DEVELOPING ENGLISH LEARNING MATERIALS FOR ACADEMIC PURPOSES' BASED ON THE HINDU VEDIC *RITUALS*

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ABSTRACT

This research was designed and developed using the ADDIE's model development. The needs for EAP learning materials were assessed and analyzed by deploying O'Donnell's technique. The general research objective was to assess and analyze a needs for and develop EAP learning materials integrated with the Hindu Vedic Rituals. The research subjects included experts in the Hindu Vedic Religion, English language instructors, and students. The research objects were focused on needs for EAP learning materials containing the Hindu acara (rituals) themes, sub-themes, texts, social functions, lexicon, text structure and grammar, glossary of meaning. Two instruments were administered, namely: an interview guide and rating scales. The obtained data were analyzed descriptively and qualitatively. The research findings showed that1) the needs for EAP learning materials containing the Hindu themes acara (Panca Yadnya), and sub-themes (Dewa Yadnya, Pitra Yadnya, Manusa Yadnya, Bhuta Yadnya, Rsi Yadnya), and 2) the languageaspects, namely text genre, text social function, text lexical item, text structure and grammar, glossary of meaning. Moreover, the EAP learning materials were constructed on theme-based, text-based, word-based, grammar-based, and meaning based learning models.

Keywords: *EAP learning materials; the Hindu Vedic Rituals*; *needs; model development.*

INTRODUCTION

English is taught to develop the students' language skills with positive attitude, good knowledge, and transferable skills in English. With these learning goals, English can be properly classified as English for Academic Purposes (EAP) (Attridge,2016; Attridge et al.,2018). Academically, the focus of English instruction is on the language proficiency, discourse, and genres that are suited for these tasks. Particularly, English taught in a religion-based tertiary institution as in

Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar (henceforth: UHN) a) is tailored to the learner's particular requirements; and b) incorporates the underlying methodology and practices of the fields it covers. (Mortenson,2022).

Prior study of the UHN curriculum revealed a disparity between the current and desired English learning resources. The existing English syllabus and course general outline had not been designed and developed to integrate the English language with Rituals based on Hindu

Ida Ayu Oka Purnami[1], Dewa Komang Tantra[2], Putu Kerti Nitiasih[3], I Gede Budasi[4]

Vedic *Rituals*. Moreover, English was more focused on general English than English for academic purposes (hereinafter: EAP) (Doniger,2009; Donder,2020; Mortenson,2022). Therefore, the present research was focused on designing and developing EAP learning materials integrated in the Hindu Vedic *Rituals*. The learning materials of EAP were planned and produced following the *Acara* of the Hindu Vedic Religion (Surada,2020; Sudiana,2021). Hindu rituals are the made reference for a ceremonial or system of rites, or an act or sequence of acts that are frequently performed in a certain order. Life-cycle rituals (*saṃskāra*), including initiation, marriage, and death and ancestor rites; worship and prayer (*pūjā*); sacrifices, particularly Vedic fire sacrifices (*yajña, iṣṭi, homa*), and blood sacrifices; community and individual festivals (*utsava*), and processions (*yātr*ā). Puja, meditation, quiet prayers, yoga, and reading of scriptures from the Bhagavad Gita or *bhajans,* reading religious books, participating in *Satsang* (prayer meets), performing charitable work, visiting a temple, and chanting the name of their beloved God are the most popular rituals observed in all Hindu families' rituals. One of 'acara' taught throughout primary, secondary, and tertiary education levels is 'Panca Yadnya*—*the five services in Hinduism. 'Panca Yadnya' consists of *'Dewa yadnya, Pitra yadnya, Manusa yadnya, Rsi yadnya, Bhuta yadnya* (Surada,2020; Donder,2020; Relin,2021; Sudiana,2021).

The present research was undertaken to cover the Hindu *acara* which had not been designed and developed as EAP learning materials at UHN. The absence of research in designing and developing English learning materials with reference to the Hindu *acara* is another reason for undertaking this research. There have, however, been past R&Ds based on Christianity and Muhammadiyah (Fitriyah,2018; Simorangkir,2019). Fitriyah (2018) created English learning resources for students of Islamic Education at IAIN Kediri, a Kediri State Islamic Institute. The purpose of the work was to create English for specific academic purposes (ESAP) instructional materials for students of Islamic education at IAIN Kediri using the concepts of Contextual Teaching and Learning (CTL). There were 394 students in total, all of them were in their second semester at IAIN Kediri. For data collection, needs analysis, and trial-and-error, a cluster random sampling approach was used to pick 40 children as the sample. The results of the need analysis were utilized to create and construct English teaching materials that followed CTL principles. All of the educational materials were packed into ten modules that were presented over the course of one semester. Three specialists in ESAP course design, Islamic Education course training, and layouts verified the 10 modules. Some adjustments were re-validated after trial runs before being employed at IAIN Kediri's Tarbiyah faculty.

Its research methodology used Borg and Gall (1986) with ten consecutive steps, namely a) identified problems of learning English as encountered by the students, b) reviewed the problem into the theory, c) obtained information through the needs survey, d) conducted focus group discussion, e) wrote the manuscript, f) implemented expert validation, g) conducted expert judgement, h) revised the product, i) carried trial outs, j) did continuous revisions, and k) expert validation. The proposed research will be

Ida Ayu Oka Purnami[1], Dewa Komang Tantra[2], Putu Kerti Nitiasih[3], I Gede Budasi[4]

modelled using ADDIE's. This model can flexibly meet EAP requirements consistent with the *acara.* Moreover, this model can be used to design and develop the English learning materials in a non-linear fashion by making use of each phase's outcomes which are easily modifiable to better suit the EAP learning needs at UHN (Razak,2020; Rayanto et al.,2020; Almelhi,2021

Simorangkir (2019) developed teaching materials on Christian Religious Education at the Philippine Normal University, the National Centre for Teacher Education. The objective of this study was to provide Christian Religious Education teachers with a better knowledge of the creation of teaching materials used by teachers in the classroom. Although the phases of growth can be done in the same way, the substance of Christian Religious Education materials must be distinct in order to not only attain academic competence and abilities in children, but also to build students' spirituality. As a result, when developing Christian Religious Education teaching materials, it was necessary to keep in mind the fundamental concepts and theology of Christian religion, namely the Bible. The processes taken in developing the teaching materials consisted of a) an analysis of the need for teaching materials to meet the interesting teaching materials which could achieve competence, b) prepare a map of teaching materials in so that they could know the number of teaching materials to be written, c) know the sequence of teaching materials, d) structure of teaching materials to be considered so that it became an intact building that deserved to be called learning materials.

The differences between Simorangkir's and the present research lies not in the process of development but on the contents pivoted around the Hindu Vedic *Acara.* The present research was designed using the ADDIE model. The ADDIE instructional design methodology is a five-step method for creating iterative learning materials (Watson,1981 in Carey and Carey, 2016). In conclusion, this research was based on three major rationales, namely 1) the newly developed English learning materials is suited to English for academic purposes incorporating the subject areas in the Hindu Vedic*acara*, 2) the English learning materialcontainauthentic and semi-authentic texts,enjoyableactivities that engage the students' thinking capacities incorporating good criteria for learning materials, and 3) a theme-based, *a* text-based, a word-based, a grammar-based, and a meaning based learning models incorporating active, participatory, enjoyable, and fun learning models when they are implemented. The three rationales characterizethe newly developed English learning materials for academic purposes at UHN Denpasar.

METHODOLOGY

This research was designed using a model development ADDIE. The main purpose was to develop EAP learning materials based on the Hindu Vedic *acara.* This research applied ADDIE's model with its systematic framework divided into five steps. The research subjects for the EAP learning materials' needs assessment and analysis consisted of a) informants on Hinduism, b) English language instructors, and c) first-semester students. The research objects were focused on the Hindu Vedic *acara* andtext, text social functions, lexis, text structure & grammar, and glossary of meaning suitable for EAP learning materials (Grant, 2002; Ababio,2013; Molenda,2015; O'Donnell,2018; Kurt,2018; Striner,2020).

Instruments were organized in accordance with the research questions. An interview guide was administered to the Hindu Vedic informants for gathering needsfor relevant themes (*acara*) and sub-

Ida Ayu Oka Purnami[1], Dewa Komang Tantra[2], Putu Kerti Nitiasih[3], I Gede Budasi[4]

themes (*Panca Yadnya: Dewa Yadnya, Pitra Yadnya, Manusa Yadnya, Bhuta Yadnya, Rsi Yadnya)* suitably integratedin EAP learning materials. A rating scale was used to validate the needs for EAP learning materials' readability, reliability, and validity indices in Unit One to Unit Sixteen (Candiasa, 2013; Donder,2020; Surada,2020; Relin,2021; Sudiana,2021). A rating scale was used to validate and final product of EAP learning materials' readability, reliability, and validity indices in Unit One to Unit Sixteen (Candiasa, 2013; Donder,2020; Surada,2020; Relin,2021; Sudiana,2021).

Data on the Hindu Vedic *acara* as themes and sub-themes as well as the English language aspect like text, text social function, lexical item, text structure and grammar, as well as glossary of meaning were gathered from informants who are experts in Hinduism, English language instructors, and first-semester students. Primary data were gathered on the Hindu Vedic acara or rituals as themes and sub-themes as well as the English language aspect such as text, text social function, lexical item, text structure and grammar, as well as glossary of meaning for the first semester students who learn English at the tertiary institution levels. Secondary data were also gathered concerning the readability, reliability, and validity of the EAP learning materials containing the Hindu Vedic *acara* as themes and sub-themes as well as the English language aspect such as text, text social function, lexical item, text structure and grammar, as well as glossary of meaning for the first semester students who learn English at the tertiary institution levels.

Data on the Hindu Vedic acara as themes and sub-themes as well as the English language aspect such as text, text social function, lexical item, text structure and grammar, as well as glossary of meaning were nominal or qualitative data in nature. Data on the Hindu ritual themes and sub-themes as well as the English language aspect such as text, text social function, lexical item, text structure and grammar, as well as glossary of meaning were nominal or qualitative data in nature, and therefore, analyzed descriptively and qualitatively. Whereas, data concerning the readability, reliability, and validity of the EAP learning materials containing the Hindu Vedic acara as themes and sub-themes as well as the English language aspect such as text, text social function, lexical item, text structure and grammar, as well as glossary of meaning were interval or quantitative data in nature, analyzed descriptively and quantitatively.

RESULT AND DISCUSSION
Research Finding 1: Needs Assessment and Analysis

Through interviews, the Hindu Vedic *acara* relevantly used as themes are *PancaYadnya*or the five rituals of Hinduism that are firmly held in everyday life in society and religion (Donder,2020; Surada,2020; Relin,2021; Sudiana,2021). Whereas, the sub-themes are *PancaYadnya: Dewa Yadnya, PitraYadnya, ManusaYadnya, BhutaYadnya, RsiYadnya.* The English language aspects relevantly integrated in the Hindu Vedic *acara* consisted oftext, text social function, lexical item, text structure and grammar, as well as glossary of meaning. Sixteen texts were identified and selected from the Hindu Vedic *acara,* they are 1) descriptive text of *Dewa Yadnya,* 2)descriptive text of *Dewa Yadnya,* 3) *narrative text of Dewa Yadnya,* 4)narrative text of *Dewa Yadnya,*

Ida Ayu Oka Purnami[1], Dewa Komang Tantra[2], Putu Kerti Nitiasih[3], I Gede Budasi[4]

5) narrative text of *PitraYadnya,* 6)narrative text of*PitraYadnya,* 7)narrative text of*PitraYadnya,* 8)narrative text of*ManusaYadnya,* 9)narrative text of*ManusaYadnya,* 10) narrative text of*ManusaYadnya,* 11) narrative text of*ManusaYadnya,* 12) descriptive text of*BhutaYadnya,* 13) narrative text of*BhutaYadnya,* 14) argumentative text of *BhutaYadnya,* 15) narrative text of*RsiYadnya,* and16) narrative text of *RsiYadnya.* In terms of the English language aspects like text genres, text social functions, lexical items, text structure and grammar, glossary of word or phrase meanings nested within the Hindu Vedic rituals as themes and sub-themes were documented for EAP learning materials. The needs for the EAP learning materials were validated by experts before they were further designed and developed as draft and final products of EAP learning materials.

Research Finding 2: EAP Learning Materials

Through rating scales, the needs for EAP learning materials were organized and structured into sixteen course outlines structured as 1) theme (acara) , 2) sub-theme (Panca yadnya), 3 learning outcome (ability to read, write, and speak in English on Panca Yadnya), 4) learning indicators (to understand main idea, specific information, textual reference, and word meaning; to develop and arrange cohesive and grammatical paragraphs,to speak grammatically and fluently), 5)learning materials (descriptive, narrative and argumentative texts) ; 6) social functions of the texts, 7) descritive, narrative and argumentative text structures, and 8) glossary of word or phrase meanings.

DISCUSSION

The newly developed EAP learning materials are discussed in relation to six theoretical issues, there are text-based learning, text's social function, word-based learning, grammar-based learning, meaning-based learning, and theme-based learning. First, EAP learning materials designed and developed with a perspective of theme-based learning involves learners' learning through one central topic (Dewi,2021). The theme could have strong links to one subject. A thematic approach to teaching entails combining all academic areas under a single topic. It cuts across subjects and helps kids connect fundamental academic abilities to real-world concepts. The benefits of theme-based learning include: (1) encouraging a love of learning via engaging topics, (2) students making deeper connections to learning, and (3) students knowing more about the Hindu faith (Seefeldt, 2005; Wiggins, 2013; Williams, 2017).

The Hindu context is linked to written texts and spoken skills in an EAP text-based approach. Thus, it is about creating instructional units that emphasize the development of language skills in relation to complete texts andusing full texts to provide students with guided practice as they improve language skills for meaningful conversation (Cutting,2002;). By interacting with activities and then using the target language to accomplish the tasks, an EAP text-based method will strengthen and nurture the learners' English. This paradigm also makes learners rely on past world knowledge and engages them considerably more productively (Baker&Ellece,2011; Jones, 2012). In a text-based learning environment, students are also more engaged and motivated to participate in

Ida Ayu Oka Purnami[1], Dewa Komang Tantra[2], Putu Kerti Nitiasih[3,] I Gede Budasi[4]

assignments and activities. It offers a platform for students to display their skills through their efforts and develops them further (Rodgers,2001; Nunan, 2004).

Social roles show how social influence, in general, and compliance, in particular, work. Most of us, for the most part, follow the rules set out by the roles we play (Knapp and Watkin) (2005). Narration, for example, is the art of storytelling, and narrative writing is used to convey stories. You engage in a sort of storytelling whenever you tell a friend or family member about an event or occurrence from your day. Furthermore, a story can be either true or false. Every tale needs a plot or circumstances that cause the characters to respond. The story is usually divided into five sections: exposition, rising action, climax, falling action, and resolution. A narrative also comprises four aspects that are required to move a story forward. Readers would not identify with the tale or continue reading it if it lacked storyline, character, point of view, or topic. Human beings require standards to lead and steer their conduct, to give order and regularity in social relationships, and to make sense of and comprehend the behaviors of others. These are some of the reasons why most individuals follow social standards most of the time.

Students learn through personally relevant and real-world projects and activities in an EAP word-based learning environment. Over the course of a few weeks, students work on their project. Word-based learning can be used to accomplish a variety of goals, including: (1) developing language skills that contribute to recognized qualifications, (2) developing knowledge of the Hindu religion, and (3) assisting students in comprehending what is contained in the Hindu religion's textual scriptures. It also allows people to improve their communication, enthusiasm, and attitude, as well as their collaboration, networking, problem-solving and critical thinking skills, and professionalism. These abilities give you a leg up on the competition when it comes to accomplishing your job goals (Keevy&Chakroun, 2015).

Grammar-Based Approach is one of the techniques to teaching and studying language, particularly a second or foreign language (Haight, et al.,2007). It does not teach grammar directly or exactly, but rather scaffolds learners' learning of the language via and using grammar through various approaches. Grammar is significant because it is the language that allows us to converse about language. Grammar describes the many sorts of words and word groupings that make up sentences in any language. Even as youngsters, we can put sentences together—grammar is something we can all do. (1) Diagramming sentences is one approach of teaching grammar. (2) writing instruction, (3) inductive instruction, (4) deductive instruction, and (5) interactive instruction. One of the main advantages of a grammar-based approach is that it helps students comprehend grammatical principles such as subordination and coordination; notions of conveying temporal connections via the use of verb forms; concepts of nouns and adjectives, to name a few.

A reading that is based on the EAP's meaning Reading instruction entails exposing students to text, social function, lexical items, grammar, and the meaning of the English language. Students, in other words, learn to evaluate texts by reading and studying them. Meaning-based

Ida Ayu Oka Purnami[1], Dewa Komang Tantra[2], Putu Kerti Nitiasih[3,] I Gede Budasi[4]

education (Bickart, 1998; Slavin& Calderón, 2000; Fife, 2006) focuses on helping youngsters acquire reading skills through real-life literary encounters. Effective literacy programs for at-risk children emphasize a practical, meaning-based approach to literacy (Crede, 2002; Roth, 2002). Children are motivated to master early literacy skills through meaning-based education because they realize how reading is directly important to them.

CONCLUSION

Needs assessment is important because it helps a language instructor determine the gaps that are preventing it from reaching its desired goals. A good needs assessment and analysis imply some benefits for the development of EAP based on the Hindu Vedic *acara*: (1) to enhance the performance of EAP learnings (2) it enables the gathering of important information and data that you can analyze and utilize for EAP instructional benefit, and (3) it helps to find learning needs that should be addressed for better results in EAP at UHN. Furthermore, according to O'Donnell (2019), needs assessment is an important component of learning materials since it aids students in learning. Students may judge whether or not they comprehend EAP course material contextually when they can observe how they are doing in class. Students may be more motivated if their needs are assessed. The needs for EAP learning materials were assessed and analyzed into themes and sub-themes containing the Hindu Vedic *acara* as well as the language: text, social function, lexical items, grammar and glossary of meanings.The validated draft and final product of EAP learning materials contained the Hindu themes (*acara*) and

subthemes (*PancaYadnya: Dewa Yadnya, PitraYadnya, ManusaYadnya, BhutaYadnya, RsiYadnya*). And, the tried-out final EAP learning materials organized into sixteen topics to be learnt for one semester as EAP at UHN.

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Ida Ayu Oka Purnami[1], Dewa Komang Tantra[2], Putu Kerti Nitiasih[3], I Gede Budasi[4]

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