

**TEACHER-DEVELOPED COURSEBOOKS
FOR
THE INTENSIVE ENGLISH PROGRAM
AT SMP BILINGUAL TERPADU SIDOARJO
THESIS**

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S. Pd) in Teaching English



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ABSTRACT

Musyarrofah, Hamdatul. (2022). *Teacher-Developed Coursebooks for The Intensive English Program at SMP Bilingual Terpadu Sidoarjo*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Afida Safriani, M.A., Ph. D and Rizka Safriyani, M.Pd.

Key Words: English Coursebook Development, Intensive English Program.

Developing coursebooks becomes crucial to provide an ideal English coursebook that meets students' learning needs. Numerous studies have identified the related topics. Nevertheless, no one explored the coursebooks development conducted in *pesantren*. This present study explored the steps and strategies in developing the coursebooks. This study also addressed the materials as well as the activities contained in the developed coursebooks of the Intensive English Program at SMP Bilingual Terpadu Sidoarjo. Discussing those issues, the researcher implemented descriptive qualitative as the research design. The researcher collected the data through interview and document analysis from the English teachers and the three developed coursebooks. The findings suggest that the coursebooks were developed through: (a) needs analysis, (b) searching for sources and arranging the materials and activities, (c) review, consultation, and validation, (d) evaluation. The teachers also implemented several strategies in developing coursebooks, such as (a) searching and adapting some references from foreign sources, (b) updating the materials and activities, (c) facilitating and drilling the students with some expressions related to the student's daily activities, (d) providing many speaking practices, fun activities, pictorial texts, and expressions regarding *pesantren* environment. Furthermore, the materials contained relate to the listening, speaking, reading, and writing skills of each other, they are: songs, video animation and American TV series, expressions, and conversations used in and outside *pesantren* environments, texts related to Islamic and world histories, grammatical rules, timetable, and elements and structure of diverse texts. In addition, diverse activities are employed to facilitate the students: watching videos followed by several kinds of exercises, listening to audio then retelling, listening to songs, playing a role, presenting, singing, extemporaneous, reading kinds of conversations, dialogues, and texts followed by several kinds of exercises, analyzing text, creating dialogue, and speech, also filling-in-the-blank. This study concludes that the coursebooks contain adequate materials and activities. Some steps and strategies were also considered by the book developers.

ABSTRAK

Musyarrofah, Hamdatul. (2022). *Teacher-Developed Coursebooks for the Intensive English Program at SMP Bilingual Terpadu Sidoarjo*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Afida Safriani, M.A., Ph. D dan Rizka Safriyani, M.Pd.

Kata Kunci: Pengembangan Buku Pelajaran Bahasa Inggris, Program Intensif Bahasa Inggris.

Pengembangan buku ajar menjadi penting guna menyediakan buku pembelajaran yang ideal yang memenuhi kebutuhan pembelajaran siswa. Sejumlah penelitian telah mengidentifikasi topik terkait. Namun demikian, belum ada yang mendalami pengembangan buku ajar yang dilakukan di pesantren. Studi ini mengeksplorasi langkah-langkah dan strategi dalam mengembangkan buku ajar. Penelitian ini juga membahas materi serta kegiatan yang terdapat dalam buku ajar yang dikembangkan dari Program Bahasa Inggris Intensif di SMP Bilingual Terpadu Sidoarjo. Membahas masalah tersebut, peneliti menerapkan deskriptif kualitatif sebagai desain penelitian. Peneliti mengumpulkan data melalui wawancara dan analisis dokumen dari guru bahasa Inggris, serta tiga buku ajar yang dikembangkan. Temuan ini menunjukkan bahwa buku tersebut dikembangkan melalui: (a) analisis kebutuhan, (b) mencari sumber dan menyusun materi serta kegiatan, (c) kajian, konsultasi, dan validasi, (d) evaluasi. Guru juga mengimplementasikan beberapa strategi dalam mengembangkan buku ajar, seperti (a) mencari dan mengadaptasikan beberapa referensi dari sumber asing, (b) memperbarui materi dan kegiatan, (c) memfasilitasi dan melatih siswa dengan beberapa ekspresi yang berkaitan dengan kegiatan sehari-hari siswa, (d) memberikan banyak latihan berbicara, kegiatan yang menyenangkan, teks bergambar, dan ekspresi terkait lingkungan pesantren. Selanjutnya, materi yang terkandung saling berhubungan antara keterampilan menyimak, berbicara, membaca, dan menulis, yaitu: lagu, video animasi dan serial TV Amerika, ekspresi, dan percakapan yang digunakan di dalam dan di luar lingkungan pesantren, teks yang berkaitan dengan Islam dan sejarah dunia, aturan tata bahasa, *timetable*, serta unsur dan struktur teks yang beragam. Selain itu, beragam kegiatan digunakan untuk memfasilitasi siswa, yaitu: menonton video diikuti dengan beberapa jenis latihan, mendengarkan audio kemudian menceritakan kembali, mendengarkan lagu, *roleplay*, presentasi, menyanyi, *extemporaneous*, membaca percakapan, dialog, dan teks dilanjutkan dengan beberapa macam latihan, menganalisis teks, membuat dialog, dan pidato, serta *filling-in-the-blank*. Penelitian ini menyimpulkan bahwa buku ajar tersebut memuat materi dan aktivitas yang memadai. Beberapa langkah dan strategi juga dipertimbangkan oleh pengembang buku.

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CHAPTER I

INTRODUCTION

This chapter explicates the explication of why the present study was conducted which became the basis of this research. It highlights the background of the study, research questions, objectives of the study, significance of the study, scope, and limitation of the study, and the definition of key terms.

A. Background of the Study

English textbooks play pivotal roles in learning to serve the content of lessons, the balanced skill taught, and diverse language practice. Textbooks are commonly perceived as a resource to achieve the main aims as well as the objectives in terms of learners' needs.¹ More importantly, qualified and applicable textbooks are necessary not only in facilitating students' learning but also in establishing the actual learning experience for the students.² The roles of English coursebooks have been conceded and investigated by several experts. In Indonesia, heretofore most schools still apply coursebooks as the major learning media in the teaching and learning process, even in this pandemic era many teachers utilize coursebooks as the media or the source of serving the lesson.

¹ Alan Cunningsworth, *Choosing your coursebook* (Oxford: Heinemann, 1995), 462.

² Felicia Miranda Lekatompessy and Jenny Lekatompessy, "Evaluation of Survival English Textbook Used in Teaching Speaking for First Semester Students in English Education Study Program". *IJET*. Vol. 8 No. 2, 2019, 73.

Regarding those facts, it is vital for the teachers to use sufficient coursebooks. Richard emphasized an ideal English textbook is when the book meets consummately the learning circumstance needs, contains a sufficient amount of material for the program or subject, is easy to teach, can be easily used by inexperienced teachers, covers the equal content of grammar and other language skills.³ Related to English textbooks, materials that are the key component in most language programs⁴ should supply the authentic use of English including spoken and written texts to facilitate the learners in terms of cognitive and affective skills.⁵ Teachers or book developers may create or find out materials from any sources, such as websites, international coursebooks, dictionaries, social media, book encyclopedias, newspapers, movies, etc.

Coursebooks should prioritize productive skills that are spoken activities to practice the conversation, yet nowadays coursebooks cover mostly written activities.⁶ Additionally, it should be supplemented with several noteworthy instructional materials and activities, such as comprehension questions, authentic texts, writing tasks, summarizing activity, pair or group work, discussions, listening activities, note-taking, glossary⁷, role-play, drama, or

³ J. C. Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001), 256.

⁴ Ibid. 251.

⁵ Brian Tomlinson, *English Language Learning Materials: A Critical Review* (New York: Continuum International Publishing Group, 2008), 4.

⁶ Diani Nurhajati, "Pengembangan Suplemen Bahan Ajar Bahasa Inggris untuk Siswa SMP". *Nusantara of Research*. Vol. 2 No. 2, 2015, 120.

⁷ R. R. Jordan, *English for academic purposes: A guide and resource book for teachers* (Cambridge: Cambridge University Press, 1997), 256.

other kinds of speaking activities. By applying those meaningful activities, students will be triggered to do meaningful conversation and negotiation in which they get the opportunity to practice and use the vocabulary they acquire.⁸ Those various materials and activities are expected to adequately facilitate students to achieve the aims and objectives of the lesson.

Plentiful studies have revealed that English coursebooks need to be evaluated or even developed because existing books must have their shortcomings. Adopting a coursebook from the government ministry often leads to controversy, then commercial publishers disburse a lot of time and fees.⁹ Moreover, no coursebook designed for a general audience will be absolutely adequate for the learners in a particular group.¹⁰ In line with those, it is important for the teacher to be able to develop a coursebook. Several advantages have been pinpointed by Zohrabi where the teacher obtain in developing coursebooks: 1) teachers possess a chance to know the students' needs wants, and goals, 2) teachers can also excavate their potential, abilities as well as limit, 3) teachers may acquaint themselves with not only theory but also the application of the teaching and learning process in the classroom.¹¹ Dealing with the process of checking the effectiveness, any textbook material

⁸ M. Zohrabi. "Coursebook Development and Evaluation for English for General Purposes Course". *Canadian Center of Science and Education*, Vol. 4 No. 2, 2011, 216.

⁹ David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (Upper Saddle River, NJ: Prentice Hall, 1991), 209.

¹⁰ Alan Cunningsworth, *Op.Cit.*, 5.

¹¹ M. Zohrabi, *Op.Cit.*, 214.

should have also been through trials.¹² It proves that teachers or book writers are required to take considerable steps in developing an instructional book. Thus, it should be interesting to investigate the development of English coursebooks and materials.

Despite this, there have been a number of studies conducted to explore the related topic. However, no one addressed the teacher-developed books for the Intensive English Program that promote Islamic values and world histories. Moreover, the Intensive English Program is implemented as an additional subject in SMP Bilingual Terpadu Sidoarjo which is under the auspices of the Al-Amanah modern boarding school or *pesantren*. It must make the content of the coursebooks different from others. As the researcher discovered and explained in Chapter 4, the contents of the coursebooks which are special from others are not only Islamic histories but also the expressions, conversations, and vocabularies related to the *pesantren* environment. The teachers decided to include the expressions they feel challenged in their daily life. It means that the teachers as the book developers consider the students' needs and lacks in developing the English coursebooks. Several strategies are discussed as well in this study. The strategies deal with how the teachers develop the appropriate coursebooks, solve the challenges in developing coursebooks, etc. Those ways are crucial since the teachers searched suitable and authentic materials, updated the materials and activities every year to avoid the students' boredom, and also

¹² E. R. Amalia, "Developing English Textbook Material for Islamic Primary Education Program: a Participatory Action Research". *ALSUNA: Journal of Arabic and English Language*. Vol. 1 No. 2, 2018, 71.

adapted those materials and activities into the culture and environments of the *pesantren*.

According to the information that the researcher obtained from the preliminary interview, the vice-principal of curriculum stated that they have to implement the Intensive English Program to enhance students' English proficiency. As the name suggests, SMP Bilingual Terpadu obliges the students to use two languages: English and Arabic. Thus, the vice-principal of curriculum revealed that implementing the Intensive English Program completed by teacher-developed books is necessary, rather than only teaching regular English as a compulsory subject to accomplish the basic competence of curriculum from the government and using public coursebooks.

B. Research Questions

Based on the background of the study, the researcher formulated the research questions as follows.

1. How do the teachers develop the coursebooks for the Intensive English Program at SMP Bilingual Terpadu Sidoarjo?
2. What kinds of materials and activities are contained in the coursebooks for the Intensive English Program at SMP Bilingual Terpadu Sidoarjo?

C. Objectives of the Study

Related to the research questions above, here are the objectives of this present study.

1. To explore the strategies and steps in developing the coursebooks for the Intensive English Program at SMP Bilingual Terpadu Sidoarjo.
2. To analyze the kinds of materials and activities contained in the coursebooks for the Intensive English Program at SMP Bilingual Terpadu Sidoarjo.

D. Significance of the Study

Through this research, the researcher expects that the results of the study can give a contribution to education, especially for the following parties:

1. English Teachers

The results of this study are expected to be able to help English teachers as a reference or guidance in developing a coursebook, especially for the Intensive English Program. In addition, this study also analyzed the contents, especially the materials and activities contained in the coursebook, for instance: the foreign TV series for listening as well as writing materials, the texts used for reading materials, the audio used for listening materials, etc. The teacher can also adapt several activities, such as extemporaneous, roleplay, presentation, etc. Hence, the researcher hopes this study can be a reference for finding kinds of materials and activities in teaching English as well.

2. Schools

Reading the background of the study, the researcher also hopes this study can become the consideration for several schools to develop a coursebook dealing with its importance. The findings of this study, steps, and strategies, are expected to be able to help the schools in developing coursebooks. In addition, materials and activities that become the findings of this present study are expected to give references to the schools in developing the coursebooks, for instance: foreign TV series as learning material, and extemporaneous as a learning activity.

3. Researcher

Since the researcher finds the topic is interesting and useful, through this study it is expected that the researcher can enrich her knowledge and insight in developing a coursebook, particularly about strategies of coursebook development, materials, and activities containing English the coursebooks especially in the Intensive English Program at SMP Bilingual Terpadu Sidoarjo which is in *pesantren*.

4. Book Authors

Other than that, the researcher hopes that the results of this study give advantages to both book authors of the Intensive English Program and other book authors. Firstly, the book authors of the Intensive English Program can share their knowledge, insight, and experience, then get some suggestions from the researcher or other readers so that they can improve

the contents of the coursebook in the future. Secondly, this study is also expected to be a consideration and reference for other book authors to improve the contents of the coursebooks or another aspect they have arranged.

E. Scope and Limit of the Study

In this study, the researcher focused on the teacher-developed coursebooks for the Intensive English Program in SMP Bilingual Terpadu Sidoarjo as an additional subject. The researcher observed the strategies in developing coursebooks for the Intensive English Program, as well as explored what kinds of materials and activities in the coursebooks developed for the Intensive English Program. Those materials and activities were related to the four English skills.

A checklist, used as an instrument in this study, was adapted from Cunningsworth's theory in the book entitled "Choosing your Coursebook"¹³. Not taking all of the items in the checklist, the researcher adapted 32 points that were perceived to be able to cover the four skills in language and related to English learning materials and activities. It was because the results of this present study covered the four skills regarding the activities and materials within the book, without investing the grading, design, and others.

¹³ Alan Cunningsworth. Op. Cit. 67-84.

F. Definition of Key Terms

To avoid misconceptions and obtain the same comprehension, the researcher provides the subsequent key terms.

1. English Coursebook

Textbook is an arranged and packaged set of teaching/learning materials.¹⁴ Coursebook is a textbook used for a teaching and learning process. It consists of particular materials, activities into several chapters. In this study, the coursebook is related to English teaching and learning for the Intensive English Program, which covers the four English skills, yet emphasizes speaking skills. It was developed by the teachers of SMP Bilingual Terpadu Sidoarjo to facilitate the students' needs, particularly in *pesantren*.

2. Intensive English Program

Intensive English program is a course or subject in which students are required to participate in a relatively higher number of sessions in a shorter period.¹⁵ In this study, the Intensive English Program acts as an additional subject in English in SMP Bilingual Terpadu Sidoarjo in which the students must join the class by reason of the Intensive English Program provides meaningful learning materials and activities. The materials and

¹⁴ Tom Hutchinson and Eunice Torres. "The textbook as agent of change". *ELT Journal: Oxford University Press*. Vol. 4, 1994, 328.

¹⁵ J. Mukundan, E. H. Mahvelati, & V. Nimehchisalem, "The Effect of an Intensive English Program on Malaysian Secondary School Students' Language Proficiency". *English Language Teaching*. Vol. 5 No. 11, 2012, 2.

the activities are not only about grammar but also the daily conversations the students need in their real life.

3. Strategies in Developing a Coursebook

Strategy refers to the planning organized to reach a certain objective¹⁶. Nickols stated that “Strategy acts as an element consisting of a four-part structure”: (1) purposes needed to obtain, (2) the strategies to obtain purposes or the ways to deploy resources, (3) tactics, how we apply the resources, (4) resources, the ways we undertake.¹⁷ In this research, strategy means (1) what the teachers did in developing the coursebook, (2) when and how long the teachers developed the coursebook, (3) who was involved in developing the coursebook, (4) how the teachers solved the obstacles that happened, (5) what resources and other things needed in developing the coursebooks.

4. Instructional Materials and Activities

Brown argued that materials stand to describe any teaching techniques and exercises arranged systematically, to cover the lesson plans, and to serve the diverse learning media and activities.¹⁸ In this study, instructional materials mean what needs to be taught by the teacher or

¹⁶ Tuti Ismudiati, “*THE STRATEGY USED BY THE ENGLISH TEACHER TO IMPROVE STUDENTS’ WRITING ABILITY ON NARRATIVE TEXT (A Descriptive Study at the English Teacher SMP Negeri 7 Bulukumba)*” [MUHAMMADIYAH UNIVERSITY OF MAKASSAR], 2017.

¹⁷ Nickols, Fred, “Strategy Definitions and Meanings”, 2016, 11. Retrieved from https://nickols.us/strategy_definitions.pdf on April 20, 2021.

¹⁸ James Dean Brown, *The Elements of Language Curriculum: A Systematic Approach to Program Development* (Boston, MA: Heinle & Heinle, 1995), 139.

learned by the students including four English skills. The instructional materials refer to the lesson based on the objectives of the Intensive English Program at SMP Bilingual Terpadu Sidoarjo.

Activities are several ways of encouraging students to practice the language materials they have through¹⁹ related to all aspects of language to achieve certain objectives, for example, improving listening, reading, speaking, or writing, or probably memorizing vocabulary, fathoming the grammatical rules.²⁰ In addition, instructional activities are parts of the teaching-learning process that require students to perform in order to obtain a meaningful understanding, fetch a memory, implement and practice then finally get feedback. Instructional activities in this context are what the teachers will conduct in the teaching and learning process to engage students' learning motivation, facilitate meaningful learning, involve students in the learning process, etc. Those two crucial things come hand in hand to improve students' English skills with the balanced skills partially through the Intensive English Program.

¹⁹ James Dean Brown, Op.Cit., 145.

²⁰Ur, Penny, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 2009), 21.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into two parts, which are theoretical framework and review of previous studies. Thus, there are several theories and studies reviewed to strengthen the present study.

A. Theoretical Framework

1. The Role of Coursebooks

Hutchison and Torres²¹ demonstrated that textbooks play a crucial and absolute role in each teaching and learning job, indeed it plays a bigger part in periods of change. They added that textbooks hold out and thrive since it is such a compatible medium and a provider of necessary teaching and learning systems.

Graves, as cited by Firmansyah, mentioned several roles of coursebook²²: (a) it facilitates a syllabus for the learning process since the materials have been arranged orderly based on the schedule, (b) it helps students to know what they will learn and imagine they will do, thus they may learn first before joining the class. In other words, it can be a road map for students, (c) it provides a set of activities, materials, readings, worksheets, etc., which are useful for the teachers to save time. (d) it assists

²¹T. Hucin & E. Torres, "The textbook as agent of change". *Oxford University Press: ELT Journal*. Vol. 48, No. 4, 315.

²² Graves, Kathleen. 1996. Teachers as Course Developers. USA: Cambridge University. In Wahyu Firmansyah, Master's Thesis: "*An Analysis of Speaking Materials in 'Headline English 2' Textbook for Eighth Grade of Junior High School*". (Lampung: State Islamic University of Raden Intan, 2020), 9.

teachers in assessing students' learning since several textbooks are served with evaluation tools or tests.

With documented and consistent materials, textbooks facilitate the perceptive students to optimize their learning, then it can be taught repeatedly by the less-responsive students.

2. Coursebook Development

Zohrabi revealed several aspects we should consider to develop a coursebook.²³ Firstly, a coursebook developer should identify the learners' levels, needs, goals, and objectives, wants, learning styles and strategies, age, also cultural and social background. Secondly, a coursebook developer should observe their proficiency, abilities, skills, experience, and teaching conditions and resources. Thirdly, a coursebook developer should consider the content of the book including language skills, topics, themes, texts, exercises, tasks, vocabulary level, and grammar. All in all, he stated that the crucial aspects in developing a coursebook are the learners' needs, proficiency, and the contents of the coursebook.

²³ M. Zohrabi, Op.Cit., 215.

While, Wardhani, et.al., mentioned several steps they undertook in conducting a study for creating an English coursebook for second-grade kindergarteners: needs analysis, product development, experts-validation, first revision, product try-out, second revision, final product.²⁴ Another study is also conducted to develop English materials based on 21st-century skills in vocation university by Nurhidayati & Kustini, S.²⁵ That study adopted development model theory by Jolly & Bolitho, such as needs analysis, needs exploration, contextual realization, pedagogical realization, production, and evaluation.²⁶ In short, the developers of the coursebooks have their steps based on their needs.

3. Instructional Materials and Activities

Material, becoming the heart of the teaching and learning process, is divided into authentic and non-authentic or created materials. Richard defined authentic materials refer to texts, videos, and other resources that are not specially created for pedagogical purposes yet can be utilized for teaching. On the other hand, as the theory from Richard, created materials refer to coursebooks or other resources specially developed for instructional purposes.²⁷ Muslich demonstrated created material is a

²⁴ L. S. Wardhani, M. A. Latief, & Y. Basthomi, "Developing English Coursebook for Second Grade KinderGarteners". *Jurnal Pendidikan*. Vol. 2 No. 6, 2017, 840.

²⁵Nurhidayat & Siti Kustini. "Pengembangan Bahan Ajar Bahasa Inggris Berbasis Keterampilan Abad 21 Pada Perguruan Tinggi Vokasi: Sebuah Kajian Literatur". *Prosiding Seminar Nasional Asbis 2018*, 423.

²⁶D. Jolly and R. Bolitho. *A framework for materials writing*, 1998.

²⁷J. C. Richards, Op.Cit, 252.

coursebook including materials about a certain lesson or subject, systematically arranged, and determined based on the objectives, learning orientation as well as the student's ability in order to be accumulated.²⁸ Cunningsworth summed up the roles of materials (especially coursebooks) in teaching English as a) a resource for presenting the materials related to oral and written English skills, b) a source of activities related to communicative activities and practice among learners, c) a supplementary source of learning pronunciation, grammatical rules, kinds of words, and other language subskills, d) a source for stimulating and conducting offline learning activities, e) a syllabus²⁹. In other words, it helps teachers to achieve the learning aim and objectives. Instructional materials refer to the alternative communication tools which can be used for concretizing a concept of the teaching and learning process.³⁰ Tomlinson argued that materials should accommodate not only the use of language authentically but also activities that help learners to perceive prominent language features within the texts by themselves.³¹ Materials change the role of a teacher into a facilitator that guides the students to understand the materials.³² In developing instructional materials, a bunch of steps should

²⁸Mansur Muslich, *Text book writing: dasar-dasar pemahaman, penulisan, dan pemakaian buku teks* (Yogyakarta: Ar-Ruzz Media, 2010). In A. B. Yasini, Magister Dissertation: "*Penggunaan Authentic Materials and Created Materials Berbasis Cooperative Script dalam Kemampuan Berbicara*" (Yogyakarta, Universitas Negeri Yogyakarta, 2019), 33.

²⁹ Alan Cunningsworth, in J. C. Richards, Op.Cit, 251.

³⁰ Samuel W. Amadioha, "The Importance of Instructional Materials in Our Schools, an Overview". *New Era Research Journal of Human, Educational and Sustainable Development*. Vol.2, Nos. 3 & 4, 2009, 61.

³¹ Brian Tomlinson, 2008, Op. Cit. 15.

³²drh. Ida Malati Sadjati, *Hakikat Bahan Ajar*. (Modul 1, 2012), 1.1.

be fulfilled as follows: a) selecting the topic, b) collecting data dealing with authentic materials, for instance: advertisement, recorded conversation between client and agent, a real brochure, etc., c) determining the activities related to those collected-materials, d) establishing pedagogical activities: role play, fill in the blank, etc., e) Analyzing the content and activities addressed to language elements, f) establishing activities based on language elements: sentence sequencing exercise, matching exercise, etc., g) establishing the learning strategies/skills, it can be about asking students to do the task in pairs, groups, or even with the rest of the class, h) building application assignments.³³ All in all, the materials arranged in the coursebook assist the teacher to guide the teaching process, relate the teaching activities and achieve the teaching and learning objectives.

Brown also mentioned several activities in language teaching that can be applied in the coursebook.³⁴ For instance, several exercises of English speaking that give students opportunity for interaction between teacher and the students such as teacher walks around and comes to each student, then asks them several questions, guesses about an object, and a peer feedback session. Another interaction is between learners: dialogue, pair work, free conversation, and peer feedback sessions. Then, the examples of writing exercises are also mentioned by Brown³⁵: brainstorming, writing,

³³David Nunan and J. Lockwood, *The Australian English Course (Pilot Edition)* (Sydney: Cambridge University Press, 1989). In David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (Upper Saddle River, NJ: Prentice Hall, 1991), 216.

³⁴ James Dean Brown, Loc. Cit.

³⁵ Ibid.

collaborative writing, etc. In short, learning activities are about the interaction among teachers and students in the teaching-learning process.

Cunningsworth explored activities related to the English four skills. Firstly, listening activities include two ways that are listening to oral work (dialogue, roleplay, etc) and listening to recorded sources. Secondly, speaking activities are undertaken through a presentation, roleplay, dialogue, etc. Thirdly, reading activities reading a text followed by analyzing the structure or doing some exercises. Fourthly, writing activities can be controlled or guided writing (fill-in-the-blank), guided writing, free writing (writing a formal letter, informal letter, making lists, summarizing text, etc³⁶. To sum up, the activities in learning and teaching English are related to the four English skills, which are listening, speaking, reading, and writing skills.

4. Strategies in Selecting ELT Coursebooks

Since most teachers still decide to use public coursebooks rather than developing by themselves, thus a lot of studies are conducted to explore what are the strategies the teachers should pass in selecting ELT coursebooks. Supadi, holding on to the theory of Harmer, explored a number of strategies in selecting ELT coursebooks. Firstly, analysis related to both advantages and disadvantages for the teachers as well as the students in the teaching and learning process. Secondly, piloting, by

³⁶ Alan Cunningsworth. Op. Cit. 67-80.

trying the coursebooks out, it can be seen how great the coursebooks are. Thirdly, concluding, teachers may try it out first then also ask other teachers whether they have used it before. Fourthly, discussion or gathering opinion, teachers should communicate with the publisher and bookshop owners, other teachers, or even students dealing with the price, availability, design, skills, teacher's guide, etc.³⁷ All in all, according to Harmer the strategies in selecting the ELT coursebook are analysis, piloting, concluding, and discussing.

Several criteria should also be considered in selecting the coursebooks, such as a) the appropriateness between task design and goals of the syllabus, b) the interest and relevance of text and task, c) the relevance of the language in the task, d) the organization of the materials, e) the cultural appropriateness of the task, f) The relation between coursebook and the teaching situation and objectives, etc.³⁸ In short, the criteria of selecting a great coursebook are the appropriateness, interest, relevance, and organization of task design.

³⁷ Jeremy Harmer, *How to Teach English an introduction to the practice of English language teaching* (Malaysia: Pearson Education Limited. Longman, 1998). In Supadi, "Criteria in Selecting English Textbooks for SMK Students". *Deiksis*, 2011, 3(4), 332.

³⁸ Iakovos Tsiplakides. "Selecting an English Coursebook: Theory and Practice". *Theory and Practice in Language Studies*. 2011, Vol. 1, No. 7, 762.

5. Design of ELT Coursebooks

Not only consisting of relevant materials and activities related to the four skills of English, but a teacher or book developer should consider the design of the coursebooks as well. The design of the coursebooks is another aspect engaging readers or students to read, thus it should be designed as favorable as possible. Firstly, the layout should be served professionally and not cluttered.³⁹ Secondly, the font should be readable, and the margins should be fit. Third, the content should be balanced and clear. Fourth, artwork, such as illustrations, pictures, and animations, should be consistent. Also, it should be avoided to attach amusing, non-functional, time- and space-consuming objects.⁴⁰ In short, several aspects that are required to consider by book developers in designing coursebooks are layout, font, content as well as artwork.

³⁹ Andrew White. "Evaluation of a ELT Coursebook Based on Criteria Designed by McDonough Shaw". *A Module Three Assignment Lexis and Syllabus and Materials*, 11.

⁴⁰ Iakovos Tsiplakides. Loc. Cit.

B. Review of Previous Studies

There have been a number of previous studies related to English coursebooks. Several studies deal with the identification of coursebooks development, such as the studies conducted by Imam Nur Aziz⁴¹, Lely Silia Wardhani, et al.,⁴² Septian Dwi Cahyo, et al.,⁴³ Ni Wayan Surya Mahayanti, et al.,⁴⁴ Dian Regina⁴⁵ and Titi Rokhayati⁴⁶. In addition, other studies regard content analysis of English coursebooks, such as the studies conducted by Syaiful Haque, et al.,⁴⁷ and Yuliarti Inggit Utami, et al.⁴⁸

First, in 2018 research conducted by Syaiful Haque, Muhimatul Ifadah, and Dodi Mulyadi⁴⁹. Through a collaboration of descriptive qualitative and quantitative analysis, a study entitled “Content Analysis of English Textbook Related to Contextual Teaching and Learning” focused on investigating

⁴¹ I. N. Aziz, “Developing English Reading Book for College Students of INKAFA Based on Monitoring Strategy”. *JALIE: Journal of Applied Linguistics and Islamic Education*, 2018, 279.

⁴² L. S., Wardhani, Latief, M. A., & Basthomi, Y. Loc. Cit.

⁴³ S. D. Cahyo, I. R. Vitasari, and Sucipto, “Developing English Textbook for Muhammadiyah School: an Idea to Integrate the Muhammadiyah Value into ELT”. *The 4th UAD TEFL International Conference, UAD Yogyakarta 2017*, 462.

⁴⁴ N. W. S. Mahayanti1, N. L. P. M. Suantari, “Developing Big Book as a Media for Teaching English at Sixth Grade Students of Elementary School at SD Lab Undiksha Singaraja”. *Journal of Education Research and Evaluation*, 2017, 128.

⁴⁵ D. Regina, “DEVELOPING ENGLISH READING TEXTBOOK OF PROCEDURE TEXT FOR GRADE XI OF AVIATION MANAGEMENT VOCATIONAL SCHOOL”. Undergraduate thesis, UNIMED, 2017, 52.

⁴⁶ T. Rokhayati, “Developing English Textbook based on Intercultural Approach and Character Education at the Tenth Grade Students of SMA in Purworejo Regency”. *Proceeding The 2nd International Conference on Teacher Training and Education Sebelas Maret University, 2016*, 219.

⁴⁷ Syaiful Haque, Muhimatul Ifadah, & Dodi Mulyadi. “Developing and Using English Teaching Materials in Vocational High School (A Case Study to Vocational English Teachers)”. *2nd English Language and Literature International Conference (ELLiC)*. 2018, Vol. 2, 324.

⁴⁸ Y. I. Utami, A. H. Pudjobroto, & D. S. Wahyuni, “A Content Analysis on The English Textbook “The Bridge English Competence 2” Used by The Eighth Year of Junior High School”. Sebelas Maret University of Surakarta, 162.

⁴⁹ Syaiful Haque, Muhimatul Ifadah, & Dodi Mulyadi. Loc. Cit.

whether the criteria of a great textbook which were suggested by the government were fulfilled within “Bahasa Inggris Sekolah Menengah Pertama” as an English Textbook Contextual Teaching and Learning. The results indicated that the textbook met 84.86% of the criteria of good textbook content and 28.18% of the cooperative criteria. Then the previous researcher suggested that the teacher should convey the materials more flexibly, and also set the activities collaboratively. This previous study is the same as the present study which discusses the materials and activities of English teaching and learning, yet the present study also addresses the process of developing the coursebook as well.

Second, entitled “A Content Analysis on The English Textbook “The Bridge English Competence 2” Used by The Eighth Year of Junior High School”, a study was conducted by Yuliarti Inggit Utami, A. Handoko Pudjobroto, and Dewi Sri Wahyuni⁵⁰. Similar to the present study, this previous study applied a descriptive method. Almost similar to Haque, et.al. s study, this previous study focuses on the materials included in the textbook related to the four-language skills. The results showed that the textbook is suitable with the School-based Curriculum in developing the four language skills, provides the equipped materials, and communicative practice. While this previous study discovered whether or not the materials are adequate with the School-based Curriculum and whether or not it covers communicative exercises, the present

⁵⁰ Y. I. Utami, A. H. Pudjobroto, & D. S. Wahyuni. Op. Cit.

study analyzes what the materials and activities included, then also how the textbook was developed.

Third, Imam Nur Aziz⁵¹ in 2018 conducted the research entitled “Developing English Reading Book for College Students of INKAFA Based on Monitoring Strategy”. This study employed Research and Development as Research Design. Several processes he undertook were analysis, literature study, survey, writing manuscript, expert judgment, test drive, revision, and publishing. The objective of the study was to develop a Reading Two handbook through a monitoring strategy. The research result proved that most of the students do not have a suitable handbook in material Reading 2, they also need materials suited to their needs. Thus, the researcher developed the coursebooks. This study is different from the present study including the research questions, objectives, location, research design, etc.

Fourth, Lely Silia Wardhani, Mohammad Adnan Latief, and Yazid Basthomi⁵² researched in 2017 entitled “Developing English Coursebook for Second Grade KinderGarteners”. This study, which used R&D as a research method, focused on the development of a product, English materials that are useful, colorful, and attractive to kindergarten students. The differences between this previous study and the present study are the location, that is Salam Kindergarten, the subject of the study, the research design related to the

⁵¹ I. N. Aziz. Op. Cit.

⁵² L. S., Wardhani, Latief, M. A., & Basthomi, Y. Loc. Cit.

objective of the study, which is the R & D method to develop materials as a product.

Fifth, a study entitled “Developing English Textbook for Muhammadiyah School: an idea to Integrate the Muhammadiyah Value into ELT” and conducted by Septian Dwi Cahyo, Ika Rizqi Vitasari, and Sucipto⁵³ resulted an idea about developing an English textbook integrating Islamic and Muhammadiyah values for the Muhammadiyah schools. It was developed based on Kurikulum 2013. The aim of developing the textbook is to achieve the coherence between knowledge and faith in terms of Muhammadiyah study. Hence, this previous study proposed and gave a reference of an idea in developing an English textbook for the Muhammadiyah schools. The differences between this previous study and the present study are the objective, the location, and the context.

Sixth, in 2012, Ni Wayan Surya Mahayanti and Ni Luh Putu Mira Suantari⁵⁴ conducted the research entitled “Developing Big Book as a Media for Teaching English at Sixth Grade Students of Elementary School at SD Lab Undiksha Singaraja”. Through questionnaire, rubric, interview guidelines, notes as well as a checklist, the researchers conducted the research employing Research and Development as research design. The book was developed through potential and problem identification, data collection, product design, product design validation, product design revision, product trial, and product

⁵³ S. D. Cahyo, I. R. Vitasari, & Sucipto. Loc. Cit.

⁵⁴ N. W. S. Mahayanti & N. L. P. M. Suantari. Loc. Cit.

revision. It resulted that the big book has five character-based themes developed with the theme airport, direction, transportation, seasons, and tourism. Those themes were completed by educational characters in the story. The media was great and appropriate for teaching media in 6th Graders. The different locations, subject, research design resulting in different research findings differ this previous study from the present study.

Seventh, a study entitled “Developing English Reading Textbook of Procedure Text for Grade XI of Aviation Management Vocational School” was conducted by Dian Regina⁵⁵. The study was undertaken through six steps: 1) information and data collection, 2) data analysis, 3) Procedure Text Materials development, 4) updated procedure text materials by expert validation, 5) reading procedure text materials revision based on experts’ suggestions, and 6) Final Products (Reading Procedure Text Textbook). The results demonstrated that the latest product was worthy, appropriate, and great. This study implemented research and development as the research design. Thus, the location, subject, objective, and research design are different from this present study.

⁵⁵ Dian Regina. Loc. Cit.

Eighth, in 2016 Titi Rokhayati⁵⁶ conducted a study entitled “Developing English Textbook based on Intercultural Approach and Character Education at the Tenth Grade Students of SMA in Purworejo Regency”. The research design employed in this study was Research and Development. The research result reflected that English books published by the government in 2014 needed improvements regarding 1) the latest topic, 2) insight of the knowledge, experience, and discourse should be reflected in the texts, 3) the relationship with social-emotional material.

All in all, the previous studies proved that the developed coursebooks are necessary, especially in teaching and learning English. Several general steps have been mentioned as well in conducting coursebooks development. It means that this present study continues the tradition of previous studies. Yet, the objectives of this research are not only exploring how to develop an English coursebook, but also the materials and activities included in the coursebooks for the Intensive English Program, moreover, the location is SMP Bilingual Terpadu, the school under the auspices of the modern boarding school or *pesantren*, which is new for conducting research related to coursebooks development.

⁵⁶ Titi Rokhayati. Loc. Cit.

CHAPTER III

RESEARCH METHOD

This chapter explains how the present study was undertaken as well as how the data were gained and processed by the researcher. Thus, it consists of approach and research design, research presence, research location, data and sources of data, research instruments, data collection technique, data analysis technique, and trustworthiness.

A. Approach and Research Design

This present study applied a qualitative approach. Qualitative research aims to interpret people's experiences or to explore a unique or certain context without any prediction of what will happen in the future.⁵⁷ Creswell stated that qualitative research is suitable for addressing a researcher where the researcher does not know yet and needs to investigate or explore the variables.⁵⁸ Through qualitative research, the researcher may obtain the unconstrained participants' voice, detailed and specific information through open-ended questions of the interview.⁵⁹ Furthermore, the researcher decided to apply qualitative descriptive as the research method. Suryana revealed that descriptive research aims to describe systematically, factually, and accurately the facts found.⁶⁰ It is in line with the objectives of the research where the researcher conducted the

⁵⁷ Donald Ary, et.al., *Introduction to Research in Education (Eighth Edition)* (United States of America: Wadsworth, 2010). 424.

⁵⁸ John W. Creswell, *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)* (Boston, MA: Pearson, 2012), 16.

⁵⁹ Ibid, 224.

⁶⁰ Suryana, *Metodologi Penelitian Model Praktis Penelitian Kuantitatif dan Kualitatif: Buku Ajar Perkuliahan* (Bandung: Universitas Pendidikan Indonesia (Unpublished), 2010), 14.

study by analyzing documents which are the teacher-developed coursebooks, then interviewing the teachers. The investigation was undertaken in-depth related to the materials and activities contained in the coursebooks, as well as the steps and strategies in developing the Intensive English Program.

All in all, the purpose of this researcher is to explore the voices of the teachers as book developers in terms of the specific information about steps and strategies in developing the coursebook for the Intensive English Program at SMP Bilingual Terpadu Sidoarjo conducted through interview. In addition, the present study also aims to identify the content of the coursebooks in terms of materials and activities conducted through document analysis. Then, the selection of qualitative descriptive as research design fits with those purposes.

B. Researcher Presence

In this present study, the researcher acted as the data collector as well as the instrument at once. In qualitative studies, humans become the primary instrument for collecting and analyzing data. Ary demonstrated that the researcher is a flexible instrument that can adapt and observe the situation, talk and respond to respondents, read any document, and also record the information.⁶¹ Those are in line with the design of the present research, where the researcher should be an interviewer in order to obtain the data from the teachers and should be an analyst of the teacher-developed coursebooks for the Intensive English Program.

⁶¹Donald Ary, et.al. Op.Cit., 424.

C. Research Location

The researcher had considered the site in choosing the setting of the research. The site was where the school implements the Intensive English Program. Moreover, other interesting things are also contemplated that make it different from other schools. In the end, the researcher found that there was a school implementing an Intensive English Program as well as developing a coursebook for the program themselves by including the special contents since the school is in an Islamic environment. It was SMP Bilingual Terpadu Sidoarjo which is on Raya Junwangi streets 43B Krian, Sidoarjo. This school is under the auspices of the Al-Amanah modern boarding school or *pesantren*. The researcher conducted this present study in SMP Bilingual Terpadu Sidoarjo as the school implements an Intensive English Program. Then, the researcher got the information from preliminary research that this school developed the coursebooks for that program to facilitate students maximally in learning English.

D. Data and Source of Data

To answer those two research questions, the researcher needed adequate data obtained from several sources of data. The first data of this present study was the materials and activities included in the teacher-developed coursebooks for the Intensive English Program. Then the second data was the strategies on how the teachers develop the coursebooks for the Intensive English Program. The data was obtained from the teacher's explanation in the recording of interviews conducted through offline interviews in SMP Bilingual Terpadu

Sidoarjo, and the teacher-developed coursebooks for the Intensive English Program. The interview and analysis were conducted on 25 October-10 November 2021. Three teachers were developing the coursebooks for 7th, 8th, and 8th graders. There were no specific criteria for the subject, this research needed the teachers who actively participate in developing the English books for the Intensive English Program. The related theories from 9 experts were also gained from books to reinforce the data. In addition, this study was started through preliminary research, it was conducted by interviewing the vice principal of curriculum to gain information dealing with some programs implemented in SMP Bilingual Terpadu in brief. Those pieces of information were essential to help researchers decide the focus of the research.

E. Research Instruments

To facilitate the researcher in gathering the data or information, several research instruments were used in this study:

1. Interview Guideline

The interview guideline, consisting of 8 open-ended questions (see appendix 2), was used for gaining information from the teachers regarding strategies and steps in developing the coursebook for the Intensive English Program. Additionally, the questions also dealt with the aim and objective of the Intensive English Program itself, then the criterion and time allotment in selecting the materials, etc. The researcher developed the interview guideline by herself. Then, the interview guideline was validated

by one of the lecturers of the English Language Education Department of UINSA (see appendix 10) on October 13th, 2021.

2. Analysis Checklist

The analysis checklist was used for analyzing the teacher-developed coursebook for the Intensive English Program for the 7th, 8th, and 9th graders of SMP Bilingual Terpadu. The checklist, which consisted of 32 questions (see appendix 3, 4, and 5), helps the researcher to investigate the content, especially for the materials and activity included. It was adapted from the checklists established by Cunningsworth in the book entitled “Choosing your Coursebook”. The checklist is divided into four parts, ten questions for listening skills, six questions for speaking skills, seven questions for reading skills, and nine questions for writing skills.

F. Data Collection Technique

Collecting the data, the researcher needed several sources through suitable techniques. In this present study, the researcher employed two techniques in collecting data. They are interviews and document or content analysis.

1. Interview

Through interviews, the researcher asked specific questions to elicit detailed information from the participants.⁶² Hence, to get the data related to teacher-developed coursebooks for the Intensive English Program, the researcher interviewed the three teachers teaching Intensive English

⁶² John W. Creswell. Op.Cit., 218.

Program to the 7th, 8th, and 9th Graders. A semi-structured interview was the kind of interview used in this study, the researcher perceives that it would be able to assist the researcher to investigate in-depth the strategies and steps of how the teachers develop the coursebook. The interview was conducted and recorded directly in SMP Bilingual Terpadu Sidoarjo on October 25th, 2021. The researcher interviewed the teachers one by one in their break time.

2. Document/Content Analysis

Document analysis was necessary to get the data dealing with the materials and activities included in the teacher-developed coursebooks for the Intensive English Program. Document or content analysis concentrates on analyzing as well as interpreting the recorded or noted materials to learn⁶³. In document analysis, the researcher collected while analyzed the data as well. The researcher identified the coursebook of the 7th, 8th, and 9th Graders. Additionally, the researcher analyzed the content including those four skills in the coursebook. Firstly, the researcher read the coursebook for every single page. Secondly, the researcher made a list of the materials and activities on each page. Thirdly, the researcher ticked the checklists analysis then put those materials and activities on the description column. Fourthly, the researcher merged the table of the 7th,

⁶³ Donald Ary, et.al. Op.Cit. 29.

8th, and 9th Graders based on each skill. Fifthly, the researcher descriptively served the explanation of each point.

G. Data Analysis Technique

After collecting data, the researcher organized and categorized the whole massive data that will be interpreted. Creswell argued that analysis means “taking the apart data” to decide the individual perceptions, then “putting them together”, then finally summarizing it to conclude the words for answering the research questions⁶⁴. In this study, the researcher transcribed the results of the recording of the interview in Indonesian, yet served the research results in English. Transcription was converting recordings into written data.⁶⁵ Then the transcript and the checklist were analyzed and interpreted. Firstly, the researcher undertook several steps data analysis technique due to the document analysis.

1. The researcher read and obtained a sense of the coursebook.
2. The researcher categorized the materials and activities on every single page.
3. The researcher ticked and filled the analysis checklist to answer the aspects analyzed (see appendix 3-5).

⁶⁴John W. Creswell, Op.Cit., 10.

⁶⁵ John W. Creswell, Op.Cit., 239.

4. The researcher interpreted the findings not only in a form of a description but also in a table for displaying the content of developed coursebooks. In this step, the researcher served the data to answer the research questions.
5. The researcher compared and concluded the research findings related to the materials and activities in each coursebook based on the four English skills.

Secondly, the researcher undertook several steps of data analysis technique due to the interview.

1. The researcher transcribed the interview recording
2. The researcher read and obtained a sense of the interview.
3. The researcher narrowed the transcript of the interview by highlighting the main information.
4. The researcher served the quotes of the teachers related to the topic in chapter 4, research findings.
5. The researcher compared and concluded the information obtained by the three teachers.

H. Trustworthiness

Valid data is a must in research. In this study, the researcher checked the validity of the data using triangulation techniques. Triangulation was supposed to be a strategy for refining the validity or evaluation of the research findings.⁶⁶ The technique had been used in many sectors or diverse studies to reduce the risk of false interpretations and to strengthen conclusions corroborating the findings by providing evidence from 1) different individuals, 2) types of data, method, or data collection. By examining the source of information and checking the evidence that supported the topic by the inquirer, the researcher developed the report with accurate and tenable data.⁶⁷ In this study, the researcher undertook two aspects in checking the validity of the findings. Firstly, the researcher consulted with the lecturers and confirmed to other teachers as well as the vice-principal of the curriculum. Secondly, the researcher took different data collection techniques, which was not only collecting the data through the interview but also document analysis. Thus, the data obtained from the interview and document analysis were related and confirmed each other. For instance, when the teachers stated that they provided the expressions related to the *pesantren* environment in the 7th Grade, the researcher analyzed the coursebooks to ensure that statement.

⁶⁶ S. Mathison, "Why triangulate?". *Educational Researcher*, Vol. 17 No.2, 1988, 13.

⁶⁷ John W. Creswell, *Op. Cit.*, 259.

I. Research Stages

Conducting the study, the research undertook five steps of the research. They are preliminary research, designing the research, collecting data, analyzing and interpreting, as well as stating conclusions and suggestions.

1. Preliminary Research

Initially, the researcher interviewed the vice principal of curriculum dealing with the several programs implemented, as follows: English Day, and Intensive English Program. The researcher also asked how the program has been implemented and what the reason is. The vice-principal of curriculum mentioned the use of teacher-developed coursebooks in the Intensive English Program. Yet, he stated that the researcher should propose a research permit to explore further information. This case made the researcher interested to investigate the teacher-developed coursebooks by also considering there has not been a thesis observing that topic. Before deciding the research design and approach, in this step, the researcher formulated the title and research questions. Then, the researcher limited the study, also explored the related literature to learn in-depth and to search the theories related to the phenomenon. Additionally, the subject of the researcher should be determined in this step as well.

2. Designing the Research

The researcher decided on the research design and approach that were suitable for this study. Descriptive qualitative is perceived suitable to be used in this study to explore the coursebook developed by the teachers. Furthermore, the researcher considered and adapted the suitable instruments to be applied in this study.

3. Collecting Data

In collecting the data related to teacher-developed coursebooks for the Intensive English Program, the researcher collected the data by interviewing the Teachers of the Intensive English Program and analyzed the content of teacher-developed coursebooks.

4. Analyzing and Interpreting Data

The rare data were analyzed and processed to obtain the research objectives. Thus, in this section, the representation of the findings and how each research question was answered. The thoroughgoing data had been presented.

5. Stating Conclusions and Suggestions

Those data that had been addressed in the previous section will be briefly concluded to show the essence of the findings. Additionally, there will be several suggestions for future research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter elaborates on the research results and discussions. The first part is the presentation of the results or research findings, and the second part is the discussions. The research findings present the data completed with some snippets of the interview transcript and tables of checklists as instruments, while the discussion presents the analysis of the findings linked to which is connected to a number of related theoretical frameworks. Detailed data and information are described as follows:

A. Research Findings

This chapter describes the research findings based on the research questions indicated in chapter I. The contents of coursebooks focusing on the materials and exercises were analyzed based on four skills. In the end, the researcher identified through analysis and interview dealing with the skills emphasized.

To answer the first research questions, the researcher interviewed three teachers of the Intensive English Program at SMP Bilingual Terpadu Surabaya. The results of the interview are presented into five points, namely: (1) aims and objectives of the Intensive English Program, (2) process of developing coursebooks for the Intensive English Program, (3) strategies in developing coursebooks for the Intensive English Program, (4) the uniqueness of the coursebook for the Intensive English Program, and (5) obstacles occurring in

developing the coursebook for the Intensive English Program. While to answer the second research question, the researcher identified them into a point namely (6) Materials and Activities Contained in the Coursebooks for the Intensive English Program. However, it was described into four parts based on English skills.

1. Steps and Strategies in Developing Coursebooks for the Intensive English Program

1.1 Aims and Objectives of the Intensive English Program

Every program needs clear aims and objectives in order to be carried out in a directed and consistent fashion. The aims and objectives determined will guide teachers in teaching and developing the coursebooks. The aims and objectives of the Intensive English Program were stated by the teachers during the interview session:

“Since this school is bilingual, thus the students should master two languages in their daily life, they are Arabic and English.” (Teacher A).

That statement above was strengthened by the statements of Teacher B. Since the students need to practice English every day, hence the Intensive English Program is conducted to facilitate and help them.

“..... English the Intensive is conducted to support them to use English fluently and help them to practice every day, for example in the canteen, so how to speak English well to buy a snack or how to ask the changes are provided in our coursebooks.” (Teacher B).

Yet, Teacher C added that the Intensive English Program focused on productive skills, both speaking and writing. However, it still emphasizes speaking skills.

*“The objectives of implementing Intensive English focus the students in speaking and writing skill.”
(Teacher C).*

It can be concluded that the aims and objectives of the Intensive English Program are to improve students' productive skills, writing and speaking skills. However, this program emphasizes speaking skills to encourage students to use English communicatively. As the name implies, *SMP Bilingual Terpadu* requires students to speak two languages, English and Arabic. Within the English Intensive Program, the teachers facilitate students to learn expressions related to their everyday life that can be applied immediately. The teachers also utilized the coursebooks to help students go deeply into the materials they have not understood in general English subjects. The teacher arranged the materials, activities as well as the syllabus by themselves.

1.2 Steps of Developing Coursebooks for the Intensive English Program

Dealing with the process of developing coursebooks for the Intensive English Program, processes should be well undertaken in order to obtain suitable coursebooks. After interviewing the three teachers, the researcher obtained the information related to the steps undertaken by the teachers in developing coursebooks: (a) the teachers did a needs analysis indirectly. While teaching, they observed the students' lacks, needs, and characteristics, (b) they searched for sources and arranged the materials as well as activities, (c) the teachers checked the coursebooks with each other, especially for beginner teachers, they consulted their work to the seniors as validation, (d) there would be an evaluation in the following year related to the inappropriate material of activity so that the teacher can improve and reduce the useless part. Here are their explanations from each teacher:

"Yes, analysis first, we usually look at the students' characteristics. What are the characteristics of the 7th graders? how about the 8th graders? Since the development was conducted after discussion. So, there is no review. In the next year, there will be an evaluation from another teacher, 'miss, remove this part, because this is not' like that" (Teacher A).

Teacher A began the process by analysis of the students' characteristics. Then, there was no certain review since the teachers had discussed it. However, there will be an evaluation in the following year. The researcher assumed since the

coursebook development is conducted every year that the teachers undertake the process flexibly.

“Begin with the students using English, they feel shy, why do they feel shy? Because they may make mistakes, the pronunciation is different from Indonesian. Then, their writing, the incorrect grammar. But since this school facilitates them to speak two languages, we make Intensive books After arranging a conversation in the book, we discuss with other teachers, so we give the results to the seniors that master it. They will give suggestions, for example, the lack is” (Teacher B).

Different from teacher A, Teacher B analyzed the students' lack by looking at their mistakes. Then, the Teacher arranged the materials she considered necessary for the students. The teacher discussed and consulted the coursebook with seniors. Those steps are in line with the steps undertaken by Teacher C. However, Teacher C stated that the teachers evaluated each other.

“First, we have to analyze the students' needs and lacks. After analyzing, we can arrange the materials. There is an evaluator of the materials and other contents, we evaluate each other, for example, we develop a coursebook for the 8th graders, then one becoming a developer of the coursebooks for the 9th graders will be the evaluator of my coursebooks. So do I, I evaluate another coursebook that has been developed by other teachers. ‘Miss, I don’t understand this instruction’. If we (as a teacher) do not understand, how about the students?..... Yes (teaching while analyzing), in 1st semester we focus on creating the coursebook, so we have already known their characteristics.” (Teacher C).

From the explanations of those three teachers, the information is different. Then, the researcher validated the data by asking the Vice Principal of SMP Bilingual Terpadu.

As stated by the three teachers, to go through the steps of developing the coursebooks, they need about 6 months or a semester. The coursebooks were only used for one academic year, which means they will always be updated and adapted to the students' needs, lacks, and characteristics.

“About a semester, so we focused on making coursebooks. So, in semester 1 we have enough knowledge about their characteristics, then what are vocabularies they feel difficult to be pronounced, for example at the canteen, at the bathroom, at the teacher's office, so we can add it” (Teacher C).

People involved in developing coursebooks are all of the English teachers in SMP Bilingual Terpadu. They discussed and evaluated each other to produce the appropriate coursebooks as said by teacher

A below:

“For the coursebooks, all of the English teams are involved. So, we communicate ‘what is the theme for the next year?’, ‘what do we need to develop for the 7th graders?’.....” (Teacher A).

1.3 Strategies in Developing Coursebooks for the Intensive English Program

One of the steps in developing coursebooks is searching and arranging materials and activities. In that stage, teachers considered several strategies in developing coursebooks. Those were well considered to facilitate the learning process. People involved should be cooperative, creative, and critical. The strategies carried out by the teachers in developing the coursebooks were: (a) searching and adapting some references (audio, video, text) from foreign sources to get authentic materials, (b) updating the materials and activities every year to avoid boredom, (c) facilitating and drilling the students with some expressions or conversations related to the student's daily activities, and (d) providing many speaking practices, fun activities, pictorial texts, and expressions regarding *pesantren* environment.

"The strategy is searching the foreign books. I search materials or question models from English in mind and Cambridge. In 'English in mind', there is an online game directly from the application, I install it, thus it can be connected to the coursebook. I look for the activities that make them fun and enhance their speaking, so the activities emphasize the speaking skill, change the activities every year to avoid the boredom" (Teacher A).

While Teacher A focused on the diverse and fun materials, Teacher B and C emphasized the vocabulary the students need around the pesantren environment. It was because Teacher A developed coursebooks for the 9th Graders so that the materials and activities should be more creative and harder.

“Drilling students every morning, we drill some sentences about daily activity, then they repeat the sentences for five minutes at the beginning of the lesson. So, the vocabularies taught in the Intensive will appear in the morning drilling, so they will be memorized well since they have been familiar” (Teacher B & C).

Here are the teachers’ statements regarding the criteria in choosing and developing materials for the coursebooks. The criteria are providing great coursebooks and achieving the objective of the Intensive English Program itself.

“For the criteria, the teachers focus on the activity. The activity should focus on speaking skills, even though there are reading and listening activities, but the output is speaking. Hence, when we search for any reference, any activity should lead to speaking skills.” (Teacher A).

“The criteria are where we adapt to the students’ needs, we also facilitate the materials of general English. For example, role-play or drama in grade 9. So, in grade 7th after practicing the expression in daily life, we add drama to train students’ independence and confidence” (Teacher B).

“We observe the vocabulary they commonly use in pesantren.....” (Teacher C).

The criteria in choosing materials and activities in the coursebooks are that: a) it should emphasize students’ speaking skills, b) it should train students’ soft skills, and c) it should facilitate students to use language communicatively by providing expression they need in their daily life. To sum up, the strategies have been in line with the objective of the Intensive English Program.

1.4 The Uniqueness of the Coursebooks for the Intensive English Program

Developing coursebooks is not easy. There should be a fee for professional or efforts from experienced teachers as the coursebook development team. Intention, objectives, creativity, and teamwork should go hand in hand to create great coursebooks. Here are the teachers’ statements due to their efforts on how to develop interesting coursebooks. Not only the Islamic stories provided, as stated by the Vice Principal of Curriculum, the teachers also addressed several special aspects of the coursebooks, including a) many practices, b) fun activities or games, c) pictorial texts, as a stimulus, d) expressions they can be applied immediately in their daily life particularly in *pesantren*.

“The special things are we provide games, for example, monopoly, bingo game, tic tac toe, that make students have fun. Those have been available in our book. Thus, it will be good for other teachers if they want to use it. There have been listening (activities), pictorial texts, comic, we focus on the picture so that the book will not be monotonous” (Teacher A).

Almost the same as the strategies she had stated, the uniqueness of the coursebooks tends to the various activities and materials. Since Teacher A is a book-developer of the 9th Graders she may provide more free and fun materials.

“..... As I said before, there are special contents related to their life in pesantren. They are expressions or conversations, how to queue, how to buy in canteen or restaurant, how to queue at the bathroom.”, as they have to queue, there is such a situation” (Teacher B).

So did Teacher B, she considered again that providing certain contents the students need around the pesantren environment is such a uniqueness. While Teacher C assumed that the uniqueness is a lot of practices and pictures contained in the coursebooks.

“Most of the contents are practice about their speaking, so in the Intensive, we provide many practices, then pictures for stimulus,” (Teacher C).

1.5 Obstacles Occurred in Developing the Coursebook for the Intensive English Program

Obstacles must occur when doing something. Yet, there must also be a solution for those obstacles or challenges. So do the teachers, they encountered some obstacles in developing the coursebooks for the Intensive English Program, yet they were able to overcome those obstacles by themselves. The obstacles pointed out by the three teachers reflected the teachers' confusion in dealing with word choices and the appropriateness of the materials with the *pesantren* environment. Providing materials is easy since many sources can be used as a reference, yet finding the appropriate ones for the students' ability requires that the teachers consider it several times. The teachers overcome those problems by looking for easier or more understandable words for the students, then also adapting the materials especially from foreign books into the *pesantren* environment, and culture.

“The obstacle is where we are confused to choose the appropriate theme for every year. Then, there is always innovation every year. Even though there are many sources from the internet, foreign books, but we have to edit some parts and adapt to our environment” (Teacher A).

The first obstacle experienced by Teacher A deals with the theme and innovation for the next year. Another obstacle is about adapting the materials of foreign sources to the pesantren environment.

“There must be obstacles, we have to adapt to the students’ (ability). Such as language and word choice. Which one is more understandable for the students since it is applied for the students”
(Teacher B).

While the obstacles felt by Teacher B are the same as Teacher C. It is about the word choice that can be easily understood and remembered by the students.

“The obstacle is since each student has a different intellectual level, so when we make sentences, for example in the canteen “what do you want to buy?”, “I wanna buy salote”. Then, some students are easy to memorize, and they are already familiar with that. But some students find it difficult to pronounce that, so we feel like, what is another word that makes them easy to remember, we look for the word choice that is not complicated and they often listen (familiar)” (Teacher C).

2. Materials and Activities Contained in the Coursebooks for the Intensive English Program

In general, the coursebooks are divided into several chapters. The coursebook for the 7th Graders consists of six chapters, such as a) expression at teacher’s office, b) expression at the library, c) expression at the bathroom, d) expression at the canteen, e) expression at the classroom, and f) expression at school cooperative. As stated by the teachers, they

assisted and facilitated students to speak English correctly, particularly in a *pesantren* environment first. Thus, the materials of the 7th Graders introduce students to expressions and conversations related to their daily life in *pesantren*.

While the materials of the coursebook for the 8th Graders are mostly about tenses and the real-life expressions implied outside the *pesantren*. It consists of nine chapters, such as a) simple present tense, b) simple present continuous, c) simple past tense, d) describing person, animals, and things, e) simple present perfect, f) where are you going, g) get on the bus, h) at the train, and i) at the train.

The last coursebook, for the 9th Graders, consists of a) Welcome to voice of English Arabic in Radio, b) Who's Calling, c) That's how superheroes learn to fly, d) At the hotel, e) Speech, f) Story Telling, g) Drama. At this level, students still learn grammar, yet the materials are richer. It addresses folktales, the story of Islamic figures, and even the knowledge of the world. The exercises also encourage students to think more creatively, and critically. For the detailed description related to the four English skills, as follows:

2.1 Materials and activities related to listening skill

Listening is a complex process requiring listeners to construe what they listen to and what they know followed by linguistic knowledge in catching the information⁶⁸. However, since some vocabularies in English sound similar, even the same, it makes the learners confused. Moreover, the voice of native speakers often sounds too fast or unclear. Hence, the teachers train the students' listening skills in several ways. Here are the materials and activities contained in the coursebook of the 7th, 8th, and 9th Graders.

Table 4.1 The Listening skills Checklists Analysis of The Developed-Coursebooks

LISTENING SKILLS							
No.	Questions	7 th Graders		8 th Graders		9 th Graders	
		Yes	No	Yes	No	Yes	No
1.	Is there any listening material in the form of dialogue/conversation?	✓		✓		✓	
2.	Does the audio use native speakers?	✓		✓		✓	

⁶⁸ K. Syahabuddin, Mulia, dan Khaira Rizqa, "Improving Students' Listening Skill Through Podcasts". *Journal of Digital Education, Communication, and Arts*, 2021, 4(1), 51.


3.	Is there any listening activity in the form of a song?	✓		✓		✓	
4.	Are there listening exercises?	✓		✓		✓	
7.	Is there a listening exercise in the form of fill in the blank?	✓		✓		✓	
8.	Is there a listening exercise in the form of a quiz?		✓	✓		✓	
9.	Is there any video for listening exercises?	✓		✓		✓	
10.	Are listening materials linked to other skills?	✓		✓		✓	

The materials of the 7th Graders are about the expressions and conversations dealing with their daily life. In this part, the researcher elaborated the materials and activities included in the coursebook based on the analysis. For the conversation, the teachers used the video entitled '*how to offer and buy a thing at grocery*' followed by the exercises on page 44 in the form of rewriting the expressions. While on page 8 there is a song entitled 'The Prepositions Song', which means that students are asked to listen to the song then followed by fill-in-the-blank exercises. There is no other type of quiz, for example multiple-choice, True/False, etc. Another video the students have to listen to is '*school conversations*' on page 29. After asking

students to listen, the teacher asked them to practice the conversations. The videos presented in the coursebook were taken from foreign YouTube video which uses native speakers' voice. In short, listening skills have been linked to other skills which are productive skills, such as writing skills, and speaking skills.

Observed the dialog then practice!

Telusuri



School Conversation, School Dialogue
4:23:52 x dition • 10 Sep 2018

Transcript:

Students: Bel is ranging class is about to start. We should go inside let's hurry up

Teacher: good morning everyone how are you today I'm happy to hear that it's so great to see you again

Students: teacher may I open the window?

Teacher : certainly it's very hot in the classroom today

Students A: good morning I'm sorry Ann Lee may I come in?

Teacher: yes please, you may go to your place

Rena: Thank You teacher

Teacher: who can tell me what day is it today, please raise your hand, stand up

Emma: it's Monday

Teacher: very good sit down. what date is it Jason: its September 17th

Teacher: speak louder please I can't hear you

Jason: it's September 17th

Teacher: that's right. did you do your homework

Students: yes

Teacher: great let's check it please open your books to page 20 let's read a text

to be continue

Source: <https://www.youtube.com/watch?v=7isSwerYaQc>

Based on the video, if we want to ask about the attendance, we can say:

.....

Picture 4.1 Video Animation as Listening Material of 7th Graders

The coursebook for the 8th Graders consists of completed materials and activities. The table above indicated that the conversations provided for the listening activity is audio entitled 'Going Through Security' on page 52 followed by filling-in-the-blank exercises. The second conversation is a snippet of an American TV

series entitled '*Friends*' illustrating a woman buying an airline ticket in the airport. After listening to the video, teachers check students' comprehension by retelling. Then, there are also listening activities and singing together to a song entitled "*All of Me*" by John Legend on page 14. On page 20, students listened to the audio used for filling in the blank and followed by multiple choices. The audio and videos inserted in the listening session used English native speakers' voices. The use of foreign TV series proved that the learning material applied is authentic. As discussed above, the listening materials and activities linked to the two productive skills, they are writing and speaking skills.

LET'S LISTEN AND SING THE SONG TOGETHER

All of me By John Legend

What would I do without your smart mouth?
 Drawing me in, and you me out
 You've got my head, no, I can't pin you down
 What's on in that beautiful mind
 I'm on your magical mystery ride
 And I'm so dizzy, don't know what hit me, but I'll be alright
 My head's under water
 But I'm fine
 You're crazy and I'm out of my mind
 'Cause all of me

Picture 4.2 Song as Listening Material of 8th Graders

The coursebook for the higher level, the 9th graders, provides more songs and videos. In this coursebook, there are three songs used for the listening section, such as: '*Fight song*' by Rachel Platten on page 12, '*Hero*' by Mariah Carey on page 13, and '*Superheroes*' on page 15. Those songs are followed by different activities. After

listening to the first song, *'Fight song'*, students are asked to find the difficult words then discuss their meaning with the teacher. It is in line with one of the learning objectives which is learning some slang words. Continuing to the next song, *'Hero'*, students listen and watch the video, then interpret the meaning of the song in a group. For the last song, *'Superhero'*, they are asked to fill in the lyrics after listening to the song. Not only about the song, there is also a short video about *"1001 inventions: the library of secret"*. The students have to watch the video, then complete the information on the table about 'what are the inventions' and 'who's invented'. The students should change some sentences into passive voice sentences. Another video is about storytelling entitled *'Roro Jonggrang'*, after watching the video of *'Roro Jonggrang'* the students are asked to practice the conversations. The instruction sounds *"See the video of storytelling and please practice in front of your class!"*. Before those activities, on page 10 the teacher checks students' listening skills by ticking the telephone numbers the teacher has mentioned with the instruction *"You will hear nine telephone numbers. Tock the numbers you hear"*. Then, the songs inserted into the listening activity are taken from foreign singers who implement native speakers' voices. The audio of conversations is given in the last part, which is TOEFL Practice. Then, regarding the materials and activities mentioned, it proves that this coursebook links

the listening activities and materials to other skills that are speaking, reading as well as writing skills.

TOEFL PRACTICE

PRACTICE TEST 1

Listening Section

Time: 45 Minutes
35 Questions

To work through the Listening section of the practice test, you need to use the first audio CD that is included in this book. Starting with Track 2 of the CD, you will hear people having brief conversations. At the end of each conversation, you will hear a question that you must answer based on your understanding of what the speaker(s) said. Each question is printed below, along with answer choices. Mark your answer choices as you go along. The CD track numbers that you need to listen to are indicated throughout the section.

After you have completed this practice test and checked your answers, turn to the appendix of this book. The conversations that you heard on the CD are transcribed there. If you had any difficulty understanding what a speaker was saying, listen to the CD again, this time reading what is being said at the same time you listen to it. Do not turn to the appendix until you have worked through this practice test at least once by just listening to the CD.

Part A

Directions: In this part, you will hear short conversations between two people. After the conversation, a question will be asked. Choose the answer that most accurately answers the question based on what is stated or implied by the speakers. Mark the answer in your book or on a separate piece of paper.

CD A, Track 2

1. What does the woman mean?

A. She is tired of trying to get into the university.

B. She has already entered a university.

C. She took a job instead of going to college.

D. She has continued to try to find a university that will accept her.

2. What will the woman probably do?

A. Study linguistics

B. Contact Professor Stafford

C. Take Professor Stafford's class

D. Decide later

GO ON TO THE NEXT PAGE

Picture 4.3 TOEFL Practice as Listening Activity of 9th Graders

55

<http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/>

2.2 Materials and activities related to speaking skill

Thornbury defined that speaking bears a huge part of our life we presume frivolously⁶⁹. Other than that, speaking is regarded as the parameter determining students' ability in terms of English proficiency⁷⁰. Thus, the materials and activities in the coursebooks emphasize speaking skills.

Table 4.2 The Speaking Skills Checklists Analysis of The Developed-Coursebooks

SPEAKING SKILLS							
No.	Questions	7 th Graders		8 th Graders		9 th Graders	
		Yes	No	Yes	No	Yes	No
1.	Is there any pronunciation practice in every chapter?		✓		✓		✓
2.	Is there a listening exercise in the form of retelling?		✓	✓		✓	
3.	Are there conversation or dialogue activities?	✓		✓		✓	
4.	Are there presentation activities?	✓		✓		✓	

⁶⁹ S. Thornbury, "How to teach speaking. Pearson Longman". 2005, 1.

⁷⁰ M. Mayor, "What does it mean to be fluent in English?". Pearson. 2015. Retrieved on April 20, 2021 <https://www.english.com/blog/mean-fluent-english/>.

5.	Is there any roleplay as a speaking activity?	✓		✓		✓	
6.	Are there any debating or other activities to help learners cope with their unpredictability in spoken discourse?		✓		✓	✓	

As stated by the teachers, the objective of the Intensive English Program is to enable students to speak English communicatively and correctly as one of the compulsory languages in the school. Firstly, the coursebook for the 7th Graders has no certain part for pronunciation practice in the coursebook. Yet, the teachers revealed in the interview session that drilling is undertaken at the beginning of the lesson. On page 5, students are asked to read aloud together with the teacher for the dialogue and expressions completed with the meaning at '*teacher's office*'. After reading or observing the video, students are asked to do conversations entitled 'among two students and cooperative school' on page 43, and about '*school conversation*' on page 29. Then they have to play a role based on the text provided by the teachers about English Café on page 28 and Cinderella completed with the costume on page 38. On page 12, students are asked to create a dialogue in a group about library manners/rules, then they have to present it.

IT IS TIME TO SPEAK UP!

Skill Assessment

Below is the flash card of fun speaking, chose two of them as your topic and then make them in simple dialog. Do in pairs and practice in front of the class! (ROLE PLAY becoming teacher and students at teacher's office)

Do you know how to permit for taking books on teacher's table?	Do you know asking about your teacher routine?	Do you know asking about put books in your teacher's table?
Do you know about asking permission for entering the teacher's office?	Do you know how to gratitude to your teacher after putting the book on the teacher's table?	Do you know how to greet to your teacher when enter the teacher's office?

Write down the dialog here, then practice in front of the class!

<p>Dialog 1:</p> 	<p>Dialog 2:</p>
---	---

Picture 4.4 Roleplay as Speaking Activity of 7th Graders

Secondly, the coursebook of the 8th Graders also happened in the same case, there is no certain part of pronunciation practice in the coursebooks. Yet, there is a drilling session related to certain phrases or sentences at the beginning of the class. Then, the teachers invited students to read aloud together for expressions completed with the meaning about '*asking someone's future plan*' on page 36, and expressions '*on the bus*' on page 42. There are two retelling activities, firstly retelling the story about Rachel in the airport which is part of the American TV Series entitled "Friends" on page 52, secondly retelling a story entitled "a pizza" on page 26. In this grade, students practice speaking based on the dialogue they have made. Here are the topics: a) in the classroom, canteen, yard on page 12, b) one of the

chosen cases related to past tense on page 19, c) one of the chosen situations reflected describing places or animals on page 24, d) the existing dialogue implicated Present Perfect Tense in a group on page 31, e) the dialogue “where are you going” to hospital, marker, and bank on page 37, f) conversations around bus station (*asking for someone where to buy a bus ticket, complaining about a late Bus, asking for someone the price of a bus ticket, asking for someone about the departure time of a bus, asking for someone about the length of the trip, the conversation about where the bus station, the conversation about the location of the bus arrival schedule, how to confirm the bus direction, refund the bus ticket, asking a seat in the bus*) on page 42. The next speaking activity is presenting their own ‘daily activities in the dormitory’ they have written on page 6. In addition, on page 58 the students also play a role based on the script they arrange about “at the train station”. The last was singing together to a song entitled “*All of Me*” by John Legend on page 14.

IT'S TIME TO SPEAK UP!!!

Please Practice the dialog with your friend in front of your teacher

- Nadia : Hey, Alfi. Where are you going?
 Alfi : I am going to the school.
 Nadia : What? You are going to school on weekends?
 Alfi : No, I am not going to school on weekends.
 Nadia : So, why are you going to the school on Sunday?
 Alfi : What? Sunday?
 Nadia : Yeah.
 Alfi : What day is it today? Sunday?
 Nadia : Yes, today is Sunday.
 Alfi : Oh, no. I woke up very late this morning. I think I've lost my mind.
 Nadia : It's okay. Most people have ever experienced it.

Picture 4.5 Practicing Dialogue as Speaking Activity of 8th Graders

Thirdly, the coursebook for the 9th Graders offers more complete speaking activities. Most of the speaking materials are authentic, and the exercises tend to practice speaking skills. Even though the pronunciation practice is not provided with a certain part. First, students are asked to perform a dialogue or conversations related to a passive voice on page 11, and conditional sentences on page 32. Second, on Page 41 after seeing a picture they have to write a story followed by a retelling activity. Third, the students are asked to present the ideas they have drawn. The topic is where the students become the mayor of Surabaya, then they have to imagine the concept of the town park, busway, and market. Fourth, students play the role “*Roro Jonggrang*” based on the video they have watched on page 39, make and perform a drama about friendship, legend, folklore, or fable in a group on page 46, and make a text, also act as a host of a talk show program, a radio program or news anchor on page 3. The last speaking activity is extemporaneous which means that students have a limited time to arrange a text, then present it. This activity trains students to think critically and to cope with their unpredictability in spoken discourse.

PRACTICE 2

See the video of story telling and please practice in front of your class!

RORO JONGGRANG

Once upon a time, there was a kingdom named Prambanan. The people lived peacefully. However, soon their happy lives were disturbed by Pengging Kingdom. The king, Bandung Bondowoso, wanted to occupy Prambanan. He was a mean king.

The war between Prambanan and Pengging could not be avoided. Prambanan lost the war and led by the new king, Bandung Bondowoso. Pengging could win the war because Bandung Bondowoso had a supernatural power.

His soldiers were not only humans but also genies. Those creatures always obeyed Bandung Bondowoso. They always did whatever Bandung Bondowoso asked them to do. The king of Prambanan had a beautiful daughter. Her name was Loro Jonggrang (Rara Jonggrang). Bandung Bondowoso fell in love with her and wanted to marry her.

"If you want to marry me, you have to build a thousand of temples in just one night," said Loro Jonggrang.

She hated Bandung Bondowoso because he made the people of Prambanan suffered.

"What? Impossible! You just gave me an excuse for not marrying me!" said Bandung Bondowoso. But he did not give up. He asked the genies to help him.

Then all those genies worked hard to build the 1.000 temples. Meanwhile, Loro Jonggrang heard from the lady-inwaiting that the building of 1.000 temples was almost finished.

She was so scared; she did not want to marry Bandung Bondowoso. And then she had a great idea. She asked all the ladies-inwaiting to help her.

"Please prepare a lot of straw and mortar. Come on! Hurry up!" said Loro Jonggrang.

All those ladies-in-waiting were confused. They did not know why Loro Jonggrang asked them to prepare a lot of straw and mortars in the middle of the night.

"Listen, all those genies are building the temples, right? We have to stop them by burning the straw and make some noise by pounding the mortar. The genies will think that sun is going to rise and they will run away. Genies are afraid of sunlight."

It worked! All those genies thought that sun rose. They did not know the light was from the fire that burning the straw. And the noise from pounding the mortar was like the start of a new day.

Bandung Bondowoso was angry. He knew Loro Jonggrang just tricked him.

"You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple."

With his supernatural power, Bandung Bondowoso made Loro Jonggrang a temple. Until now, the temple is still standing in Prambanan area, Central Java. And the temple is named Loro Jonggrang temple.

Picture 4.6 Roro Jonggrang as speaking material of 9th Graders

2.3 Materials and activities related to reading skill

Reading is a receptive skill that aims to obtain information from written sources⁷¹. Yet, many people still do not catch the information after reading. Hence, it is crucial to get the students used to reading different kinds of texts. The teachers provide various and interesting texts in order to engage students to read. Here are the materials and activities contained in the coursebooks of the 7th, 8th, and 9th Graders.

Table 4.3 The Reading Skills Checklists Analysis of The Developed-Coursebook

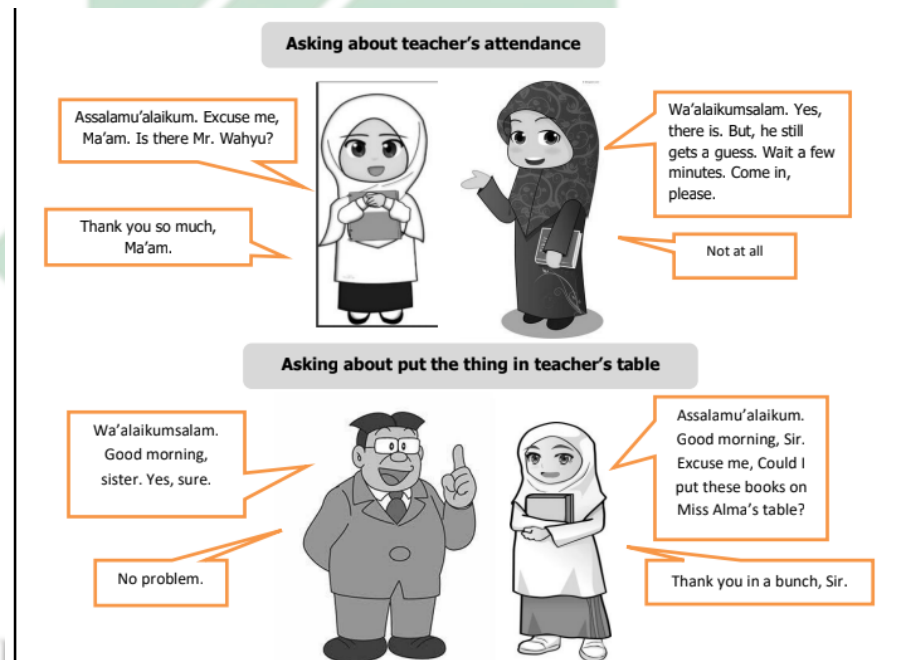
READING SKILLS							
No.	Questions	7 th Graders		8 th Graders		9 th Graders	
		Yes	No	Yes	No	Yes	No
1.	Is there any authentic text?		✓	✓		✓	
2.	Is there any reading material in the form of dialogue/conversation?	✓		✓		✓	
3.	Does the material involve the learner's system (knowledge of the world)?		✓	✓		✓	
4.	Are the materials appropriate (interesting, topical, varied, cultural and religion accepted, up to date)?	✓		✓		✓	

⁷¹ A. H. Nur, "Improving Students' Reading Skill Through Interactive Approach at the First Grade of SMAN 1 Mare, Bone. *ETERNAL (English, Teaching, Learning and Research Journal)*, 2017, 3(1), 46.

5.	Are the reading materials linked to other skills?	✓		✓		✓	
6.	Is there an emphasis on reading for pleasure and intellectual satisfaction?	✓		✓		✓	
7.	Are there any pre-reading questions to engage and assist students in reading a text?		✓		✓	✓	

The coursebooks for the 7th Graders introduce them to the expressions and conversations they need in a pesantren environment. In every chapter they are supplied by expressions and conversations with the diverse topic, such as (a) *at teacher's office including asking teacher's attendance, asking teacher's table, and asking teacher's routine*, (b) *at the library including applying for a library card, checking out the book, reserving a book, and returning book*, (c) *expression at the bathroom*, (d) *at canteen including becoming a seller and becoming buyer*, (e) *at classroom including checking students' attendance, asking about subject in class, and asking permission*, (f) *at school cooperative including offering something, buying something, offering help and asking help*. On page 38, before asking students to play a role with the story entitled 'Cinderella', students need to read and fill in the blank script first. It is one of the teachers' strategies to cope with the boredom in learning. Reading many kinds

of conversations and references of expressions enriches students' intellect. After reading text or conversations, students have to do several kinds of exercises. It means that the materials and activity of reading skills are linked to other skills, such as writing and speaking skills. The authentic texts were also discovered on page 28 which tells about English Café.



Picture 4.7 Conversations at Schools as Reading Materials of 7th Graders

The coursebook of the 8th Graders introduces conversations and vocabularies of the real world. Two authentic texts emphasize students' intellectual satisfaction: a timetable board of the bus on page 46, as well as rules and facts on the plane on page 28. Then, providing a descriptive text entitled "Gus Azmi" on page 23 is one of the

teachers' ways to make the learning interesting and up to date. Since he is a famous Muslim figure the adolescents recently admire because of his *sholawat* content and his handsomeness. Therefore, it proves that the text emphasizes the students' reading for pleasure. Not only about rules and facts on the plane, as well as timetable board of the bus, other materials on page 29 also involve the students' knowledge of the world by providing expressions or conversation that may occur in the airport when delayed flight, the overweight baggage, asking and giving response in Boarding Gate, asking the location of the airport, reporting a lost thing in an airport, at the Customs. Students are provided several dialogue texts to be read and observed related to tenses (present tense, present continuous tense, past tense, present perfect tense), where are you going, and get on the bus. Other dialogues or conversation text is served to be read aloud, such as: asking about the departure's time, the toilet's location in a railway station, the travel duration by train, the ticket printing of boarding pass, buying a train ticket, refunding the ticket, and making sure the right train. After the reading activity, students are asked to do different kinds of exercises or retell, it can be concluded that in this coursebook, the reading skills are linked to other skills that are writing and speaking skills.

READ LOUDLY

Asking about the departure's time

- A : Excuse me, are you going to take the train to London?
B : Yes, I am. Can I help you with anything?
A : I would just like to know if maybe you know when will the train to London depart?
B : I believe it will start to depart at exactly 2 pm this afternoon. Just around one more hour.
A : Thank you so much for the information.

Asking about the toilet's location in railway station

- A : I'm sorry, could you help me with something?
B : Of course. What do you need help of?
A : I'm actually looking for the restroom in this train station. Do you know where is it?
B : It's not far from here. You only need to go left there and then just walk straight until the end, the restroom is right at the end of the hallway.
A : Thank you so much for your help! You're my savior.

Asking about the travel duration by train

- A : Excuse me, could I bother you for a second?
B : Yes, of course, no problem. What do you need?
A : I was just wondering if you happen to know how long does it take for the train to Paris to arrive at the destination?
B : I think the trip would took around 2 hours to arrive at Paris.
A : I understand. I really needed to know that information so I can schedule my meeting at the right time. Thank you for your time.

Asking about the ticket printing of boarding pass

- A : I'm sorry to bother you. But could you help me with something?
B : Of course. How can I be of your service?
A : I was wondering where could I find the machine to print my boarding pass?
B : It's right near at the entrance gate. You have to go back there and the machine is on the left side of the gate.
A : I must have missed it when I came in. Thank you for your help.

**Picture 4.8 Conversations at Train as Reading Materials of
8th Graders**


While the coursebook of the 9th Graders provides various stories. There are diverse authentic texts involving the learner's system of knowledge of the world, intellectual and Islamic aspects, and values. They are the history and general texts of (a) Abbas Ibn Firnas: The Father of Flying Machine on page 5, (b) Heroes of the air: Amelia Mary Earheart from the U.S., Sally Ride from the U.S., and Richard Branson from the U.K on page 6, (c) travel traumas on page 5, (d) phrases used in a hotel on page 19, (e) making and taking calls, and (f) 'how many ways to say hello?' in diverse countries on page 9. Afterward, every chapter begins with dialogue except descriptive text, yet the pre-reading questions were only found on page 8 in the form of True or False. Reading activities are always linked to other skills that are speaking and writing skills, for example: after reading a story,

the students are asked to retell, analyze the plot structure and check the elements, pair reading, etc.

Heroes of the air

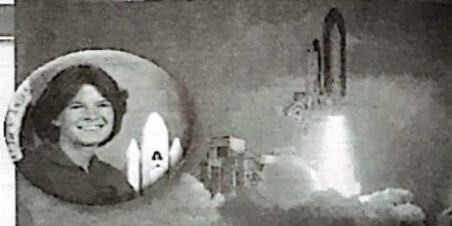
Amelia Mary Earhart 1897–1937 (U.S.)

Achievement:
 In 1917, when she was 20, Amelia Earhart went to an air show with her father. While she was watching the planes circling in the sky, she realized she had found her vocation. She wanted to be a pilot. The next day, she took her first trip in a plane and her career had begun. In 1932, she became famous as the first woman to fly solo across the Atlantic Ocean. Five years later she began her most ambitious project—to be the first woman to fly around the world. Tragically, she and her plane disappeared just before completing the journey. Where did she disappear? Nobody knows, and it's still a mystery today.




Sally Ride 1951– (U.S.)

Achievement:
 It was no surprise that Sally Ride chose a career in space travel. As a young woman she had always been interested in science and went on to study physics at Stanford University. Not long after graduating, she spotted an advertisement in a newspaper. The space agency NASA was looking for people to work in the American space program. More than 5,000 people applied, and Sally was one of the successful candidates. She joined NASA in 1978. On June 18, 1983, she became the first American woman in space as a crew member on the space shuttle *Challenger 7*.



Richard Branson 1950 – (U.K.)

Achievement:
 Sir Richard Branson, who owns a large media and travel company, has always enjoyed a challenge. As well as setting up successful companies, he is well known for trying to break world records in travel. In 1987, Branson and his friend Per Lindstrand were the first people to cross the Atlantic Ocean in a hot-air balloon. The balloon, which Per had designed, took off from the U.S. on July 2 and landed on July 3 in Ireland 31 hours later. They had broken all records for long-distance ballooning and changed the sport forever.



New words and phrases

- air show • circle (v) • vocation • solo • ambitious • tragically • space • spot (v)
- space agency • space program • apply • candidate • crew • member • space shuttle
- media • challenge (n) • set up • break (a record) • hot-air balloon • forever

Picture 4.9 World Histories of the Heroes of Air as Reading Materials of 9th Graders

2.4 Materials and activities related to writing skill

Many learners experience difficulties in writing because of the differences between the complex writing process and components of writing including grammar, diction, etc⁷². To write well, students also need to learn diverse vocabulary and phrases. Here are the materials as well as activities contained in the coursebooks of the 7th, 8th, and 9th Graders:

Table 4.4 The Writing Skills Checklists Analysis of The Developed-Coursebook

WRITING SKILLS							
No.	Questions	7 th Graders		8 th Graders		9 th Graders	
		Yes	No	Yes	No	Yes	No
1.	Is there any grammatical material?	✓		✓		✓	
2.	Is there any writing material related to the generic structure of diverse texts?		✓	✓		✓	
3.	Is attention given to the language resources specific to the written form, such as punctuation, spelling, layout, etc?		✓		✓		✓

⁷² E. F. Ramadhani, & R. Lestiono, "The Use of Diary Writing to Improve Eight Grade Students' Writing Skill at SMPN 3 Malang". *Erudio (Journal of Educational Innovation)*, 2015, 3(1), 24.

4.	Is there any guided/controlled writing activity?	✓		✓		✓	
5.	Is there any free/semi-free writing activity?	✓		✓		✓	
6.	Is there any peer or group review?		✓		✓	✓	
7.	Is there an emphasis on writing for pleasure and intellectual satisfaction?	✓		✓		✓	
8.	Are the students given feedback on their work?	✓		✓		✓	
9.	Is there any vocabulary builder?	✓		✓		✓	

Firstly, the coursebook of the 7th Graders guides students to write simple texts dealing with the texts or vocabularies they have read. The grammatical material taught in this coursebook is prepositions. The materials are intended for beginners. Hence, it doesn't include for specific written form and generic structure. There is a controlled writing activity about filling in the blank of dialogue in the Café. There are also four free-writing activities requiring students to make dialogue about several topics: a) library manners/rules on page 12, b) reserving the book on page 12, c) Daniel and the librarian based on the certain situation on page 13, and d) at teacher's office based on the

situation they choose in the flashcard on page 7. To enhance their creativity and to emphasize students' writing for pleasure, students are also asked to make a brochure or label about something that they will sell at school cooperative and classroom rules which are suitable with English Class. Before writing dialogue, students are given vocabulary and expressions related to the topics. The dialogue is about *at teacher's office, a library, expression at the bathroom, at the canteen, at a classroom, at school cooperative*. After making dialogue, or filling-in-the-blank script, teachers give students feedback on their works.

The worksheet is titled "It's Time For Grammar" and includes the instruction "Answer the question below based on the preposition!". It features six small illustrations with questions: a dog on a chair ("Where's the dog? 150"), a cat in a bag ("Where's the cat? 200"), a cat in a box ("Where's the cat? 100"), a boy under a tree ("Where's the boy? 100"), a cat on a chair ("Where's the cat? 100"), and a mouse in a box ("Where's the mouse? 200"). To the right is a "Read and drag" section with preposition cards (In, Behind, Under, Between, Next to, On, In front of) and corresponding illustrations. Below this is a section titled "IT IS TIME TO SING A SONG! (PREPOSITION'S SONG)" with two YouTube video thumbnails. The first video is from "SCRATCH GARDEN" and the second is titled "Theme 12: In, On, Under - It is under the table. | ESL Song & Story - Learning English for Kids".

Picture 4.10 Preposition as Writing Material of 7th Graders

Secondly, the coursebook of the 8th Graders enriches students' knowledge of tenses. A text will not be perfect without correct grammar. First, the 8th Graders learn tenses including present tense, present continuous tense, past tense, present perfect. Second, the 8th Graders are also provided questions words 5W+1H, vocabularies at the airport and train station, phrases for daily activities, expressions about buying the ticket and check-in at the airport, expressions to ask someone's future plan, and expressions in bus stations. Third, there are also writing materials about the generic structure of descriptive text on page 23. Fourth, there are controlled and free writing activities, the controlled writing is filling-in-the-blank of: past tense sentences on page 22, present perfect on page 33, be going to on pages 39 and 40. When doing free writing activities, students are asked to write their daily life on page 6 and make several dialogues or conversations about: a) the situation in the classroom, canteen, yard on page 16, b) at the check-in desk based on some questions on page 53, c) in a coffee shop, Yogyakarta, Zoo on page 24, d) about going to the library, going to teacher's office, going to Juanda Airport, going to Sidoarjo Square, Going to the Canteen on page 38), e) about a journey on page 44, f) asking the Sriwijaya Bus schedule on page 45. To allow students to write for pleasure, the teachers ask them to walk around the class, then ask about their friends' activities on page 13. On page 52, the students have to translate some useful phrases related to airports to engage their

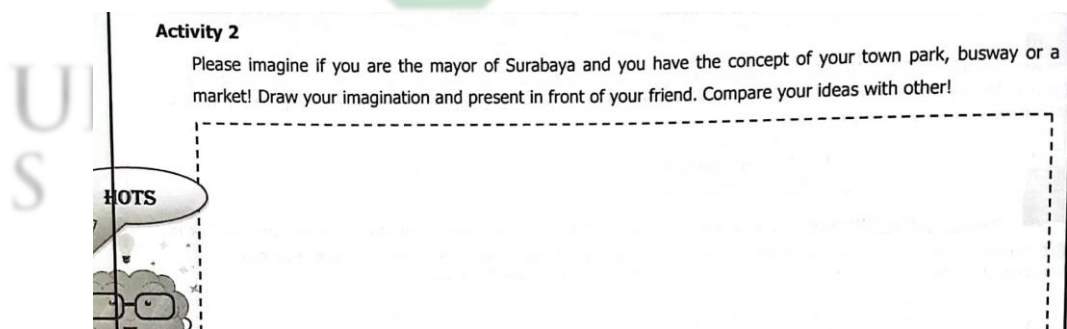
intellectual enjoyment. Regarding teacher's feedback, students will get feedback on the dialogues or any texts they have composed.

SIMPLE PRESENT FORM		
Positive	S (I, You, They, We) + Verb 1	<ul style="list-style-type: none"> - I go to school every morning - You watch TV every day - They read the Holy Qur'an together - We study English every Monday
	S (she, he, it) + Verb 1 + s/es	<ul style="list-style-type: none"> - She goes to school every morning - He drinks a cup of coffee - It looks beautiful
Negative	S (I, You, They, We) + do + not + Verb 1	<ul style="list-style-type: none"> - I don't go to school every morning - You don't watch TV every day - They don't read the Holy Qur'an together - We don't study English every Monday
	S (she, he, it) + does + not + Verb 1	<ul style="list-style-type: none"> - She doesn't go to school every morning - He doesn't drink a cup of coffee - It doesn't look beautiful
Interrogative	Do + S (I, You, They, We) + Verb 1 + ?	<ul style="list-style-type: none"> - Do I go to school every morning? - Do you watch TV every day? - Do they read the Holy Qur'an together? - Do we study English every Monday?
	Does + S (she, he, it) + Verb 1 + ?	<ul style="list-style-type: none"> - Does she go to school every morning? - Does he drink a cup of coffee? - Does It look beautiful?

Picture 4.11 Tenses as Writing Materials of 8th Graders

Thirdly, the writing materials and activities in the coursebook for the 9th graders are more complete than the coursebooks for the 7th and 8th Graders. However, each chapter does not provide vocabulary-building activities, the researcher only discovered vocabulary about hotels on page 20. The grammatical materials taught are: (a) past perfect followed the writing activity that is *changing verbs into past perfect* on page 3, (b) passive voice followed by the writing activity that is *deciding active and passive sentences* on page 10, (c) modal on page 16 followed by several writing activities that are controlled writing (filling-in-the-blank) and error correction activity, (d) conditional sentence on page 32. Students learn not only grammar but also elements of drama and drama plot structure on page 42. There is

controlled and free writing. The controlled writing is fill in the blank of past perfect sentences on page 3, modals exercise on page 18, dialogues and expression at a hotel on page 22, and conditional sentences on page 34. While, the free-writing activities are also diverse: a) writing a narrative story based on a picture, the students may decide the place, the characters, the story conflict, and also the solution to how the story ends on page 41, b) making a drama script in a group about friendship, legend, folklore or fable on page 46, c) writing speech text on page 30, d) making a concept of the town park busway and market by imagining if they become a mayor of Surabaya on page 32. Those activities mentioned above reflect that the students are facilitated to write for pleasure as well as for intellectual satisfaction. There is a discussion that encourages students to review their friends' work, and there is also feedback from the teacher.



Picture 4.12 Drawing Idea as Writing Materials of 9th Graders

B. Discussion

1. Steps and Strategies in Developing Coursebooks for the Intensive English Program at SMP Bilingual Terpadu Sidoarjo

1.1 Steps in Developing Coursebooks for the Intensive English Program at SMP Bilingual Terpadu Sidoarjo

Developing coursebooks demands many aspects that should be prepared, namely time, experience, and energy⁷³. There are a number of steps and strategies undertaken by the teachers as book designers. In this study, the researcher concluded that steps in developing coursebooks are: (1) the teachers did a needs analysis indirectly. While teaching, they observed the students' lacks, needs, and characteristics, (2) they searched for sources and arranged the materials as well as activities, (3) teachers checked the coursebooks with each other, especially for beginner teachers, they consulted their work to the seniors as validation, (4) there would be an evaluation in the following year related to the inappropriate material of activity so that the teacher can improve and reduce the useless part.

⁷³ M. Zohrabi. Loc. Cit.

In conducting English book development, the finding of this study refutes the study conducted by Santosa, et al.⁷⁴ He mentioned the more detailed steps: a) collecting information and research, b) planning, c) developing a preparatory product, d) testing of preparatory field, e) revising major product, f) testing of the main field, g) revising operational product, h) testing of operational field, i) revising the final product, j) dispersing and implementing. The study conducted by Santosa is different from this present study. Both did analysis at the beginning, yet Santosa's study did testing several times, yet the coursebook development in this study did not.

Moreover, this finding also rebuts the study of Wardhani, et al.,⁷⁵ and Mahayanti, et al.⁷⁶. They undertook the more detailed steps, such as need analysis, developing and designing the product, validating product to experts, revising product, trying out the product, second revising product. The present study, the study of Wardhani and the study of Mahayanti did several of the same steps, they are doing needs analysis, developing product, and validating. But, the present study did not try out the product first, but the study by Wardani and Mahayanti did.

⁷⁴ I. N. Santosa, N. Suharsono, & I. D. R. Rasana. Loc. Cit.

⁷⁵ L. S., Wardhani, Latief, M. A., & Basthomi, Y. Loc. Cit.

⁷⁶ N. W. S. Mahayanti1, N. L. P. M. Suantari. Loc. Cit.

The finding of this present study refutes Imam Nur Aziz's study conducted in 2018. In the study entitled "Developing English Reading Book for College Students of INKAFA Based on Monitoring Strategy"⁷⁷, he explored the steps of developing a book that needs analysis, literature study, survey, writing manuscript, expert judgment, test drive, revision, and publishing. In this study, the steps undertaken were also more completed than the steps undertaken by SMP Bilingual Terpadu as the findings of this present study. Similar to the other previous studies explored above, the study of Aziz also did a test drive that makes it different from this present study.

The participants of the previous studies explored above did different steps in developing coursebooks than the coursebooks investigated in the present study. The researcher of this present study assumed this phenomenon was because the SMP Bilingual Terpadu develops the English Coursebooks for the Intensive English Program every year, while others do not. It means that they have different considerations and strategies, for instance: the students' needs, lacks and characteristics, the appropriateness among the materials of the students' characteristics, needs and lacks, the appropriateness, etc.

⁷⁷ I. N. Aziz. Loc. Cit.

On the other hand, the finding of this study confirms the previous study conducted by Zohrabi⁷⁸. Addressing the aspects that should be considered in developing a coursebook, he suggested the coursebook developer should identify the learners' levels, needs, goals, objectives, wants, learning styles and strategies, age, also cultural and social background. Then they should also observe their proficiency, abilities, skills, experience, and teaching conditions and resources. Lastly, a coursebook developer should consider the content of the book including language skills, topics, themes, texts, exercises, tasks, vocabulary level, and grammar.

The study entitled "Developing English Reading Textbook of Procedure Text for Grade XI of Aviation Management Vocational School" conducted by Dian Regina focused on the specific material. Yet, the researchers assumed that the studies undertaken are in line with the steps addressed in the finding of this study. They are: 1) information and data collection, 2) data analysis, 3) Procedure Text Materials development, 4) updated procedure text materials by expert validation, 5) reading procedure text materials revision based on experts' suggestions, and 6) Final Products (Reading Procedure Text Textbook. It can be concluded that this present study supports the previous study conducted by Dian Regina since the study of Regina

⁷⁸ M. Zohrabi, Op.Cit., 215.

did the same steps as this present study and it did not undertake to try out.

1.2 Strategies in developing coursebooks for Intensive English Program at SMP Bilingual Terpadu Sidoarjo

Strategy refers to the planning organized to reach a certain objective⁷⁹. The strategies in developing the coursebooks are essential to be considered in order to greatly facilitate the learning and achieve the objective of the program. Here are the strategies the teachers implemented: a) searching and adapting some references from foreign sources to get authentic materials, b) updating the materials and activities every year to avoid boredom, c) facilitating and drilling the students with some English expressions or conversations related to the student's daily activities, d) providing many speaking practices, fun activities or games, pictorial texts as a stimulus, expressions they can be applied immediately in their daily life particularly in *pesantren* environment.

⁷⁹ Nickols, Fred, "Strategy Definitions and Meanings. Op. Cit.

This finding supports the study conducted by Tsiplakides. Even though the article of Tsiplakides investigated ‘selecting’ an English coursebook, some considerations are in line with the finding of this present study, they are a) the appropriateness between task design and goals of the syllabus, b) the interest and relevance of text and task, c) the relevance of the language in the task, d) the organization of the materials, e) the cultural appropriateness of the task, f) the relation between coursebook and the teaching situation and objectives, etc⁸⁰. The present study and the theory of Tsiplakides mentioned the appropriateness of coursebook materials towards the school’s culture, learning objectives as well as the situation or environment.

While Lely Silia Wardhani, Mohammad Adnan Latief, Yazid Basthomi, in their study entitled “Developing English Coursebook for Second Grade Kinder Gardeners”, strengthen this finding as well. Since the coursebook was for young learners the strategies implemented are making the English materials fruitful, colorful, and attractive⁸¹. The study of Wardhani, et al., and this present study highlight the attractive materials in developing the English coursebook.

⁸⁰ Iakovos Tsiplakides. Op. Cit.

⁸¹ L. S. Wardhani, et al. Op. Cit

The finding of this study also supports the research by Titi Rokhayati. With a study entitled “Developing English Textbook based on Intercultural Approach and Character Education at the Tenth Grade Students of SMA in Purworejo Regency”⁸², some improvements were undertaken in an English book published by the government in 2014. Those improvements considered: the latest topic, insight of the experience, knowledge, and discourse delineated in the texts, as well as the relationship with social contents. These aspects were also considered in this present study, in which the coursebooks pay attention to the latest topic, rich texts, and the contents of the lesson which are related to the learners’ life.

2. Materials and Activities Contained in the Developed-Coursebooks for the Intensive English Program

2.1 Materials Contained in the Developed-Coursebooks for the Intensive English Program

The major problems of General English materials are that they could be inappropriate to students’ real life, uninteresting, not authentic, culturally biased, and unrelated to grammar exercises⁸³. Consequently, the students are unable to apply English in their real

⁸² T. Rokhayati, “Developing English Textbook based on Intercultural Approach and Character Education at the Tenth Grade Students of SMA in Purworejo Regency”. *Proceeding The 2nd International Conference on Teacher Training and Education Sebelas Maret University, 2016*, 219.

⁸³ Brian Tomlinson, 2008, Op. Cit. 21.

life, even though they have learned English for years⁸⁴. Those facts can be the reasons why coursebook development becomes essential.

Through needs analysis, the teachers can adapt the materials to fulfill the students' needs, lacks, and wants. First, utilizing the materials related to students' real life, students provide huge dialogue, conversations, and expressions they need in their daily life including in and out of *pesantren*. That finding supports the theory of Cunningsworth⁸⁵ stating that coursebooks should cover the language as it is applied. Since language, particularly English, is used in real situations and for a real purpose. It means that providing real-life conversations or dialogue as materials are necessary.

The second materials deal with the texts and histories of Islamic figures. This present study supports a study conducted by Cahyo, et al. In their research, entitled "Developing English Textbook for Muhammadiyah School: an Idea to Integrate the Muhammadiyah Value into ELT"⁸⁶, they reflected the Islamic and English knowledge on the materials of the textbook. The materials are daily activities related to Islamic creed-ethic, Islamic profiles, interpersonal interaction based on Islamic creed-ethic, *Alqur'an*, *Hadist*, and

⁸⁴ Widya Febrina, "Authentic cs Non-Authentic Materials in Teaching English as Foreign Language (EFL) in Indonesia: Which One Matters More?". *The Aisan Conference on Education 2017*, 1.

⁸⁵ Alan Cunningsworth, Op.Cit., 86.

⁸⁶ S. D. Cahyo. Op. Cit. 468.

various English texts. However, after comparing those two studies, the researcher assumed that most of the materials of the Muhammadiyah School are Islamic values completed with English Text. Yet, the materials of SMP Bilingual Terpadu tend to English knowledge including four skills covered by Islamic as well as the real-world texts.

The third material is songs. The finding of this study strengthens the previous study conducted by Andrew Mobbs and Melinda Cuyul entitled “Listen to the Music: Using Songs in Listening and Speaking Classes”⁸⁷. The findings of that previous study also mention songs as the materials of speaking as well as listening activities. Moreover, the finding of this study related to songs as material supports other previous studies conducted by Putri, Bunau, & Rezeki⁸⁸, and Ginoga⁸⁹ stated songs as listening materials and Wijaya⁹⁰ stated songs as speaking materials.

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⁸⁷ A. Moobs & M. Culy, “Listen to the music: Using Songs in Listening and Speaking Classes”. In *English Teaching Forum*, 2018 (pp. 22–29). <http://www.ncbi.nlm.nih.gov/pubmed/24637097>

⁸⁸ C. M. Putri, E. Bunau, E., & Y. S. Rezeki, “USING ENGLISH SONGS IN IMPROVING LISTENING SKILL”. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 7(5).

⁸⁹ R. C. Ginoga. USING ENGLISH SONGS IN IMPROVING LISTENING SKILL AT EIGHTH GRADE STUDENTS IN MTS NEGERI 1 MANADO (Doctoral dissertation, IAIN Manado). 2002.

⁹⁰ T. W. Wijaya, “The effectiveness of songs for teaching speaking. *Journal of Foreign Language Teaching and Learning*, 2018, 3(2), 74.

Not only providing songs, but the coursebook investigated in this present study also uses video and movies as the materials. That finding also strengthens several previous studies conducted by Kamarullah, Muslim, and Manan⁹¹ H. Lail⁹² P. S. Rao⁹³. Those previous studies explored video and movies as the listening materials which are also used in the coursebook analyzed in this present study.

The last is about the materials in writing that are grammatical rules (tenses, 5W+1H, preposition, etc). It proves that the finding of the present study related to writing materials supports the study conducted by Khairunnisah⁹⁴ and Okuyama⁹⁵. The study conducted by Khairunnisah, Okuyama, as well as the present study, including the grammatical roles, particularly about tenses.

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⁹¹ K. Kamarullah, A. Muslem, A., & A. Manan, "Applying English video learning materials in teaching listening". *English Education Journal*, 9(4), 2018, 539.

⁹² H. Lail, H., "The Effectiveness of Using English Movie with English Subtitles in Teaching Vocabulary at the Eighth Year Students of SMPN 1 Selong in The Academic Year of 2018/2019". *Journal of Languages and Language Teaching*, 2019, 6(2), 100.

⁹³ P. S. R, "The Impact of English Movies on Learning English in ESL/EFL Classrooms". *Research Journal of English Language and Literature (RJELAL)*, 2019, 7(4), 430-438.

⁹⁴ Khairunnisah, "Improving Students' Tenses Mastery through Tenses Symbol Technique (TST) in Class X4 at SMA Negeri 1 Pekanbaru". *Journal of English for Academic*, 2018, 5(1), 33

⁹⁵ Y. Okuyama, "Use of Tense and Aspect in Academic Writing in Engineering: Simple Past and Present Perfect". *Journal of Pan-Pacific Association of Applied Linguistics*, 2020, 24(1), 1. <https://doi.org/https://doi.org/10.25256/PAAL.24.1.1>

The fourth material is related to historical knowledge of world figures. The authentic text is adopted in serving that topic to the students. The researcher did not discover any study discussing that topic, yet a number of studies suggest authentic text in teaching English, particularly in teaching reading skills. Several participants of the previous studies strengthening this present study are Berardo⁹⁶ C. Kelly, et al.,⁹⁷ F. Kilickaya⁹⁸, and many other studies. They confirm the use of authentic texts or authentic materials in teaching English as implemented by the coursebook analyzed in this present study.

2.2 Activities Contained in the Developed-Coursebooks for the Intensive English Program

As the objective of the Intensive English Program, students are expected to use the language communicatively. Consequently, the materials and activities contained emphasize speaking skills. Every chapter provides materials and activities of other English skills that are related to each other. A study of Utami I. U., Pudjobroto A. H., Wahyuni D. S., entitled “A Content Analysis on The English Textbook “The Bridge English Competence 2” Used by The Eighth

⁹⁶ S. A. Berardo, S. A. The use of authentic materials in the teaching of reading. *The reading matrix*, 2006, 6(2).

⁹⁷ C. Kelly, L. Kelly, M. Offner, & B. Vorland, “Effective ways to use authentic materials with ESL/EFL students”. *The internet TESL journal*, 2002, 8(11), 1.

⁹⁸ F. Kilickaya, “Authentic materials and cultural content in EFL classrooms”. *Online Submission*, 2004, 10(7).

Year of Junior High School”⁹⁹ corroborates the finding of this research. The finding stated that the coursebooks contained 62,5% communicative exercises which means good. It can be assumed that an English coursebook will be great if it contains enough or more communicative materials and activities which are in line with the contents of the coursebooks and objectives of the Intensive English Program at SMP Bilingual Terpadu Sidoarjo.

First, listening activities include (1) watching videos followed by several kinds of exercises, (2) watching American TV series, (3) listening to audio then retelling, and (4) listening to some songs which were obtained from YouTube. This study supports the finding of the previous research conducted by Wulan Fauzzana. In her study entitled “Listening Journals for Extensive Listening Practice of EFL Students at Andalas University”¹⁰⁰, it is stated that listening activities can be implemented through listening to several videos and audios followed by various exercises. The study is supported by the theory of Cunningsworth. Cunningsworth¹⁰¹ suggested oral work (dialogue, roleplay, etc) and listening to recorded sources for listening activities.

⁹⁹ Y. I. Utami, A. H. Pudjobroto, & D. S. Wahyuni. Loc. Cit.

¹⁰⁰ W. Fauzanna, “Listening Journals for Extensive Listening Practice of EFL Students at Andalas University”. *ISELT*, 2017, 5, 331

¹⁰¹ Alan Cunningsworth. Op. Cit. 67.

Second, speaking activities are about (1) reading aloud, (2) practicing conversations, (3) roleplay even completed with costume, (4) presentation, (5) retelling a story, (6) discussion, (7) singing, and (8) extemporaneous. A study conducted by Dewi & Purwanti¹⁰² confirms this finding. They showed that the application of extemporaneous speech encouraged students to organize the outline they want to present, deliver the materials as well as enhance their public speaking. Furthermore, several studies proved that roleplay (Bharathy M.S., Negara I. M.,¹⁰³ Hardy. D.,¹⁰⁴), storytelling, games and discussion, storytelling¹⁰⁵ can improve speaking skills since all of the students are required to be involved. According to Yuliyanto Y¹⁰⁶, listening to the song can make students' learning interest increase. The finding of this study supports the previous study conducted by Theodorus Sulon Suban¹⁰⁷. It was explained that speaking activities can be in the form of roleplay, dialogue, storytelling, etc. The present research findings are supported by the

¹⁰² Idha Ratna Dewi & Oikurema Purwati, "Informative Speaking Using The Extemporaneous Speech Method In A University Public Speaking Class". UNESA, 1.

¹⁰³ Irma Manda Negara, "Literature Review: Why Using Roleplay Method in Teaching Speaking?". *Jurnal Ilmiah Spectral*, 2021, 001.

¹⁰⁴ Darrell Hardy, "Comparing Student Feedback on Roleplay and Speech Oral Speaking Activities with respect to Communicative Competence". *Journal of Tourism Studies*, 2019, 89.

¹⁰⁵ Medina Tumanggor, Hendra Heriansyah, and Nurul Inayah, "Investigating the Teacher's Strategies in EFL Speaking Class". *Research in English and Education (READ)*, 2018, 3(2), 130.

¹⁰⁶ Yuliyanto, "The Use of Song to Increase Students' Interest in Listening Class". *Conference on Language and Language Teaching*, 2017, 153.

¹⁰⁷ T. S. Suban, "Teaching Speaking: Activities to Promote Speaking Skills in EFL Classrooms. *LECTIO*, 2021, 1(1), 49.

theory of Cunningsworth related to speaking activities. In the Cunningsworth's¹⁰⁸ book, it is stated that presentation, roleplay, dialogue, etc for speaking activities. The findings of this present study also strengthen the study entitled "A Content Analysis on The English Textbook "The Bridge English Competence 2" Used by The Eighth Year of Junior High School". The study was conducted by Yuliarti Inggit Utami, A. Handoko Pudjobroto, and Dewi Sri Wahyuni. That previous study suggested that the materials included in the textbook related to the four-language skills and provides the equipped materials especially for communicative practice which is in line with the contents of the coursebooks analyzed in this present study.

Third, the reading activities contained in the coursebooks are reading kinds of conversations, dialogues, expressions, texts, stories followed by several kinds of exercises or retelling. Those activities are confirmed by the theory of Cunningsworth¹⁰⁹ since it is demonstrated that reading activities are reading kinds of texts and stories, and analyzing text.

While the writing activities are creating dialogue, brochures, and speech, also filling in the blank as a controlled writing activity. The research findings related to writing activities were supported by Brown¹¹⁰ as stated in chapter 2. All in all, the activities included

¹⁰⁸ Alan Cunningsworth. Op. Cit. 69.

¹⁰⁹ Alan Cunningsworth. Op. Cit. 73

¹¹⁰ James Dean Brown, Loc.Cit..

indicated that those actively involve students in the learning process. That finding supports the study conducted by Brian Tomlinson¹¹¹ where the teachers and students abroad argued that they praised a coursebook facilitating a flexible learning style¹¹². Hence, the students will become the holders of the learning process, not the bondsmen of the coursebooks. Other than that, a number of activities ask students to work in a group. It is supported by Syaiful Haque's opinion conveying that allowing students to collaborate is a recommended activity for complementing their cooperative activity¹¹³. The activities are meaningful and encourage students' 4Cs of 21st-century skills, such as creativity, critical thinking, communication, and collaboration. Critical thinking is suggested in teaching and learning to enhance the learners' ability in conveying their ideas¹¹⁴. This finding strengthens the previous study, entitled "Developing English Textbook for Muhammadiyah School; An Idea to Integrate the Muhammadiyah Values into ELT", conducted by Cahyo S. D., Vitasari I. R., and Sucipto¹¹⁵. They assumed that education should develop students to be competent, creative, noble characters, responsible and faithful. Furthermore, this present study also

¹¹¹ Brian Tomlinson, 2008, Op. Cit. 22.

¹¹² Syaiful Haque, Muhimatul Ifadah, & Dodi Mulyadi, Op. Cit. 324.

¹¹³ Ibid.

¹¹⁴ R. Safriyani, et al, "Critical thinking in English academic essay: Indonesian teacher's voices". *International Conference on English Language Teaching (ICONELT 2019)*. 2020, Vol. 434, 139.

¹¹⁵ S. D. Cahyo, I. R. Vitasari, and Sucipto. Op. Cit, 463.

strengthens the study entitled “*Transformasi Pendidikan Pesantren Pada Abad 21*”. The study, conducted by Much Hasan Darajat¹¹⁶, conveyed that Islamic Boarding Schools or *pesantren* need to train the students not only in hard skills but also soft skills. In addition, Cunningsworth suggested controlled or guided writing (fill-in-the-blank), guided writing, and freewriting¹¹⁷ for writing activities. The theory of Cunningsworth supports the finding of the present study since the writing activities mentioned by Cunningsworth including controlled and free-writing are provided in the coursebooks analyzed.



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¹¹⁶ Darajat, M. H, *Transformasi Pendidikan Pesantren Pada Abad 21*. 2021, 3(1), 31.

¹¹⁷ Alan Cunningsworth. Op. Cit. 80.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions and suggestions of the present research. The conclusions resume the research results. Other than that, the suggestions are also provided for the teachers as book authors, other schools, and future researchers.

A. Conclusions

1. Steps and Strategies in Developing Coursebooks for the Intensive English Program

The teachers conveyed several steps they undertook in developing coursebooks: (a) doing needs analysis while teaching, (b) searching for sources and arranging the materials as well as activities, (c) reviewing, consulting, and validating to teacher seniors, (d) evaluating in the following year. A number of strategies were also implemented by the teachers in developing coursebooks, such as (a) searching and adapting some references (such as audio, video, text) from foreign sources to get authentic materials, (b) updating the materials and activities every year to avoid boredom, (c) facilitating and drilling the students with some expressions or conversations related to the student's daily activities, (d) providing many speaking practices, fun activities or games, pictorial texts as a stimulus, and expressions they can apply immediately in their daily life particularly in *pesantren* environment.

2. Materials and Activities Contained in the Coursebooks for the Intensive English Program

The materials contained relate a skill to another. First, the listening materials are songs, video animation and American TV series, storytelling, and audio conversation of TOEFL Practice. Second, the materials for speaking activities are songs, speech, conversations as well as kinds of texts. Third, the reading materials include vocabularies, expressions, and conversations used in and outside *pesantren* environments, kinds of texts related to Islamic and world histories, legend, folklore, or fable. Fourth, writing materials are grammatical rules, brochures, timetables, elements, and structure of diverse texts. On the other hand, diverse activities are implied to facilitate the students learning of the materials. First, the listening activities contained in the coursebooks are: watching videos followed by several kinds of exercises, watching American TV series, listening to audio then retelling, and listening to some songs. Second, the speaking activities contained are: reading aloud, practicing conversations, role play, presentation, retelling, playing games, singing, and extemporaneous. Third, the reading activities contained in the coursebooks are reading kinds of conversations, dialogues, expressions, texts, stories followed by several kinds of exercises or retelling. Last, activities related to writing skills are: analyzing text, creating dialogue, brochure, and speech, also filling in the blank as controlled writing activities.

B. Suggestions

1. Teachers as Book Authors

The researcher acknowledges and praises the coursebooks the teachers have developed. It is not that easy to develop a coursebook through all steps. However, the teachers had undertaken it very well. The researcher has several suggestions for the teachers dealing with the coursebooks. Firstly, it may be better to add vocabulary building or a box filling difficult words in every chapter. Secondly, the pronunciation practice at the beginning of the chapter should be provided, so that the students can read the text or conversations with the correct pronunciation. Thirdly, as the teachers mentioned in the interview session they provide some pictures as a stimulus, yet since the students are still in junior high school, they may become more interested in the coursebook if it is designed colourful or even adapted to the viral colour.

2. Other Schools

In this case, the researcher realized that adapting the lesson including materials and activities is crucial. Regarding the content of this coursebook, teachers know the students' lacks, needs, and wants. The teachers can provide the materials and activities that are suitable for the culture, age, religion, and environment. The learning process becomes meaningful and fruitful for the student's daily and future life. In short, the researcher expects that other schools will develop their coursebooks.

3. Future Researcher

The researcher had investigated the contents of the coursebook for the Intensive English Program, particularly related to materials and activities included. The future researcher can investigate the same subject, yet the coursebook analysis should be deeper, for instance investigating the types of questions that also emphasize their 21st-century skills. The future researcher can also investigate the coursebook used for general English as a mandatory subject in SMP Bilingual Terpadu Sidoarjo. It can be focused on the content, assessment, or students' achievement using the developed coursebooks.



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