

DEVELOPING ENGLISH MATERIALS FOR EFL LEARNERS AT ISLAMIC JUNIOR HIGH SCHOOL

Muhammad Lukman Syafi'i & Rohfin Andria Gestanti

Universitas Muhammadiyah Ponorogo, Indonesia

s.muhammadlukman@yahoo.com & upin.ndutz@gmail.com

Abstract: The purpose of this research was to develop an EFL course book for the first semester learners at the Islamic junior high school in Indonesia. The material development includes some procedures of need analysis, material development, expert validation, material revision, try-out and final revision. Based on the results of questionnaires distributed to 106-second graders, the interviews done to the teachers and field notes taken from a document of the syllabus, this research revealed that most of the students and English teachers require English instructional materials embracing religious and general knowledge. After validated by the experts and tried-out to the students, this research finally produced English materials that were supplemented by a teacher's guide, student's worksheets and a CD containing listening materials.

Keywords: EFL material development, material development

INTRODUCTION

Incorporating a set of skills that satisfy the needs of the 21st-century learners in the curricula used in teaching and learning of English as a foreign language has become a priority. Learners nowadays are no longer expected to base their success on their ability to perform manual work; rather, they are supposed to demonstrate an indispensable ability to search for, find, share and use the information to solve various and complex problems (Bouزيد 2016). Instructional materials, particularly course books, have an important role in the English language classroom. Instructional materials are a key component in the most language program (Richard, 2001).

Moreover, another expert Cunningsworth (1995) summarizes the role of course book in language teaching as follows. First, a course book can be a resource for presentation materials (spoken and written). Second, it can be a source of activities for learner practice and communicative interaction. Third, it can be a source of stimulation and ideas for classroom activities. Fourth, it can be a syllabus. Finally, it can be a support for less experienced teachers who have yet gained in confidence. Therefore, having a good course book is strongly recommended.

A course book should be relevant and have high quality to students' and institutional needs and that they reflect local content, issues, and concerns (Richard, 2001). Moreover, Harmer (2007) states that good course books are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, audio cassettes/CD and other accessories such as video/DVD material, CD ROM, and extra resource materials. Furthermore, Cunningsworth (1995) proposes four criteria for evaluating course books, namely: 1) course books should correspond to learners' needs, 2) course books should reflect the uses (present or future) that learners will make of the language, 3) course books should take account of students' needs as learners and facilitate their learning processes, without dogmatically imposing a rigid "method", 4) course books should have a clear role as a support for learning. So, all course books should meet those criteria.

The content of available course books used in the researcher's school such as 1) *Effective English*, 2) *Developing Competence in English*, 3) *English in Focus*, does not cover religious aspects while the researcher analyzed at the Islamic junior high school. So, the students' and institutional needs are not fulfilled. In reality, the Islamic junior high school is an educational institution that is organized by Ministry of Religious Affair (Kemenag) of Republic of Indonesia (RI). Because of that, the environment of the Islamic junior high school is different from junior high school (SMP). Most of the subjects in the Islamic junior high school are religious subjects. Besides, the extracurricular

activities of students are usually influenced by religious aspects. Thus, the learners' condition in the Islamic junior high school is different from that in junior high school (SMP).

Based on the result of an informal interview conducted with some English teachers in the researcher's school and other schools, it could be concluded that material development for junior high school is really needed. The unavailability of appropriate materials gives effect on the students' competency in using English for communication. The students have limited vocabulary of a religious context. They are not able to explain their daily activities in the context of religious activities. Additionally, Polly (2009), Arimurti (2007), and Jaya (2007) find out that developing materials could help students to achieve the objective of learning English. Materials are important because they can make students' needs. Finally, it is very beneficial to develop an appropriate EFL course book.

LITERATURE REVIEW

Material Development for English Language Teaching (ELT)

Materials are one of the components of the instructional process. Teaching them is a key component in most language programs (Richards and Renandya, 2002). In order to meet the students' needs, the researcher usually adds, selects, lengthens, shortens and modifies the materials (Tomlinson & Masuhara, 2004). They craft of curriculum and learning experiences to meet specified purposes. Therefore, the teacher is claimed to be able to produce materials for their own class.

Course book and textbook, a part of teaching materials can be categorized as kinds of printed materials. Although they have different names, they have the same meaning and the same function. According to Flanagan (1981), textbook is one of the world's most ubiquitous instructional devices. It means that course book or the textbook is material resources for teachers and students.

The production of mediated materials requires an artistic and technical skill (Carey, 2001). In deciding the role of material in a

language program and the impact of the material on the program, on the teacher and on students has to be carefully assessed, Crawford, as quoted by Renandya and Richards (2002) proposes a number of principles for the design of effective teaching materials as follows: 1) language is functional and must be contextualized, 2) language development requires engagement in purposeful use of language, 3) language use should be realistic and authentic 4) classroom materials will usually seek an audiovisual component, 5) learners need to develop the ability to deal with written as well as spoken genres, 6) effective teaching materials foster autonomy, 7) materials need to be flexible enough for individual and contextual differences, 8) learning needs to engage learners both effectively and cognitively.

Teaching English for the Islamic Junior High School

Teaching English for Islamic Junior High School (Madrasah Tsanawiyah/MTs) in Indonesia has similar objective to that of Junior High School (SMP). As stipulated on the 2006 Content Standard for English, the purposes cover two important aspects 1) the students are expected to be able to communicate in oral as well as written form, to raise their awareness of the importance of English for the competitiveness of the nation in this global era, and 2) the students are able to develop their understanding of the relationship between language and culture. Thus, all of the students should achieve those objectives.

In accommodating with those objectives, the teaching of English uses genre to familiarize the students with various texts for communication in English. Therefore, the students are offered to learn more about genre. Genre of English language teaching that has to be learned in Indonesian context at the level of the Islamic junior high school is composed by descriptive, procedure, narrative, recount and report texts. In the second year, the students have to learn only descriptive, narrative and recount text (content standard 2006). The three texts are explained as follows:

a. Descriptive

Descriptive is one of the text types that describe a particular person, place or thing. The purpose of descriptive is to tell about the subject by describing its features without including personal opinions (Anderson and Anderson, 1998). A factual description differs from an information report because it describes a specific subject rather than a general group for example description of the particular building, description of a specific animal, description of a particular place and description of a specific person.

b. Narrative

The narrative is a text that tells a story to entertain the audience. It has some purposes. Besides providing entertainment, it also makes the audience think about an issue, teach them a lesson, or excite their emotions. The example of narrative text are myths, fairytales, aboriginal, dreaming stories, historical fiction, science fiction, and romance novels. (Anderson and Anderson, 1998: 3).

c. Recount

Recount is text that retells past events, usually in the order in which they occurred. The purpose of recount text is to provide the audience with a description of what occurred and when it occurred. For example eyewitness accounts, newspaper reports, letters, conversations, television interviews and speeches (Anderson and Anderson, 1998: 24).

Teaching Approaches in English Language Teaching (ELT)

Communicative language teaching (CLT) is an approach that regards language as a system for the expression of meaning; primary function-interaction and communication. It has become the accepted orthodoxy of TEFL over the past (Cunningstworth: 1995: 116). General courses refer to communicative goals, communicative practice or communicative methodology. It means that the activity in this approach is the activity that can engage learners in communication. The activity of communication involves sharing processes such as information sharing, negotiation of meaning, and

interaction. Thus, the role of learners is as negotiators, giving as well as taking. While the teacher has the role as a facilitator of the communication process, manager, counselor, need analyst, participants' tasks and texts.

The task is an activity that requires learners to use language, with emphasis on meaning, to attain the objective. That definition emphasizes that meaning is primary in the task. It means that in a task there are some communication problems to solve; there is some sort of relationship to comparable real-world activities. Besides task completion has some priority; and the assessment of the task is in terms of outcome (Peter Skehan's as cited in Brown, 2004).

TBLL or CLT can facilitate the teachers in teaching four English language skills including listening, reading, writing and speaking as the language competence. Listening and reading include receptive skills in which there is a process to save a lot of inputs in brain. In contrast, writing and speaking include productive skills that produce outputs. In addition, teachers are expected to encourage the students to master language components including grammar, vocabulary and pronunciation. Further informations are explained below:

a. Teaching Listening

Listening as one of four language skills is the most frequently employed skill among the other skills in daily language use. Morley (1984) explains that time spent in communicating is divided into approximately 50 percent listening, 25 percent speaking, 15 percent reading, and 10 percent writing. Students should learn successfully in real-life 25 percent listening situations. It means that listening has an important role in. According to Brown (2004: 299) that through reception, we internalize linguistic information without which we could not produce language.

b. Teaching Speaking

Teaching speaking is important. It is because speaking ability becomes one of the indicators that the person regarded as a good language person. According to Ur (1996:12) that among all the four

skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing (Ur 1996: 120). Thus, in general, the objective of teaching speaking is communicative efficiency.

c. Teaching Reading

Reading is an important tool for people of many societies. Reading allows them to access information which might have otherwise been unavailable. In the teaching and learning English as foreign language, reading is likewise a skill that teachers simply expect learners to acquire, it is because reading, arguably an essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability (Brown: 2004, 185). Thus, reading has an important role that should be learned by people.

d. Teaching Writing

In the past, many people regard that writing was the exclusive domain of scribes and scholars in educational or religious institutions (Brown, 2004: 218). In everyday life "common people" in almost all aspects of life use language orally. It means they do not use written the language. But now that opinion has changed. Today writing has been placed almost in all aspects of life such as the workplace, school. It means that many people use writing as a means of communication, a means of entering favorite schools, a means of getting a better job etc. Hence it is needed to study and master it.

e. Teaching Grammar

Grammar is one of the language components. As one of the language components, many experts have defined it. According to Ur (1996: 75), grammar is the way words are put together to make correct sentences. In line with Ur, Harmer (2007: 32) says that grammar can thus be partly seen as knowledge of what words can go where and what form these words should take. Moreover, he says that grammar is conventionally seen as the study of the syntax and morphology of

sentence. Considering those definitions, teaching grammar is important.

f. Teaching Vocabulary

The word of vocabulary can be interpreted into some interpretations. Vocabulary can be interpreted as the body of words used in a particular language or in a particular sphere of activity, the body of words known to an individual person, a list of difficult or foreign words with an explanation of their meanings, words that carry the content of what we want to say and the words we know and our ability to use them. According to Brown (2007) vocabulary is the thousands lexical building blocks that are available to the average user of a language. Thus, teaching vocabulary is a must because lack of vocabulary can make students get difficulties to communicate with other people both orally or written.

g. Teaching Pronunciation

One of the most difficult aspects of learning another language is mastering the pronunciation (Grant, 2001). Many non-native speakers are able to read and write and understand English well, but they may face situations in which their pronunciation interferes with clear and effective communication. To avoid this situation, we can learn how to say the words by learning some techniques. They are minimal pairs, pronunciation drill. Thus, pronunciation is a key to gaining full communicative competence.

METHOD

The aim of this study is to develop EFL course book for the first semester of the second graders of the Islamic junior high school. The researcher used Research and Development (R&D) as a design. (Borg and Gall, 1979 state there are ten steps used to develop materials: (1) research and information collecting (2) planning (3) develop preliminary form of product (4) preliminary field testing (5) main product revision (6) main field testing (7) operational product revision (8) operational field testing (9) final product revision (10) dissemination and distribution. In the process of research, the

researcher did the research in the form of giving a questionnaire, semi-structured (open interview) and field notes. Then the research findings were used as a basis to develop materials.

This research adapted the development model by Borg and Gall (1979). This model was combined by the Tomlinson and Masuhara model. The adaptation and the combination is utilized to find a suitability for the research of instructional material development. The adaptation and the combination of those models are shown in Figure 1:

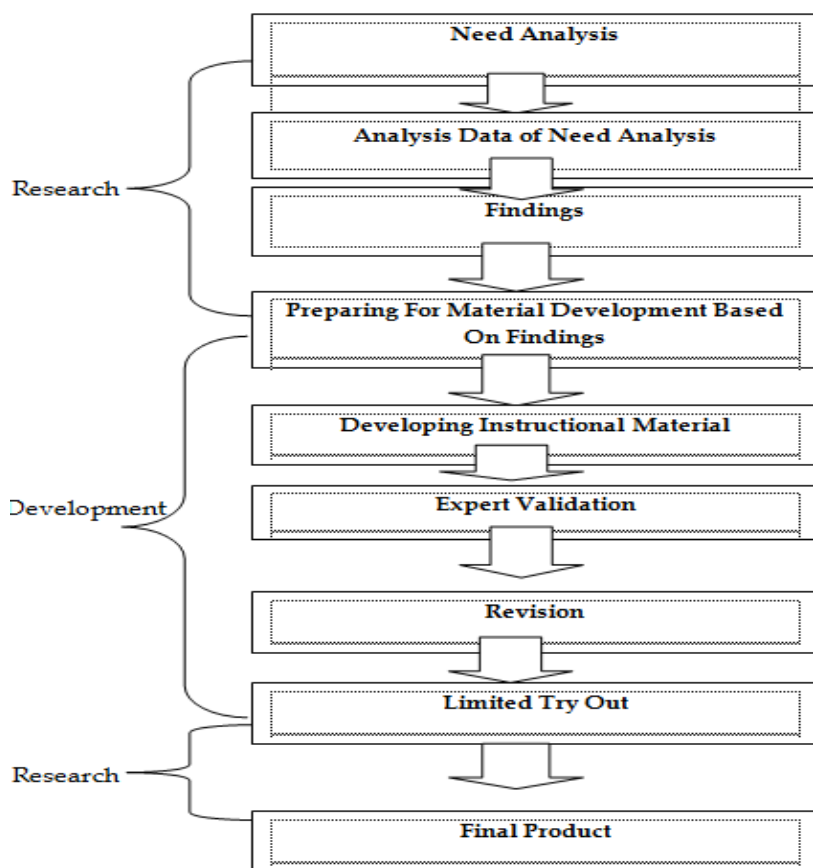


Figure 1 Procedure in the Design of Developing Instructional Materials adapted from Borg and Gall (1979) and Tomlinson and Masuhara (2004).

The explanation of Figure 1 is divided into two stages in developing coursebook.

First Stage

Need analysis was the first step in the process of instructional material development that had been done by the researcher. Needs are defined as a gap between what is expected and the existing condition (Kemp, Ross, & Morrison, 2001). It means that need analysis in language program is often viewed simply as identification of language forms that the students will likely need to use in the target language when they are required to actually understand and produce the language (Bown, 1995). Similarly, Richard (2001: 54) says that “needs are often described in terms of linguistic deficiency, that is, as describing the differences between what a learner can presently do in language and what he or she should be able to do.”

The identification of a problem is necessary to obtain information about the type of needs based on the existing learning and teaching situation and the needs of the students. The data of need analysis were obtained from the questionnaire that was given to the students and the data from a semi-structured interview that was given to the teachers. The data from the students were classified based on each item and be calculated in percentage. The result descriptively reported and those from the teachers described in a qualitative way. The data from needs survey used as the basis for the materials development.

In addition, researcher collected and/or created texts (written or spoken) with the potential for engagement, for example experiencing the text in such a way as to achieve interaction between the text and senses, feelings, views, and intuitions (Tomlinson & Masuhara, 2004). In the text collection, the researcher wrote some materials for speaking, reading, writing, grammar, and vocabulary. Besides, relevant materials from literature, newspaper, magazine, songs, radio and television were meticulously selected for the sake of the students' need and institution's need.

The next stage was material development by using Tomlinson and Masuhara model. According to Tomlinson and Masuhara (2004: 21) there are some stages of material development as follows: 1) experiencing the text again, 2) devising readiness activities, 3) devising experiential activities, 4) devising intake response activities, 5) devising elopement activities, 6) devising input response activities. It means that at this stage, she read again the text that has been prepared and then she planned to decide what task, components of language, techniques must be involved in the course book that is suitable for the students.

After developing materials, the draft of the course book was checked by the expert of material development and expert of the content of course book. The experts evaluated and validated whether the materials can effectively guide the students to improve their skills and their knowledge. Based on the expert validation, the product needed a try-out. The try-out was used to collect the data or information of the course book's effectiveness, attractiveness, and appropriateness.

The process of try-out involved the researcher, the English teacher, and students. There were 15 students (smart, fairly smart, and quite smart) involved in the try-out. They were chosen by the English teacher. In this process, the researcher taught the materials to the students. Then at the end of try out, the students and teacher were asked to give comment toward the materials by answering the questionnaires. Having finished the try-out, the researcher revised or improved the materials. The product revision for material improvement was based on the result of evaluation, comments, and suggestions from the expert, the students, and the teacher. The data of development process were obtained from the data of trying out and expert validation. All the data were classified based on each item and were calculated in percentage and reported descriptively.

Second Stage

The second stage resulted the final product of the coursebook. In this stage, the revised product was re-evaluated by the experts. Then, the product was revised based on the feedbacks of the experts. The next step was trying out the product. The process of trying out involved not only students but also teachers. The students learned two units of the course book. The topics of the units were matched with the situation of the class. After learning the materials of unit one and unit two, both the teachers and the students were asked to answer the questionnaire. The content of questionnaire for teachers was different from the questionnaire for the students. Then the product was revised again based on the data of students' and teachers' questionnaires.

To conclude, there were four instruments used by the researcher to collect the data. The instruments were a checklist, questionnaires, semi-structured (open) interview, and field notes. The questionnaires were given to the 106 students and two teachers. The questionnaires were used to obtain information or data whether the materials developed is proper with the students' needs and syllabus. Besides, he gave the questionnaire to the expert's validation to obtain data whether the materials effective to guide the students to improve their skills and their knowledge or not. Meanwhile, field notes were used to collect data from a document of the syllabus

FINDINGS AND DISCUSSION

Analysis of Current Coursebook

Evaluating current course book was done by the researcher. The aim was to measure the quality of the course book in terms of applicability and suitability. To evaluate the current course book, the researcher used a checklist that consists of three terms, "Yes", "Partly", "No". If the researcher answered one of the items of the questions was "Yes", it meant that the quality of part of course book has met the criteria of a good book that requires no revision.

Meanwhile, if the answered was "Partly", the quality of a part of book still needed revising and if the answer for one item was "No",

the materials should be discarded because the materials are not relevant. The result of item 4 showed that 38 out of 106 students (9.43%) students said that they answered "Yes." Meanwhile, 31 out of 106 students expressed that they answered "Partly" and 37 out of 106 students expressed that they answered, "No". It indicates that the materials required a revision.

Analysis of Interview and Questionnaire

The interviews to the teachers showed that both of the two English teachers have got *sarjana* degree in English Education. One of the English teachers has been teaching English at *MTS Al-Islam Joresan Mlarak Ponorogo* for more about eight years. The other has been teaching English for more about two years. Furthermore, they have experience in teaching English not only at *MTs* level but also in *Madrasah Aliyah* and *SMK* (Vocational School). Therefore, they are academically and pedagogically capable enough of becoming the English teachers and experts of validation of this study.

In addition, the questionnaire distributed to the students shared different response that can be seen from number one to eight. For item 1 the respondents were asked to answer by choosing one of the following responses, "very easy, easy, fairly, difficult or very difficult." This item was used to obtain the respondent perception of the difficulty level of the course book material. The result of the questionnaires given to 106 students is presented in Table 1.

Table 1 Number and Percentage on the Difficulties Level of Materials

Responses	Number	Percentage
very easy	2	1.88
Easy	8	7.54
Fairly	60	56.60
Difficult	33	31,13
very difficult	3	2.8

Two respondents (1.88%) stated that the materials were very easy to learn. Eight respondents (7.54%) said that the materials were easy. Moreover, six respondents (56.6%) stated those materials were fair. Thirty-three respondents (31.13%) responded that the materials were difficult and three respondents (2.8%) expressed that they were very difficult. Thus, most of the respondents had the perception that the materials of the course book were not too difficult and were not too easy.

To obtain the information of respondents' experience in reading Islamic texts, the respondents were asked to answer the question number 2 by choosing one of the following responses, "always, often, sometimes, rarely or never" that presented in Table 2.

Table 2 Number and Percentage of Respondents on the Students' Experience in Reading English Islamic Text

Response	Number	Percentage
Always	1	0.94
Often	2	1.88
Sometimes	58	54.71
Rarely	30	28.30
Never	15	14.15

The result in Table 2 showed that 1 out of 106 respondents (0.94%) responded always read English Islamic text. Two respondents stated that they often read English Islamic text. Meanwhile, fifty respondents (14.15%) stated that they never read English Islamic texts and most of the respondents (54.71%) responded sometimes. It indicated that the English texts should be available in instructional classrooms so that the students can save a lot of inputs in their brain that are fraught of local wisdom and new vocabulary.

Beside the difficulty level of material and students' experiences on reading, the questionnaire also contained the questions on how deep the materials of English coursebook. These questions were stated in items 3, 4, 5 and 6. The result of item number 3 showed that

only 2 out of 106 students (1.88%) responded that the current course book contained a lot of material that describes Muslim's daily activities. Six students (5.66%) found many materials. Meanwhile 29 out of 106 respondents (27.35%) responded fair. Thirty-seven respondents (34.98%) stated that the current course book involved a few materials that describe daily activities of Muslim. Then, 32 respondents (30.18 %) responded that the course book did not involve materials about daily activities of a Muslim.

The result of item 4 showed that 10 out of 106 students (9.43%) students said that they were strongly fluent to recount their activities as a Muslim. Meanwhile, 28 out of 106 students expressed that they were fluent to retell their activities as Muslims. 31 out of 106 students stated that their ability to retell their activities as Muslims was fairly and 37 out of 106 students expressed that they were hesitant to retell their activities as Muslims.

Moreover, the result of item 5 showed that 50 (47.16%) students responded that it was strongly necessary to involve religious materials. Forty-three out of one hundred and six (40.56%) students stated that it was necessary to involve religious materials. Meanwhile, 11 students (10.37%) responded fairly and 2 students expressed unnecessarily.

The question of item 6 was related to the question of item 5, the result indicated that 88 students stated that it was strongly necessary to involve topics of *Idul Adha*, *Idul Fitri*, fasting, friendship, helping the others, prayer in the course book. Meanwhile, 11 students (10.37%) expressed that it was necessary. Six students (5.66%) said that it was fairly and 1 student stated that it was strongly unnecessary. Hence, it was essential to cover EFL materials that contain religious aspects. The result of analyzing data of each number is presented in table 3.

Table 3 Number and Percentage of Respondents on Islamic EFL Materials

No	Response	Number	Percentage
3.	<i>a lot of</i>	2	1.88
	<i>many</i>	6	5.66
	<i>fairly</i>	29	27.35
	<i>few</i>	37	34.98
	<i>not at all</i>	32	30.18
4.	<i>strongly fluency</i>	10	9.43
	<i>fluency</i>	28	26.41
	<i>fairly</i>	31	29.24
	<i>hesitancy</i>	37	34.90
	<i>strongly hesitancy</i>	-	-
5.	<i>strongly Necessary</i>	50	47.16
	<i>necessary</i>	43	40.56
	<i>fairly</i>	11	10.37
	<i>unnecessary</i>	2	1.88
	<i>strongly unnecessary</i>	-	-
6.	<i>strongly necessary</i>	88	83.01
	<i>necessary</i>	11	10.37
	<i>fairly</i>	6	5.66
	<i>unnecessary</i>	-	-
	<i>strongly unnecessary</i>	1	0.94

Items number 7 and 8 were used to obtain respondents response on the use of song, games, and poem as an enrichment of materials. Fifty-six respondents (52.83%) agreed to use song and games as materials for enrichment and only eight respondents (7.54%) responded do not need to use song and games. For the poem, sixty-two respondents (58.49%) responded agreed to use the poem as an enrichment of materials and only eight respondents (7.54%) responded disagreed to use the poem.

Material Development

After knowing the result of need analysis, the researcher identified the content standard 2006, the basic competence and standard competence for the first semester of the eighth graders. In order to develop the draft of materials then she wrote some materials and looked for the other materials from some resources like internet and English books. After analyzing the material then she decided whether or not the materials are suitable for content standard 2006 and whether it should be adopted or adapted.

The draft of materials was in the form of EFL course book for the first semester of the eighth graders. The draft of course book was developed based on the 2006 English Curriculum. It was intended to help the development of students' communicative competence. The draft of course book had five units started from *Having Good Attitude, A Pilgrimage, Protect Our Flora and Fauna, It's Worth Seeing* and *My Muslim Idol*. Each unit was divided into three sections such as text types as the first section, short functional text (transactional and interpersonal) as the second section. The last was a glossary of vocabulary as a part for the students to learn part of speech of the words, to pronounce them and to understand the Indonesian meaning of the words.

Expert Validation

From the first expert's judgment, the result of the questionnaire showed that the expert answered "Yes" for all the criteria of the aspect of goals of the course. It meant that the course book was suitable for the 2006 content standard. Besides, the objectives of each unit were clear and complete. Moreover, the objectives of each unit were suitable with competence standard and basic competence.

For vocabulary aspect, the expert answered "Partly" for the first criteria. It meant that the presentation of vocabulary was good but there was a little bit to revise. For the second criteria, the expert

answered “Yes”. It meant that the selection of vocabulary was appropriate with the target.

The third aspect was the quality of practice material. For all the criteria of this aspect, the expert answered “Partly”. Meanwhile, for aspect number 4 to number 6, namely, format, topic, and content aspect, she had the same answer. She answered “Yes” to all criteria of those aspects. For aspect number 7, she gave “Yes” to the first criteria but she gave “Partly” for the second criteria.

Besides answering the questionnaire, the first expert gave some comments and suggestions. The first expert stated that it was a good book. However, it still needed to be revised especially grammatical errors and mechanic in some non-English words. The researcher should write them in italics way. Besides, she stated that the texts which were too long should be shortened to make them brief. Moreover, she suggested the researcher insert fun activities like games, songs, puzzles. She also suggested explaining the aim of putting down Quran verses in the materials

After studying all the feedback from the first expert, the researcher analyzed feedback from the second expert. The researcher found that the second expert answered “Yes” not only to all the criteria of content aspects but also the criteria of language aspects. Moreover, he gave comments and suggestions. He said that the book would be good for *MTs* students but it needed modifying and revising a bit. He suggested that the researcher should insert pictures in all texts. Besides he suggested involving fun activities.

Try-Out

During the try-out, the researcher not only taught the materials but also did observation. She observed and wrote everything related to the process of try-out. The result of observation showed that the students seemed to be interested and motivated. They were enthusiastic in joining the try-out. When they did not understand some words they asked the teachers. Besides they did not doubt to ask the way to pronounce some unfamiliar words.

Furthermore, they were very happy when the teacher read the poem and sang a song.

At the end of try out, the researcher distributed the questionnaires to the students and teacher. The result of a questionnaire given to the students is presented as follows. Four out of thirteen students stated that the design of the course book was interesting and nine students stated very interesting. Moreover, eight out of thirteen students expressed that the materials were easy to learn, and five students said fairly. Furthermore, most of the students said that the instruction of the exercise was clear. The vocabularies were easy to understand and suitable for their daily activities. Hence, they felt that by using this course book, their ability to communicate in English increased.

From the result of a questionnaire given to the teacher, the researcher found that nine out of eleven questions were answered agree by the teacher. She said that the design of course book was attractive. Besides, she also said that the objective of each unit matched the standard competence and basic competence. She commented that the instruction in the course book was clear, the materials were relevant to the real life, the topics were interesting, there were many goods exercises and the book integrated four skills. Besides, the content of course book can develop students' ability to communicate with their friends and it was relevant to the students, teacher and school's need. Accordingly, she generally regarded it was a good book.

Revision

The final revision of the product was done on the basis of the data obtained from the expert validation and try out. From the experts, the revision comprised grammatical and mechanic and insert some activities. Besides, some texts which were too long were shortened to make them brief. Meanwhile, from the tryout, the revision was adding some pictures.

Final Product

The final product was presented after validated by the experts and revised in accordance with the suggestions and comments from the two experts. Then, the product was tried-out and revised based on the data collected obtained from the tryout. Regarding to the local wisdom of Muslim representation, the final product comprised religious aspects in its content that was designed into three sections. The first section is for learning text types; the second is for learning short functional text and respond to transactional and interpersonal dialogues. The third section is for learning key of vocabulary that used in the course book and how to pronounce the words. Besides, the researcher inserted grammar that was taught integrative with the teaching text type. Moreover, fun activities were inserted like puzzle, poem, song, al-Quran verses and some pictures related to the topics in all units. The course book was also completed with the student's worksheet and teacher's guide.

CONCLUSION

The final product of this research and development was an EFL course book for the first semester of the eighth graders supplemented by student's worksheet, teacher guide, and CD which contained materials for listening. In each unit, the researcher also put some Quran verses and pictures related to the topics to make the course book interesting and easy to learn. Secondly, referring to the finding of expert validation and try-out, the researcher concludes that the course book is applicable for the students in terms of effectiveness, level of difficulty, attractiveness, and appropriateness of the content.

This product could increasingly motivate the students to learn English. It can be seen from the finding of try-out in which most of the students got enthusiastic learning the materials. It was because the content of the product involves religious aspects and the content of materials were considered new for them. However, the product was only tried-out in limited time and only two units out of five units It

indicated that the try out would be more beneficial if all the units of the product were tried out.

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