocational School (SMKN) 6 of Surabaya. The data was gained qualitatively by carrying out needs analysis through questionnaires and interviews. The results of needs analysis revealed that learner of tourism program need more speaking activities and pronunciation practice. They also need to be exposed to numerous videos and pictures, asking and giving questions, and vocabulary practice. The product of material development was validated by the tourism program teacher and responded that the product met the learners' needs. This product of material development is suitable for tourism program learners. She did develop a material through need analysis revealed by the tourism program teacher and responded that the product the learners's needs. This study was developed reading materials through students' needs analysis and evaluated modified materials.

Kurniawan, Ngadiso, Diah Kristina (2017) did a research entitled "Development Reading Materials Through Theme-Based Learning for Technical Automotive Students Grade XIH at SMK Warga Surakarta". This research is aimed at developing an ESP learning material to fulfill the students' needs in Learning English towards technical automotive skill program at vocational high school. It uses Research and Development (R&D) proposed by Borg and Gall as the research design

of this research. This study was oriented to the product development in the form of procedural model and was conducted in two main stages; (1) exploration stage and (2) product development stage. The exploration stage includes: (1) the description of the existing condition of English textbook and (2) the need analysis of the ESP learning material. The product development stage describes: (1) the description of the prototype, (2) the tryout of the prototype, and (3) the feasibility of the product. This research was conducted at SMK Warga Surakarta. There were two teachers, the material expert, and thirty four students involved in this research. The data of the exploration stage were obtained through conducting document analysis, doing interview, and distributing questionnaire. It was done to know the quality of the existing English textbook used at SMK Warga Surakarta. The findings show that the textbook used at the school contains general English materials and it is less specific to be used for the students of technical automotive skill program. Thus, it implies that there should be ESP learning materials developed in regard to provide the teacher and to provide the students' specific needs in learning English. The ESP learning material was developed by considering some aspects. It contains theoretical theories of ESP, Theme-Based Learning, the existing curriculum, and also the

students' need. Then, it was evaluated and reviewed through the expert judgment and implemented in class XIH SMK Warga Surakarta, Central Java, to make the material feasible. Through conducting observation and having focus group discussion (FGD) between the researcher, the teacher, the expert, and the students, the prototype was revised to be the final prototype. Therefore, after the prototype was able to be used in the teaching and learning of reading, it was feasible so that it could be applied as a supplementary material for technical automotive skill program students. They did develop a reading material through Themed-based learning by containing theoretical theories of ESP and evaluated and reviewed. But, this study was developed by Hillocks' levels reading and used a dual-level theory to analyze the strength and weakness the current materials.

Widodo (2015) in his dissertation was entitled "The Development of Vocational English Materials From A Social semiotic Perspective: Participatory Action Research". The study extends the scholarship of ESP materials development in the context of schooling, integrating context analysis, materials creation, and materials enactment. Grounded in a participatory action research design, this study, conducted over a 13-month period, provides a detailed account of the design and use of the materials in one Indonesian vocational school. School administrators, English

teachers, vocational teachers, and 142 students volunteered to participate in the study. Data for the study included field notes, non-participant and participant observations, curriculum documentation, focus group and individual interviews, reflective journals/diaries, and photovoice. The data were qualitatively analyzed using critical thematic and SFL based analyses. The context analysis revealed that while the current language policy provided teachers with full autonomy to design their own materials, the teachers consistently based their instruction on published textbooks, which contained decontextualized exercises geared towards school and national examinations. This situation did not provide students with opportunities to engage with vocational texts. With the support of the school, the teachers and the researcher in consultation with the students created and used text-based materials based on students' vocational specializations. His analysis of the actual use of the materials by the teachers and the students revealed that they had opportunities to explore different vocational texts, to analyze how language works in these texts, and to use the language as a tool for communication, knowledge building, and social participation. From a teacher perspective, the teachers viewed the materials development process as professional learning and a way to understand SFL theory and apply it to pedagogical practices, such as content based instruction and text based instruction. This study offers evidence of how social semiotic theory can contribute to ESP materials development and instruction. He researched a development materials trough

content based instruction and text based instruction. This study was developed material through instrument of needs reading material and evaluated the checklist for evaluation the modified materials.

The review of related studies used objectives research Students Vocational High School with approach Designing Reading Materials for ESP, objective research PAI Study Program of Tarbiyah Faculty of IAIN Bengkulu with approach of Development ESP Reading Comprehension Instructional Materials, the other research was Tourism Program at Vocational School 6 of Surakarta Indonesia with approach of Material Development of English, the other research was used objective research Technical Automotive Students Grade XIH at SMK Warga Surakarta with approach Development Reading Materials Through Theme-Based Learning, and the other objective was Vocational English Materials with Social Semiotic Perspective.

The review of related studies used different research objectives and approaches. But, they have researched materials development in English learning. This objective study was at UIN Alauddin Makassar with approach A Dual-Level Theory Construction of ESP Reading Material.

B. Review of Related Theories

1. Definition of ESP

ESP is a major activity around the world today. It is an enterprise involving education, training and practice, and drawing upon three major

realms of knowledge: language, pedagogy and the students' specialist areas of interest (Robinson, 1991: 1).

ESP, as the name implies, may be seen as pluralistic, because many approaches to it are concurrently being followed around the world today. The full form of ESP is generally given as 'English for Specific Purposes', and this would imply that what is specific and appropriate in one part of the globe may well not be elsewhere. Thus, it is impossible to produce a universally applicable definition of ESP. Strevens (1990: 109) suggests that 'a definition of ESP that is both simple and watertight is not easy to produce. Hutchinson and Waters (1997: 18) prefer to say what ESP is not as follows:

- a. ESP is not a matter of teaching 'specialized varieties, but Mackay (1998:4) argues that it is;
- b. ESP is not just a matter of science words and grammar for scientists, hotel words and grammar for hotel staff and so on;
- c. ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning.

To clearly understand ESP, it must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. It is an approach to language learning, which is based on learner's needs. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? ESP,

then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

2. Characteristics of ESP

Wello and Nur (1999: 6) explain that ESP courses can be characterized by some features but in practice it is common to find courses which the organizers wish to think of as ESP courses but which do not seem to fit the agreeable criteria. Therefore, it is essential that the subject be addressed clearly based on the common ground and similar perception and understanding among ESP practitioners, teachers, course designers, material researchers, and organizers.

Stevens (1991: 116) claims that ESP needs to be distinguished from absolute and two-variable characteristics are absolute Characteristics and variable characteristics. As follows below:

a. Absolute Characteristics

ESP consists of English language teaching which is,

1. Designed to meet specific needs of learner,
2. Related in content to a particular discipline, occupation and activities,
3. Focused on the language appropriate to those activities in syntax, lexis, discourse, semantics and analysis of this discourse.

b. Variable Characteristics

ESP may be, but not necessarily, 1) restricted as to the language skills to be learned, e.g. reading only, 2) not taught according to any pre-ordained methodology. The claims for ESP are: 1) ESP focuses on the learner's needs-waste no time, 2) ESP is relevant to the learner, 3) ESP is successful in imparting learning and it is more cost effective than general English (Strevens, 1991: 116).

Similarly, Robinson (1991:1) enumerates ESP characteristics as follows:

- a. ESP course is normally goal directed.
- b. An ESP course is based on a need analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English.
- c. There is usually a very clearly specified time period for course.
- d. The students of an ESP course are likely to be adults rather than children.
- e. ESP courses may be written about as though they consist of identical students, that is, that all the students in a class are involved in the same kind of work or specialist studies.

To sum up, there are some salient characteristics of ESP modified from the above accounts:

- a. The students of an ESP course are likely to be adults rather than children.

- b. The students are mostly identical.
- c. ESP course is normally goal-oriented without ignoring process-oriented.
- d. Needs analysis is fundamental to any ESP course.
- e. ESP normally focuses on the students' specialist area.

3. ESP Subcategories

There are some ways of categorizing ESP. Hutchinson and Waters (1987: 16), for example, clearly divides ESP into three branches; English for Science and Technology (EST), English for Business and Accountings (EBE), English for Social Science (ESS). Each of this branch consists of English for Academic Purposes (EAP) and English for Occupational purposes (EOP). The divisions can be clearly seen in the following tree diagram:

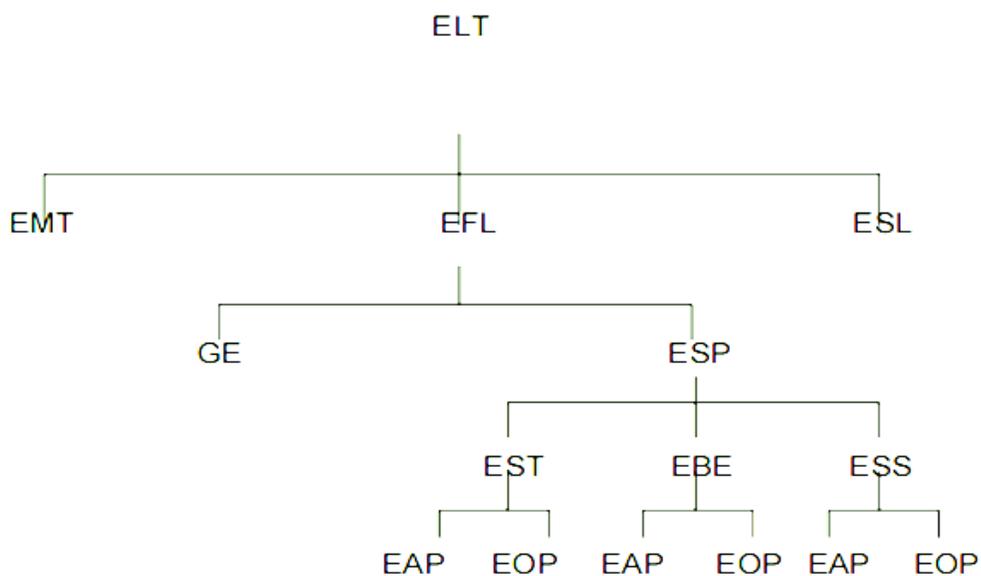


Figure 1. Hutchinson and Water ESP subcategories

ELT = English Language Teaching

EMR = English as a Mother Tongue

EFL = English as a Foreign Language

ESL = English as a Second Language

GE = General English

ESP = English for Specific Purposes

EST = English for Science and Technology

EBC = English for Business and Accountings

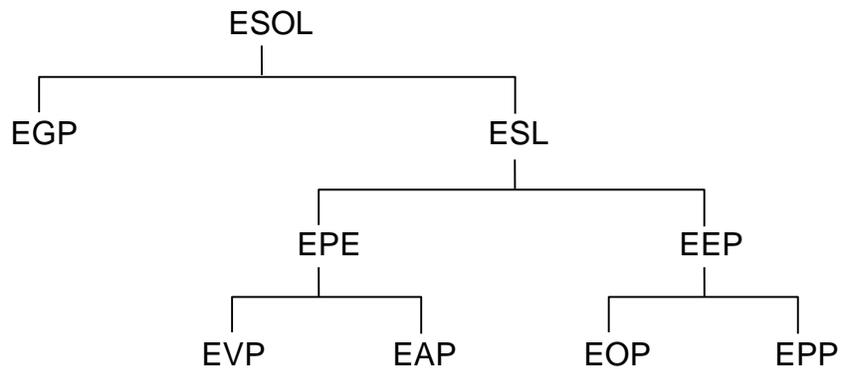
ESS = English for Social Sciences

EAP = English for Academic Purposes

EOP = English for Occupational Purposes.

On the other hand, Lomperis ('1996) subcategorizes ESP into two main branches; EPE (English in Preparation for Employment) and EEP (English for Employment Purposes). EPE consists of EVP (English for Vocational Purposes) and EAP (English for Academic Purposes) while EEP consists of EOP (English for Occupational Purposes), and EPP (English for Professional Purpose).

Figure 2. Lomperis' ESP subcategories



ESOL = English for Speaker of Other Languages

EGP = English for General Purposes

ESP = English for Specific Purposes

EPE = English in Preparation for Employment

EEP = English for Employment Purposes

EVP = English for Vocational Purposes

EAP = English for Academic Purposes

EOP = English for Occupational Purposes

EPP = English for Professional Purposes

English for Vocational Purposes (EVP) is for those preparing for job training. EVP students learn the language of training in specific trades, such as English in order to study auto-mechanics. EVP classes are frequently held right at vocational training schools, and are sometimes even taught simultaneously with vocational courses through collaboration between English and vocational instructors.

English for academic purposes (EAP) is for those preparing for study to enter the profession. In the past, EAP was called EST (English for Science and Technology), whereas EOP and EPP are for those who are already employed in the job market anywhere along the continuum of trades to professions, as well as along the continuum of entry-level to management level positions. Participants of EOP and EPP program learn the language of job performance.

c. Objectives of Teaching and Learning ESP

The main objective of teaching and learning a foreign language is to provide the learners with communicative competence that is operational knowledge of a culturally and contextually embedded meaning-system. Or in other words, what a speaker needs to know to communicate appropriately within a particular speech community. Loveday (1996:64) defines communicative competence is, simultaneously, the knowledge and the ability to construct meaning in a way that is socio-culturally appropriate in all contexts of communication.

Communicative competence involves knowing not only the language code but also what to say to whom, and how to say it appropriately in any given situation. It also involves the social and cultural knowledge speakers need to have so that, they can use and interpret linguistic forms. Hymes (1994:39) expanded Chomsky's notion of linguistic competence (knowledge of whether or not an utterance is a possible grammatical structure in a language) by adding

knowledge of appropriateness (whether and to what extent something is possible under particular circumstances).

With those competencies, learners are expected to be able to use the language proficiently enough in the target language. This objective sounds very reasonable since anyone who learns a foreign language shares a common goal that is to be proficient enough to use the target language to communicate effectively in a social context. The learners would expect to use the target language to convey messages in purely academic or occupational contexts to define their own attitudes, to protect themselves from criticisms, to express preferences, sympathy and disapproval, and many other purposes.

Philips (1992: 92) states that the first and crucial notion that gives LSP (Language for Specific Purpose) its identity as a distinctive area of language teaching is learners' purpose. He further clarifies what he means by learners' purpose as follows:

1. to undertake tertiary level studies in a particular discipline through the medium of the specified language,
2. to acquire proficiency in the formation and execution of marketing strategy in a multinational consumer goods-producing organization where the specified language is the medium of all or some of the relevant transactions,
3. to be able to follow a course of training in the specified language and to use the language in the subsequent execution of professional duties.

In order to meet the purposes mentioned above, the learners should be provided with the course materials which are designed with particular learners in mind, whatever their work or study needs and their personal preferences.

Most ESP practitioners believe that language is most effectively learned in context. Contextualizing lesson presentation has become a widely accepted rule of good teaching. Therefore, content-based language program has recently been developed all over the world. It is also the concern with the context of the ESP course materials and the needs of particular learners that distinguishes ESP from EGP. Besides, Leech (1999:1997) argues that there are at least three functions of context in communication:

- a. Context eliminates certain ambiguities or multiple meaning in the message,
- b. Context indicates the referents of certain types of word we call deictic and of other expressions of definite meaning,
- c. Context supplies information which the speaker/researcher has omitted through ellipses.

That is also the reason why Wittgenstein (1993) says that “The true meaning of a word can be found by observing what man does with it, not what he says about it”.

d. The Concepts of Designing and Developing the ESP Course

- a. Concepts of ESP course design

Dudley-Evans and St. John (1998: 145) discuss criteria for ESP course design and put forward useful steps for ESP teachers and course designers to consider. They list these concerns surrounding course design in the form of the following questions:

- 1) Should the course be intensive or extensive?
- 2) Should the learners' performance be assessed or non-assessed?
- 3) Should the course deal with immediate needs or with delayed needs?
- 4) Should the role of the teacher be that of the provider of knowledge and activities, or should it be as a facilitator of activities arising from learners' expressed wants?
- 5) Should the course have a broad focus or narrow focus?
- 6) Should the course be pre-study or pre-experience or run parallel with the study or experience?
- 7) Should the materials be common-core or specific to learners' study or work?
- 8) Should the group taking the course be homogenous or should it be heterogeneous?
- 9) Should the course design be worked out by the language teacher after consultation with the learners and the institution, or should it be subject to a process of negotiation with the learners?

By asking these questions prior to planning course design, the ESP teacher can be better prepared, more so if the teacher has to balance out some of these parameters which are linked to institutional and learner expectations

(Dudley-Evans and St. John, 1998). In this respect, these parameters of course design are considered and adhered to by the researcher and was addressed in the next section in this proposal.

In most instances, the content of any ESP course should only be determined by a comprehensive needs analysis as this first step is seen as being absolutely crucial if ESP practitioners wish to design a course that was maximally benefit their learners (Wright, 2001).

At present, there are three major approaches to ESP course design mentioned by Hutchinson and Water (1997:65); language-centred, skills-centred, and learning- centred approaches.

1) The language-centred approach is the simplest kind of approach to draw a direct connection between the analysis of the target situation and the content of the ESP course. This approach provides a very logical procedure which starts with the learner, proceeds through various stages of analysis to a syllabus, then to materials used in the classroom and finally to evaluation of mastery of the syllabus items. However, the logical, straightforward language-centred approach has some weaknesses. It fails to recognize the fact that, as learners are people, learning is not a straightforward, logical process.

2) The skill-centred approach has two fundamental principles; one theoretical and one pragmatic. In theoretical basis, a skill-centred approach looks at the competence that underlies the performance. Thus, this approach was

present its learning objectives in terms of both performance and competence. With the pragmatic basis, this approach derives from a distinction between goal-oriented courses and process-oriented courses. The skill-centred approach helps the learners to develop skills and strategies which would continue to develop after ESP course itself. Its aim is not to provide a specific corpus of linguistic knowledge but to make the learners better processors of information.

- 3) The learning-centred approach contrasts with learner-centred approach. Learner-centred infers that 'learning is totally determined by the learner'; whereas learning-centred involves learning as a 'process of negotiation between individuals and society' (which includes teaching, syllabus, methods, materials, etc.). Hutchinson and Water compare 'target needs' (what the learners needs to do in the target situation) with 'learning needs' (what the learner needs to do in order to learn). So, in the learning process, there is more than just the learner to consider.

Based on the three approaches described above, it seems that all approaches emphasis on the learner. In the language-centred approach, the learner is discarded and target situation analysis is allowed to determine the content of the course with little further reference to the learner. While the skill-centred approach does not fully take the learner into account because it still makes the ESP learning situation too dependent on the target situation. The

learner is used to identify and to analyze the target situation needs. In the learning-centred approach involves target needs and leaning needs.

In this present study, the researcher applied the learning-centred approach to design the course. It is because with this approach the learner is taken into account at every stage of the design process. This has two implications:

- 1) Course design is a negotiated process. The ESP learning situation and the target situation were both influence the nature of syllabus, materials, methodology and evaluation procedures. Similarly, each of these components were influence and be influenced by the others.
- 2) Course design is a dynamic process. It does not move in a linear fashion from initial analysis to completed course. Needs and resources vary with time so course design needs to have built-in feedback channels to enable the course to respond to development.

b. The Concepts of Developing the ESP Course

Tomlinson (1998) stated that materials are anything which is used to help to teach language learners. Materials development refers to anything which is done by researchers, teachers, or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake: in other words the supplying of information about and/or experience of the language.

Flores (2002) stated that materials development is a creative process. Congruent to this goal is the development of communicative competence in English for use in school and in the workplace. Major decisions in the development of the curriculum materials include: formulation of objectives, choice of content, and design and organizing of learning activities. The basic assumptions and principles are: the goal of language instruction is the development of the learners' ability to use language as a tool for conveying meaning rather than as a means to demonstrate correct sentence forms or observance of grammar rules. The choice of content refers to curriculum, syllabus and students' needs. In this case, the students use English in performing various functions, such as: describing, explaining, agreeing or disagreeing, inquiring, giving directions, informing or requesting.

Since there is no single ESP textbook that can fulfill the students' needs, the teacher should create or develop the materials in order to meet their needs. The knowledge of material development is very important. The teacher should pay full attention to the several basic considerations before conducting ESP material development.

The basic principles of materials development are clearly listed by Nunan (1991) as follows:

- a. We have to consult the syllabus to identify the theme, sub-theme, the objectives that are prescribed in it. Then, we select some sources related to the theme (book, magazine, newspaper, or other authentic materials)

- b. Materials should be workable (for the students) and teachable (for the teacher)
- c. Materials are relevant to the students' level and their real world
- d. Materials should suit the students' needs and interests
- e. Materials should be feasible to be developed / designed for the language skills or language components
- f. Materials should stimulate interaction
- g. Materials should encourage learner to apply their developing language skills to the world beyond the classroom

Based on the principles of material development above, it seems that developing the materials should involve integrated language skills: listening, speaking, reading, and writing which at the same time gives room for language elements: structure, vocabulary, pronunciation, and spelling in the teaching learning process which take place in the class.

One of the importance things should be considered in developing ESP materials is the using of authentic materials. Sworth (1997) states that authentic materials are materials, which are originally used in real situation and are not designed for use in language teaching, such materials are used in the classroom to expose the learners to language in real use. Rechar and Rogers (1996) defines it as appropriate and quality in terms of goals, objective, learner needs and interest and nature in terms of real life and meaningful communication.

The using of authentic materials are significant since it increases students' motivation for learning, makes the learner be exposed to the real language. The main advantages of using authentic materials have pointed out by Richards (2007) as follows: 1) they have a positive effect on learners motivation, 2) they provide authentic cultural information, 3) they provide exposure to real language, 4) they relate some closely to learners' needs, and 5) they support a more creative approach to teaching.

A number of criteria need to be considered in selecting authentic texts for classroom use according to McGrath in Wello and Dollah, 2008:37 are:

- a. Relevance (to syllabus, to learners, needs)
- b. Intrinsic interest of topic/theme (interest learners)
- c. Cultural appropriateness (religiously, social, political)
- d. Linguistic demands (language proficiency)
- e. Cognitive demands (maturity and knowledge)
- f. Logistical consideration (length, legibility/audibility)
- g. Quality and exploitability

The types and sources of authentic materials are books, the media (radio and TV), company-specific materials (annual report, product information, newsletter and magazine), public information material and recording live events on audio or video.

4. Needs Reading Materials

Needs Reading materials are generally regarded as critical to ESP, although ESP is by no means the only educational enterprise which makes use of it. The researcher has stated earlier that ESP is not a product but an approach to a course design which starts with the question 'why do these learners need to learn English?' But, it could be argued that this should be starting question to any course, general or ESP.

Hutchinson and Waters (1997:53) claims that what distinguishes ESP from General English is not the existence of a need as such, but rather an awareness of the need, an awareness of the target situation. If learners, sponsors and teachers know why the learners need English, that awareness would have an influence on what would be acceptable as a reasonable content in the language course and, on the positive side, what potential could be exploited. In short, need refers to comprehend and/or produce the linguistic features of the target situation. Whereas need assessment refers to the activities involved in gathering information that would serve as the basis for developing a curriculum that would meet the learning needs of a particular group of students. Once identified, need can be stated in terms of goals and objectives which, in turn, can serve as the basis for developing test, materials, teaching activities, and evaluation strategies as well as for reevaluating the precision and accuracy of the original needs assessment.

e. Why Needs Reading Materials?

The idea of analyzing the language needs of the learner as a basis for course development has become almost synonymous with ESP in recent years and it is difficult to think of one without the other coming to mind. This statement is based on the key assumption that the learner is at the heart of any teaching program. Thus, information on his/her language needs would help in drawing up a profile to establish coherent objectives, and take subsequent decisions on course content (McDonough, 1994: 24). Similarly, Sadapotto A. (2017) argues that this learner should be able to provide information on the situations in which he would need to use the language, the ideas he would wish to express, and the communicative functions he would wish to perform. He may also be able to specify the performance criteria which are crucial for him.

More specifically, needs reading materials is very important in any ESP course because of the following reasons:

1. Needs reading materials can serve as the basis for developing materials, test, teaching activities (method) and evaluation strategies.
2. Needs reading materials also can be used to identify:
 - a. Learners' present situation
 - b. Learners' learning needs
 - c. Learners' target needs.
3. Because it is assumed that a course design based on the learners' necessities, wants and interests would highly motivate them.

f. Meanings of Needs

The important thing to note is that needs do not have of themselves an objective reality. What is finally established as “need” is a matter for agreement and judgment, not discovery (Lawson, 1999:37). Besides, needs mean different thing to different people. So far there are some meanings of needs proposed by different people as follows:

1. Needs can refer to students’ study or job requirements, that is, what they have to do at the end of their language course: This is a goal-oriented definition of needs and can be described as “objectives” (Widdowson, 1991: 64).
2. We can consider what the learner needs to do to actually acquire the language. This is a process-oriented definition of needs and relates to transitional behavior, the means of learning (Widdowson, 1991: 84).
3. We can consider what the students themselves would like to gain from the language course. (Robinson, 1991:67).
4. Needs can be interpreted as lacks, that is, what the students do not know or cannot do in English. (Robinson, 1991: 23).
5. Needs can also mean a gap or measurable discrepancy between a current state of affair and a desired future state (Berwick, 1989: 3).

The most relevant with my study is Widdowson’s opinion about meaning of needs. There are 2 points; 1) students’ study or job requirement and, 2) learner needs actually. My research used questionnaires of students’ needs and

evaluation materials. The implication from 6 different people about meaning of needs are giving students' gap in learning. The strength is focus on learner need and the weakness are not learning and target needs.

g. Types of Needs

Berwick (1999) divides needs into felt needs and perceived needs. Felt needs are those which learners have. Felt needs are sometimes referred to as expressed needs and may be devalued by viewing them as 'wants' or 'desires'. On the other hand, perceived needs represent the other side of the coin-judgments of certified experts about the educational gaps in other people's experience. Perceived needs have been described as normative needs or objective needs.

Brindley (1999) explains that objective needs refer to needs which are derivable from different kinds of factual information about learners, their use of language in real-life communication situations as well as their current language proficiency and language difficulties. Whereas subjective needs refer to the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies.

Hutchinson and Waters (1997: 54) make a basic distinction between target needs and learning needs as follows:

- a. Target needs à what the learner needs to do in the target situation,

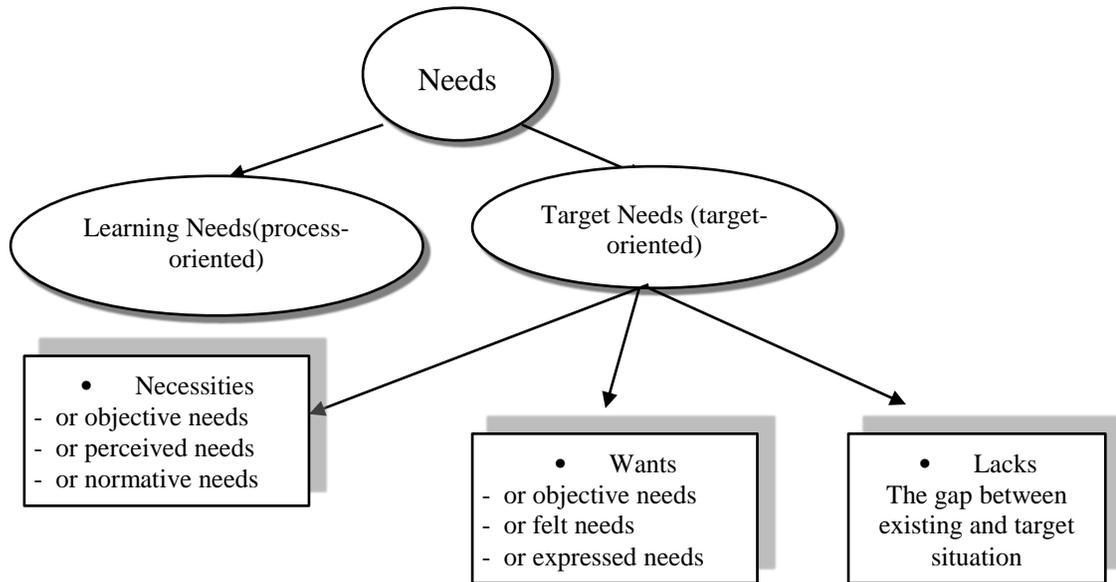
b. Learning needs à what the learner needs to do in order to learn.

He further explains that target needs is something of an umbrella term, which in practice hides a number of important terms such as necessities, lacks and wants.

1. Necessities à determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation.
2. Lacks à the gap between the learner's target proficiency and his/ her existing proficiency.
3. Wants à the learner's view as to what his/her needs are and this cannot be ignored, bearing in mind the importance of learner's motivation in the learning process.

On the other hand, learning needs concerns with the route or continuum a learner would pass to get from his/her starting point to the destination. In other words, learning needs deal with the learning situation that the learner prefers to have. The following modified figure helps us understand the division of needs

Figure 3. Types of Needs



Hutchinson and Waters (1987: 57)

C. A Dual-Level Theory

Today, the nature of literacy has become deictic. This simple idea carries important implications for literacy theory, research, and instruction that our field must begin to address that based on Robber B. Ruddel who introduced this theory. The meaning of literacy has also become deictic because we live in an age of rapidly changing information and communication technologies, each of which requires new literacies (Leu, 1997). Thus, to have been literate yesterday, in a world defined primarily by relatively static book technologies, does not ensure that one is fully literate today where we encounter new technologies such as Google docs, Skype, iMovie, Contribute, Basecamp,

Dropbox, Facebook, Google, foursquare, Chrome, educational video games, or thousands of mobile apps.

To be literate tomorrow would be defined by even newer technologies that have yet to appear and even newer discourses and social practices that would be created to meet future needs. Thus, when we speak of new literacies, we mean that literacy is not just new today; it becomes new every day of our lives.

Ruddel and Unrau (2004) suggest that a dual-level theory of new literacies is a useful approach to theory building in a world where the nature of literacy continuously changes. It makes a central point: Social contexts have always shaped both the function and form of literate practices and been shaped by them in return. Discussing the social context of the current period and explain how this has produced new information and communication technologies (ICTs), and the new literacies that these technologies demand. Second, exploring several lowercase new literacies perspectives that are emerging. They argue that a dual-level new literacies theory is essential to take full advantage of this important and diverse work. Third, identifying a set of principles, drawn from research, that inform an uppercase theory of new literacies.

Presenting one lowercase theory of new literacies, the new literacies of online research and comprehension, to illustrate how a dual-level theory of New Literacies can inform new literacies research that takes related but

different theoretical perspectives to consider the implications of a dual-level theory of New Literacies for both research and practice.

Phan, Pan and Ming (2006) argue that a very useful dual-level analysis that offers more complete insights into the valuable capability development experience of an organization in a highly dynamic and volatile environment. We believe that it is important for organizations to gain a deeper understanding of the dynamics of strategy formation and implementation, and of the resources pertinent to the capability development process.

Similarly in chemical physics letter journal of Mizukami, Hirao, and Yanai (2011) suggested that the dual-level approach provides a robust approximation to the Dirac-Kohn-Sham (DKS) method, bypassing the efforts of iterating the four-component Fock construction involving (LL|SS) and (SS|SS) integrals, which largely dominates the total CPU time of the conventional four-component DFT calculation.

Goel and Chopra (1994) found in Asymmetric-Plan buildings research that the dual-design approach, proposed earlier for symmetric-plan systems, is extended to asymmetric-plan systems. In this approach, the design earthquakes and the design eccentricities corresponding to the moderate and intense ground motions are considered to be different; for the latter ground motion, the values of design eccentricity are considered to depend on the design ductility of the system. It is shown in this exploratory investigation that

systems designed by this extended dual-design approach would satisfy the design requirements for both levels of ground motion.

D. Constructing Reading Comprehension

Olson and Dollmer (1992) in Manda (2011) points out that the skills of reading comprehension can be categorized into eleven skills, namely:

1. Gaining the word meaning. It deals with the skill to find and interpret the intended meaning.
2. Identifying details. It deals with the skill to find some explicitly stated pieces of information.
3. Identifying sequence. It deals with the skill to identify the sequence in which components occur or are placed.
4. Identifying cause-effect relationship. It deals with the skill to determine the reason for the occurrence of an event or an action.
5. Identifying main idea. It deals with the skill to identify the central thought of a paragraph.
6. Making inference. It deals with the skill to formulate an image to the information that is not explicitly stated in the passage.
7. Making generalization and conclusion. It deals with the skill to make a generalization then conclude it and infers the relationship among separate situations or events.

8. Identifying tone or mood. It deals with the skill to recognize the authors' attitude and the emotion that he or she intends to the readers.
9. Identifying theme. It deals with the skill to recognize the moral or concept that the passage clarifies to the readers.
10. Identifying the characterization. It deals with the skill to determine the personality traits and feelings of a character in a selection.
11. Identifying fact-fiction and opinion. It deals with the skill to determine which passage that presents actual condition and the one that reflects the personal feeling of the author.

Patrick (2008) Identified at which level student comprehension breaks down. Having a framework for simplifying the activities or for ratcheting them up to more complex levels. Guiding instruction allows teachers to engage all students in respectful tasks that promote independence and move toward proficient performance.

Julie and Mary (2018) States in article of English Teaching, Emerald publication that notions of reading proficiency and difficulty were complexly constructed through tracked English contexts. Despite the state, district and school's adoption of the Common Core State Standards for English language arts and a school-designed common English curriculum, both of which were to contribute to shared literacy objectives, analysis showed that students and teachers built highly contextualized understandings of reading proficiency that both aligned and diverged across tracks.

Grace and Richard (2015) claimed that the present findings suggest that text reading fluency is an important, independent construct to consider in reading development, and it makes an independent contribution to reading comprehension over and above word reading fluency and listening comprehension. Future studies are warranted to deepen our understanding of the nature and role of text reading fluency in reading development.

Young (2013) claimed in his result research that the results suggest that situated uses of constructively responsive strategies involve dynamic combinations of both new and traditional reading strategies toward identifying useful texts, constructing meaning, and completing reading tasks. The results also suggest that strategy use is model differently by the extent to which text environments are fluid and open and by the approaches readers undertake in response to the environments.

E. Instructional Design Models

"Models, like myths and metaphors, help us to make sense of our world. Whether derived from whim or from serious research, a model offers its user a means of comprehending an otherwise incomprehensible problem. An instructional design model gives structure and meaning to an I.D. problem, enabling the would-be designer to negotiate her design task with a semblance of conscious understanding. Models help us to visualize the problem, to break it down into discrete, manageable units. The value of a specific model is

determined within the context of use. Like any other instrument, a model assumes a specific intention of its user. A model should be judged by how it mediates the designer's intention, how well it can share a work load, and how effectively it shifts focus away from itself toward the object of the design activity." -Martin Ryder, University of Colorado.

F. Conceptual Framework

The procedure of conducting research and development in this research was applied steps of research and development method introduced by Gall, Gall and Borg (2003). The main steps in this research and development used Reading Levels construction stages in designing and developing course introduced by Gagne, et al., (2005). In implementing and trying out the teaching material and in the field testing, the researcher applied the evaluation procedures introduced by Tessmer (1998).

Ruddel and Unrau (2004) suggest that a dual-level theory of new literacies is a useful approach to theory building in a world where the nature of literacy continuously changes. It makes a central point: Social contexts have always shaped both the function and form of literate practices and been shaped by them in return. Discussing the social context of the current period and explain how this has produced new information and communication technologies (ICTs), and the new literacies that these technologies demand. Second, exploring several lowercase new literacies perspectives that are

emerging. They argue that a dual-level new literacies theory is essential to take full advantage of this important and diverse work. Third, identifying a set of principles, drawn from research, that inform an uppercase theory of new literacies.

Presenting one lowercase theory of new literacies, the new literacies of online research and comprehension, to illustrate how a dual-level theory of New Literacies can inform new literacies research that takes related but different theoretical perspectives to consider the implications of a dual-level theory of New Literacies for both research and practice.

ESP for English reading material course and Instructional Material was formulated based on five phases:

1. Analysis

The analysis phase is to identify needs of *Aqidah* and Islamic Philosophy' students, to design the most suitable reading materials of ESP course and to design instructional material should be applied based on needs reading material type at Alauddin State University University of Makassar to meet the students' needs.

2. Design

The second step in course design is planing goal and out come based on the students' needs. The researcher also examines some of the concepts in teaching ESP material. This research was designed a English reading materials for *Aqidah* and Islamic Philosophy and instructional

material. The purpose of the construction phase is to verify the desired performance and appropriate teaching and learning materials.

3. Development

The third step process is developing reading materials which constructed reading materials then develop the instructional reading materials and validate the instruction to ensure it accomplishes all goals and objectives.

4. Implementation

This aim to prepare try out that engage to the students. The focus in this stage is on how instructional material of reading skill for Islamic Studies can be characterized and how the quality of the material

5. Evaluation

The last point is to evaluate the reading materials to ensure it is achieving the desired results. The product of this study was assessed on the following parameters; content validity, acceptability, feasibility of practically, and affectivity.

The procedures can be seen on the following figure;

Figure 4. Conceptual Framework

