Evaluation of English Language Material for the 9th Grader Student at SMP Nurul Islam Ngemplak Boyolali

Gandung Aulia Wiratmoko[1], Muamaroh[2], Hepy Adityarini[3]
Universitas Muhammadiyah Surakarta, Indonesia | gandung.aulia@gmail.com[1]
Universitas Muhammadiyah Surakarta, Indonesia | muamaroh@ums.ac.id[2]
Universitas Muhammadiyah Surakarta, Indonesia | hepy.adityarini@ums.ac.id[3]
Correspondence Author*

Abstract

Teaching language in this global era demands mostly the creativity of the teachers, this is because in 21th century, students need to be critical thinkers, creative, communicative and collaborative. Therefore, the creativity of the teacher is manifested by evaluating the multiple resources and adapting or adopting them based on the contextualized learning situation including individual differences, styles and learners needs. It is also essential for the teacher to integrate the four macro skills in teaching language in order to make the students more communicative and collaborative. Hence, this paper presents the evaluation of the language teaching resources before and during applying them to the classroom contexts. The data were collected by document review and interview with the secondary school teacher. The data were analyzed qualitatively through interactive model. There is variation of the results based on the techniques of data collection. The interview shows that theoretically the teacher is creative to make the materials for students. Meanwhile, the document review findings show that there is a need of improvement on the way to evaluate and use the English materials based on the context. Finally, in evaluating the textbooks in order to adopt or adapt by adding or removing some materials to make English textbooks match with students' contexts.

Keywords: evaluation, adapting, adopting, macro skills, English language teaching

Introduction

In the 21st century, the need for language teachers to be creative is huge. Creativity is needed because teachers must evaluate existing language resources and adapt them by adding multiple resources to meet the individual learner's style and the context of the learning environment. This creativity is also demonstrated through the integration of 4 macro skills into teaching and learning activities. Therefore, integrating the four skills and evaluating

resources is essential in shaping students' creativity, collaboration, critical thinking and communication. All of this is necessary to help English learners survive in this era of globalization (whose opinion, research?). Document assessment refers to the effort to measure the value of a document with the purpose of predicting whether the document is appropriate to the learner's needs, style, language level, and context. Ultimately, students understand and enjoy the learning process (Tomlinson, 2011). According to Tomlinson (2011), language support should consider the learner's learning style such as: visual, auditory, kinesthetic, studious, experiential, analytical, dependent and independent learners. >Evaluating language materials is essential because each language learning context is unique. Karimnia and Jafari (2017) support this view by explaining the fact that learning situations differ in terms of learning paths, methods, materials, and teaching procedures. Similarly, McDonough, Shaw, and Masuhara (2012) explain the various factors that go into evaluating language materials;

First, learner needs, these needs include language proficiency of the learner, the learner's personal learning style, age, what they want to achieve and many other learner needs. The authors also describe that a review of the material should be done to ensure that it fits the learner's overall classification. For example: English for young learners, English for specific purposes, English for academic purposes, English as a foreign language and English as a second language. These views are supported by Ahamed (2017) and Jafari and Karimia (2017), who emphasize learner needs as the fundamental reason for evaluating materials.

Secondly, the language position in education setting also is important factor for material evaluation. The setting includes several issues like, the status of the language and how it is viewed at given setting, whether it is the first language, second language or foreign language, the materials used will be different. Ahmed (2017) elaborates this factor under the umbrella of global factors. He adds that, there is global uniformity of the way teaching language should be done to match with the global era. Therefore, the materials should be evaluated to make the learners match with the global situation in inner circle, outer circle or expanded circle. Hence, if it is an era of communicative approach the materials have to match with communicative approach.

Third, the goals and objectives intended for implementation in the classroom setting require a review of the literature. For example, if learners need to be able to communicate after learning a language or if they just want to master the structure of the language. The fourth point is whether the document is consistent with the principles and approaches used. For example, in teaching communicative language, materials must help learners communicate in that language. Materials and resources in a fifth language must be evaluated for appropriateness to the type of program used in the given context. According to McDonough et al. (2012), there are six types of language programs, which are structural or grammatical programs, functional or conceptual programs, skill-based programs, topic-based programs, task-based programs and case programs, each of which requires unique materials and resources for effective implementation.

Literature Review

Evaluation refers to the process of evaluating based on criteria or evidence. According to Hutchinson (1983), textbook evaluation contributes to the field of English teaching in two

aspects. That is, on the one hand, there is a simple contribution of teachers in choosing textbooks, on the other hand, teachers can improve their understanding of the teaching and learning situation.

According to Tomlinson (1998; 2001; 2011; 2012), anything that helps with language learning can be classified as literature. This resource includes everything that can be used to support language learning. This can include course books, videos, graded readers, flashcards, games, websites, or mobile interactions. This means that textbooks are one of the documents used by teachers in the teaching and learning process.

Dudley-Evans and St John (1998) believe that books and documents play an important role in teaching and learning. each learning situation and help teachers solve their problems. responsibility. They give four reasons to justify the use of documents and books: a) as language resources, b) as learning aids, c) for motivation and stimulation, and d) as documentation reference.

According to Cunningsworth (1995), document evaluation is a complex issue because there are many variables that affect the success or failure of the curriculum when used. Therefore, when evaluating educational materials, it is essential to limit the number of perspectives used, the number of questions asked or the statements made to a manageable proportion. Okay. There are a number of textbook evaluation criteria proposed by Byrd (2001), Cunningsworth (1995), Littlejohn (1998), Mukundan et al. (2011), Nation and Macalister (2010). In this study, the criteria used were adapted from the Cunningsworth criteria.

Cunningsworth (1995: 15-17) mentions four criteria for evaluating textbooks. These criteria serve as a guide for developing a textbook evaluation checklist. These include 1) meeting the needs of learners, 2) reflecting on the present and future of the language, 3) facilitating learning in a variety of ways and 4) having a role clear in supporting learning.

Ahmed, et al (2017) argue that materials need to be evaluated for relevance to the curriculum and curriculum used at a given educational institution. However, Ahmed adds that the material must be evaluated to check whether it is authentic and useful to learners. Definition of assessment, content of assessment. One of the factors to consider when evaluating documents is the integration of the four skills in English teaching. Integrating the four skills in language learning in the era of globalization is essential. Integrating all four skills allows students to align with the status quo of the 21st century student. Language students must demonstrate critical thinking, creativity, communication and collaboration. Therefore, language learners cannot master these four features if the four macrolinguistic skills are taught separately.

Similarly, different researchers have different views on the importance of the integration of four skills in language learning. However, most of their views are similar, with very few differences. Integrating the four essential skills to help students communicate more has been recommended by Rahman and Akhter (2017), Akram and Malik (2010), Hinkel (2010), Klimova (2014), McDonough et al. (2012), Sadiku (2015) and Tajzad and Ostovar-Namaghi (2014).

However, Akram and Malik (2010) and McDonough et al. (2012) added that integrating the four skills helps language learners become competent in solving real-world language-related problems, which can be done through task-based language learning. service, group

work, pair work, project-based, problem-based language learning. learn the language and role play. All these strategies are only possible by integrating the four skills into language learning. Their perspective goes beyond conventional communication as it includes creativity, critical thinking, and collaboration.

Klimova (2014) and Mcdonough et al. (2013) also explain the essential role of integrating the four macrolinguistic skills to make learning more real and authentic. This point is essential because McDonough et al. (2012) point out that separating the four skills will only help language learners pass exams. Furthermore, Klimova (2014) emphasizes a unique and very important point: he explains that the integration of the four skills in the language will be more comprehensive by taking into account the individual learning style of the learner because both introverts and extroverts will participate in teaching. and learning activities. Introverts can listen and read while extroverts can practice speaking and analytical and visual learners can see sentences being constructed.

Furthermore, Tajzad and Ostovar-Namaghi (2014) and Sadiku (2015) explain the importance of integrating the four skills because it increases confidence and reduces anxiety and stress during the language learning process. Their opinions are valuable because stress and anxiety negatively affect students. So, through collaborating on tasks and solving problems in listening, reading, writing and speaking activities, students will feel better because the classroom is transformed into normal daily activities like like you do outside of school hours. In general, integrating the four skills is important in language learning. Its necessity is supported by the findings of the following authors: Sadiku (2015) explains that the four macro skills are separate but linked by inseparable links while McDonough et al . (2012) explain that in everyday life, language is not only used with one skill but language is often used with more than one skill. However, many English teachers do not pay attention to evaluating resources based on students' context. Most English teachers teach using textbooks without evaluating them. As a result, students do not learn English effectively from the many diverse and innovative resources needed in this era.

Therefore, this study discusses the importance of resource assessment. English teaching materials for 9-year students studying SMP Nurul Islam in Boyolali. The focus is on two aspects: (1) book evaluation by teachers and students based on macro and micro factors, and (2) explaining the theoretical understanding (declarative knowledge) of language teachers English on evaluating English resources.

The textbook Think Globally , Act Locally is offered as one of many textbooks for 9th grade middle school students. This textbook was compiled by the Ministry of Education and Culture and recommended for use in teaching 9th grade students. According to an investigation, the researcher discovered that this textbook is used in some schools in Boyolali, including SMP Nurul Islam Ngemplak Boyolali. Mostly, teachers in Boyolali schools often use the textbook Think Globally, Act Locally as the main document for classroom activities for 9th grade students and other teaching materials as a supplement. .

Many studies have been done in this field. Textbook evaluation to analyze the textbooks used. Chaqiqi (2017) conducted an analysis of oral materials from the seventh-grade Scaffold textbook using Scott's similar theory of good oral materials. Then, Basra and Purnawarman's (2018) study aimed to understand the quality of Think Globally Act Locally e-books. Furthermore, Handayani, Suwarno, and Dharmayana (2018) also evaluated the

Think Global Action Locally handbook, but from the perspective of EFL teachers.

Research Methodology

In this section, the researcher describes how the research was conducted. This section includes the selection of participants, setting, data collection techniques, tools and finally how the researcher analyzed the data.

The study was conducted at SMP Nurul Islam Ngemplak in Boyolali. The setting was chosen because it was accessible to the researcher and the middle school was suitable because 9th grade students always use the 13th grade curriculum while for 7th and 8th grades they use the 13th grade curriculum. Merdeka. The school has good technological infrastructure such as wireless internet connection, projectors, IT labs and laptops for all students. Availability of suitable IT equipment to enhance communicative approaches in language teaching.

Data was collected through teacher interviews and document review, this triangulation technique was used to take into account the validity and reliability of the data obtained. The tools used were checklists, semi-structured (explanatory) interview guides (using Indian/English, found data) and language document assessment checklists Adapted from the indexes discussed by McDonough et al. (2012). Two middle school English books were evaluated. English teacher's guide and English book for 9th grade middle school students in 2014 "Think globally, act locally".

Data was analyzed qualitatively by condensing the data and conclusions drawn from the verification process. Data were analyzed according to the techniques used to collect the data and the objectives of the study.

Research Finding

In this part we present and discuss the findings. The findings will be presented according to data collection techniques. We begin with document review, observation and finally interview with the teacher.

Document Review

The two English books were used, one is student`s book and the other is teacher`s book. The analysis was done basing on some criteria adapted from McDonough, et al. (2012) who explained the macro and micro criteria for evaluation. Both books met most of the criteria for language materials. However, there are some criteria which the books did not meet. In this section we will discuss few best criteria and the few weaknesses of the books.

Tabel 1. The Findings from Teachers Book

No	Indicators	Comments
	Macro	
1.	Appearance of the book	The appearance is good and it is written in English language
2.	The aims of learning	Well stated suitable for communicative approach
3.	Language used	Mostly in English and the indonesian part was behind

		the cover of the book and had no relation with the content.
4.	The sequence of the material	Sequence is good starts with greetings, socialization and other wider communicative aspects with various discourses.
5.	Type of syllabus used	The type of the syllabus was not well explained and was not enclosured with the book but based on the teacher's explanation, the syllabus included multiple of syllabuses; task based, content based, project based learning. These syllabuses are essential for communicative language approach. (didukung interview)
6.	Time table for meeting	There is no suggested time table but according to the teacher the time was well organized based on the content.
7.	The relationship between what is explained in outline and the content inside the book.	There is direct relationship between what is explained in the outline and the content inside the book, eg; the criteria for evaluation in page 16-20, match with the model of teaching in page 6.
	Micro	
1.	Contextualization of the content	The content is well contextualized in page 147 explaining about specific Indonesian food, and specific traditional culture.
2.	Integration of the four skills	The four macro skills were well integrated in this book page 55-59. But, the assessment of the four skills was not explained well.
3.	Grading system indicated in the book	The grading system is well indicated in the book. It is also suitable to the teaching methodology indicated.
4.	Inclusion of discourse	The book explains the assessment which goes beyond sentence and grammatical aspects, it includes discourse aspects in teaching and assessment tasks as indicated in page 135-137
5.	Natural dialogue	The book includes natural dialogues contextualized to student's environment indicated in many pages of the

book like page 96-98.

6.	Caters for different learning styles of learners	The book indicates various assignments and assessment which includes all learning styles.
7.	Technological aspects in the book	The book was not emphasizes on the use of technology such as; google blog, e-mail, social media, etc. But, it was emphasized on the use of electrical tools
8.	Cultural awareness	The materials in the book included some aspects of Indonesian culture like origin clothes, specific foods and dance.

Starting with good criteria, the teacher's book shows different recommended strategies in teaching language through communicative approach, Example the teachers book on page, 11 - 21, in the book shows; group work, pair work, project based, task based and role play as among the recommended learning activities, this shows that the learning activities are flexible to suit different types of syllabuses as it is mentioned by McDonough, et al. (2012, p. 13)

Second, the teacher`s book shows that there is integration of the four macro language skills in language learning, in teachers book page 26-34, these pages show how assessment is done by involving all the four macro skills such as; listening, presentation, writing and reading.

Third, there is contextualized of the content in this book, the use of natural monologues and dialogues help the learners to understand well. Example can be shown in page, 154, where the guide book describes about the natural food, animals and other things found in Indonesia. This point is also supported by McDonough, et al. (2012) and Karimnia & Jafari (2017).

However, there is a weakness in the books; the teacher`s book doesn't show the use of the global media in learning example in page 12 the book suggests the use of google, blog, e-mail, social media, yahoo messenger, facebook and twitter for study. McDonough, et al. (2012) describes the importance of teaching materials to be interactive with the digital components and technology within and outside the class.

With consideration to the table above, the analysis of the student book shows that most of the macro and micro aspects are good for teaching English Language. Some of the few examples from the table will be discussed here.

First, the book shows the use of multiple of syllabuses as suggested by McDonough, et al. (2012). In student`s book, there is no syllabus that enclosed in the book, but the teacher explained that there are implementations of task based, project based, and problem based syllabus. This implementation is realized by the continuous tasks given to the student from the beginning to end of the book. In addition, the tasks are arranged from light to heavy. Moreover, the tasks are done in pear work, group, and individually. All the tasks are very important for communicative language approach.

Second, the integration of the four macro skills in teaching has been expressed well through the tasks in the book. All tasks indicated in the book make the student learn by

practicing the four macro skills, listening, speaking, reading and writing. All tasks from pages, 4-210 apply the four macro language skills as it is stated in the instruction before the activities. Integrating the four skills are essential to make the students more communicative has been supported Rahman and Akhter (2017), Akram and Malik, (2010), Hinkel (2010), Klimova (2014), McDonough, et al. (2012), Sadiku (2015) and Tajzad and Ostovar-Namaghi (2014).

Tabel 2. The Findings from Students' Book

No.	Indicators	Comments
	Macro	
1.	Book cover and introduction	The cover is good but the introduction is in Indonesian language.
2.	The table of content	The table of content is good starting from expressing hope to higher communicative tasks.
3.	Pictures in the book	The pictures in the book are good showing the wearing culture of Indonesians.
4.	The content of the book	The content is suitable for the nine grader students
5.	The sequence of the material	The sequence of the material is well since it starts with lower communicative aspects to higher tasks like projects.
6.	Syllabus used in the book	The book doesn't enclose clear syllabus in the book
7.	The aim of the material	To make the student communicate using English language.
	Micro	
1.	The application of technology	In the book there no application of digital technology
2.	Cultural awareness	Only the Indonesian culture is emphasized in the book, no interaction with other cultures in the world.
3.	Contextualized of the learning process	The tasks given are communicative and contextualized with the student`s environment. Example page 70 explaining about the use of electric steamer along with each part of the tool are well explained.
4.	Integration of the four macro skills	All the tasks involve the four macro skills interactively. Listen, speaking, reading , writing

5.	Use of audiovisual materials	There is no use of audio-visual materials since in all tasks the student listen to their teacher.
6.	Manner of doing tasks	Tasks are done in groups, pair work and individually, this is well recommended in communicative approach.

Third, the contextualization of the learning is well implemented in the student`s book, contextualization of the materials is good to make the students understand better rather than using the artificial environment which are not suitable to the students. In this book, the tasks are well contextualized, for example on page 70, the students are given tasks to write a simple text about an electric steamer, and also all part of the steamer are well explained and the students have guidance vocabulary in arranging the text. It makes the students understand better as they learn language.

Regardless of the positive comments about the student's book, there are some few negatives which a teacher should note and change them for effective teaching. First the introduction of the book is written in Indonesian language and only Indonesian culture is included in the book, therefore, this situation does not raise the intercultural awareness to the students. Students do not learn the culture of the target language and other English speakers. McDonough, et al. (2012) explained that it is important to include the cultures of other English speakers in teaching English language effectively in this global era.

Second, in the student book the listening activities show that the students should listen to the teacher while in the teacher`s books it is suggested that video, audiovisual materials can be used. As a results, students listen to the teacher who is not good model for the pronunciation and other speaking aspects. It is better to listen to natural native English speakers through audiovisual materials so as to improve English language speaking skill. McDonough, et al. (2012) explain the importance of using digital technology to teach language to make the students integrated to the global world.

Third the student`s book does not discuss about the global issues, this tendency will make the students to focus their thinking only in Indonesian context and they cannot be autonomous learners. From these few points selected as a sample for discussion concerning the books used in the class, it shows that some of the elements are good. However, the teacher has to adapt some of the things to make the learning better and suitable to the learner's context and global context.

Interview with the Teacher

After analyzing the two books, then observe how the books are interpreted practically in classroom context. Finally the researcher and the teacher had a short interview related to English language learning resources and its implementation. The teacher's name is Nur Faqih. He is the English Teacher in SMP Nurul Islam Ngemplak of Boyolali who teaches class 8 and class 9. He was graduated from IAIN surakarta by majoring School of Teacher Training and Education Faculty in English Program.

This section discusses the teacher's responses during the interview. The first question is when teachers are asked whether the materials provided to teach the language are sufficient. The professor replied that, "*yes, there are textbooks from the government but there are supplementary materials such as video, internet sources and other supplementary text which are added by me as the teacher based on the context of the learners*".

This shows that teachers know how to supplement materials depending on the context. Teachers' ideas are supported by McDonough et al. (2012), who discussed the importance of evaluating material before using it to decide whether it should be adapted to the context. Therefore, teachers have the knowledge to adapt textbooks by adding additional materials.

The second question is about the type of materials teachers use to teach language in the classroom. The teacher replied: "*I use natural environment, real objects, making video to teach language in classroom context*".

The response shows that teachers know the importance of contextualizing the learning process. These results are supported by (Ahmed, 2017; McDonough et al., 2012; Urun, 2015), who emphasize the importance of using different resources, including technology, to do for language learning to become more authentic and contextual to the environment.

The third question is about the medium used to teach language in the classroom. When the teacher was asked about the medium used to teach the subject, the teacher replied that "*I use computer, email, powerpoint, and other audio-visual materials to make the students participate fully and become more creative in classroom*".

This requires teachers to be aware of the use of global social networks to promote language learning. Raghul and Rajkumar (2018) argue for the importance of using technologies such as computer-assisted language learning (CALL), MALL (mobile-assisted language learning), media such as audio, video, graphic images, software, projectors and social media such as WhatsApp, Facebook, Instagram and Twitter to integrate the four skills in language teaching. Similarly, Urun (2015) supports this idea by explaining the importance of audio-visual materials such as videos, PowerPoint slides and the use of computers as essential for integrating the four skills into language learning. language. Fourth, when the teacher was asked about the activities provided for students, he replied "*Reading dialogue, writing scripts, recording video, listening to the video, presenting and comments other presentations*", etc.

This implies that teachers have knowledge of task-based language learning, as task-based language learning involves learning a language through the integration of all four skills. Similarly, the integrated learning of the four skills is also discussed by many experts in the field of language teaching in the era of globalization. Most researchers have discussed this issue because we are now adopting communicative approach in language teaching. This question is linked to another question that seeks to determine whether the four macro-skills are integrated in language learning and what activities teachers use to integrate the four skills. The answer was: "*Yes ,I integrate the four skills in language learning, the activities involving the four skills are Listening to dialogue, reading the dialogue and practice in speaking, writing the transcript of the dialogue, listen the video to the class and give comments*".

From the above explanation, it can inferred that the teacher know the importance of integrating the four macro skills. Additionally, the students can design their activities to integrate the four skills appropriate to the classroom context..

Conclusion

After discussing the results from two sources: Review of two books used by teachers in class and interviews with teachers, this section provides conclusions and recommendations. Document results show that most of the elements in the text correspond to the learner's context.

However, some changes are especially needed; More English materials are needed for teachers and students to practice English. Audiovisual materials in English (especially from native speakers) should be added to students' books because students listen to Indonesian teachers as role models.

Therefore, teachers should allow the use of technology media like Instagram, Youtube, Email, etc. because the classroom has wireless internet, PowerPoint and projector. Therefore, language teaching and learning can use this technology to integrate the four skills, as suggested in the teacher's book and in his interview responses.

Third, Interview results show that teachers have knowledge about what must be done in the classroom situation. All interview responses were consistent with a holistic approach to language teaching. This also shows that teachers know how to integrate different language programs through different activities, teachers can clearly explain the importance and how to integrate the 4 skills. Teachers can also explain the importance of adapting materials by adding additional materials to make learning more effective.

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