Developing EFL Learning materials for Adult Learners: A Case in Indonesia

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Article history:	Abstract
	The current study aimed at developing English instructional materials for listening and speaking as additional learning sources. The research was conducted at *Universitas Islam Negeri* Mataram, Indonesia. The population was university students of semester three in academic year 2018/2019. There were 48 students as the respondents of 20 questionnaires. The current study followed Research and Development Procedures proposed by Borg & Gall (1979). It involves (1) a preliminary stage and collects information, (2) planning, (3) develop of product, (4) expert validation, (5) small-scale and large-scale field tried-out the students. The result of the research has shown that Indonesian students have confirmed the need for listening and speaking English materials. Since the existing materials used in learning had weaknesses, including the lack of opportunity for listening and speaking, the researchers have developed the TEFL materials to meet the standard. After being validated by the experts, and tried-out to the students, the developed TEFL materials have been able to improve students' speaking ability.

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1. Introduction

Based on an informal interview with university lecturers in *Universitas Islam Negeri* Mataram (UIN Mataram), it was revealed that the *Teaching English as a Foreigner Language* (TEFL) materials for adult learners in Higher Education, in this case, students of *UIN Mataram* Indonesia*,* is inappropriate. The inappropriateness was related to the requirement of English learning materials development. The material has to be based on the 16 principles of second language acquisition proposed by Tomlinson (2011). Therefore, the development of English learners' ability tends to slow down, even stagnate.

Besides that, the *UIN Mataram* is still covered by students' lack of English as their daily language. In addition, the lack of learning facilities as well as infrastructure, especially English instructional materials relevant by learners needs, has been a serious problem in Indonesia. At this point, students need to be provided with appropriate materials, that is, to increase students learning motivation so they will be attracted to study more. As the impact, their English ability will be increased.

Based on the previous observation, as the researchers had conducted a preliminary study by interviewing some *UIN* students in the second semester (Augustus- October 2018/2019), it was exposed that the students' needs were not fulfilled by the existing materials. Apart from the problem in learning materials, it was also found that the students had not enough English vocabularies to communicate. From the researchers' preliminary study, it was also found that the main source of TEFL materials did not exist. The lecturer in a class, for instance, could only provide the students with a task book compiled from assorted sources. The book only consisted of grammar and reading material. This is one of the many problems encountered by both lecturers and students in the learning process. If these problems remain unchanged, the learning objectives stated in the curriculum will not be well achieved. In other words, the learning materials set as the source of learning did not match with the content standard of the curriculum.

The English instructional materials of TEFL for adult learners, in Indonesian case, do not meet the standard. It, of course, becomes another problem in achieving the learning objectives. For example, books as sources of learning materials for students contain the dialogue of listening materials while the publishers do not provide listening materials in a CD/ DVD. In fact, the listening materials are very essential for the students.

Everything that can be used for facilitating learning is called instructional material. In the case of language instructional materials, as stated by Tomlinson (2003) in Nunan, *et al*., (2001, p. 66), instructional materials can be (1) linguistic, (2) visual, and (3) kinesthetic. Furthermore, they can be presented in any form such as printed materials, or through drama, displayed materials, cassettes, CDs/DVDs. All of them can be taken from any sources included internet. They can be instructional in that they inform students about the language, experiential in that they provide exposure to the language in use, elucidative in that they stimulate English language use, or can be exploratory in that they seek discoveries about language use.

Moreover, in some English books, the researchers have found that some parts of the materials are designed by focusing on grammatical and reading only. The materials given to students did not guide students to find out by themselves. CTL model means reasoning from generalizations toward specific examples: the specific facts drawn or inferred from general principles (Brown, 2008). The researchers assume that the students should be given inductive models which can guide them to think analytically to materials being learned. It is supported by Brown (2008) that the learning of a second language in real life (naturally, without a teacher), as well as learning a first language, involves inductive process, in which the learner must infer certain rules and meaning of the data around them.

Counting such thoughts, the researchers assume that the facts will become bigger problems if they are not overcome soon. The researchers expect that the current research can solve the problems stated previously, that is, by designing English learning materials for adult learners. The materials that are added and designed by the researchers are supplementary, namely reading, writing and vocabulary materials. The materials are added since they are needed by students of *UIN*.

Next, in the informal interview with some English lecturers, it is known that material development for adult learners in the university is important to be applied. The competency in using English for communication is related to the availability of the appropriate materials. As the other impact, if the appropriate materials are not provided, students will only master the limited vocabulary of learning contextual. For example, in the topic of 'daily activities', most students are not able to explain their daily activities in English because of the inappropriate materials. Additionally, Polly (2009), Hsu *et al.,* (2010), and Jaya (2007) have found that students can be assisted to achieve the objectives of learning English as a foreigner language through developing English teaching materials. Therefore, it is stated that developing an appropriate English Instructional material for TEFL is important.

2. Materials and Methods

In this section, the researchers display a literature review and the methods of the current research. The literature review discusses (1) material development of TEFL for adult learners, (2) English learning materials, (3) TEFL for adult learners, (4) the analysis of learners' needs, and (5) TEFL for students of *UIN Mataram*, Indonesia.

2.1 Literature Review

Material Development of TEFL for Adult Learners

Materials are one of the components of the instructional process. Teaching and materials are the key components in most language programs (Richards & Renandya, 2002). In order to meet the students' needs, the researchers usually add, select, lengthen, shorten, and modify the materials (Tomlinson, 2003). They craft the learning experiences to meet specified purposes. Therefore, the TEFL lecturers are claimed and pushed to be able to produce materials for their own class.

Materials development, according to Tomlinson (2003, p. 66), consists of study and a practical undertaking. As a field, it studies the principles and procedures of the designed, implementation and evaluation of language teaching materials. As a practical undertaking, it refers to anything which is done by writers, teacher, lecturer or learners to provide a source of language input, to exploit those source in ways which maximize the likelihood of intake and to stimulate purposeful output.

English Learning Materials

Tomlinson (2011) state that materials are anything which is used to help language learners to learn. Materials can be in the form, for example, of a textbook, a workbook, a cassette, a CD, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard, *etc*. They are anything which presents or informs about the language being learned. The materials can be adopted, developed, or adapted (Brown, 1995) from any sources. However, the materials being presented must be effective and have to consider appropriate approaches and syllabuses. Richards and Renandya (2002) propose a number of principles for the design of effective teaching materials. They are 1) language is functional and must be contextualized, 2) language development requires engagement in purposeful use of language, 3) language use should be realistic and authentic 4) classroom materials will usually seek an audiovisual component, 5) learners need to develop the ability to deal with written as well as spoken genres, 6) effective teaching materials foster autonomy, 7) materials need to be flexible enough for individual and contextual differences, 8) learning needs to engage learners both effectively and cognitively.

TEFL for Adult Learners

TEFL for adult learners is different from TEFL for young learners. Clearer objectives of learning English and the method to reach the objectives have been known by adult learners. The time of adult learners is also very limited. Therefore, they cannot spend time playing the game for learning the language. Furthermore, adult learners bring a lot of issues into the classroom that a teacher must address creating a successful learning environment. That is why special methods, as well as techniques for adults, are needed. Teachers must be prepared to understand learners' needs and be flexible enough to alter lessons when they are proving to be ineffective in the classroom. Unfortunately, there has been relatively little research in the field of adult education. Most educators assume that the difference between the ways adults and children learn can be attributed mainly to their age difference, especially in language learning, but the difference goes far beyond age. Effective adult education is based on an understanding of how adults learn and what factors determine their learning success or failure. At this stage, the Andragogical Model of teaching (Rachel, 1989) needs to be explored. The notion of Andragogy is defined as a learner-focused education, while pedagogy refers to a teacher-focused education (Conner, 1997).

The Analysis of Learners' Needs

The analysis of learners' needs is defined as a process of determining the needs of a group of learners that requires a language and arranging the needs according to priorities where it uses both subjective and objective

information (Richards *et al.,* 1992). Learners' needs are the most important input in the needs analysis and cannot be ignored in any TEFL classes (Hutchinson & Waters, 1987). It determines the participation and effectiveness as well as efficiency of the learning process (McDonough, 1984; Nunan, 1988). It also impacts students' motivation towards the course.

Related to the analysis, Nunan (1988) suggests two models in analyzing the students' needs analysis. They are (1) analyzing the strategy, and (2) analyzing the media. Analyzing strategy focuses on the analysis of the methodology applied while analyzing the media is to adjust language courses to local situations. It can also be stated as the analysis of 'what' and 'how' of a course (Dudley-Evans *et al.,* 1998).

Analyzing is conducted by looking at objective and subjective needs. Objective Needs is gathered by deriving facts from outsiders while subjective needs are collecting facts from cognitive and affective factors by the insiders of a community. Needs analysis also it looks at the descriptive method that provides a list of learners' needs from students, TEFL teachers, Head of Departments, and Policymakers' point of view (Dudley-Evans *et al.,* 1998). The transformative method provides an indication for changes in the content, materials and teaching method (Pennycook, 1989; Benesch, 1996).

TEFL for students of UIN Mataram, Indonesia

Material is considered as a crucial component of any instructional program, particularly of adults EFL learners. All materials that are designed for learners and teachers' needs in TEFL is instructional materials. They are learning resources and help learners in acquiring knowledge. In TEFL, instructional materials play very important roles. They can be a source for presentation and a source of activities for communicative purposes.

Furthermore, the role of instructional material is more than solely as what learners should be instructed. Since it is designed based on the learners' needs and interest, besides it serves as a source of language and reference, it also supports learning process as well as for motivating and stimulating adult learners in *UIN Mataram*. It provides achievable challenges, interesting content, and to provide resources for self-study outside the classroom (Dudley-Evans *et al.,*1998).

General courses refer to communicative goals, communicative practice or communicative methodology. It means that the activity in this approach is the activity that can engage learners in communication. The activity of communication involves sharing processes such as information sharing, negotiation of meaning, and interaction. Thus, the role of learners is as negotiators to help learners use English for communication purposes.

Communicative Language Teaching (CLT) is an approach that regards language as a system for the expression of meaning; primary function-interaction and communication. CLT can facilitate the teachers in teaching four English language skills including listening, reading, writing and speaking as language competence. Listening and reading include receptive skills in which there is a process to save a lot of inputs in the brain. In contrast, writing and speaking include productive skills that produce outputs. In addition, lecturers are expected to encourage the students in *UIN Mataram* to master language components including grammar, vocabulary, and pronunciation. Further information related to TEFL in *UIN* Mataram is explained as follows;

a. Teaching Listening

Strong listening skill is needed by adult learners of English. They need it in their everyday lives as well as in their classes. It cannot be denied that listening skill is the most-used skills. Morley (1984) explains that time spent in communicating is divided into approximately 50 percent listening, 25 percent speaking, 15 percent reading, and 10 percent writing. Students should learn successfully in real-life 25 percent listening situations. It means that listening has an important role in. According to Brown (2008, p. 299) that through reception, we internalize linguistic information without which we could not produce language. Therefore, students need to develop this important pathway to language acquisition by using a variety of listening activities. Related to the issue, it is stated that choosing the appropriate listening materials impacts the ability of English. The materials could use real-life English and reflect adult interests, such as work, health, education, sports, recreation or family.

b. Teaching Speaking

The next important skill that should be mastered by students of *UIN* is speaking. Undeniable, speaking skill in TEFL is important. The speaking ability becomes one of the indicators that a learner regarded as a good language

person or not. According to Ur (1996, p. 12), among all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important. Its objective, in general, is to be able to communicate efficiently.

c. Teaching Reading

Reading in TEFL is quite complicated for adult learners. However, it plays an important role for learners of many societies. Reading allows learners to access information which might have otherwise been unavailable. In TEFL, reading is likewise a skill that teachers simply expect learners to acquire, it is because reading, arguably an essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability (Brown, 2008, p. 15). Thus, it is stated that reading has an important role that should be learned by all EFL students.

d. Teaching Writing

In the past, many people regard that writing was the exclusive domain of scribes and scholars in educational or religious institutions (Brown, 2008, p. 218). In everyday life "common people" in almost all aspects of life use language orally. It means they did not use written language. But now that opinion has changed. Today, writing has been placed almost in all aspects of life such as the workplace, school. It means that many people use writing as a means of communication, a means of entering favorite schools, a means of getting a better job (Park, 2016). Hence it is needed to be studied and mastered.

Related to the thought, it is found that writing in TEFL has got its own challenge. Elturki *et al.*, (2019) state that the challenges ranged from limited vocabulary to the lack of effective speaking and writing skills. Particular writing struggles for the students of *UIN* were lack of schema to write about specific topics and difficulties in synthesizing information as well as organizing their essays.

2.2 Method

The researchers applied Research and Development (R&D) as a design. It is proposed by Borg & Gall (1979). The R&D cycle, as outlined by Borg & Gall (1979: 775) consists of 10 stages namely (1) research and information collecting, (2) planning, (3) development of an initial product, (4) preliminary field testing, (5) preliminary product revision, (6) primary field testing, (7) operational revision of the product, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation. Considering time effectiveness and research cost, the current research only applied the first five steps of Borg & Gall (1979). Thus the research method was composed of the following five stages.

The first stage was composed of the review of literature, classroom observation, and preparation of the report of current conditions (Borg & Gall, 1979: 777-778). The second stage is determining goals, sorting materials, and conducting a small-scale field test. In order to formulate abilities and goals, the current curriculum was studied. Determining specific learning goals that will be achieved from the product being developed will become the most important aspect of this planning stage. Specific learning goals are the foundation in developing learning programs because learning programs can be tested and revised until they fulfill the learning goals that have been determined (Borg and Gall, 1979: 779).

The third stage was the development of learning instruments. In this stage, teaching materials including textual teaching materials, audio recordings, and speaking, and a teaching manual that describe certain skills or student work which teachers require in the instructional sequence are developed (Borg and Gall, 1979: 781). Learning instruments were evaluated by experts composed of a content expert or an expert in English education field, and tried- out to the students of *UIN Mataram*, Indonesia. It was to obtain revision inputs.

The fourth stage was student testing. Borg & Gall (1979) mentioned that student testing aims to obtain a qualitative evaluation of the new teaching product being developed. It was applied since the focus of this evaluation is stressed more on qualitative learning overview, rather than the quantitative results of learning by students. Furthermore, Borg & Gall (1979: 782) explain that the purpose of the preliminary test is to obtain a qualitative evaluation of the new educational product. The location for this research was at *UIN Mataram*, Indonesia. The final stage of this research was product revision based on comments from experts, lecturers, and student testings.

Next, this current research adapted the development model by Borg & Gall (1979). This model was combined with the Tomlinson (2011) model. The adaptation and the combination are utilized to find suitability for the research of instructional material development. The adaption and the combination of those models are shown in Figure 1.

Research

Analysis Data of Need Analysis,

⇩

Development

Preparing for Material Development based on findings

⇩

Developing Instructional Material
& Validation

⇩

Expert Validation and Revision
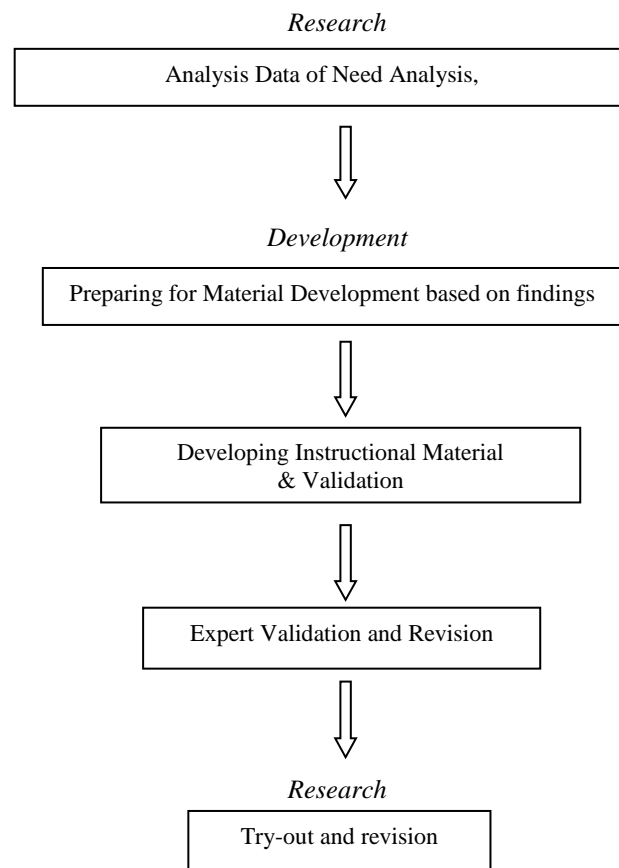
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Research

Try-out and revision

Figure 1. Procedure in the Design of Developing Instructional Materials adapted from Borg & Gall (1979), and Tomlinson (2003)

In the phase of designing, the researchers designed English materials for adult learners considering the goals and objectives of the learning process. The researchers designed blueprint or materials framework, determined target population description, selected materials, and identified sources.

The types of data obtained in this study were qualitative data. Qualitative data were gathered from the experts' judgment and the result of the questionnaires. Next, this research used two kinds of instruments namely rubric and questionnaire. The rubric was adapted from Hedge (2010). It was used to evaluate or validate the product. The second instrument, the questionnaire, was given to students for conducting a needs analysis.

3. Results and Discussions

Having analyzed the data with the method mentioned in the previous section, several results are found as displayed following.

Necessities

From the varied responses of questioners, the target needs (necessities) of the students have been revealed. In accordance with the general needs stated by researchers, it was found that all *UIN Mataram* students have got positive responses after being given questionnaires distribution The percentage requirement in learning English 1 by

UIN students has shown a percentage of the range of 8.33% to the highest range of 87.50%. This shows that students are interested in following contextual learning. The reasons, according to the students, is because the way to learn in real situations direct in knowing more closely.

The Students' Lacks

The researchers made a description of the students' answers to a number of questions related to difficulties in understanding English material 1. Regarding the question, 56% of the 24 students stated that English tenses were very complicated and difficult to understand. The reason is that tenses have many formulas so they are difficult to memorize and remember. Next, 33% of 24 students chose the most difficult pronunciation of the four other language skills. The reason for the students, mainly, is related to pronunciation, different writing style, and how to read English.

The Students' Wants

From the questions given by the researchers, it is described that the lowest response of the students is at 8.33% projection to the highest response of students among 50.0%. The reason for students is because the teaching material from each component of the topic presented is not separated from the four components of language skills. They are tailored to the needs of students and in accordance with learning that is relevant to real life. Furthermore, it combined with grammar and vocabulary as supporting material, that is, to understand the reading text.

The Objectives and Topics

Based on the lecturer' responses to the questionnaire, the English Instructional Materials have been in line with students' needs. Responding to these questions, based on students need assessment, the Lecturer answered that the developed material should integrate all those four skills. There are many situations in which more than one language skill is needed. For this reason, it is valuable to integrate language skills. Integrating the skills will allow the students to build a variety of ability. Instead of just having listened, the students can have spoken, reading and writing practice. This, according to the lecturers, can raise their motivation to learn English. Moreover, the lecturers stated that all skills are important. None of them can be ignored.

Material Development

In order to develop the draft of materials, then, after analyzing the material then it was decided whether or not the materials are suitable for students at *UIN Mataram* and whether it should be adopted or adapted. The draft of materials was in the form of EFL adult learner on English book for the second semester using a reading and grammatical books. The researchers have developed English books that be based to need students' needs. Each unit is divided into three sections such as text types, short functional text (transactional and interpersonal) and glossary of vocabulary section.

Expert Validation

Besides answering the questionnaire, the first expert gave some comments and suggestions. The first expert expressed positive respond. She stated that it was good English material. However, it is still needed to be revised, especially in grammatical errors and mechanism of some non-English words. Moreover, she suggested the researchers insert fun activities like games. Furthermore, she also suggested explaining the aim of adding contextual aspects in the materials. The other comment from the second expert stated that the English material would be good for adults, but it needed to be modified and revised. He suggested that the researchers should insert pictures in all texts. Besides he suggested to involve fun activities.

Try-Out

This small-scale trial in the current study used a sample of English language lecturers and second-semester students at *UIN Mataram*. In individual tests, one English peer lecturer and 10 students were asked to provide responses related to the devices developed based on the needs of students in using questionnaire.

Trials in large groups were conducted in semester 2 of *UIN Mataram* students. With a total of 48 students. Student response to the level of the practicability of English textbook devices 1. From the results of large-scale field trials of data from the level of exercises in the textbooks, an average is 3.97, which is at the level of the practical category. In general, regarding the level of the practicability of learning devices, the results of the questionnaire indicated that learning devices have been developed based on the needs of students. They are very practical and can be used in learning English. Both lecturers' responses to small-scale tests and students are directed at the ease of use of learning tools in TEFL activities.

Revision

The final revision of the product was done on the basis of the data obtained from the expert validation and try out. From the experts, the revision comprised grammatically, vocabulary and systematic insert some activities. Besides, some texts which were to make them the contextual need for students activities (Cousin *et al.,* 1978). Meanwhile, from the tryout, the revision was adding some pictures for unit instructional.

From the data, respondents expressed a preference for deeper strategies such as reading, writing, summarizing, and looking for patterns in English. The faculty should be cognizant of the demands that reading assignments place on nonnative speakers. They can reduce some of the anxiety that students experience by explicitly teaching study skills or directing students to the academic writing style.

Based on the analysis results, it can be described as follows. Teaching materials in the form of textbooks can determine the overall success of learning. (Tompkins, 1990). Therefore, the preparation of teaching materials is considered a very important stage. Teaching materials have a strategic function for lecturers. The strategic functions of teaching materials are explained more as follows.

Firstly, guidelines for lecturers in carrying out the learning process, as well as the substance of competence that must be taught to students. Secondly, guidelines for students in the learning process, as well as competency substances that must be learned/mastered. Thirdly, a tool for evaluating achievement/mastery of learning outcomes. Next, the development of teaching materials must be in the form of textbooks that pay attention to the use of language. The use of language in teaching materials must be communicative and easy to be understood by students as potential users of development products.

The results of the research on the development of teaching materials that fit the needs of students also proved the existence of excellence in the process of learning English. Need-based learning as an effective learning model is proven to be able to improve students' English skills in improving the quality of learning outcomes.

In this case, students must participate more actively in the learning process. The role of the lecturer is only as a facilitator, motivator, inspiration, and driving force so that the learning process can run smoothly without problems. Hence, need-based learning is seen as one approach in learning that meets the principles of competency-based learning. Related to the case, student competency becomes the main consideration in the learning process. The implementation in the learning process is carried out through the following steps: (a) students are accustomed to solving problems and finding something useful for themselves, (b) students must build the knowledge and skills learned in their own minds, (c) the learning process must be packaged into the process of building and not receiving knowledge, and (d) students build their own knowledge and skills through active participation in the learning process. Need-based learning can provide broad opportunities for students to experiment, develop creativity, and develop reasoning skills according to their respective learning styles, (Bereiter, 1994).

Fourthly, learning with constructivism approach is intended to increase students' active participation intellectually and emotionally in the learning process (Shymansky, 1992). Students are constantly motivated to discover or build their own concepts that are being studied through activities carried out in various forms, such as observation, discussion, trial, and error, or experiments.

The results of the validation and practicality of the teaching material have shown that the validity level of need-based English teaching material is in a very valid and practical category. Teaching material has a very high level of validity and practicality because the teaching material developed has conformity with the direction of learning English 1 material developed in textbooks is consistently linked to each other to the needs of students.

In general, the validation states that the teaching material is stated to be good and can be used with a slight revision of a number of inputs and suggestions. Formulation of teaching material tailored to the needs of students and is expected to improve student learning outcomes in English.

Based on the results of field tests related to the use of teaching materials, teaching materials that all teaching material units are in accordance with the needs of students and are more likely to direct students more effectively and can increase student confidence in learning because the material taught is closely related to the environment and objects in surrounding area

4. Conclusion

The results of the materials development research serve as alternative solutions to the learning process to encourage students to be actively involved in constructing the knowledge of English learned. Based on developing EFL Learning materials for Adult Learners in *UIN Mataram*, Indonesia, the finding in the current study can be used as technical guidelines for lecturers in organizing classes.

Furthermore, materials development in creating English learning materials especially speaking materials should be based on government rules and students' need. The materials should consider what students want to achieve. When the student's needs are fulfilled by presented materials, the researchers believe that the target of learning objective in the syllabus will be achieved well.

The students hoped that their lecturers will teach them professionally. On the issue, the lecturers should know how to develop students' English materials. Moreover, the lecturers are asked to organize the learning process well and to more prepare a better lesson plan. The students hoped their lecturer can teach them well, and improve their speaking ability.

Based on the result of the current research, it is suggested several important points. For students, it is suggested that students may use English learning materials that have been developed by researchers. It can be used as one of the relevant learning resources in English lectures.

For English language lecturers at *UIN* Mataram, Indonesia, with the existence of learning materials according to the needs analysis of students, it is suggested that the lecturers may use the material as one of the guidelines in lectures. Moreover, it is expected that lecturers can use them consistently in TEFL activities. This product can be used for the purposes of institutions in *UIN* Mataram, and if possible, can be used for other institutions in Indonesia and other countries.

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