Developing English Instructional Materials by Combining YouTube and ABA (American and British Academy) Application

Rahmatullah Syaripuddin
English Language Education, STAI DDI Pinrang, Pinrang Regency, South Sulawesi, Indonesia
Email: rahmatullah.syaripuddin@gmail.com

Abstract

This research was based on the students' problem regarding the English teaching, especially English materials where they have poor English skills because the lecturer did not have instructional materials related to their department, the media and method did not interesting, and instructional facilities did not enough to cover the learning process. The objective of this research was to develop English speaking materials based on modified ADDIE approach (Analyze, Design, Development, Implementation, and Evaluation). This research was conducted at the Biological students of Muhammadiyah University of Parepare, Indonesia. The method used in this research was developmental research which attempts to develop English learning material for English skills based on the modified ADDIE approach (Analyze, Design, and Development). The researcher applied design instructional as the research design. The researcher implemented some steps in developing English speaking materials; Need Analysis, Design, Development, Expert Validation, Revision, Try Out, and Final Product. The result of the research was The suitable materials for Biological students of Muhammadiyah University of Parepare were authentic materials. The development was coursebook which was designed to possibly for the students working on it. The materials were adopted from YouTube and ABA English. The instructional materials focused on input, process, and output. The students' positive perception toward the instructional materials was in a very good value and the lecturer's positive perception was also in very good value. It means that English for Biology instruction has a good quality in the form of the course map, lesson plan, lecturer's manual, topic, video clips, materials, students' worksheet, learning activities, and assessment.
Keywords: instructional materials, English skills, modified ADDIE approach

INTRODUCTION

Instructional materials are important to support the learning process. It plays a very important role in successful teaching and learning (Mangila, 2018). It is because the Instructional materials provide teaching and learning activities and consequently, achieving the lesson objectives (Wallace et al., 2016). In relation to the statements, Irawan et al. (2018) stated that providing students with high-quality, relevant resources will help them learn. They noted that it might make it simpler for the students to acquire English. It is because they are studying pertinent information linked to their future requirements. Additionally, according to Safdari et al. (2018), teaching is the discipline of combining and implementing knowledge, methods, and technology while using suitable instructional behavior to provide students with the best learning opportunities. The instructor should therefore think about creating quality instructional resources before beginning the learning process.

One of the instructional materials that are very important to be developed in English instructional materials. According to Mangila (2018) most of the studies in language education, especially in the English language, focus on textbook analysis. The textbook is similar to an electronic book, and electronic books are among the technological necessities for EAP students that should be acknowledged and taken into account by EAP officials and teachers. (Alavi and Dashtestani, 2014). The primary option for students to learn more

knowledge is a textbook, which also serves as the starting point for the teacher's guidance in the class. In classroom activities, a shift between teacher and learner focus is produced, as stated by Merkuri and Boboli (2012), to initially provide the teacher's support and guidance and eventually remove the teacher's focus away to help students become more autonomous learners. The students' ability to learn English will be better with the use of educational resources like a textbook. Alavi and Dashtestani (2014) contend that by utilizing e-books successfully in their learning situations, students can improve their English language proficiency and reading comprehension. Additionally, they conducted additional study and discovered that students have favorable views toward using e-books for their educational experiences. In conclusion, a textbook is a type of English instructional materials that is very helpful to use in the classroom because it gives the students much more knowledge and direction. (Alavi and Dashtestani, 2014; Merkuri and Boboli 2012).

There are many advantages to having English instruction tools. Some advantages include raising students' academic standards and English proficiency, fostering a culture of reading, providing funding for e-book purchases, establishing digital libraries at universities, providing the necessary facilities, raising students' academic reading proficiency, and giving students access to e-book publishers at universities (Alavi and Dashtestani, 2014). Irawan et al. (2018) contend that the use of genuine materials is appropriate because it boosts students' desire for learning and exposes them to real language. It is because instructional materials facilitate teaching and learning activities and consequently, achieving the lesson objectives (Wallace et al., 2016). In conclusion, the benefits of having good English instructional materials are improving students' English skills, motivating the students to study, and providing teaching and learning activities to reach the objective of the subject.

Based on the observation conducted by the researcher at Biology students of Universitas Muhammadiyah Parepare, the researcher found that 50% of students have poor skills in mastering English and it was obtained by giving them questionnaires. In supporting the data, the researcher also gave the English test to the students. The result shows that the mean score of Biological students' English test is 32. One of the factors affecting students in having poor English skills is instructional materials implemented by the lecturer in the classroom where the lecturer did not have instructional materials of English subject. The data gained by giving the students questionnaire and the result discovered that 22.22 % students argued that they have poor English skills because the lecturer did not have instructional materials related to their department, the media and method did not interesting, and instructional facilities did not enough to cover the learning process.

The researcher created English instructional materials with a particular goal to meet the requirements of the students in order to address the issue. The teaching materials will be real materials that have been taken from some online sources. Because it improves students' motivation for learning and exposes them to actual English, using authentic resources is important (Irawan et.al, 2018). Therefore, having quality teaching materials is crucial to determining the success of instruction in the classroom. At Muhammadiyah University of Parepare, the lecturer must also provide quality teaching materials for English in order to improve the students' English proficiency.

Everything that is used to assist the learning process is referred to as instructional content. Akr (2017) claimed that instructional materials in the study of foreign languages can apply to a variety of items. Both genuine and fake elements are present. Numerous scholars have stressed the importance of authenticity in language learning, and learners are always urged to use genuine language resources (Li, 2018). Additionally, according to Fatima (2016), an authentic assignment is one that was created with an instructional objective in mind and

places the students in a situation that is relevant to their daily lives. It also involves learners in using language in replicating its function in the real world outside the language classroom (Tomlinson, 2011). Besides, authentic materials should also bring variety of learning methodology to the classroom in order to take the students' interest and motivation (Ratnah, 2018). Moreover, Lu et. al (2015) claims that the target communication needs gained from insiders and observation of the target setting, it can also provides ESP teachers with the real data to establish teaching objectives, by which learners can be instructed, and can be used to design the instructional materials. Therefore, the urgency of authentic material to be implemented by the teacher is the answer.

Textbooks are one instance of genuine content. Textbooks make for effective teaching tools because they are simple for students to obtain. Additionally, Franscy (2018) contends that a textbook that students can use autonomously must be developed in order to stimulate the process of involvement and promote students' action in the learning process. In order to encourage students' desire to learn, a learning manual should give instances that are fairly representative of everyday life (Franscy, 2018). Moreover, in designing the text book we need to put an up to date material so that it is useful for the students' future. The availability of up to date information and tasks will help teachers in providing authentic language materials and the students' access to the information they need to complete their tasks and projects (Li, 2018).

There are several categories of instructional materials. Accordingly, Çakır (2017) divides the instructional materials into three groups: (1) audio and visual materials; (2) traditional materials; and (3) ICT based materials. Materials considered to be iconic in the past typically include course-book , board, worksheet, realia, chart, teacher made materials, flashcard, etc. For audio and visual materials, which are classified as new for many teachers, are audio materials, video player, video camera, projection device, computer, and so on. ICT-based materials, such as interactive whiteboards (IWB), materials that support mobile assisted language learning (MALL), such as tablet computers, Web 2.0, the internet, smartphones, podcasts, and Web 3.0, are included in the third group of educational materials. In conclusion, everything that is used to support the learning process named instructional materials Çakır (2017). It has two kinds of materials. They are authentic and non authentic material (Li, 2018). Authentic refers to a task that is made for instructional goal which leads the students in the everyday context, Fatima (2016). It also involves learners in using language in replicating its function in the real world outside the language classroom and brings variety of learning methodology to take the students' interest and motivation (Tomlinson, 2011 and Ratnah, 2018).

Interest and Motivation occurs when instructors can effectively convey learning content and when students can interpret and comprehend what teachers are saying. (Nurhayati and Saenab, 2018). They further stated that a teacher's professionalism extends beyond just their capacity to instruct students; it also includes their efforts to control the surroundings and knowledge in order to facilitate educational activities for them. Additionally, Nur and Syarifuddin (2018) contend that the essential thing beside goal, method, and assessment need to be considered by the instructor to improve the quality of the learning process is an educational teaching material. They advise a language instructor to take certain factors into account when selecting any material to present. They also assert that teachers should think about whether the course content exposes students to a rich, important, and understandable input. In order to attain linguistic skills and goals, the content must be able to engage the learners both affectively and intellectually in the language experience (Nur and Syarifuddin, 2018).

Teachers, as motivators and facilitators, should actively observe and provide guidance to the students when necessary. High quality authentic materials (such as English magazines, TV programs, and movies) are also used for the second classroom activities (Zhang and Ye, 2016). Therefore, it is important for the teacher to provide good instructional materials based instructional subject. In summary, the important issues of using instructional materials are (1) making the teachers easy to communicate with the students and the students are easy to interpret the material during the learning process, (2) facilitating the students learning activity, (3) providing an authentic material that can be shared in the second classroom activities, (Nur and Syarifuddin, 2018 and Zhang and Ye, 2016). These three important issues are needed to be understood in order to improve the quality of materials.

Foreign language and second language classes are well-known for using real content for instruction. It has many benefits and encourages something novel, difficult, and engaging in the teaching-learning process, which can increase students' desire for learning English. (Kusmawardani et. al, 2018). The potential advantage is the richness and variety of lexis that can be met in such materials, richness can be seen as disadvantageous at times, in that the length, lexical density, and syntactic complexity of some authentic texts may present challenges for learners (Friedman, 2018). The authentic material that will be given to the students from Internet may stimulate their behavior so that they can easily engage to the material. Additionally, Friedman (2018) also claims that the original material existing on the web, the students can get examples of target lexis that they chose in their own shared online database, which would provide a resource for students to use in their class projects.

According to Guner (2018), authentic resources provide students a natural language may assist them to improve their communication skills. The normal use of the language is taught to the students through these resources, and they gain enthusiasm for the language and the culture (Guner, 2018). Thus, it exposes the learners to the real language (Fatima, 2016). An authentic instructional materials has many advantages for the learning process, especially in teaching English for EFL learners. The benefits include (1) preparing learners to use the target language in a real-world context; (2) assisting teachers in creating lesson plans for the classroom; (3) enabling learners to use more learning strategies; and (4) inspiring learners by introducing them to the target language's culture (Fatima, 2016). In conclusion, the advantages of using authentic materials are stimulating students' motivation in English learning, challenging for learners, providing a resource for students to use in their class projects, providing students a natural language may help them to improve their communication skills, and exposing the learners to the real language (Kusmawardani et. al, 2018; Friedman, 2018; Guner, 2018; and Fatima, 2016).

YouTube is a website which provides a lot of videos. It contains many videos that allow people to learn informally by watching it (Cayari, 2011) and it has been developed to be an online video-sharing destination (Alias et al., 2013). Thus, today it can also be in the form of application which can be downloaded via appstore and playstore. Slides, snapshots, pictures, nonverbal street signs, children's sketches, skylines, magazine images, nonverbal picture books, postcards, and stamps are examples of genuine visual materials, according to Boyaci and Guner (2018). He continues by stating that genuine written materials include, television advertisements, newspaper articles, astrology columns, obituaries, sports news reports, suggestion columns, songs, street signs, and eatery menus. Additionally, genuine activities and content are the foundation of authentic learning. Authentic activities are those that are focused on the learner, engaging, participatory, and applicable to everyday life. (Boyaci and Guner, 2018). YouTube has the potential to be used for learning as both a social media platform and as a movie with auditory and visual components. (DeWitt et al., 2013).

They also discovered that YouTube can be used to integrate information technology into teaching and studying the performing arts.

With YouTube, people can download, view, and share video clips on a wide range of content, including video clips, television shows, music and instructional videos, video blogs, as well as amateur video. YouTube is similar to a virtual coffee shop where people can share ideas and meet up with others to discuss ideas, art, and songs (DeWitt et al., 2013; and Cayari, 2013). Additionally, it can be used as a study tool. Today, many scholars use YouTube to capture and distribute class lectures, generate knowledge through observation and social interaction, and expand the body of knowledge in performing arts (DeWitt et al., 2013; and Kousha et al, 2012).

ABA English is one of online course which provides material based on the students English level. It can also be downloaded via appstore and playstore. According to Seiz (2016), a language study program for mobile devices called ABA English was created by the American and British Academies. Additionally, he said that the MALL (Mobile Assisted Language Learning) settings' unique traits have been taken into consideration when developing the mobile application. The app and website offer a comprehensive interactive general English resource for adults that is made up of 144 modules or instructional units split into 6 levels or classes that span the range of levels specified in the Common European Framework of Reference for Languages (CEFRL): Beginners (A1), Lower Intermediate (A2), Intermediate (B1), Upper Intermediate (B2), Advanced (B2-C1) and Business (C1). Each level includes 24 units. The support languages of the app, for instance helping the instructional process, are 8: Chinese, English, French, German, Italian, Portuguese, Russian and Spanish.

According to Seiz's (2016) explanation, ABA is similar to contextual teaching and learning (CTL), which is defined as a method of introducing content using a variety of active learning techniques intended to help students retain what they already know and apply it to what they are expected to learn while also enabling them to create new knowledge through the analysis and synthesis of this learning process (Hudson and Wishler, 2001). This CTL places more emphasis on the act of communicating than on language proficiency, changing the responsibilities of the students from those in conventional second-language classes. Additionally, According to Surdin (2018), CTL is a learning method that links academic material with the learners' daily environment to create patterns that embody meaning, matching the brain's performance in the process. ABA English is an Authentic Material (Ochoa et.al, 2016), it can be included as an authentic material because it the material content and structure is related to the current issue of life and designed for instructional goal. Seiz (2016) explains that the learning content of ABA English application providing the web-based course, consisting of 144 units.

RESEARCH METHOD

This researcher was limited to the development phase only. There was only one subject in it. It is an expert subject. The expert subject is the subject who review, judge, evaluated or validate the model and product. The subject is an expert who is expert in English language teaching and learning. For the need analysis, the subjects were the students of Biology department of Muhammadiyah University of Parepare in 2018 – 2019 academic years. There were 5 classes of students involve in Biology department. The subjects consist of 46 students. In this study, the researcher made an analysis for students' needs of English. Based on the analysis, the researcher developed materials by combining YouTube and ABA English applications. The combination of both YouTube and ABA English applications would be easy to be accessed by the lecturers and students. The goals of this study are to create and find out

(1) the suitable materials of English for Biology instruction, and (2) the models of English materials through the combination of YouTube and ABA English application (3) product of English for Biology instruction, and (4) the students' and lecturer's perception toward the development product. In order to fulfill these goals, the researcher applied a research and development (R & D) design by applying mixed method, quantitative and qualitative approaches.

In order to develop the instructional materials, the researcher integrated modified ADDIE approach. ADDIE is one of approaches used in developing the material. It is the acronym of Analyze, Design, Develop, Implement, and Analyze. It is merely a process that serves as a guiding framework for complex situations, it is appropriate for developing educational products and other learning resources (Branch, 2009). The ADDIE concept is being applied here for constructing performance-based learning (Branch, 2009). Based on the previous concept, therefore, the researcher implemented the steps into four main phases, namely *research*, *analysis, design,* and *development phase*. The research was conducted in four main phases, research, analysis, design, and development phase. In the research phase, the researcher analyzed the potential problem that the subjects possess. Based on the potential problems, the researcher analyzed the learning needs. After analyzing the learning needs, the researcher designed and developed the instructional materials for Biological students. Then, the researcher conducted the expert's validation. After validating the material, the researcher conducted try out in a small scale of students.

In obtaining the data, the researcher used questionnaire in order to gain much more information of potential needs and problems from the students and lecturers. This was done in order to achieve the target of need assessment and analysis. It was also used to get the data from expert in order to know the validity level of the model and acceptability level of the material which it is designed and developed from the combination of YouTube and ABA English Application for English for Biology. Besides, it was used to get the lecturers' and students' perception of the implementation of the instructional materials that will be designed and developed for English for Biology. Yet, before giving the questionnaire, first of all, it was validated by the experts.

RESEARCH RESULT AND DISCUSSION

Table 1. Mastery Level of Students' Listening Skill

No	Listening	Level of Mastery (Percentage %)					Total
		VG	G	F	P	VP	(%)
1	Understanding English daily conversation	2.17	13.04	69.57	13.04	2.17	100
2	Understanding the lecturer instruction in English language	2.17	21.74	71.74	4.35	0.00	100
3	Understanding an audio and video material in English language (such as YouTube and TV Program)	6.52	41.30	41.30	10.87	0.00	100
4	Understanding an audio and video material in English language related to Biology material (such as YouTube and TV Program)	6.52	21.74	60.87	10.87	0.00	100
5	Understanding the explanation in English language seminar	8.70	15.22	47.83	28.26	0.00	100
6	Writing when listening	6.52	32.61	52.17	8.70	0.00	100
	Score total	32.61	145.65	343.48	76.09	2.17	600
	Mean score	5.43	24.28	57.25	12.68	0.36	100

Table 1 portrays that the percentage of students' mastery of listening skill is in the fair classification. More than 50% students is the fair classification in mastering the listening skill. Many of students also are in the poor and very poor classification. It shows that, there is still problem in the listening mastery that needs to be fixed.

Table 2. Mastery Level of Speaking Skill

No	Speaking	Level of Mastery (Percentage %)					Total (%)
		VG	G	F	P	VP	
1	Participating in English language daily conversation	6.52	19.57	54.35	19.57	0.00	100
2	Understanding the message in English language	2.17	34.78	52.17	8.70	2.17	100
3	Communicating with tourist in English language	6.52	8.70	52.17	28.26	4.35	100
4	Fast and fluent in speaking English	6.52	15.22	54.35	19.57	4.35	100
5	Participating in discussion of English class either asking or answering the question in English language	6.52	17.39	58.70	15.22	2.17	100
6	Conducting the presentation in English language	8.70	13.04	47.83	26.09	4.35	100
7	Having a good pronunciation	4.35	17.39	50.00	26.09	2.17	100
8	Using an accurate grammar in speaking English	6.52	19.57	54.35	15.22	4.35	100
9	Using suitable vocabularies in speaking English	6.52	17.39	56.52	17.39	2.17	100
	Score total	54.35	163.04	480.43	176.09	26.09	900
	Mean score	6.04	18.12	53.38	19.57	2.90	100

Table 2 shows that most of the students have not mastered the speaking skill yet. It is shown by the mean score that most of students are in the fair and poor classification even if a few of them are in the very good and good classification. Therefore, in developing the material, the researcher will put a very easy material in term of language use of English so that the students easily engaged to the material.

Table 3. The Mastery Level of Reading Skill

No	Reading	Level of Mastery (Percentage %)					Total (%)
		VG	G	F	P	VP	
1	Reading articles from magazine and newspaper	4.35	17.39	58.70	19.57	0.00	100
2	Reading emails and articles in Internet	10.87	17.39	45.65	23.91	2.17	100
3	Reading English booklets or manual book	0.00	21.74	56.52	17.39	4.35	100
4	Reading report, text books, and book references	6.52	13.04	52.17	23.91	4.35	100
5	Understanding and interpreting grafic, table, and picture meaning.	2.17	17.39	52.17	28.26	0.00	100
6	Understanding the specific information	6.52	17.39	56.52	15.22	4.35	100
7	Understanding the general information	2.17	26.09	54.35	17.39	0.00	100
8	Identifying the main idea	2.17	17.39	52.17	17.39	10.87	100
9	Making conclusion	8.70	21.74	45.65	17.39	6.52	100
10	Guessing the words meaning based on context	6.52	23.91	45.65	19.57	4.35	100

11	Understanding the lecturer's slide in English language	4.35	17.39	60.87	15.22	2.17	100
12	Understanding author's characters and the point of view	4.35	15.22	65.22	10.87	4.35	100
13	Recognizing terms when reading	6.52	19.57	58.70	13.04	2.17	100
14	Making notes when reading	15.22	19.57	47.83	13.04	4.35	100
	Score total	80.43	265.22	752.17	252.17	50.00	1400
	Mean score	5.75	18.94	53.73	18.01	3.57	100

Table 3 shows that most of the students have not mastered the reading skill yet. It is showed by the data percentage that most of the students are in the fair classification. In order to solve this, the researcher will develop the material by putting some activities related to reading skill so that the students can improve their reading skill.

Table 4. The Mastery Level of Writing Skill

| No | Writing | Level of Mastery (Percentage %) | | | | | Total (%) |
		VG	G	F	P	VP	
1	Making notes at the class in English language	6.52	17.39	50.00	26.09	0.00	100
2	Writing essays in English language	6.52	15.22	52.17	19.57	6.52	100
3	Writing informal texts like email and short text in social media	2.17	21.74	54.35	15.22	6.52	100
4	Writing a curriculum vitae in English language	4.35	26.09	43.48	15.22	10.87	100
5	Writing experiences in English language	2.17	17.39	54.35	17.39	8.70	100
6	Writing summary and abstract in English language	6.52	17.39	50.00	21.74	4.35	100
7	Writing a critical essay in English language	4.35	19.57	45.65	23.91	6.52	100
8	Providing presentation slide in English language	6.52	15.22	45.65	23.91	8.70	100
2	Writing business letter in English language	6.52	13.04	45.65	19.57	15.22	100
10	Writing research article in English language	8.70	13.04	45.65	19.57	13.04	100
	Mean score	54.35	176.09	486.96	202.17	80.43	1000
	Total score	5.43	17.61	48.70	20.22	8.04	100

Table 4 shows that most of the students have a fair and poor writing ability. It is proved by the data that mostly students state that they have a fair, poor, and very poor classification. They still need improvement in the form of making notes, writing essays, writing informal texts (e.g. email and short text in social media), writing a curriculum vitae, writing experiences, writing summary and abstract, writing a critical essay, providing presentation slide, writing business letter, and writing a research article.

Table 5. The Mean Score of Expert Validation

| No | Experts validation | The mean score of liker Scale | | | | Total | Score |
		1	2	3	4		
1	Expert 1	0	0	0.93	2.76	3.69	92.22
2	Expert 2	0	0	0.07	3.91	3.98	99.44
	Total score	0	0	1	6.67	7.67	191.66
	Mean score	0	0	0.5	3.34	3.84	95.83

Table 5 shows the mean score of expert 1 and 2 validation result. After calculating both the result of expert 1 and expert 2 validations, the mean score shows that the validation value is still in a very high position. If it is converted to 1 to 100 scales and separated it into 4 main categories namely, very low, low, high, and very high as illustrated below:
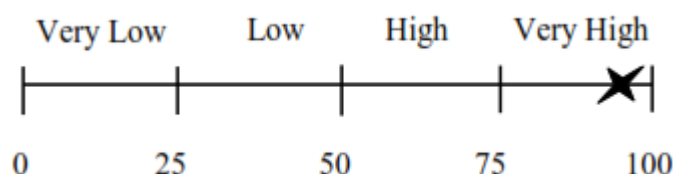

Figure 1. Experts' Validation Result

Discussion

Most of the research samples have a very basic knowledge about English language. Their ability in each skill of English is categorized low. While most of them realize that it is a very important language to be developed to support their carrier in the future. The first step that the researcher considered in teaching English so that the students will feel comfortable is environmental situation. Environmental analysis attends to look the local and broader situation to make sure that the course will achieve the requirements (Nation and Macalister, 2010). The data shows that there are several students who unsatisfied to environmental situation when studying English in the classroom.

In terms of materials, most of the students prefer to choose biology materials to be taught in their classroom; in this case is authentic materials. For the listening skills, the students need an audio visual tool to help their listening skill such as YouTube and TV. For the speaking skills, the students need to memorize a lot of vocabularies then practice the dialogue in outdoor. The next skill is reading, the students need to understand the information that they read from email, books, report, and others references. They are also lack in understanding general information. Therefore, the materials of reading will be much more focus on reading comprehension and practices. The last skill writing, some of students need to improve their writing skill in the form of writing essay, writing summary, and research article. Therefore, the researcher provides some materials and activities to improve their writing ability, summary, and research article. YouTube is an authentic material, for it provides such pictures, photographs, movie commercials, sports news reports, and people's drawings that can be used for instruction (Boyaci and Guner, 2018; and DeWitt et al., 2013). Thus, YouTube is an authentic materials because it contains those fitures. Additionally, ABA English is an Authentic Material (Ochoa et.al, 2016), it can be included as an authentic material because it the material content and structure is related to the current issue of life and designed for instructional goals. Additionally, in designing the ESP course, the integration of ICT is important to support the implementation of learning because it provides a virtual and blended-learning space which aims to facilitate collective learning (Luna and Taillefer, 2018; Li, 2018; and Navas, et. al 2018). Therefore, teacher need to know in what condition that they should give face to face materials and what to give online so that the students will be responsible and easy to be controlled (Ozieblo, 2018).

In determining the suitable materials viewed by the principles, therefore, the suitable materials for biology students should often present repetitive vocabularies, give opportunity to the students to be able to understand and focus on learning, use common features of Biology department, present useful materials, skills, and strategies, have sequence materials,

give opportunity to use the students' knowledge, have order materials from easy to difficult. Besides, if it is viewed from content and sequencing, the materials should give the students interest, should be balanced between inputs that focus on meaning, language focused learning, outputs focused on meaning, and fluency activities. The last is materials viewed from monitoring and assessment. There are some considerations that the researcher considered when developing the materials. They are teaching condition, time, available resources, and feedbacking. These characteristics materials are also supported by the statement of (Nation and Macalister, 2010) in their questionnaire of content and sequencing, format and presentation, and monitoring and assessment.

CONCLUSION

The development product resulted from this thesis is English for Biology book. This book is not an e book. But, it is a course book. The course book is designed to possibly for the students working on it. The materials were adopted from YouTube and ABA English. Therefore, in running these materials, there will be a CD for the listening, speaking, and writing materials. Besides, the video can also be accessed via online by the students. Therefore, it is easy for them to repeat the materials at home.

BIBLIOGRAPHY

Alavi M.S and Dashtestani R. (2014). A Cross-Disciplinary Analysis of Higher Education Students' Perspectives on the Use of E-books for Learning Academic English: *The ASIAN EFL Journal*, 10(1), 64-90. Accessed on 22th February 2019.

Alavi M.S and Dashtestani R. (2015). English for academic purposes (EAP) instructors' perspectives on the integration of formative assessment in the EAP context of Iran: *The ASIAN ESP Journal*, 11(1), 64-94. Accessed on 22th February 2019.

Alias, N., Razak, S. H. A., elHadad, G., Kunjambu, N. R. M. N. K., & Muniandy, P. (2013). A Content Analysis in the Studies of YouTube in Selected Journals. *Procedia - Social and Behavioral Sciences*, *103*, 10–18. https://doi.org/10.1016/j.sbspro.2013.10.301. Accessed on 24th February 2019

Boyaci B. D and Guner M. (2018). The Impact of Authentic Material Use on Development of the Reading Comprehension, Writing Skills and Motivation in Language Course: *International Journal of Instruction*, 11(2), 351-368. Retrieved from www.e-iji.net. Accessed on 24th February 2019.

Branch, M.R. (2009). *Instructional Design: ADDIE Branch*. Springer: London

Çakır, İ. (2017). Instructional materials commonly employed by foreign language teachers at elementary schools. *International Electronic Journal of Elementary Education*, *8*(1), 69–82. Retrieved from https://www.iejee.com/index.php/IEJEE/article/view/98. Accessed on 24th February 2019

Cayari C. (2011). The YouTube Effect: How YouTube Has Provided New Ways to Consume, Create, and Share Music: *International Journal of Education & the Arts*, 12 (6), 1-30. Retrieved from http://www.ijea.org/. Accessed on 26th February 2019.

Dehghani, Sadighi, and Seyari. (2015). The Effect of Computer-based Programs on Iranian EFL Learners' Knowledge of Grammar through Writing. *International Journal of English and Education,* 4(1): 88-99. Retrieved from www.ijee.org. Accessed on 31th December 2016.

DeWitt, D., Alias, N., Siraj, S., Yaakub, M. Y., Ayob, J., & Ishak, R. (2013). The Potential of Youtube for Teaching and Learning in the Performing Arts. *Procedia - Social and Behavioral Sciences*, *103*(November), 1118–1126. https://doi.org/10.1016/j.sbspro.2013.10.439

Effendi, E.D. 2015. The Speaking Ability Taught by Using Brainstorming: *International Journal of Social Sciences,* 1(1), 669-680. Retrieved from https://grdspublishing.org/index.php/people/article/view/341. Accessed on 28th February 2019.

Fatima, W. (2016). Exploring Authentic Material for Improving the Writing of Esl Learners. *International Journal of Advanced Research*, 4(12), 1137–1141. Retrieved from https://doi.org/10.21474/IJAR01/2503. Accessed on 24th February 2019.

Friedman L. G. (2018). From Authentic Input to Authentic Output: Assessing the Real World Potential of ESP Tourism Student Writing: *The ASIAN ESP Journal*, 14 (1), 293-311. Accessed on 23rd February 2019.

Hudson C.C and Wishler R. V. (2001). Contextual Teaching and Learning for Practitioners: Systemics, Cybernetics and Informatics, 6(4), 54-58. Retrieved from http://www.iiisci.org/journal/cv$/sci/pdfs/e668ps.pdf. Accessed on 26th February 2019.

Irawan, A. G., Padmadewi, N., & Artini, L. P. (2018). Instructional materials development through 4D model, *86*, 1–4.

Li L. (2018). Integrating Technology in ESP. *Pedagogical Principles and Practice*. Springer: Switzerland.

Lu et. al. (2015). Secretarial Needs in a Bicultural Academic Office: *The ASIAN ESP Journal*. 5 (1), 8-39. Accessed on 24th February 2019.

Mangila, B. B. (2018). Are IMs Culturally Relevan t ?" A Critical Analysis of the Instructional materials Used in Mother Tongue-Based Multilingual Education Program, *6*(2), 53–60.

Merkuri, Z., & Boboli, A. (2012). Teaching Reading Strategies to Students who Study Foreign Languages. *International Journal of Linguistics*, 4(2), 323–333. Retrieved from https://doi.org/10.5296/ijl.v4i2.1410. Accessed on 24th February 2019.

Nation and Macalister J. (2010). *Language Curriculum Design*. Routledge: New York

Navas J, et al. (2018). Using Technology in the Teaching of ESP: Some Reflections Based on Practice. Springer: Switzerland

Nur R and Syarifuddin R. (2018). Designing an Instructional Model of Youtube-Based Materials of Listening Comprehension at Umpar Indonesia: *The ASIAN EFL Journal*, 20(7) 94-108. Accessed on 22th February 2019.

Nurhayati B and Saenab S. (2018). Student Response Toward Humor Based Instructional Media (Descriptive Study on Students of Grade II SMAN 1 Bontonompo): *The ASIAN EFL Journal,* 20 (4), 35-41. Accessed on 24th February 2019.

Ochoa, et. al. (2016). The Effect of Communicative Activities on EFL Learners' Motivation: A Case of Students in the Amazon Region of Ecuador: *Colombian Applied Linguistics Journal*. 18 (2), 39-48. Retrieved from http://www.scielo.org.co/pdf/calj/v18n2/v18n2a04.pdf. Accessed on 26th February 2019.

Ratnah. (2018). Improving Writing Skills by Using Authentic Materials in Indonesian Vocational School: *The ASIAN EFL Journal*, 20 (7), 124-129. Accessed on 24th February 2019.

Safdari S et.al. (2018). Fostering EFL Teacher Enthusiasm through Vision Enhancement and its Relationship with Students' Attitude and Effort: *International Journal of Foreign Language Teaching & Research*, 6(21), 1-17. Jfl.iaun.ac.ir/article_51131.html. Accessed on 30th January 2019.

Seiz R. (2016). *ABA English App Mobile language learning application for iOS and Android*. 24(1). Retrieved from https://polipapers.upv.es/index.php/eurocall/article/view/5697/5720. Accessed on 26th February 2019.

Surdin. (2018). The Effect of Contextual Teaching and Learning (CTL) Models on learning outcomes of Social Sciences of the material of forms the face of the earth on Class VII of Junior High School: *International Journal of Education and Research*, 6(3), 57-64. Retrieved from www.ijern.com. Accessed on 26th February 2019.

Tahir, B. A. (2015). Improving Students' Speaking Skill through Yahoo Messenger at University of Iqra Buru. International *Journal of Language and Linguistics,* 3 (3): 174-181. DOI: 10.11648/j.ijll.20150303.20. Accessed on 24th February 2019.

Tomlinson B. (2011). *Material Development in Language Teaching*. Cambridge University Press: New York.

Wallace, I., Wallace, A. I., & Benson, E. (2016). Effects of Instructional materials on the Teaching and Learning of Social Studies in ..., (July). Accessed on 24th February 2019.

Zhang H and Ye L. (2016). English Teaching Reform and Practice in an Arts University in China: Meeting the Needs of Diverse English Learners: *The ASIAN ESP Journal*. 12(2), 93-110. Accessed on 24th February 2019.