

## CHAPTER IV

## THE FINDING AND DISCUSSION

In this chapter, the writer presents and analyzes all of the data that was collected from the research. The data included; Analysis of Handbook of English for Sharia Economy at UIN Sunan Ampel Surabaya.

In this study, the handbook of Sharia economy was analyzed. The handbook concern fill the criteria that handbook need. The handbook was analyzed by two variables. Those are content and exercise. The reason is two variables has represent the criteria that pedagogical need. Pedagogical formed that content and exercise is manner teaching process. Looking at the handbook is simple to comprehend and handbook is expecting to develop students skill on speaking, content showed how the reading text and conversation text deliver comprehension in every step either exercise do.

### A. Finding

Sharia Economy handbook fill the handbook supposed to be Sharia Economy handbook that appropriate with the expected handbook by analyzing checklist manner. The checklist has content and exercise criteria.<sup>1</sup> The content and the exercise has elements of the criteria. The content has 11 criteria, those are: presentation, potential basis for further learning, authentic selection, real life

<sup>1</sup> Kun Aniroh Muhrofi, ESP Material Development;Theory and practice(Program Pascasarjana Universitas Brawijaya, Malang, 2011),P 80

Handbook analyze by checklist from the content that has 11 elements of criteria those are: presentation, potential basis for further learning, authentic selection, real life challenge for critical thinking, real world task, lay out, ease for learning, appropriateness of age and development, learner engagement, prior knowledge basis, currently and accuracy of information.

The checklist of the content from unit 1 until unit 7 is showed on table below.

Table 4.1 table of checklist's criteria of content's variable for sharia economy's handbook.

Criteria checklist	Unit						
	I	II	III	IV	V	VI	VII
Does the content present either topically or functionally a logical and organized manner?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Does the content serve as window into further learning about the intended areas i.e.	Yes	Yes	Yes	Yes	Yes	Yes	Yes



Table of checklist's criteria of content's variable for sharia economy handbook 4.1 that is formed by 8 columns and 13 rows. In the left side corner there is title criteria of checklist, it uses to categories the criteria to analyze the content by that arrangement. And the below of that columns are the criteria from first criteria until eleventh criteria. In the right of the title is yes mark, the yes mark is signed if the criteria from each of criteria fill the criteria that needed. And no mark is the mark to sign the criteria if the criterion does not fill the criteria needed. And remark is the short explanation about yes or no mark that showed in what page the mark is filled. And roman numerical is the form to categories from first unit until seventh unit. For instance I is unit one and VII is unit seventh.

The first criterion in checklist is: Does the content present either topically or functionally a logical and organized manner? The question is first question purposes to first unit until unit seventh about the content inside.

The second unit is human resource. The evident shows in yes mark that signed roman II. And in remark the question answer by short

The fourth unit is marketing. The evidence shows in yes mark. The criterion is filled by looking at the mark and added by remark answer is that marketing theoretical is part of finance or economic. The theoretical is matched to Islamic finance in logical manner.

The sixth unit is banking transaction an communication. The evident shows in yes mark. The mark is signed that the criterion has been filled. In addition in remark column the sort answer shows that banking transaction for function is showed from the questions on page 49. The evident is pressure in page 49.

[illegible]

represent the topic and the functional of the content is showed the language used.

Those answers are for filling first criterion from content that aims for first until seventh unit that the column is filled by yes mark.

b. Second criterion of content checklist.

In the next criterion is second criterion that: Does the content serve as a window into further learning about the intended areas i.e. Islamic banking and Islamic Finance Law? That matched from unit one until unit seventh about intended area for further learning.

Unit one is Islamic banking. And the evident shows in yes mark. The mark is filled the criterion of this unit. In addition the remark shows that the unit is about Islamic banking on page 4-12 that intended of Islamic finance law.

Second unit is human resource. And the evident shows in yes mark. The mark is filled the criterion of the unit. In addition the remark shows by sort explanation that the human resource is the tool to complete the need in the further learning by specify on Islamic finance. It shows on page 17-18.

Third unit is foreign exchange. And the evident shows in yes mark. The mark is filled the criterion of the unit. In addition the remark shows by sort explanation that during the content sharia rule of Islamic manner are provided in this whole of the unit.

Fourth unit is marketing. And the evident shows in yes mark from the checklist. The mark is filled the criterion of the unit. In addition the remark shows by short explanation that marketing in the further gives the student's perception the activity of economy that connected with the criterion expected.

Fifth unit is price and production. And the evident shows in yes mark from the checklist. The mark is filled the criterion of the unit. In addition the remark shows by short explanation that price and production are approaching students' insight about price and production in sharia era.

Sixth criterion is banking transaction and communication. And the criterion is filled by yes mark in the right side. The mark prove the unit is matched what the criterion need. In addition about banking transaction that related with Islamic finance is pressed in whole of the content.

The seventh unit is economic growth. The evident shows in yes mark that the mark is filled the criterion from unit. In addition shows by short explanation that the text gives the insight of the reader. It shows on page 58-61.

From second criterion shows the yes mark or fills the yes answer.

The whole of the units is matched by second criterion.

c. Third criterion of the content checklist criteria.

Third criterion shows: Are the reading selections authentic pieces of language? The criterion is focus on authenticity of the content in the handbook.

The first unit is about Islamic banking. The evident shows in yes mark in the right side. In addition in remark shows by short explanation that the words are majority taken from real resources and the resources address is showed. It shows on page 10.

The second unit is about human resource. The evident shows in yes mark of the right side. The mark is filled the criterion of unit. In addition the remark shows by short explanation that the reading text appears the resources address and using original term for instance on page 17.

The third unit is foreign exchange. The evident shows in yes mark that the mark is filled the criterion of the unit. In addition the remark shows by short explanation that the reading is selected in Islamic area. The evidence shows in page 28-29.

The fourth unit is marketing. The column of fourth roman is yes signed that the mark is filled the criterion of the unit. In addition the remark column shows that by short explanation that the authenticity is showed on page 33.

The fifth unit is price and production. The column of fifth is signed by yes mark is mark that the mark is filled the criterion of the unit. In addition the remark column shows by short explanation that the text of



The sixth unit is banking transaction and communication. The column of sixth signed by yes mark that the mark is filled the criterion of the unit. In addition the remark column shows by short explanation that the resource of authenticity is showed on page 53.

The seventh unit is economic growth. The column of seventh is signed by yes mark that the mark is filled the criterion of the unit. In addition the remark column shows by short explanation that the evident is showed on page 61.

The mark in unit one until unit seventh is signed by yes mark. The mark categorizes the unit is matched with third criterion. The whole unit of this content is filled.

d. Fourth criterion of the content's checklist.

The fourth criterion is represented by the question of checklist is: Does the content contain real-life issues that challenge the learner to think critically about Islamic Finance Law? That the answer is signed by “yes” or “no” mark column.

The first unit shows in yes mark column. The mark signed that the yes mark is filled the criterion of checklist for first unit. And the remark prove by short explanation in the right side of the mark yes column that the text is authentic from reading text as real life condition. It is showed on

page 10. And the content is showed the issue of Islamic banking law on pages 5 and 11.

The second unit is showed by yes mark column. The mark is signed that the mark is filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column that the issue is about getting job. In the text, the job provides in America and Panin bank on page 14 and 20.

The third unit is showed by yes mark in the third mark column. The mark is signed that the mark is filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column that foreign exchange for sharia is real issue in financial that it is showed on page 28-28.

The fourth unit is showed by yes mark in the fourth column. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that one of related issue is NASDAQ on page 33.

The fifth unit is showed by yes mark in the fifth column. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that for instance the theory of supply and demand in reading text on page 43-44. That is issue to be learned.

The fourth criterion is about real-life issue. That every unit shows the real life issue but in unit 2 the real life issue is still complicated based on analysis of checklist.

The fifth criterion is represented by the question of checklist is:  
Are the activities and lessons centered on real-world tasks and example?  
That the answer is signed by “yes” or “no” mark column.

The second unit is showed by yes mark in the second column in fifth row. The mark is signed that the mark filled the criterion of checklist

for the unit. And the remark is showed by short explanation in the right side of yes column said that the example of the activity in the unit shows the real world task.

The third unit is showed by yes mark in third column in fifth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the activity and the example are related with the issue but the conversation is still need to concern. It is on Page 27.

The fourth unit is showed by yes in the fourth column in fifth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the activities mostly are centered in real-world except the conversation on page34-35.

The fifth unit is showed by yes in the fifth column in fifth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the activity is about real-world but the conversation on page 41 is less of focus.

The sixth unit is showed by yes in the sixth column in fifth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the example of real world is showed on pages 51 and 52.

The seventh unit is showed by yes in the seventh column in fifth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the background on page 57 and 61.

f. The sixth criterion of the content checklist.

The sixth criterion is represented by the question of checklist is: Is the layout logical and clear? that the lay out that the form for designing the handbook is logical and clear.

The first unit is showed by yes in the first column in sixth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that design of the content is appropriate with handbook need. The lay out arrange from Islamic finance law and the title is Islamic banking.

The second unit is showed by yes in the second column in sixth rows. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the layout is programmed for educating the learner about a job. It is on pages 14 until 24.

The third unit is showed by yes in the third column in sixth rows. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes

column said that the lay out shows the need of the handbook. It is on pages 25-31.

The fourth unit is showed by yes in the fourth column in sixth rows. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that Marketing is purposing the need of the handbook. It is on pages 32-38.

The fifth unit is showed by yes in the fifth column in sixth rows. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that The purpose of this unit is clearly explain in selling manner with Islamic rule. It is on pages 39-48.

The sixth unit is showed by yes in the sixth column in sixth rows. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the authenticity is support the lay out need. It is showed on pages 49-56.

The seventh unit is showed by yes in the seventh column in sixth rows. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that Economic growth is part of layout filled. It is showed on pages 57-64.

g. The seventh criterion of the content checklist.

The seventh criterion in the seventh rows is represented by the question of checklist is: Can learner navigate the material with ease? The ease is the method is the expected criterion.

The first unit is showed by yes in the first column and in the seventh rows. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that by some instruction in every activity except reading, the ease has been matched by department need.

The second unit is showed by yes in the second column and in the seventh rows. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the organization of the content is step by step that do not need hard thinking.

The third unit is showed by yes in the third column and in the seventh rows. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that new vocabularies make the lesson understanding with ease learning. It is showed on page 26.

The fourth unit is showed by yes in the fourth column and in the seventh rows. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the

The fifth is showed by yes in the fifth column and in the seventh rows. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the activity show in every step.

The sixth is showed by yes in the sixth column and in the seventh rows. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that with a simple instruction of the text.

The seventh unit is showed by yes in the seventh column and the seventh row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that a simple instrument in every activity.

The eighth criterion is represented by the question of checklist is:

Are the materials both age- and developmentally appropriate?

[illegible]



The second is showed by yes in the first column and in the eighth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the learner is demanded to understand about the topic for their further.

The third unit is showed is showed by yes mark in the third column and in the eighth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that The content adds the knowledge appropriate with adult learning.

The fourth unit is showed is showed by yes mark in the fourth column and in the eighth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that marketing is appropriate with the learner of Sharia Economic Department.

The fifth unit is showed by yes mark in the fifth column and in the eighth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that price and production is the material that related with learner need.

The sixth unit is showed by yes mark in the sixth column and in the eighth row. The mark is signed that the mark filled the criterion of checklist

for the unit. And the remark is showed by short explanation in the right side of yes column said that the material mapping is purposed to the learner.

The seventh unit is showed by yes mark in the seventh column and in the eighth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that economic growth is appropriate for the learner.

i. The ninth criterion of the content checklist.

The ninth criterion is represented by the question of checklist is:  
Does the content engage learners? The engaging to involve students  
develop the ability.

The first unit is showed by yes mark in the first column and in the ninth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that by the technical term in the content that involving critical thinking the learner is being focused on the text ex: page 9.

The second unit is showed by yes mark in the second column and in the ninth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the

right side of yes column said that the learner is demanded to understand about the topic for their further.

The third unit is showed by yes mark in the third column and in the ninth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that Foreign exchange is engaging with Sharia economic students.

The fourth unit is showed by yes mark in the fourth column and in the ninth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that Marketing is the part of the study.

The fifth unit is showed by yes mark in the fifth column and in the ninth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the content shows the relation.

The sixth unit is showed by yes mark in the sixth column and in the ninth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the content is about learning process.

The seventh unit is showed by yes mark in the seventh column and in the ninth row. The mark is signed that the mark filled the criterion of

checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the content is engaging.

j. The tenth criterion of the content checklist.

The tenth criterion is represented by the question of checklist is:  
Does the content build upon prior knowledge and provides opportunities for learners to expand knowledge by emphasizing critical thinking skills?

The first unit is showed by yes mark in the first column and in the tenth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the prior knowledge purposed in Islamic banking and the learner is involved by the topic to think what Islamic banking about and how it is running.

The second unit is showed by yes mark in the second column and in the tenth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that the handbook provides the manner for thinking critically to get the job.

The third unit is showed by yes mark in the third column and in the tenth row. The mark is signed that the mark filled the criterion of checklist for the unit. And the remark is showed by short explanation in the right side of yes column said that foreign exchange demand to the learner in doing transaction.

The fifth unit is showed by yes mark in the fifth column and in the tenth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the right side of yes column said that Critical thinking is showed by the end of activity that considering about Halal and Haram for doing anything.

The sixth unit is showed by yes mark in the sixth column and in the tenth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the right side of yes column said that more knowledge after read the reading text and example of conversation on page 51 and 52.

The seventh unit is showed by yes mark in the seventh column and in the tenth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the right side of yes column said that the point of view by read the whole unit especially in reading text on page 60, the reader may involve.

k. The eleventh criterion of the content checklist.

The first unit is showed by yes mark in the first column and in the eleventh row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the right side of yes column said that the information is still fresh and responsible eg: on page 5.

The third unit is showed by yes mark in the third column and in the eleventh row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the right side of yes column said that the growing of money exchange is showed on page 27.

[illegible]

The seventh unit is showed by yes mark in the seventh column and in the eleventh row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the right side of yes column said that the unit about currently in this century.

## 2. Analysis of Exercise in the Handbook of Sharia Economy

[illegible]





handbook. The table is design by 8 rows in left and 9 rows in seven side rows.

The table has been filled by the result of analysis handbook checklist.

In the left side that is written Criteria checklist the exercise is the main title to categorize the criteria of checklist in the left side. In the below of main title is the checklist criteria as the tool for analyzing the handbook. There are seven criteria. And in the right of criteria has form roman I until roman VII, that roman is unit that become object of analysis. It is mean the object consist of seven units. And for the below of roman column is the answer of analysis. There are two options in rows below those are “yes” and “no” answer. If the criteria do not match with the units, the researcher will mark “no” in row. In contrary, if the criteria match with the units, the researcher will mar “yes” in row.

The result was found in the table. And the whole the criteria are answer yeses in every unit. The answer is in the right side of the criteria on table exercise B.1et. It is mean the units of Sharia economy's handbook has been filled the criteria of exercises' criteria. For making detail the researcher will pare in every criteria for seven units below.

a. First criterion of exercise analysis

The first criterion is represented by the question of checklist that is:

Are there interactive and task-based activities that require students to use new vocabulary to communicate?

The second unit is showed by yes mark in the second column and in the first row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that the evident is showed on page 13.

The third unit is showed by yes mark in the third column and in the first row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that it is represented on pages 28 and 29.

The fourth unit is showed by yes mark in the fourth column and in the first row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is represented on page 37.

The fifth unit is showed by yes mark in the fifth column and in the first row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the

appendix exercise table that in right side of yes column said that is represented on page 40 and 41.

The sixth unit is showed by yes mark in the sixth column and in the first row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is represented on pages 50 and 51.

The seventh unit is showed by yes mark in the seventh column and in the first row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is represented on page 58.

### b. Second criterion of exercise analysis

The second criterion is represented by the question of checklist that is: Does the instruction in the textbook tell the students to read for comprehension?

The first unit is showed by yes mark in the first column and in the second row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that in every instruction is clear enough.

The second unit is showed by yes mark in the second column and in the second row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that simple instruction is understandable.

The third unit is showed by yes mark in the third column and in the second row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that simple instruction is represent the comprehension.

The fourth unit is showed by yes mark in the fourth column and in the second row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that every instruction but on page 38 is complicated.

The fifth unit is showed by yes mark in the fifth column and in the second row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that price and production are approaching students' insight about price and production in Sharia area.

The seventh unit is showed by yes mark in the seventh column and in the second row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is represented on page 61.

The third criterion is represented by the question of checklist that is:

Are top-down and bottom up strategies used?

The first unit is showed by yes mark in the first column and in the third row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that on page 5 is bottom up. On page 11 is top-down.

[illegible]

explanation in the appendix exercise table that in right side of yes column  
said that is for instance top down on page 13 and bottom up on page 14.

The third unit is showed by yes mark in the third column and in the third row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that top-down eg: page 25 and bottom-up is page 29.

The fourth unit is showed by yes mark in the fourth column and in the third row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that top down on page 32 and bottom-up 33.

The fifth unit is showed by yes mark in the fifth column and in the third row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is in every text.

The sixth unit is showed by yes mark in the sixth column and in the third row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that top down on page 49 and bottom up on page 53.

The fourth criterion is represented by the question of checklist that is: Are the students given sufficient examples to learn top-down techniques for reading comprehension?

The first unit is showed by yes mark in the first column and in the fourth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that the evident is showed on page 5 and page 10.

The second unit is showed by yes mark in the second column and in the fourth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that the evident is showed on page 14, 16 and 17

[illegible]

appendix exercise table that in right side of yes column said that the evident is showed on page 26.

The fourth unit is showed by yes mark in the fourth column and in the fourth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that the evident is showed on page 38.

The fifth unit is showed by yes mark in the fifth column and in the fourth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that the evident is showed on page 47 in D.

The sixth unit is showed by yes mark in the sixth column and in the fourth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that the evident is showed on page 53.


The seventh unit is showed by yes mark in the seventh column and in the fourth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that the evident is showed on page 59.



#### e. Fifth criterion of exercise analysis

The fifth criterion is represented by the question of checklist that is:

Do texts make comprehension easier by addressing one new concept at a time?



The first unit is showed by yes mark in the first column and in the fifth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that on page 7 that in conversation and expression.

The second unit is showed by yes mark in the second column and in the fifth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that the evident is showed on page 14, 16 and 17.

The third unit is showed by yes mark in the third column and in the fifth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that the evident is showed on page 26.

The fourth unit is showed by yes mark in the fourth column and in the fifth row. The mark is signed that the mark filled the criterion of

checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that the evident is showed on page 37.

The fifth unit is showed by yes mark in the fifth column and in the fifth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that the evident is showed on every text.

The sixth unit is showed by yes mark in the sixth column and in the fifth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that the instructions are clear.

The seventh unit is showed by yes mark in the seventh column and in the fifth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that in activity B page 58.

#### f. Sixth criterion of exercise analysis

The sixth criterion is represented by the question of checklist that is:

Is the layout logical and clear?

The first unit is showed by yes mark in the first column and in the sixth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is showed on page 10.

The second unit is showed by yes mark in the second column and in the sixth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is showed in every exercises increase the manner.

The third unit is showed by yes mark in the third column and in the sixth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is showed on page 31.

The fourth unit is showed by yes mark in the fourth column and in the sixth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is showed on page 37.

The fifth unit is showed by yes mark in the fifth column and in the sixth row. The mark is signed that the mark filled the criterion of checklist

for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is showed every exercise especially in part E page 48.

The sixth unit is showed by yes mark in the sixth column and in the sixth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is showed in the whole of exercises.

The seventh unit is showed by yes mark in the seventh column and in the sixth row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is showed in the whole the exercises.

### g. Seventh criterion of exercise analysis

The seventh criterion is represented by the question of checklist that is: Are activities enhanced by inclusion of authentic materials?

The first unit is showed by yes mark in the first column and in the seventh row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is showed on page 5.

The second unit is showed by yes mark in the second column and in the seventh row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is showed on the activities related with the text.

The third unit is showed by yes mark in the third column and in the seventh row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is showed on page 30.

The fourth unit is showed by yes mark in the fourth column and in the seventh row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is showed in every activity.

The fifth unit is showed by yes mark in the fifth column and in the seventh row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is showed on pages 45-48.

The sixth unit is showed by yes mark in the sixth column and in the seventh row. The mark is signed that the mark filled the criterion of

checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is showed in the whole of exercise.

The seventh unit is showed by yes mark in the seventh column and in the seventh row. The mark is signed that the mark filled the criterion of checklist for the unit. In addition, in the remark is showed by short explanation in the appendix exercise table that in right side of yes column said that is showed all especially activity E page 64.

The whole of exercises shows the result of analysis. The criteria in checklist is answered or marked by yes mark. The analysis is started from unit one until unit seven and every unit is marked by yes mark.

## B. Discussion

Sharia economy' handbook in the analysis of the material develops in ease content and exercise. The material of the handbook is matched by two variables those are content and exercise. In each variable have some criteria. For content variable has 11 criteria and for the exercise variable has 7 criteria.<sup>2</sup> The criteria represented in handbook analysis. There are seven element of variable that guiding for doing analysis. Those are content, exercise, communication, cultures, connection, communities and general elements. In this research the

<sup>2</sup> <sup>2</sup> Kun aniroh muhrofi, ESP Material Development;Theory and practice(Program Pascasarjana Universitas Brawijaya, Malang, 2011),P 80

Content has 11 criteria to match the handbook in English for specific purpose in other word English for Sharia economy. Those are: : presentation, potential basis for further learning, authentic selection, real life challenge for critical thinking, real world task, lay out, ease for learning, appropriateness of age and development, learner engagement, prior knowledge basis, currently and accuracy of information

The content presented either topically functionally logical or organized manner. The whole unit in this handbook arranged orderly by functionally of topically. The content is not far from the intended area that about Islamic financial area. The logical is purposed to the content organization. The presentation in this analysis has synchronic with the criterion about the organization of the content that topically or functionally organized logic The evident shows from unit I up to unit VII has logical looking at from the topic and the function. For instance: unit 1 is about Islamic banking that as the theme is matched with the criteria of Islamic finance. The content in unit one is orderly topically and

[illegible]

functionally. And unit 2 is human race, unit 3 is foreign exchange , unit 4 is marketing unit 5 is prices and production, unit 6 is banking and transaction and unit 7 is economic growth that all of the theme is matched with the criteria. In addition, the content is clearly explained what the aim of the book. There is no problem in this criterion. Those kind of theme meet the criteria of content variable that the handbook has to present topically or functionally in a logical organized manner. The organization about the criteria has been shown in every unit above.

b. Potential basis for further learning

The content serves as a window into further learning about the intended areas. The intended area is about the area that is intended for. For instance: Islamic financial law and Islamic banking areas. The content is pressed on the first unit entitled Islamic banking and closed by unit seven entitled Economic growth. Those themes clearly showed what the content supposed to arrange. However, the problem still got in unit V, the complicating is in the conversation page 41. The unit entitled Price and Production. There is no matter for the theme of title. But in the conversation between vendor and customer is missing from the criterion. For instance page 41 in appendix 2.

In this dialogue the customer and the vendor conversed about artist. There is no problem in the conversation, but the content is about Islamic. The theme of conversation is better about product of finance for



instance the customer looking for Sharia insurance and the agent of insurance showed the price and product well without anything missing. Because this matter the content less of complete filling.

The goal for Islamic finance is appeared from the reflection text in the last activity and the reading text that always give the point of view by reading comprehension. The evident shows that the criterion has been filled by intended area for serving further learning process. The content is provided this criterion to produce the material that useful for the learner during learning proecess. The handbook focuses on the material that have to pressed by the criterion.

### c. Authentic selection

The reading selections are authentic piece of language. The part of unit or the content is taken genuine of the text. The text is completed by the resource address. For instance in the unit one in reading text entitled Islamic banking; Introduction then the author put the resources address. It is in appendix 3.

In addition the author also present the genuine word adapted from the genuine word of Arabic that the word is well-known in Islamic manner. For instance *Haram* the meaning is forbidden on page 9. The authentic selection that in the handbook is met the criterion. Some of the text is less of the genuin eventhough the mark is said yes for the authentic. The authentic is real words of English language that is not

Real life challenge for critical thinking is following criterion. It means, the content real life issues that the learner to think critically Islamic finance law. Critical thinking is the real activity or real issues that influence the learner to think critical as the manner. The meaning of the critical thinking in this research is real life in critically that related with the issue. From unit I until unit VII contained real life issue especially issue about Islamic economy finance that put in real life setting. In this condition the learners imagine and think the law deeply. In addition the content is compelled the learner think critically how they master the rule well. For instance on pages 5, 11, 22, 25, 27, 30, and etc. on reading text page 5, the learner is thought about the rule such as, Gharar (unclear or mirage) maysir (make it to much), and interest (tax in banking) that have to be avoided by moslem in transaction. However, the content builds critical thinking, but on page 34, in unit IV found conversation about brand of air conditioner or AC:

[illegible]

is, the material shows the issue of real life situation in order to appearance student point of view about the issue.

### e. Real world tasks

The following criterion is real world tasks. The criterion has meaning of the activities and lessons are centered on real-world tasks and example. This criterion has filled the condition of this variable. The content always gives real world tasks with the example that aimed for practicing directly. The evident is showed on pages 44, unit 5, by the topic” price and production” The page shows the manner of Islamic along with *Dalil* of Al-quran that have to be obeyed to the learner.

This evident is explained what message about and how the *Dalil* is obeyed in real world by that example. It was showed in appendix 4. The task is got from real world that have meaning in genuine of the condition in the world. There is no composition to make the task. The task should be adapted from the real condition. The condiition makes the task look so real.

f. the lay-out logical and clear

The following criterion is sixth criterion that is layout it means logical and clear. Logical is the material mapping for designing Sharia Economy handbook is logical and clear. Lay out adapted from linguistic has meaning; way in which part of content about are arranged according to plan. That the lay out is about the outline or organization manner of the

g. Ease for learning

[illegible]

finance, the following unit pleased the learners entrance the unit 2 by the title human resource. The impacts for the students are the basic material existed then the students only apply the rule on unit II. In addition the evident is showed from yes mark in the table 4.1. The yes mark is the evident that the criterion is fulfilled. The ease from the criterion is one of the tool for the handbook designing. The met of content criterion has been marked. The ease can be navigated from many method. The main poin, the handbook is always give the clear purpose and clear intruction to guide the comprehension.

#### h. Appropriateness of age and development

The following criterion is appropriateness of age and development. It means the materials are both age-and developmentally appropriateness. There is no signed for the content that showed unappropriate way. The content is not too easy or for beginner and is not too difficult to third semester. This is because before the handbook was made, the writer proofread the handbook to her colleagues using a checklist and she gave out a questionnaire to her students about the material for English for Specific Purposes. And there is no discussion that out-of border of course. The content is not too easy or for beginner and is not to difficult to third semester. And the handbook is designed from indicator that has been made in *Satuan acara perkuliahan (SAP)*. And the Textbook Evaluation Guide for Expert sheet is supported to design the handbook

for instance in appendix. The evident is showed from table 4.1 that the yes in marked to check the criterion is matched. It is showed in appendix 5.

- i. Learner engagement

The following criterion is learner engagement. It means the content engage learner. The topic or the theme in every chapter is corrected with Sharia Economy need. The whole of content was involved students' ability to comprehend global economy. For instance; in the page 9 is about Islamic banking; introduction. By this reading text the reader is prepared to recognize the lesson from basic of Islamic finance rule in other word the background of the lesson. the text is the first step to comprehend to the further learning. Then, in the previous criterion there is checklist and questioner to match the content or to engage the student for every content in the handbook to provide the students need.

j. Prior knowledge basis

The following is criterion is prior knowledge basis. It means the content builds upon prior knowledge and provides opportunities for learners to expand knowledge by emphasizing critical thinking skills. The prior for this course that is intended area in other world is about Islamic finance law; it means how the students develop their English ability. English ability means English for Sharia economy purposes. The handbook has to develop student mastered Islamic law by English

competence. So the criterion has no matter or it is matched. For instance the content emphasizes the critical thinking skill that improving the knowledge during the lesson. For instance on page 57: Unit seventh: economic growth in appendix 6.

Those questions build upon a prior knowledge and provide opportunities for learners to expand knowledge by emphasizing critical thinking skills.

k. Currency and accuracy of information

The last criterion is currency and accuracy of information. It means the information is current and accurate. The information for the content is representing students' insight for global finance growth. The evident shows on page 25, the theme about foreign exchange, the material teach the learner for value of IDR (value of Indonesian money) to another. This text is taken currency. And on page 30 and 31 shows that exchange rate of transaction. In addition on page 57 shows the necessary news how to economic growth .And page 58 shows the reader new information about *GOJEK* (motorcycle rent used for public transportation. Whole the contents showed the new information that added the knowledge of students. Beside currency, the news for the whole text has accuracy. For instance is reading text on page 36 in appendix 7.

Based on the discussion about the criteria above, it can be concluded that the handbook of English Sharia Economic has fulfilled the criteria of

content matching. conclusion is based on the completeness of these criteria, which are presentation, potential basis for further learning, authentic selection, real life challenge for critical thinking, real world task, lay out, ease for learning, appropriateness of age and development, learner engagement, prior knowledge basis, currently and accuracy of information.

## 2. Analysis of exercise of Sharia Economy's Handbook

Exercise has 7 criteria those are: interactive and task-based modes, reading for comprehension, top-down and bottom-up strategies, sufficient top down strategies, unity in comprehension, critical thinking exercise and authentic material:

### a. Interactive and task-based modes

Starting from first criterion from exercise variable is interactive and task-based modes. It means there are interactive and task-based activities that require students to use new vocabulary to communicate. The exercised of the content provide chance for students develop the vocabulary in every meeting. The evidence showed activity in looking for meaning of new vocabularies every beginning of unit except unit IV and unit VI. The both of unit have no the activity of looking vocabularies meaning. The chance for developing the ability is by listen the recording. However there are many chances for students in every unit to improve their speaking skill. In addition the whole content and exercise forced to practice indirectly. For instance on page 47, it is in appendix 8.



b. Reading for comprehension

The following criterion is reading for comprehension. It means the instruction in the handbook tells the students to read for comprehension. The instruction is clearly comprehended. The instruction showed before activity except reading text. In the reading text the instruction is in the following activity. The instruction formed simple and clear. For instance reading text on page 35:

The learner present two activities those are reading and writing in exercising related the text all at once.

c. Top-down and bottom up strategies

The following criterion is top-down and bottom up strategies. It means top-down and bottom up strategies used. The activities of the whole units showed top-down in the beginning for every unit until the middle of discussion and bottom up for the end of activity of every activity. For instance in appendix 7, on page 57, unit 7: the top down showed: starting with the theme; economic growth, followed by exercises and the end of top-down is closed by reading text. And bottom up showed: from the reading text and narrowed by exercises. The reason for using top to down to lead in the exercise to easy understanding and bottom to up is to reach the aim of the study.

## d. Sufficient top-down strategies

The following criterion is sufficient top-down strategies. It means the students are given sufficient examples to learn top-down techniques for reading comprehension. top down in this research is purposing the scheme of strategies in mastering the subject of study such as comprehending reading text in a few minutes. And the result the strategy that has been taught is useful for further learning. The evident show that the exercise is particularly in top down method in every unit.

e. Unity in comprehension

The texts make comprehension easier by addressing one new concept at the time. The concept in every exercise aimed to develop the ability of the students. the exercises unity for several aspects to get the understanding at the time. For instance exercise 7 on page 11 in unit I. the exercise matches the word with definition. And the definition needs comprehension in the text available. Also for instance page 28. It is showed in appendix 9.

The exercise asked student to read correctly by sign in phonological writing. Besides that, the students know how to read and how to write the word and how to use the word.

f. Critical thinking exercises

The exercises promote critical thinking of the text. The exercise of the text occurred and increased for higher of thinking. The one of the exercise is on page 22 in unit 2. It is showed in appendix 10.

The text needs analysis the vacancy that provided some conditions to answer the following questions. The learners need more than understanding about the text but the learner also needs taking some conditions to make application letter as the exercise. The critical thinking is built in this exercise

g. Authentic materials

The last criterion is authentic materials. It means activities are enhanced by inclusion of authentic materials. The most activity of the exercises is integrated so the exercised need higher understanding. The one of criterion is filled on page 33-34 at unit 4 that is showed in appendix 11.

The exercise has integrated skill. The skill appearance in this exercise is listening, writing and speaking skill. Beside the text is form exercise, the text is reading skill. And the reading text is the material to answer the following text. The exercise to enhance the skill because in the text asked to understand about NASDAQ (electronic marketable) that has to be understood the manner before going to following activity.

Based on the discussion about the criteria above, it can be concluded that the handbook of English Sharia Economic has fulfilled the criteria of exercise variable matching. Conclusion is based on the completeness of these criteria, which are: interactive and task-based modes, reading for comprehension, top-down and bottom-up strategies, sufficient top down strategies, unity in comprehension, critical thinking exercise and authentic material.