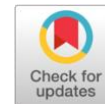# Developing sociolinguistic context-based English-speaking materials for Islamic senior high school students

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A R T I C L E   I N F O

A B S T R A C T

This research was conducted for two purposes: (1) to describe the process of the design and development of English materials for conversation practices based on the sociolinguistic contexts for Grade X students at Islamic Senior High School Students (ISHS), and (2) to analyze the usability level of the product of materials' development for the students. It is a study using research and development method which applied the stages of ADD out of ADDIE from Aldoobie, (2015) and Branch, R. M. (2009). The materials development focused on English-speaking materials in the form of conversation practices, which included the conversations of interpersonal and transactional communication whereby the sociolinguistic contexts are embedded. Additionally, communicative tasks were also presented for engaging students with the practice of the real English use. They were packed in the form a textbook which consisted of six units. The presentation of the materials in the units was following the features of CLT approach. The feasibility and the usability of the product was tested through internal validation using the three criteria (psychological, pedagogical, and content) of validity by Rubdy (2014). The result shows that the English-speaking materials are valid meaning usable for Grade X students of ISHS.

1. Introduction

The role of teaching-learning materials in a foreign language classroom is very important because teaching-learning materials embody the curriculum mandate. They should facilitate students with the learning contents as well as how to learn them. Commonly, teaching learning materials are packed in chapters of a students' textbook. To a certain extent, they might compensate teacher's deficiency or even replace teacher's absence during the class session (Rubdy, 2014).

In the case of teaching English language to Senior High school students in Indonesia, the Ministry of Education and Culture has provided sets of English Textbooks that are accessible for both teachers and students. However, the contents of the textbooks do not certainly fit all the students' need. Meanwhile, a textbook is basically developed to facilitate students to learn the language. It must not only include the English language or communication skill contents based on the curriculum but also fit the students' need (Byrd, 2001)

Based on the pre-observation and informal interview with some English teachers of several Islamic Senior High Schools (ISHSs), it is found that the English teachers use the same textbooks with those

normally used by other public Senior High Schools' teachers instead of using the textbooks which are purposely designed for them. As it is known, ISHSs are ruled by the Ministry of Religion Affair, which are supposed to have different characteristics compared to the other regular Senior High Schools (the Decree of the Ministry of Religion Affair No. 104, year 2019). All the teaching and learning process should be characterized by values of Islamic teaching. However, the Ministry agrees with the implementation of 'Kurikulum Merdeka' issued by the Ministry of Education and Culture (Nuwairah, 2023). Yet, when the research was conducted, the ISHS still applied Curriculum 2013.

Basically, the goal of English language teaching is the achievement of the standard competence of the language, which include the knowledge and the skills of the language (Tracy, 2020). However, it should simultaneously support the achievement of the core competences, the spiritual and the social competences, that must agree with the values of Islamic teaching. Such an achievement implies the requirement of the specific kind of English learning materials for the students of ISHS. In other words, the students of ISHS need to be exposed to models of the real English use in various contexts for supporting the achievement of the communicative competence of the language competence (Savignon, 2001; Richards, 2011). Especially the contexts which fit to the students' daily communication. Unfortunately, such learning materials are not available yet.

Moreover, the achievement of communicative competence should not merely be covered by the aspects of fluency and accuracy but also the aspect of appropriateness. It implicitly requires the social rules of the language, a dimension of language use by which the grammar rules will be possible and acceptable as it was formerly recommended by Hymes in 1960s (Street and Leung, 2010). It implies the necessity of the exposure of English language use based on the sociolinguistic contexts in English teaching learning materials development. They should address the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms or convention of interaction (Mede & Dililitaş, 2015). Such an awareness is considered crucial for the students in learning a new language as the rules might be different from their first language. Therefore, the incorporation of sociolinguistic competence into a foreign language teaching, in both written and spoken forms, is necessary. The learners will take benefit from gaining such competence (Subandowo, 2022). To cover these purposes, Communicative Language Teaching (CLT) approach should be the most relevant classroom pedagogy to be applied (Savignon, 2001).

Unfortunately, the result of some former evaluation researches on the textbooks indicates that the writers/designers of many available English textbooks for EFL classrooms still ignore the inclusion of the sociolinguistic contexts in the material contents, especially for the speaking materials (Mede & Dililitaş, 2015; Susilawati, 2020; Hidayati, 2022). Their research findings indicated that the sociolinguistic contexts were mostly disregarded in the materials design. Especially the contexts referring to the setting of the dialogues and the role-relationship between or among the participants involved in the dialogues. As a result, they recommended the English textbook's writer or developer to provide more dialogue models of interactional and transactional communication with diverse sociolinguistic contexts.

The current study was conducted to respond those recommendations and to fulfill the common need of the students of ISHS. The study had two purposes (1) to describe the process of the design and development of the English materials for conversation practices based on the sociolinguistic contexts for students of ISHS, and (2) to analyze the usability level of the product of materials' development for the students of ISHS.

Due to the time constraint, however, this research was only focused on the need of the students of ISHS managed by an Islamic Boarding School named "Darussalam Islamic Boarding School". It is located at Mempawah Regency, Kalimantan Barat. This school prioritizes English language as an important foreign language to be acquired by the students beside Arabic. The school provides opportunity for their students to learn English more intensively through an extra-curricular program in addition to the intra-curriculum program, especially for developing the students' English-speaking skills (Susilawati, 2022). Unfortunately, the learning materials for such purposes were not available yet. Therefore, developing English speaking materials for the students of ISHS should be very relevant. The most importantly, the materials should be designed based on the concepts of sociolinguistic competence (Canale, 2013; Harmer, 2001; Holmes, 2013).

It is already well-known that English is spoken worldwide and used for more various purposes, such as for the medium of instruction in classroom, for social communication and business purposes. Nevertheless, some countries keep maintaining English as a foreign language which means the usage is only restricted for certain purposes (Renandya & Widodo, 2016). In the case of Indonesian country, the role of English language is recognized as a foreign language so it is only used for certain purposes (Agustin, 2011). Different roles of English in communities will generate different attitude and perspective towards the language, and different motivation to learn the language among people as well. Subsequently, the teaching and learning English should be designed differently from one school to another. Therefore, pedagogical principles, i.e., research-based generalizations, are applicable as a basis for planning, delivering, and evaluating classroom instructions (Renandya & Widodo, 2016).

Based on modified Curriculum 2013, English language subject is compulsory for the students of secondary school levels (SMP/MTs and SMA/MA) with the minimal time allotment of two-meeting hours (80-90 minutes) per week. The standard competency that must be covered by the students from the subject at the very end of the class session covers the achievement of aspects of the language knowledge (the linguistic features, and the knowledge of text types). The other achievement is covering aspects of the language skills in both oral and written as well as both for the receptive and productive language skills (see BSNP Syllabus of English Subject for SMP and SMA or the equal level schools). This standard competency is recognized as communicative competence. In short, it must include grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale, 2013).

Implicitly, the achievement of effective oral communication requires the ability to use the language appropriately in social interaction beside its fluency and accuracy. It must involve not only a verbal communication but also paralinguistic elements such as pitch, stress, and intonation. Hence, the teaching of pronunciation and other non-linguistic elements, such as gestures, body language/posture, and facial expressions should accompany the practice of speaking. The students should be exposed to the rules and norms governing the appropriate timing and realization (Shumin, 2002)**.** Such awareness infers the requirement of sociolinguistic competence in a particular context of communication.

In the meantime, teaching speaking means teaching oral skills of the language. It normally goes simultaneously with teaching listening as they are closely intertwined. There are several types of speaking, including monologue versus dialogue, planned versus spontaneous, and interpersonal versus transactional. There are at least five types of speaking performance that must be covered by the students. They include imitative, intensive, responsive, transactional, interpersonal, and extensive performance. Each level of performance should be identifiable by its accuracy and appropriateness beside its fluency. Therefore, the teaching of pronunciation, vocabulary and the grammar must be incorporated with the teaching oral skills of the language (Brown & Lee, 2015). Accordingly, some classroom techniques and activities for teaching speaking, such as conversations, information gaps, role-plays, discussions, speeches, audiotapes oral dialogue journals, and other accuracy-based activities or oral form-based activities, are applicable (Brown & Lee, 2015; Lazaraton, 2001).

In other words, teaching English speaking in EFL context is complex. It needs some considerations. It does not merely the practice of linguistic aspects but also the non-linguistic ones. To actualize the students' speaking skills, the teacher needs to accommodate the aspects of appropriateness in addition to the aspects of fluency and accuracy in his/her teaching. In short, the students' speaking skills should represent their sociolinguistic competence beside their linguistic competence. In a higher level, it should even cover the acquisition of the strategic and discourse competence. Such requirement is in line with the principles of Communicative Language Teaching (CLT) methodology, as the current trend methodology in EFL (Bao, 2007). It implicitly requires the inclusion of sociolinguistic competence in the teaching learning design.

CLT is influenced by the work of sociolinguists who are interested to discuss why people speak differently in different social contexts. They work by identifying the social functions of language and the ways it is used to convey social meaning (Holmes, 2013; Aronin & Spolsky, 2010). They have significant contribution to language teaching pedagogy. The influential notion of communicative competence by Hymes in 1960s has changed the language teaching-learning paradigm (Street & Leung, 2010). He had reacted to Chomsky's characterization of the linguistic competence of the ideal native speaker and proposed the term communicative competence to represent the use of language in

social context, or the observance of sociolinguistic norms of appropriacy which is potentially equivalent to what functionalists mean by meaning.

Communicative competence is defined as the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogs or perform on discrete-point test of grammatical knowledge (Savignon, 2001). It comprises four areas of knowledge and skills namely grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale and Swain in Street & Leung, 2010). For the sociolinguistic competence, particularly, it deals with rules of use. It requires an understanding of social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. It addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts. Meanwhile, appropriateness of utterances refers to the appropriateness of meaning. It also concerns the extent to which communicative functions (e.g., commanding, complaining, and in inviting), attitudes (including politeness and formality) and ideas are judged to be proper in the given situation. It should include the aspects of language knowledge as well as the language use (Richards, 2011; Tracy, 2020). To summarize, the principle of communicative competence has brought such significant impact on language teaching-learning pedagogy.

As a result, it has changed the view of language teaching methodology from traditionally engaging learners to practice communication in lies of laboratory pattern drills performed accurately, moving to developing learner's ability to use the language for communication by which meaning is the focus rather than form (Savignon, 2001). The spirit of CLT approach is based on the belief that activities involving real communication; carrying out meaningful tasks and using language that is meaningful to the learner to promote learning (Nunan & Lamb, 1996). However, it should not exclusively concern with face-to-face oral communication. Instead, it might equally integrate reading and writing activities with oral practices. In addition, it recommends task based and authentic materials.

Talking about teaching learning materials in a teaching and learning process, it is not only about their availability or accessibility but also a matter of their validity. There are three broad categories of validity in developing materials for language teaching (Rubdy, 2014). They include (1) psychological validity (it refers to the learners' needs, goals); (2) pedagogical validity (the teacher's skills, abilities, theories, and beliefs); and (3) content validity requirements (the thinking underlying the materials, writer's presentation of the content and approach to teaching and learning respectively). Moreover, the process should consider a list of principles, procedures of the design, implementation, and evaluation. It should consider at least five principles: the materials should (1) help the learners to develop cultural awareness and sensitivity, (2) reflect the reality of language use, (3) help learners to learn in ways to the circumstances in which they will have to use the language, (4) help to create the readiness to learn, and (5) achieve affective engagement. (Lyons, 2014).

In developing materials for teaching speaking, particularly, it is necessary to know the characteristics of speaking practices. The developers should firstly understand the notion of speaking as an oral productive communication skill that needs supporting from micro- and macro skills (forms and functions) of the language (Brown, 2003). Especially, when they should embed the sociolinguistic context in their materials design. They should consider various oral skills for different levels, starting from the novice to the advanced level and from a nonacademic context to the academic one. In addition, the skills usually begin with functional uses of language in either informal or formal conversational context. They might be arranged within speech acts belong to interpersonal communication or interactional communication, such as greeting, introducing, and addressing people, giving invitation, thanking, apologizing, complimenting, agreeing, and disagreeing, getting attention, and interrupting, and so forth (Corbett, 2003; Lazaraton, 2001). To the higher level, the oral skills might include conversations in more formal communication context in the form of transactional communication with an extended form of responsive language. It involves communicating to get something done, including the exchange of goods and/or services (Bailey, 2003; Brown & Lee, 2015). These two levels of communication commonly happen in daily conversations or dialogues. Therefore, they should be practiced for oral skills' development in a foreign language classroom context (Nunan in Bailey, 2003). In other words, sociolinguistics concepts and CLT principles are corporative and relevant to be adopted as the theoretical underpinning for such material development.

In addition, the learning materials should provide the learners with the knowledge of the target language culture and an awareness of cross-cultural differences (Harmer, 2001; Shumin, 2002). Therefore, the appropriate use of the target language use should be exemplified through the content materials as well as the language communication tasks. The sociocultural context of the conversation should consider five variables of communication (1) Setting (when and where); (2) Participants (the spaker's role-relationship); (3) Gender; (4) Channels (spoken vs written language or direct vs by media); (5) Topic, as it might affect the speaker's lexical and grammatical choices (Harmer, 2001).

To summarize, the materials development designed in this study concurrently embody the concept of CTL which is alongside with the concept of sociolinguistics, the principles of the innovated Curriculum 2013 and the concepts of speaking by itself. As a result, the product of the materials development should consider the followings: the first, deciding the list of communicative functions to be conversed in some relevant contexts. In this case, the materials to be developed are only limited to those for students of Grade X of MA, which should include the interpersonal and transactional communicative functions (Bailey, 2003; Corbett, 2003; Lazaraton, 2001). In this stage the research team reconfirmed the syllabus of the curriculum. The second, deciding the sociolinguistic contexts that must be embedded to the conversational materials. For this purpose, the variables of communication contexts by Harmer (2001) and Shumin (2002) were taken into consideration. The most importantly, the topics of the conversations should be made relevant to the schools' environment as the social context. The third is finding relevant resources to make the speaking materials come into existence. They should include audio-visual materials beside the text materials. The fourth, selecting the communicative tasks for students to engage with their real daily communication following the principles of CLT (Savignon, 2001; Tomlinson, 2014b). They should include the tasks for mastering the relevant linguistic features as the micro-skills and the practice of the real English conversation in various sociolinguistic contexts as the macro-skills (Brown, 2003). The last, the materials designing consulted the principles and the framework by Tomlinson, (2014a) and the category of materials' validity suggested by Rubdy (2014). Nonetheless, the materials should be designed and developed based on the students' need and the teachers' recommendations.

2. Method

1.2. 2.1. Research Design

The main purpose of this study is to develop materials for English conversation practices for ISHS based on sociolinguistic contexts with the focus on the teaching and learning of speaking skills. Therefore, the Research and Development method was the most appropriate to be applied. It is a systematic study of design, development, and evaluation processes to establish an empirical basis for creating instructional and non-instructional products and tools (Richey & Klein, 2014). It is also a practical form that attempts to test theory and validate practice (Tracey, 2009).

The Research and Development method consists of stages namely Analysis, Design, Development, Implementation, and Evaluation (ADDIE). Basically, the stages include three primary stage process: input, process, and output, through which each phase produces an output that becomes the next phase's input (Branch, 2009). To elaborate, the stages comprise the followings:

1) *Analyzing Stage*

There are four factors that should be analyzed in this phase i.e.: the learners' need analysis in terms of the their preferences to the textbook packaging instead of the content materials; developing an instructional analysis, creating instructional goals; and the analysis of learning objectives (Aldoobie, 2015). The analysis stage of this research started from analyzing the need to develop materials based on the curriculum mandates for the school level as well as the school characteristics; and continued by doing need analysis on the representatives of Grade X students of ISHS in terms of their preferences to such packaging performance of the materials design.

2) *Designing Stage*

It is the stage when verifying the things that cause inequality in the learning process and brief designs is being implemented (Branch, 2009; Aldoobie, 2015). Therefore, this stage was begun by making the layout of a textbook of English-speaking learning materials, decided the numbers of units or chapters to include in the textbook and put the name or topic for each unit. Each topic represented the communicative function of the language for either the interpersonal and transactional

communication by considering the sociolinguistic contexts of the conversations. Each unit comprised the following components: (1) learning inputs in the forms of conversation models and the focus of variety of language expressions based on various contexts whereby the pronunciation models are also necessary; (2) communicative tasks for engaging students with their English conversation practices. Partly, they were integrated with other language skills' activities, such as listening, reading, and writing activities depending on the topics. The tasks included the classroom and homework-tasks. In addition, the presentation of the materials in each unit is completed by relevant images and audiovisual materials. They were selected to accompany the texts as the input models. At the same time, the font size of the texts was not regardless. Moreover, the presentation of each unit was arranged based on the features of CLT, which was characterized by process oriented, task based, inductive or discovery oriented (Savignon, 2001). Basically, these features are not contradictory to the language teaching methodologies recommended by the innovated Curriculum 2013.

3) Developing Stage

It is the process of generating and validating the learning resources (Branch, 2009). This stage involved the making of a product (a textbook). This process included developing the learning inputs (models) and the tasks for every unit with the insertion of images or illustrations that fulfilled the students' need. The development process also considered the effectiveness and suitability of the product in terms of its readability and feasibility for both the contents and the illustrations. Therefore, internal evaluation was necessarily conducted in this stage. Due to the time constraint, this study ended up with this stage. In other words, this study only implemented ADD whereas the IE stages were ignored.

1.3. 2.2. Participants

The participants of this study were the cluster random samples taken from the population, the students of Grade X at Darussalam Islamic Boarding Schools at Mempawah Regency, Kalimantan Barat. The population consisted of 124 students. Since the male-student classes were separated from the female-student classes, one class was randomly taken from of them, 24 students from the male-student class and 26 students from female-student class. They were invited to participate answering the questionnaires as they would become the users of the textbook. These small samples were supposed to represent the students at this boarding school for their need on the English-speaking materials. It was also in consideration that they might also represent the students from the schools with the same characteristics. In addition, two English teachers were also involved as the participants in this research. They participated to discuss and to reconfirm the need of the textbook for their schools through unstructured interview for validating the usability of the product.

1.4. 2.3. Instruments

The instruments of data collection used in this study comprised the documents' review, questionnaires, and unstructured interview (Codó, 2008; Creswell, 2012). The documents included the available textbooks used in the schools and the syllabus of the curriculum. They were consulted and reviewed as the references to decide the contents and the tasks of the materials design and development.

Meanwhile, the questionnaires were formerly administered to the students for the need analysis. The questionnaires were constructed based on the students' preferences to the textbook packaging instead of any permissible needs on the content materials because the content materials should be selected consistently based on the topics mandated by Curriculum 2013 and should embed the relevant sociolinguistic contexts as they were the main purpose of this material design. For the choice of the learning activities, particularly, the questions should consider the principles of CLT. The validity of the questionnaires was shown by making the specification of the necessary information to be investigated about the students' preference to the packaging of the textbook performance, as it is shown in Table 1. The students' preferences were indicated by the choices of the statements which were constructed for the details of the aspects. They must choose one best alternative from the three available choices – strongly agree (SA), agree (A), and disagree (DA) – from each statement found in the questionnaires.

Table 1. The students' preference to the packaging of the textbook performance

No	Aspects	Details					
1	Textbook appearance	Size of the textbook	Hard vs Soft Copy	Color (colorful)	-	-	-
2	Model of Conversation	Following the topics in the syllabus	In the form of texts and pictures	In the form of texts and videos	The setting only at school	The setting only at home	Other settings
3	Coverage of language skills/ features activities in every unit of the textbook	Vocabulary	Pronunciation	Grammar	Listening & watching	Writing/ reading before/ after speaking performance	-
	Coverage of learning experience in every unit of the textbook	Fun learning activities	Only classroom learning activities	Outside classroom learning activities	Only for assignment	Group work/ pair-work	-
4	The Role-Play Preferences in the conversation of informal settings	Between students	New acquaintances	Teacher-student	Between siblings	Parents - children	-
	The Role-Play Preferences in the conversation of formal settings	Doctor-patient	Employer-employee	Seller-buyer	Bank officer-customer	Other relationships	-

Simultaneously an unstructured interview was conducted with the English teachers for reconfirming the students' need on the learning materials as well as for the internal evaluation of the product afterward. The topics of the interview were consistent with the points of the questionnaires since it purported to reconfirm the students' common need or preferences to the textbook design and the agreement to the detail specification of the three categories of validity (psychological, pedagogical, and content validity) suggested by Rubdy (2014).

1.5. 2.4. Data Analysis Procedures

Since three different instruments were applied for the data collection, the data from each of them were analyzed separately. The results of the document review were analyzed using thematic analysis. Whereas, the result of the questionnaires was described and classified based on the students' preference on the physical appearance of the textbook. Additionally, the interview result was analyzed based on the criteria of the suitability of the materials' contents and tasks based on the teachers' viewpoints following the principles of CLT which also embody the sociolinguistic contexts (Lyons, 2014).

3. Findings and Discussion

1.6. 3.1. Findings

1) Analyzing Stage

Based on the document of English language teaching syllabus, it is found that Innovated Curriculum 2013 recommended the teaching topics based on the following language functions and features (see table 2).

Table 2. The List of the teaching topics based on the Innovated Curriculum 2013

No	Language Functions	Linguistic Features
1	Asking and giving Information: Personal Identity and Family Relationship	- Personal Pronouns (Subjective, Objective, and Possessive) - Verbs (be, have, go, work, live in simple present tense)
2	Congratulating and Complimenting (Various settings and role-relationship)	- Singular/Plural Nouns - Articles - Demonstrative adjectives
3	Asking and Giving Information about an intention/planning of doing something	Be going to/ would like to
4	Asking and Giving Information about tourist objects and historical building	Nouns: parts of building Adjectives: size, color, numbers, shape Function/purposes of the place
5	Asking and Giving Information about school activities: Announcement	Nouns: Based on the activities Time and place
6	Asking and giving information about something happened in the past	Simple past tense Present perfect tense Adverbs of time: since, ago, now

Meanwhile, based on the need analysis from the students' preferences to the textbook-packaging appearance and the contents of the textbook materials design, the data are presented based on the following points: (1) the textbook appearance; (2) the model of conversation; (3) the coverage of activities in every unit/chapter; and (4) the role-play preferences (see Table 3 – 4).

Table 3. The Textbook Appearance

Respondents (Total number: 50)	Size of the book						Hard vs Soft Copy			Color (colorful)		
	A4/Folio			½ of A4 or Folio								
	SA	A	DA	SA	A	DA	SA	A	DA	SA	A	DA
Total answer	9	10	32	25	17	9	14	20	15	40	6	4
(%)	18	20	64	50	34	18	28	40	30	80	12	8

Table 4. The Model of Conversation

Respon-dents (Total Number: 50)	Based on the topic			Text and pictures			Text and Video			Setting only at school			Setting only at home			Other Settings		
	SA	A	DA	SA	A	DA	SA	A	DA	SA	A	DA	SA	A	DA	SA	A	DA
Total answer	24	21	4	39	9	2	33	11	6	13	20	16	7	17	25	23	13	14
(%)	48	42	8	78	18	4	66	22	12	26	40	32	14	34	50	46	26	28

From the data in Table 3, it is found that the textbook appearance that the students prefer to have, is with the size of ½ of A4 or folio to the larger size. Besides, they prefer to have the hard copy of the textbook. However, they also need the soft copy. Meanwhile, the data from Table 4 shows that more students (48%) strongly agree that the model of conversations should be based on the topics

recommended by the curriculum. Most of them (78%) strongly agree to have the text of conversation models accompanied with pictures as well as the video (66%). More of them also agree that the setting of the conversations should not only be limited to occur at school, but also at home and others.

Table 5. Coverage of Activities in Every Unit/Chapter

Respondents (Total Number: 50)	Vocabulary			Pronun-ciation			Grammar			Listening & watching			Writing before performing		
	SA	A	DA	SA	A	DA	SA	A	DA	SA	A	DA	SA	A	DA
Total answer	26	15	9	24	18	8	20	16	14	33	14	2	17	19	14
(%)	52	30	18	48	36	16	40	32	28	66	28	4	34	38	28

Table 6. Coverage of Activities in Every Unit/Chapter

Respond-ents (Total Number: 50)	Fun activities			Only classroom activities			Outside classroom activities			Only for assignment			Group/ Pair-work		
	SA	A	DA	SA	A	DA	SA	A	DA	SA	A	DA	SA	A	DA
Total Answer	37	12	1	17	14	19	17	16	17	15	12	23	33	17	0
(%)	74	24	2	34	28	38	34	32	34	30	24	46	66	34	0

Furthermore, the data in Table 5 and Table 6 show that more students agree to strongly agree with availability of various integrated activities of the linguistic features, such as vocabulary and grammar learning, and pronunciation with the speaking activities. More of them also agree with the other language skills' activities in addition to the speaking activities in the textbook. Besides, they prefer to have fun activities in the textbook. The activities are not supposed to only for classroom work, but also for homework and most of them prefer having group/work to only having individual work for the learning tasks.

Table 7. The Role-Play Preferences

Respond-ents (Total Number: 50)	Between Students			New Acquaintances			Teacher – students			Between siblings			Parents – children		
	SA	A	DA	SA	A	DA	SA	A	DA	SA	A	DA	SA	A	DA
Total Answer	32	15	3	24	16	10	17	15	18	30	18	2	33	15	2
Percentage (%)	64	30	6	48	32	20	34	30	36	60	36	4	66	30	4

The last, from Table 7 and Table 8 it is found that the students prefer to have more variety of role-plays in the conversation models, such as between doctor-patient, employer-employee, seller-buyer, bank officer-customer, and others to only have the role-play of student-student (between friends), student-teacher, between siblings and parents-children. All the findings from the need analysis stage were taken into consideration for the next stages, the designing stage, and the developing stage.

Table 8. The Role-Play Preferences

Respondents (Total Number: 50)	Doctor – patient			Employer – employee			Seller – buyer			Bank officer – customer			Other role-relationship		
	SA	A	DA	SA	A	DA	SA	A	DA	SA	A	DA	SA	A	DA
Total Answer	31	17	9	24	13	13	30	15	5	19	16	14	14	36	10
Percentage (%)	62	34	18	48	26	26	60	30	10	38	32	28	28	72	20

2) Designing Stage

This stage began with verifying the factors that caused inequality in the learning process and continued with brief designs by following the steps suggested by Branch (2009) and Aldoobie (2015). In this case, the curriculum (Innovated Curriculum 2013) mandate, the teacher's recommendations, and the result of the students' preferences to the textbook packaging become the references to the English-speaking learning materials design. The product was the learning materials for English-speaking which were designed into a textbook packaging. It consists of six units. The topic of each unit represents the communicative function of the English language for either the interpersonal or transactional communication by considering the sociolinguistic contexts of the conversations. Each unit comprises the following components: (1) learning inputs in the forms of conversation models and the focus of variety of language expressions based on various contexts by considering the aspects of setting, participants, and gender all of which are consistent with the topics of the conversations. In addition, the relevant grammar and pronunciation models are also inserted within the conversation models; (2) communicative tasks for engaging students with their English conversation practices. Partly, they are integrated with other language skills' activities, such as listening, reading, and writing activities, depending on the topics. The tasks include the classroom and homework-tasks as well as individual and groupwork. The most particular, the presentation of each unit is arranged based on the features of CLT. Therefore, each unit covers the elements of constructivism, modelling, inquiry, questioning, learning community and authentic tasks.

For the element of constructivism, it is characterized by various activities such as watching, listening, and reading the given conversations, and continued by identifying the language features found in the conversations and finally trying to act out the conversations. Meanwhile, the element of modelling is presented by various models of interpersonal and transactional conversations. They are not only presented in conversation texts but also in videos and accompanied with relevant print-out pictures. The conversation models consider the appropriate sociolinguistic contexts. Therefore, they are presented in variety of the conversation settings and the role-relationship of the participants. Nevertheless, to be consistent with the topics, and the authenticity of the language use for the students' daily life, the conversations should dominantly involve the role-relationship between/among students or between/among friends, teacher-students, and parents-children instead of the other role-relationships.

In addition, for the element of inquiry and questioning, the activities are characterized by the work of identifying the meaning and usage of words or expressions, completing sentences or conversations and pronunciation practices. Basically, the activities are for the purpose of making the students understand the linguistic features used in the given contexts. The element of learning community is actualized by various tasks assigned for pair-work or group work. Finally, the authentic tasks are presented by assigning students to do various activities, such as writing and acting out conversations based on their own situations or experience or writing a relevant text to the topic being discussed based on the student's own interest, situation, or experience. Most of the tasks are assigned by giving them the clues, such as by giving detail instructions, providing pictures, guided questions. The material design can be represented by the layout of each unit (see Figure 1). It characterizes and exemplifies the rest of the units in the textbook.
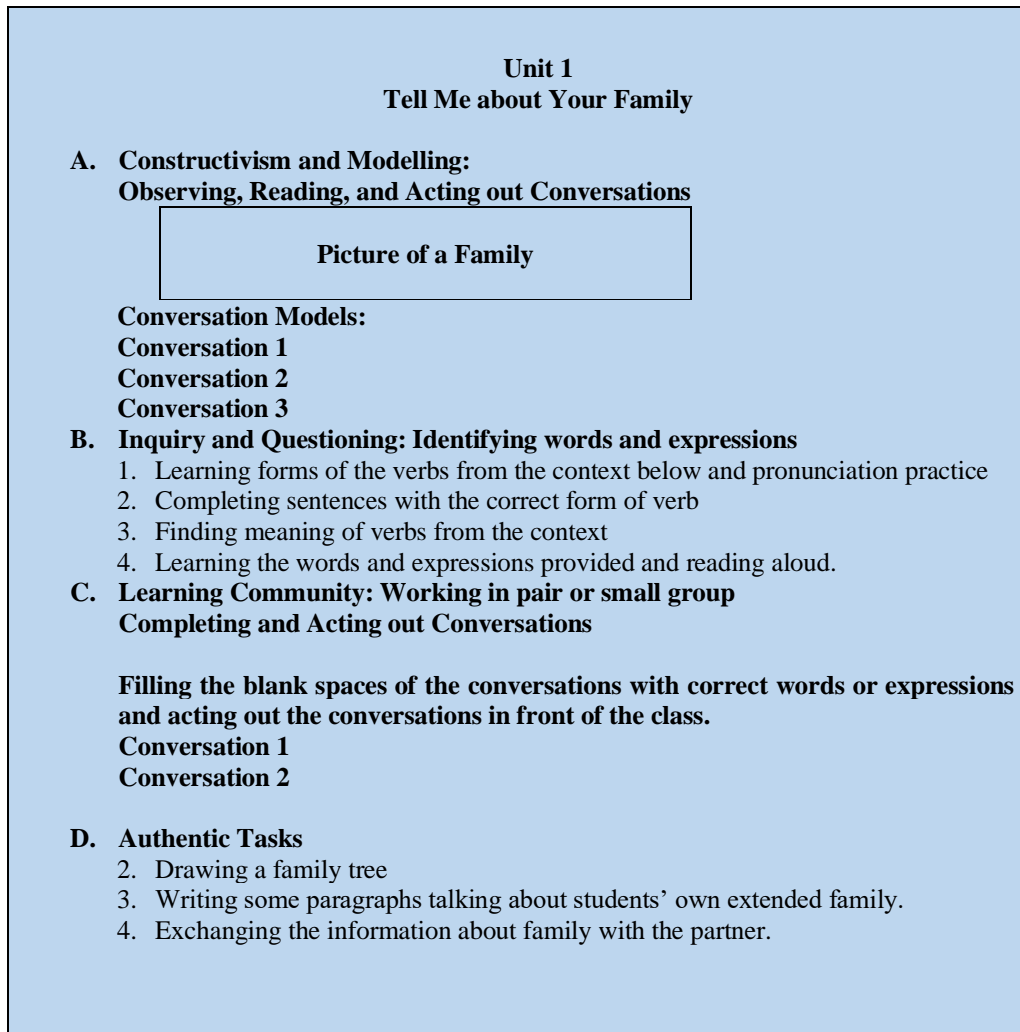
Unit 1
Tell Me about Your Family

A.   **Constructivism and Modelling:**
     Observing, Reading, and Acting out Conversations

     Picture of a Family

     Conversation Models:
     Conversation 1
     Conversation 2
     Conversation 3
B.   **Inquiry and Questioning: Identifying words and expressions**
       1.   Learning forms of the verbs from the context below and pronunciation practice
       2.   Completing sentences with the correct form of verb
       3.   Finding meaning of verbs from the context
       4.   Learning the words and expressions provided and reading aloud.
C.   **Learning Community: Working in pair or small group**
     Completing and Acting out Conversations

     Filling the blank spaces of the conversations with correct words or expressions
     and acting out the conversations in front of the class.
     Conversation 1
     Conversation 2

D.   **Authentic Tasks**
       2.   Drawing a family tree
       3.   Writing some paragraphs talking about students' own extended family.
       4.   Exchanging the information about family with the partner.

Fig. 1. The layout out of Unit 1 in the textbook draft

3)   Developing Stage

   This stage is the process of generating and validating the learning resources. It involved the process of making of the product come into existence. As it is already mentioned, the product is a textbook draft of English-speaking learning materials. Each unit of the learning materials were developed following the stages of CTL approach. It starts with the activities supporting the element of 'constructivism' and 'modelling. In this part, the materials provided pictures or images to observe, texts to read and analyze, and a video to watch and to analyze (see Figure 2).

   The materials were taken from various sources, such as links to images, videos that are relevant to the topics, and the researchers' own composition for the conversational texts and the video making. For the 'modelling' part, some conversation models were provided (see Figure 3).

UNIT 3

Do You Have a Plan for This Holiday?

A. Constructivism and Modelling:
Brainstorming, Reading, and Acting out Conversations

1. **The place I plan to visit**
   Look at these pictures.
   Do you have a plan to visit these places at the end of this year?
   Which place will you visit?
   What will you do there?

2. **My dream campus**
   Are you familiar with the pictures of these buildings?
   Is it your dream campus?
   Where are you going to go for your future college study?

Fig. 2. The examples of the activities for 'Constructivism and Modelling' part quoted from Unit 3 of the textbook.

You can watch the video of conversation 2 from the link below

Klick here …

Conversation 2
(Participants: An English teacher (Mr. Ilyas) and students (Salman, and Sarah).
Time and place: in the classroom while discussing their future campus)

Mr. Ilyas: Here I have some pictures of famous universities in Indonesia. Do you have a plan for your further study there?
Salman: Yes, sir. **I want to go** to Gajah Mada University.
Mr. Ilyas: Oh really? Why Gajah Mada University?
Salman: It's been my dream campus since I was a kid. **I hope to get** the chance to study there.
Mr. Ilyas: What faculty **will you go**?
Salman: **I plan to go** to Faculty of Psychology.
Mr. Ilyas. Oh, that's good. **I hope your dream will** come true. What about you, Sarah?
Sarah: **I plan to go** to State Islamic University Jakarta, sir. **I would like to study** Alquran and Hadits further in this campus.
Mr. Ilyas: It's a very good plan, Sarah. **I hope you will have** the chance to study there.
Sarah: Aamiin… I really hope so, sir. Thank you.
Mr. Ilyas: (to all the class) Okay class, I believe all of you **want to go to** the best university for your future study. You must study hard from now on to make your dream come true. Now please write three sentences talking about your dream campus for your further study. Are you ready?
Students: Alright, sir. We'll do it.

Fig. 3. The example of 'Conversation Model' part quoted from Unit 3 of the textbook draft.

Almost all the conversational texts in every unit were composed by the researcher cooperating with the English teacher. Besides, a video of conversational text model is available in each unit. The conversations were acted out or performed by the students at the Islamic Boarding School directed by the English teacher and under coordination with the researcher. The learning activities in modelling part were created by providing the activities such as watching the conversation model in the video, reading aloud the conversational-texts, and acting out the conversations.

Meanwhile, the elements of 'inquiry' and 'questioning' were also presented in one part. They are developed by providing various activities which mainly for the purpose of identifying words and expressions. They are dealing with vocabulary building, grammar learning, and word choice based on the context. Fun activities were alternatively provided in this part (see Figure 4).

In addition, the element of 'learning community' in CTL was inserted by proving some activities which required students to work in pair or in group. They include the practice of completing conversations with correct or appropriate words or expressions. In most parts, the choice of words or expressions was provided. Then, it was continued by acting out the conversations in front of the class.

For the closing part, the authentic tasks were presented. The tasks were mostly done for homework. They include writing tasks or creating something, like making a conversation video. They should adjust the reality of students' own communication situation or the context of their life experience. The complete textbook draft is attached as the appendix.

B. Inquiry and Questioning: Identifying expressions and completing a dialogue

1. Read again the conversation above and find out various expressions of asking and giving information about an intention/planning of doing something from the conversations above and write the verb patterns.
2. Write your own sentences with the correct forms of expressions and read them aloud with correct pronunciation. Number one is done for you.

No	Expressions about intention/planning	The verb patterns	More examples in sentences
1	I hope to get a good score from this assignment	Hope + to+ Verb 1 …	I hope to see them this weekend
2	Do you have a plan for this holiday?	Do/Does + S + have + a plan for …	
3	My family is planning to go to Sintang, my mom's hometown	Be + planning + to + Verb 1 …	
4	We will visit our grandparents.	Will + Verb 1 …	
5	Will you go with them?	Will + S + Verb 1 …?	
6	Are you going to go somewhere for this semester holiday	To be + S + going to + Verb 1 …?	
7	I'm thinking of going with them because I've never been to Medan before	Be thinking of/about + Verb-ing …	

Fig. 4. Ta example of the activities for 'Inquiry and Questioning' part quoted from Unit 3 of the textbook draft.

Finally, to assess the validity of the materials, the internal testing validity was conducted. They were examined by checking or consulting the detail specification of the three categories of validity by Rubdy (2014). As a result, both validators agree to almost all the details of the categories. In other words, the learning materials confirmed the category of psychological validity as they have referred to students' need and goals. They also confirmed the category of pedagogical and content validity as they consistently match the mandate of the innovated curriculum 2013 and the principles of CTL approach which requires communicative competence as the learning goal. They are presented consistently following the elements of CTL approach. These specific learning materials have embedded the sociolinguistic contexts to actualize the achievement of the sociolinguistic competence They include the learning inputs in terms of conversation models in diverse contexts based on the students' daily life, the communicative tasks are accompanied to expose students with the real use of English in their surroundings. To conclude, the learning materials are valid and should be usable for Grade X students of the selected ISHS to develop their English-speaking skills, especially for the interpersonal and transactional communication.

3.2. Discussion

Through the ADD stages, this research and development has produced a textbook draft of English-speaking learning materials for students of Grade X of ISHS (MA). The contents are distributed into six units. The topics of all units are selected based on the curriculum mandate, the students' preferences, and the English teachers' recommendation. They represent the communicative functions used in both interpersonal and transactional communication.

The conversation models and practices are created based on the context of the Islamic senior high school. They have embedded the sociolinguistic context which specifically characterize the Islamic cultural context of communication among the Islamic school students with their surrounding peoples. They have responded the recommendations by the previous researchers that it is important to embed the sociolinguistic contexts in conversational learning materials (Hidayati, 2022; Mede & Dililitaş, 2015; Susilawati, 2020). The inclusion of the sociolinguistic context in the conversational materials in the textbook can be identified from the variables of topics, settings, and the participants (Harmer, 2001; Shumin, 2002).

To be consistent with the topics mandated by the curriculum, however, the settings of the conversations being presented can only provide the settings of school, house, canteen, mosque, and office. Consistently, the participants in the conversations only strictly involve the people in the role-plays for the role-relationship as schoolmates, parents-children, siblings, and colleagues. Yet, they have not fulfilled the students' preferences to having more setting exposures, and more participants with more diverse role-relationship. Consequently, the insertion of the sociolinguistic contexts is still limited to the context of the more informal setting which only involve the participants with limited social role-relationship. Therefore, the language variety being exposed is only dominated by the usage of English in informal register.

In addition, the conversation models and practices include both the text materials and audio-visual materials. However, the text materials are still dominant. The communicative tasks are assigned to engage the students with their real daily communication following the principles of CLT. Moreover, they also include the tasks for mastering the relevant linguistic features, such as vocabulary and grammar learning as well as pronunciation practices (Savignon, 2001; Tracy, 2020). Overall, the product has confirmed the principles and the framework of material design and development by Tomlinson (2012).

Finally, the result of the internal evaluation has proven that the textbook has fulfilled the three categories of validity, psychological, pedagogical, and content validity. It means that the textbook is usable for the students of the selected ISHS and the other school students who have the same characteristics. Nevertheless, this study was conducted only limited to the stages of ADD throughout ADDIE, whereas the stages of IE (Implementation and Evaluation) are still ignored due to the time constrain. Therefore, the last two stages of the research and development should be recommended to support the confirmation of the external validation of the textbook. The last two stages will generate the result of the external validity which will reconfirm the usability of the textbook more convincingly. Temporarily, the textbook being produced is only limited to fulfill the need of students of Grade X of ISHS while the other level of students must also need the same kind of textbook for developing their speaking skills. Moreover, the higher the level, the more various sociolinguistic-context exposures can be exposed to. In other words, more relevant textbooks should be developed.

4. Conclusion

From the findings and discussion, there are two points of conclusion that can be drawn. The first, this research and development has implemented the three stages of the study, called ADD. The analyzing stage was conducted by reviewing the curriculum mandate, the need analysis on students' preferences to the textbook packaging, and by considering the teachers' recommendation on the English-speaking material design. Then, the design and the development stages were executed accordingly. As a result, the design of the English-speaking learning materials in all unit of the textbook were presented based on the general principles of learning material design that must include the learning inputs. They provide sociolinguistic context-based conversational models with the insertion of settings and participants' role-relationship that are relevant to the topics. They consequently generate the dominant use of informal register, though. Besides, the communicative tasks were designed accordingly. Specifically, they were designed in accordance with the principles of CTL approach, which include the elements of constructivism, modelling, inquiry, questioning, learning community and authentic tasks. These elements were developed into six units. Each unit consists of four parts. Part A presented constructivism and modelling, part B presented inquiry and questioning, part C presented learning community, and the last, part D presented authentic tasks. The development process has produced a product in the form of English-speaking learning materials for Grade X students at ISHS which were temporarily packaged in a textbook draft.

The second, based on the internal validity testing, the English-speaking learning materials have already fulfilled the criteria of psychological validity, pedagogical validity, and content validity requirements. It means that the textbook should be usable for Grade X students at ISHS, especially for ISHS students at Darussalam Islamic Boarding School. Nevertheless, the external validity testing of the usability of the textbook should be conducted through the next stages of a research and development study called IE (Implementation and Evaluation). Therefore, further research should necessarily be recommended to complete the missing part of the current research. Moreover, the other development research for developing the same kind of learning materials for Grade XI and XII as well as for developing the other English learning materials of integrated language skills should be highly recommended to fulfill the need of the entire English learning materials for ISHS students of all grades.

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Ethics declaration:	I as author acknowledge that this work has been written based on ethical research that conforms with the regulations of my university and that I have obtained the permission from the relevant institute(s) when collecting data. I support *English Language Teaching Educational Journal* (*ELTEJ*) in maintaining high standards of personal conduct, practicing honesty in all our professional practices and endeavors.
Additional information:	No additional information is available for this paper.

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Supplementary Material

A textbook draft as the product of this development research is attached as the supplementary material to the main article manuscript.