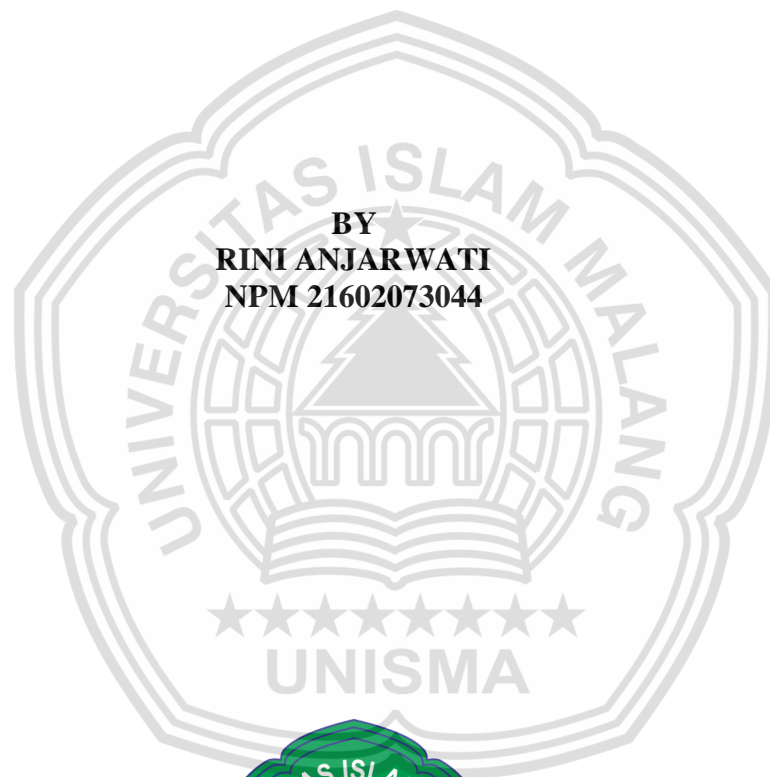




**THE DEVELOPMENT OF A SUPPLEMENTARY READING MATERIAL
FOR ARCHITECTURE AT NATIONAL INSTITUTE OF TECHNOLOGY
MALANG**

THESIS



**BY
RINI ANJARWATI
NPM 21602073044**

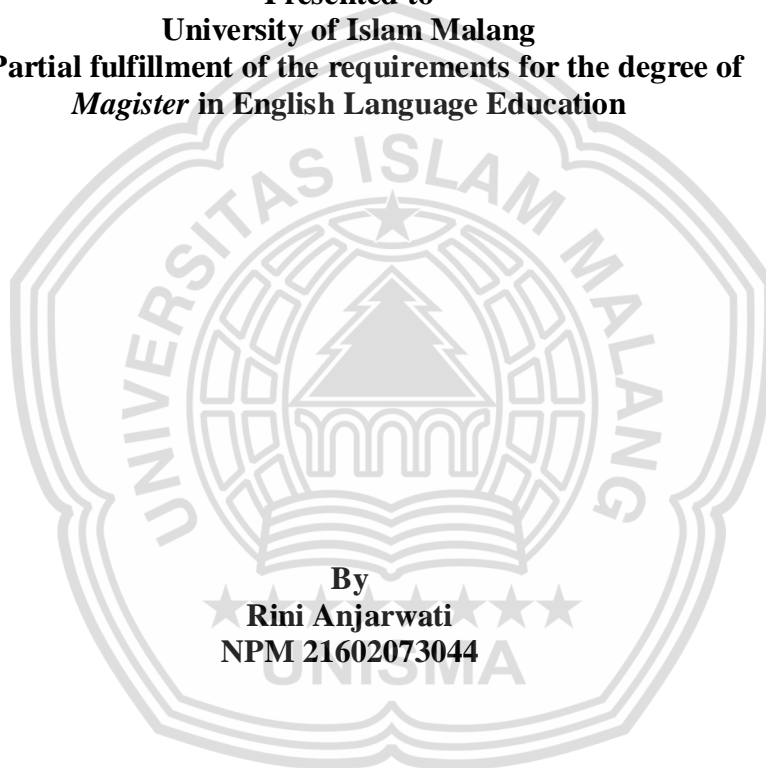


**UNIVERSITY OF ISLAM MALANG
GRADUATE PROGRAM
ENGLISH LANGUAGE TEACHING STUDY PROGRAM
2020**



**THE DEVELOPMENT OF A SUPPLEMENTARY READING MATERIAL
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THESIS
Presented to
University of Islam Malang
in Partial fulfillment of the requirements for the degree of
Magister in English Language Education



By
★ Rini Anjarwati ★ ★ ★ ★
NPM 21602073044

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ABSTRACT

DEVELOPING READING MATERIAL FOR ARCHITECTURE AT NATIONAL INSTITUTE OF TECHNOLOGY MALANG

Anjarwati, Rini. 2020. *The Development of A Supplementary Reading Material For Architecture At National Institute of Technology Malang*. Thesis. Magister of English Education Department, Islamic Education and Teacher Training Faculty. Advisor: Dr. Alfian Zuhairi, M. Pd.

Keywords: teaching material development, reading, oral communication, instructional design

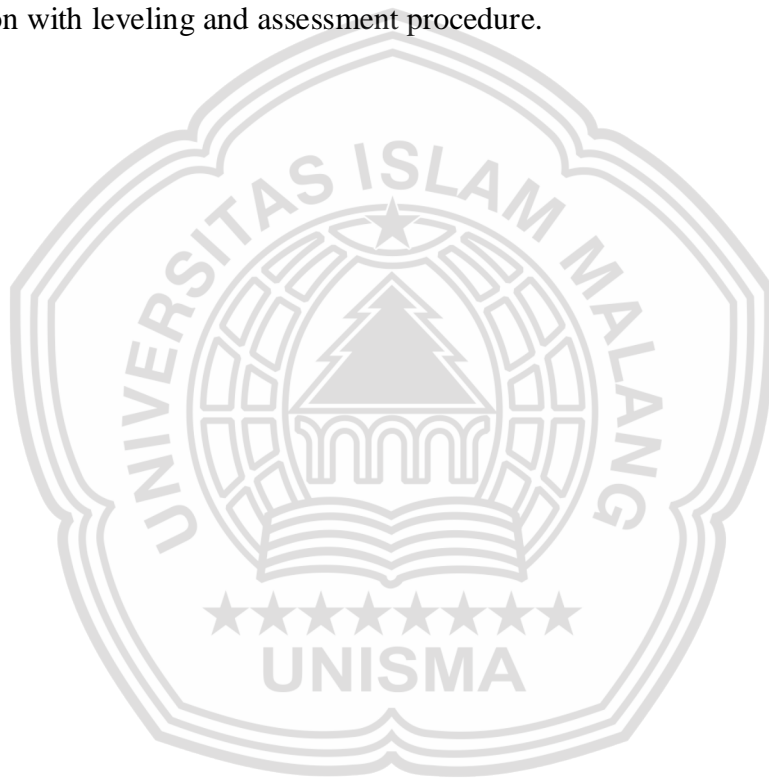
Teaching material is one of the important components in the process of teaching and learning. The demand to achieve the success in obtaining the maximum input of knowledge in terms of learning language requires the teaching material used must be contextualized with the learners' needs. It is done to ignite the students' productivity in using language. By fulfilling the learners' needs, learning becomes meaningful and purposeful. The main reason for designing a teaching material in this study is to empower the students of architecture with reading material which underlay English for specific purpose. It is also completed with exercises which include speaking so that the learner can activate their oral communication.

The instructional design models used in this designing of teaching material are adopted from those of Dick and Carey (2005) as well as Borg and Gall, (2003) involving 10 steps of material development. Those 2 models are simplified by the researcher to be 6 steps covering; 1) needs analysis and proof of concept, 2) product planning and design, 3) prototype development, 4) expert validation, 5) field testing/try out, 6) product revision. The simplification is carried out due to a time constrain, and academic constrain, research needs and a financial constrain.

The result of teaching material development has specification as follows: The topic in every unit is set in chronological order based on the procedures of architecture work moreover the topic in every unit is integrated to discuss in every sub-unit. The activity in every sub-unit is oriented for reading comprehension and vocabulary mastery. Such mastery is intended to support the students' oral communication. The speaking activities are supported by some learning theory such as behaviorism and constructivism.



Therefore, the final teaching material is reasonably successful, for this teaching material has filled the current gap of English speaking learning needs of architecture students with various models of speaking practice. This teaching material is also designed based on the actual work of an architect at which later on it can assist the architect students who are projected to work at architectural field in local or foreign countries. Aside from the strengths above, this teaching material has some limitations. The weak point is that this teaching material is not completed with the leveling and assessment procedure. In fact, such aspects are essential for teaching material. For further researchers, it is suggested to design English teaching material for architecture students focusing on oral communication with leveling and assessment procedure.



CHAPTER I

INTRODUCTION

This thesis aims on the development of English teaching material for architect. This chapter presents the background of the study, the objective of the development, the significance of the development, the product specification and the definition of key terms.

1.1. Background of the Study

Reading is a receptive skill with which one can perceive how information is described in various discourse as stated that “Reading is the process of receiving and interpreting information encoded in language form via the medium of print” (Urquhart & Weir, 1998: 22) in (Grabe, 2009: p 14) and it is also about the ability to gather meaning from printed symbol (Li Xiao – hui et al, 2007). Such meaning is obtained through a long cognitive process that involves background knowledge from the L1 reader, which therefore makes reading a constant process of guessing and what one brings to the text is often more important than what one finds in it. After a certain period of cognitive process, comprehension occurs when the reader extracts and integrates variety of information from a text and combines it with what is already known” (Koda, 2005:4) in (Grabe, 2000 p; 14). Thus, L2 reader must be taught how to use what they know to understand the unknown elements (Grellet, 1981).

The nature of reading as mentioned above is one thing the way it is presented in a reading class is another thing. There are tremendous efforts in delivering reading toward students of non English department. To whom and how reading is taught, however, are things that need further discussion. The findings are varied and of the majority, teaching general English of non English department students outweighed teaching English for Specific Purpose since ESP teaching often takes, as a point of departure, the analysis and description of language systems (Basturkmen, pg 35). Hopper (1987) Justifies language systems as a collection of abstract constructs that are provided as a requirement for language usage by both speakers and hearers. In other ways, a student must have a proper prior knowledge of English in order to teach and learn the ESP.

There are some criteria in developing ESP material (Streverns, 1988) in (Susanto, 2016) ; (1) ESP material may be related to or designed for specific disciplines; (2) ESP material can be used in specific teaching situations, a different methodology from that of General English; (3) ESP material is likely to be designed for adult learners, either at Tertiary level institution or in a professional work situation, and (4) ESP material is generally designed for intermediate or advanced students.

Along the way of teaching English for academic and professional purposes, teachers are often perplexed whether or not they teach the correct purpose of English to particular non English department students. As they know little of English they seem stuck with the same portion of English properties. Among the four skills of English, however, reading and vocabulary enlargement

will one of the aspects to enhance their ability of the use of English. As proposed by (Cahyono and Widiati, 2008) Vocabulary, in addition to grammar and pronunciation, is one of language elements considered necessary for language mastery. Such mastery is aimed to allow the learners to conceive the concepts of unfamiliar words, enlarge their vocabulary size, and use words successfully for communicative purposes. Thus, good vocabulary mastery supports mastery of each of the language skills, both receptive (listening and reading) and productive (speaking and writing). For instance, in reading, learners vocabulary size affects their comprehension of a reading text (Nuttall, 1989) in (Cahyono and Widiati, 2008) There is also a strong relationship between reading and vocabulary (Dike, 1973) in (Grabe, 2000) It goes along with Stanovich (1986, 2000) in (Grabe, 2000 p: 265) stating that vocabulary growth leads to improve reading comprehension, and the amount of reading leads to vocabulary growth. Vocabulary mastery and reading skills are inseparable and causal relationship, the higher the vocabulary size the better the comprehension skill the student can mainly achieve. Carver (2000, 2003) in (Grabe, 2000 p; 266)also points that the relationship between vocabulary knowledge and reading comprehension is so strong that they can produce perfect correlation as mentioned by Tomlinson (2011):

Teaching, conventionally, present such information from the teachers to learners done in front of the classroom where the teacher (material developer) facilitate the learning of the language in a form of textbook in which vocabulary discussed in depth through a challenging task.

The specifically-developed-material for Architecture should reflect the student's needs, upon which the materials, teaching method, and evaluation strategies are based. Moreover, need analysis also acts as a preliminary foundation for ESP

course to identify the course objectives and to provide the suitable teaching activities and materials, Basturkmen (2013).

In the attempt of achieving the ESP criteria based on the needs analysis, the teaching and learning approaches must also accommodate the learning needs. The student's learning needs can be determined through the need analysis. Paltridge (2013) in (Susanto, 2016) classifies need analysis as the activities of collecting of information that accord a particular group of learners to develop certain curriculum or teaching material. In language programs, the need analysis is important to set the learning goals which in turn, can provide materials, teaching method, and evaluation strategies. In addition, need analysis also aids a preliminary foundation for an ESP course in an attempt to locate the objectives of the course and to prepare the appropriate teaching activities and materials, Basturkmen (2013).

Accommodating accepted English teaching material for Architect students can afford the absence of appropriate English teaching materials in ITN Malang in particular and other college running the same department. The growth of students admitted in such department has not been kept up by providing the appropriate English learning materials to make sure the academic quality of the students as learners while being students and as job seekers after finishing the study. There are some reasons that underlie the problems mentioned above:

First, they hardly find the contextualized English material of Architecture that can fulfill the needs of students. In addition, the number of developed material for Architecture is very limited to none, and some of which are multi

discipline ones; Architecture and Civil Engineering text book - despite the fact that those two departments are of the same area.

Second, the English syllabus used by ITN Malang is still grammar oriented mastery and reading for general English not for specific one. The identified reading materials references written in the syllabus are Winner Baseman's book entitled Reading Skill, Ending Sri Wulandari with her book called Reading Program. While the grammar material reference are from compilation tailored by the lecturer from several books and internet-based-materials. The learning method is not focus on the communication skill of contextual language. They focus on the reading for general English and basic English for engineering. Moreover, the activities of the students in learning English are still bounded to answering questions of general reading comprehension. In fact, this institute has visions to equip its graduates with English competence needed in local and international working places. Moreover, the learning outcome of its graduates are as follows; they are expected to be able to not only comprehend but also have good understanding to basic English competence; are capable of mastering reading skill to find important information from the text efficiently from various discourses; can communicate orally in a form of individual presentation and compose a short paragraph. Meanwhile the materials do not accommodate the learners to learn more on the productive skill such as speaking and

writing. Therefore, this vision demands the availability of teaching material which meets the student's learning needs, that is, English for Specific Purpose specializing on Architecture. Despite the material developed focus on reading skill, the speaking section is included in order to meet the demand of the course objective of English in ITN. It is also in line with theory underlie such teaching method that introduce Audio-Lingual Method which stated that reading instruction is aimed at developing and strengthening the students speaking skill (Lado, 1961:223) in Cahyono and Widiati (2006). Therefore, English teaching material for Architecture needs to be designed.

English for Architecture cannot be separated from those of English for the Civil Engineering or English for Urban Planning since they share the same area of background study. In this development, however, only focus on the reading material with architecture topics. The reading material was presented accorded with steps done in architectural work.

Research done by Pădurețu (2016) stated that students of Architecture were to be familiarized with the elements of European Architecture would enrich not only their linguistics competence but also their cultural point of view. The tasks covered in the material presented a living architecture helped strengthen the foundation of communication in English through vocabulary and grammar.

Another research conducted by Poorhadi (2017) also mentioned that Iranian students of Architecture lack of appropriate, feasible, and effective English textbooks, therefore the study was to analyze the language needs and

provide an appropriate textbook for ESP courses in Architecture. The study also found that the student's biggest difficulty in reading and the second biggest was writing. The areas of reading they mostly encountered were on the comprehension and vocabulary mastery, whereas the writing problems were on vocabulary appropriateness and structuring the sentences.

At the present study the researcher develops the English Teaching Material for Architecture Students and the product is entitled Architecture Learning Module. The development model was adapted from Dick and Carey (2009). The content of the material covers the reading exercise concentrating on Architecture topics. The material design is in accordance with the job of an architecture which is chronologically presented; data collection (existing site data, local regulation, comparative study of the object), site analyzing (site, space, shape, structure, utility), space programming (qualitative analysis, space quantity, site and space zoning), design concept (design idea sketch, shape, space), pre-design (pattern, building interface), design development (utility plan, architectural detail, interior or exterior).

To support further development, the researcher did the preliminary study by distributing some questionnaires to people related to the development of the product to convince that English Teaching Material for Architecture Students needs to be developed. The result of the preliminary study or need analysis is as follow; the first group to be given questionnaire was the students of the Architecture department. The result of the questionnaires distributed to 52 architecture students. The result of the questionnaires shows that question number 1, about 55.6% of architecture students said it was very important to improve their

reading and speaking ability. Meanwhile, 42.3% said that it was important, and only 1.9% said it was less important. Question number 2; 50.0% of the students said they were provided materials completed with vocabulary and speaking material, and 46.3% of them said they were not provided with materials which included vocabulary mastery and speaking. Question number 3 is that 40.7% of architecture students said English material is indeed need to be improved; meanwhile, 50.0% said English teaching material needed to be improved, there was by 5.6% of students said that it was necessary to improve the English teaching material. Question number 4; 27.8% of the students said that teaching material which include speaking was very important to be developed, and the other 68.5% of the students said that it was important to develop English teaching material with speaking aspect included in the module. Question number 5 which was about whether or not the students wanted to learn English to improve their speaking capability; 53.7% of the Architecture students were very interested to learn speaking; meanwhile, 33.3% said that they were interested to learn more about speaking, and only 9.3% of them said that they were less interested to learn such skill. (See Appendix 2)

The second group to be given questionnaires was 20 alumni of Architecture department and the result of the questionnaire is known that question number 1; 31.8% of Architecture student alumni said they often need English mastery in handling their everyday work, and 36.4% of them said that it was only occasional they needed the English mastery in doing the job. There was only 22.7% said that they rarely needed English mastery on their job. Questionnaires number 2; 22.7% of the Architecture student alumni said that the language

mastery obtained during the collage study was very supportive, meanwhile, 45.5% of them said it was supportive. Those who said that the language mastery during the collage study was less supportive was 18.2%, and only 4.5% of them said it was not supportive. Question number 3; 40.9% of the Architecture students alumni said that reading was subject that needed to be taught in collage, and the other 50.0% said that speaking had to be taught in collage. Question number 4; it was about the core subject taught in collage was 59.1% of them said reading and 31.8% said it was grammar and vocabulary. Question number 5; 40.9% of the Architecture student alumni said that English taught in collage was very needed to be in accordance with Architecture, whereas, 45.5% of them said it was needed, and the last 4.5% of the respondents said that it was less needed to develop teaching material for Architecture. (See Appendix 3)

The third group contributed their opinion was professional architectures. From the result of the questionnaire, it can be summarized that question number 1; 45.5% of the respondents said that English mastery is very much needed by an architect, meanwhile, 36.4% it was said to be needed to master English, and the 18.2% of the respondent said it was occasionally needed to master such language. Question number 2; 54.5% of the respondents said that the capability of reading comprehension skill was very helpful in doing the job, 36.4% of them said that it was helpful, and 9.1% of the respondents said it was sometimes helpful in doing the job. Question number 3 dealing with how English skill needed by an architect; only 13.6% of the respondent said that they were very actively used such skill; meanwhile, 40.9% of the respondent said it was active and 45.5% said it was on the moderate rate. Question number 4; 27.3% of the respondent said that it was

very much needed to master list of Architecture English terms in order to develop better communication in English, while 54.5% said they need to master such a list, and 18.2% said it was only needed occasionally. (See Appendix 5)

1.2. Object of the Development

In regard with the limited number of ESP book, it is difficult to find a good resource book in teaching English for Architecture student in ITN, Malang. The existing source is not in line with the student needs. Therefore, the researcher found it important to make such a reading material used for students in need of vocabulary enlargement in order to help comprehend more of the reading and communicate with the target vocabulary they mastered.

The objective of the study is to provide the architecture department students a material for English learning which is in accordance with its purpose. Not only does the material enhance their reading competence but also the vocabulary size.

1.3. The Significance of the Development

The outcome of the study favorably can provide ESP lecturers who wish to improve the student's English proficiency focusing on English for Academic Purpose and English for Occupational Purpose (EOP). This teaching material is intended to be one of the teaching English sources with contextual situation especially for the students of architecture prepared to involve working with professional architecture.

Second, this study relies on the syllabus set by the ITN architecture department and the stakeholders such as students, English lecturers, and policy

maker. In addition, this research development is intended to give theoretical and practical contribution in relation to the study of reading proficiency in a form of teaching and learning material for Architecture students. Theoretically, the findings would be useful to enlarge the reader's knowledge about ESP material development and also their growing understanding about texts which were presented into not only meaningful but also meaningful lexical range of vocabulary. The results of this research development will provide practical significance that will enrich their understanding on vocabulary enlargement.

Unlike the existence teacher-tailored-material for architecture and other material available proposed by other developer whose topics imply on several other area of architecture such as architectural industry, academia, and government agencies as well as advocacy group, the topic of each chapter in this reading material is made in sequence specified and related to the work of architect in a real world, therefore, the learner will get a clear picture of what is in store for them in professional working site. It also accommodates the learners need on integrated skill learning module.

1.4. The product Specification

The development of this teaching material is based upon the students' background knowledge and set in chronological order based on architectural knowledge. By designing the material based on the architectural knowledge, it will stimulate the students to learn enthusiastically. For instance, topic 1 or chapter 1 discusses about primer and secondary data collection; existing site data, local regulation, comparative study of the object etc. The unit or chapter presented

in the next unit is related to the next step of architectural work. Pictures will be added to the development to help student comprehend the reading and facilitate the digging of the background knowledge.

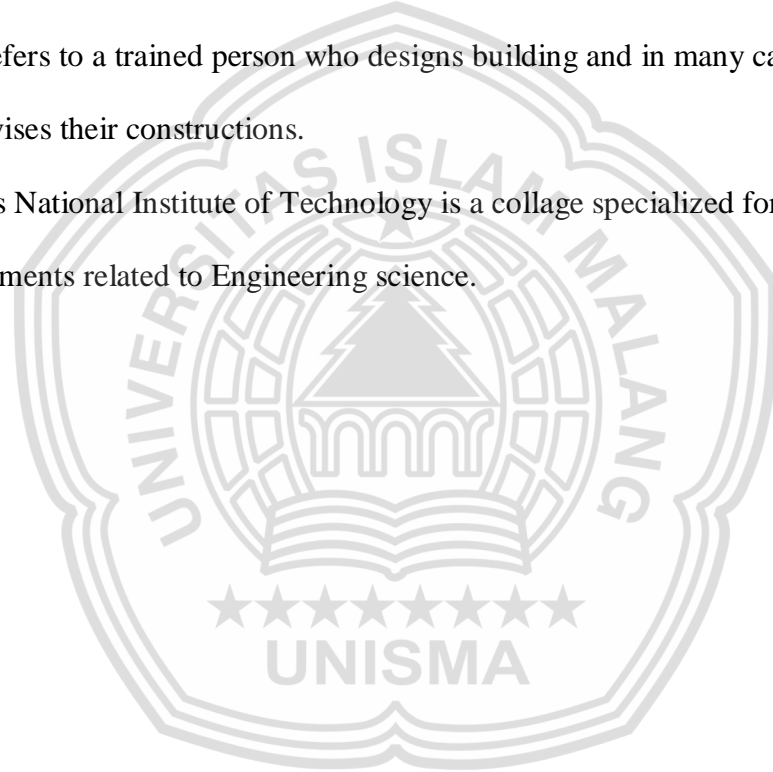
The reading activities are designed to cover three main activities, namely pre-reading activities, whilst-reading activities, and post-reading activities. Those three activities are designed as follows;

- a) Pre-Reading activities. It such an activity where students are given general idea to activate the prior knowledge or schemata of the learners. Schemata based on Piaget (1928), are defined as a cognitive framework or concept that helps organize and interpret information. By doing such an activity students develop their horizon of expectation which include background knowledge, semantic and syntactic resources and cognitive strategy.
- b) Whilst-reading activities. This is the main learning activities which provide the students with variety of reading comprehension section; referential, literal, and inferential. Referential questions which deal with what certain words referring to which words in the text. Literal questions allow the students to work with words, and inferential questions cover students' critical thinking or high order of thinking.
- c) Post-reading activities. These activities are more on evaluation and assessment toward the text presented. It highlights what the students have learned from the text; comprehension, vocabulary mastery, and some grammatical features found in the text. The students are also given some additional speaking fragments of the topic discussed.

1.5 The definition of Key Terms

The followings are the terms used in this thesis which can help guide the readers to understand the terms while reading this thesis.

- a) *Teaching material* is instructional materials which are used in teaching.
- b) *Material Development* is the process of developing or expanding in order to improve the quality of the materials which are used for teaching and learning of the second language.
- c) *Architecture* is the art or practice of designed structure of something. It also refers to a trained person who designs building and in many cases also supervises their constructions.
- d) *ITN* is National Institute of Technology is a collage specialized for departments related to Engineering science.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Through the result of the teaching material development, it has enabled the researcher to arrive at valid and logical conclusion and recommendation.

5.1 Conclusions

This study produces the teaching materials of Architecture Learning Module, a reading material for Architecture students. The teaching material is developed by adopting Dick and Carry instructional design model which applies 8 steps of development model covering need analysis and proof concept, product planning and design, prototype development, expert validation, preliminary testing or try out 1, product revision, main field test or try out 2 and revision of the final product and product development. However, due to some conditions that was the time constraint the researcher needed to skip main field test or try out 2 and went directly to revision of final product and product development. The designing of this teaching material is begun by gathering some information from some people related to the availability of the teaching materials such as students of architecture, architecture student alumni working in some consultant companies or running their own, professional architects and English lecturers.

The topic used in every unit in this teaching material are set on the basis of architecture curriculum and jobs and cannot be random. Starting the new unit in this product and each unit was set based on the order of the work of an architect. It means that the students are required to understand the previous unit. The topics and the content as well as the language use in the former unit are designed in such a way to support the students' understanding to do the activities in the following units.

This teaching material is designed with some strength. The first strength is on the integrated model topic presentation available in every unit. The topic provided in every unit is discussed in all-sub unit activities, beginning with the answering questions to activate the students' background knowledge and working on the target vocabulary, reading activities which include general and detail comprehension, and conversation in context, and oral presentation based on the topic of each chapter. In the speaking section the students are provided with fragment of grammar with which the students can apply the vocabulary in varieties of speaking activities. The applications of the activity models are supported by the constructivism learning theory introduced by Piaget (1972) who argued that human acquired knowledge and meaning from the relation between their experiences and their thought. In other extent, it can be said that learning should not be from nothing. Instead, the students use the information they get to acquire more knowledge. This way facilitate the students understand easily further explanation, knowledge and lesson provided by the lecturers.

The second strength offered by this product is that this product can fill the gap of English reading for specific purpose teaching material which includes speaking section needed by the students of architecture who are project master certain number of architecture terms in supporting their oral communication in English. 52

The third strength lies on the lexical coverage of the exercises which provide the students with ranges of vocabulary in context and beyond context or another context that enables the students to have a variety of understanding about the vocabulary discussed. In addition, the exercise with words the students are asked to create sentences using the target vocabulary which automatically asked them to put the words into new context. By doing so, the students are expected to obtain better understanding of the text as well as to develop their vocabulary mastery.

Based on the strength mentioned above it can be concluded that the material development can be of beneficial and effective in achieving the learning goals in line with the Architect department syllabus. It is effective in the way that first, the exercises were designed to enable the students not only get a clear concept of the target vocabulary but also construct them in the different context by themselves. The second, in the area of topics which were set based on the actual architecture work would give the students knowledge of how the architect work carried out. Therefore, the students learn the language at the same time they learn about the subject matter. The third is on the comprehension section. The exercise of comprehension was completed with graphic organizer which is proven effective in helping the students understand better.

Aside from the strength described above, this teaching material as the result of the study has some weaknesses. The weak point is found on the organization of the material which adopts the same sequence of activities. Each chapter begins with a set of questions to engage the student into the topic. It begins with a reading, moves on to a set of activities designed to develop their cognitive competence and critical reading skill, and culminates with a series of interactive speaking activities. Since it is done in repetition it appears monotone.

Another weakness is related to assessment of the teaching material users. This teaching material is not completed with assessment section, by which teachers can evaluate their students' capability. It is due to the fact that in designing this teaching material, researcher doesn't include step 8 and 9 of Dick and Carey instructional design model dealing with designing and conduct Formative and summative Evaluation.

All in all, to enhance the weakness of this teaching material quality for the student leaning needs, other supporting materials are still needed as well as more feedback from related parties such as students, teachers, supervisors, linguists and professional expert.

5.2 Recommendations

The suggestions are not type of guideline of using this teaching material, however it is only optional how the product should be used and suggestions are as the following:

- a) As this teaching material is design for Architecture students and has different terms with the general English, the teachers had better prepare

the terms well before using this product for teaching in the class, the preparation can make the teaching and learning process stuck. 54

- b) Since there are seven sub unit activities in every chapter, the teachers need to maintain focus to every activities by preparing the lesson plan which has not been available yet in the product, therefore, lesson plan can manage the time and offer coherence structure for smooth well-organized teaching and learning.
- c) This product is designed to fill the learning gap between general English and English for Specific Purpose which intends to assist the learners learn at the correct track and know the effect of learning using this teaching material is really crucial, therefore it is recommended for further researchers to develop model of Supplementary reading material which include oral communication completed with the test and evaluation model to make the users more confident with the language they use.
- d) The teaching material is not completed with grammar focus, listening section and writing section I think it is recommended for other researcher to include all skills in one material development.
- e) This teaching material is actually intended for certain university yet it might also be used by other university, therefore it is necessary to involve the publishing company to disseminate this product and employs the editors to edit critically dealing with this teaching material before being distributed commercially.



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