KEWIRAUSAHAAN

SEBAGAI SOLUSI KEMANDIRIAN BANGSA

Business PLAN

Executive Summary
Mission Statement
Company Background
Timeline
Product Description
Financial Planning
Marketing Plan
Operations
SWOT Analysis
Competitor Analysis

Sub Tema :

1. Enterpreneurship
2. Manajemen UMKM
3. Akuntansi UMKM
4. Ekonomi Kreatif
5. Ekonomi Pembangunan
6. Sosiopreneurship
7. Technopreneurship
8. Ilmu Sosial, Pendidikan
   dan Humaniora
9. E-Commerce / E-Businnes

Kewirausahaan Sebagai Solusi Kemandirian Bangsa

Fakultas Ekonomi Universitas Muhammadiyah Ponorogo

KATA PENGANTAR

Assalamualaikum w w

Salam sejahtera bagi kita semua.

Puji syukur kita panjatkan kepada Allah SW, karena atas berkah, rahmat dan hidayat Nya acara seminar Nasional dan *The 2nd Call For Paper* dengan tema "***Kewirausahaan Sebagai Solusi Kemandirian Bangsa***" dapat terlaksana. Acara ini merupakan kegiatan ilmiah tahunan yang diselenggarakan oleh Fakultas Ekonomi Universitas Muhammadiyah Ponorogo.

Kami mengucapkan selamat datang dan terima kasih kepada Bapak/Ibu dan Para Pemakalah dari seluruh wilayah Indonesia yang telah berpartisipasi dalam aara ini. Kami berharap bahwa melalui Seminar Nasional dan *The 2nd Call For Paper* dengan tema "***Kewirausahaan Sebagai Solusi Kemandirian Bangsa***" tahun 2017 ini menjadi ajang untuk silaturohim, berdiskusi, dan *sharing* ilmu pengetahuan khusunya ilmu Ekonomi, Manajemen, Akuntasi dan Ekonomi Pembangunan.

Akhirkata kami mengucapkan banyak terima kasih kepada semua pihak yang telah mendukungterlaksananya aara seminar Nasional dan *The 2nd Call For Paper* dengan tema "***Kewirausahaan Sebagai Solusi Kemandirian Bangsa***" tahun 2017 ini. Kami uga memohon maaf yang sebesar-besarnya apabila dalam pelaksanaan acara ini masih terdapat banyak hal-hal yang kurang berkenan.

Wassalamualaikum w w

Ponorogo, 16 September 2017

Ketua Pantia

Sri Hartono,SE.MM.

Daftar Isi

DEVELOPING ISLAMIC ENGLISH MATERIALS FOR THE EIGHTH GRADERS

Muhammad Lukman Syafii
Rohfin Andria Gestanti
Muhammadiyah University of Ponorogo, Indonesia

ABSTRACT

This study was aimed at producing an EFL Course book for the first semester of the eighth graders of *Madrasah Tsanawiyah*. The procedure of the study was conducting need analysis, developing the materials, conducting expert validation, revising the materials, conducting try-out of the materials and revising. The respondents of this study were the eighth grade students, English teachers and two experts of material development and content of course book. The instruments in need analysis were questionnaires, an interview guide and field notes. The questionnaires were distributed to 106 students of the second year. Meanwhile an interview was used to gain information from the English teachers. The result from need analysis showed that most of the students and English teachers need English instructional materials that contain both religious and general aspects. Meanwhile, the data gathered from expert validation indicated that there were some good and weak points of the developed materials which needed to be revised. Questionnaires were also given to the students and teacher after the materials were tried out. The data from the students were calculated in percentage while from the teacher described in qualitative ways. The final product is in the form of an EFL Course book for the first semester of the eighth grade students. The product is supplemented by a teacher's guide, student's worksheets and CD containing listening materials.

Key Words: English instructional materials, material development, *Madrasah Tsanawiyah*

INTRODUCTION

Instructional materials, particularly course books, have an important role in the English language classroom. Instructional materials are a key component in most language program (Richard, 2001: 251).

Moreover, another expert Cunningsworth (1995: 7) 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 good course book is a course book that has high quality. It means that the materials are relevant to students' and institutional needs and that they reflect local content, issues, and concerns (Richard, 2001). Moreover, Harmer (1998) 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 material. Besides, they provide teacher's guides, which not only provide procedures for the lesson in the student's book but also offer suggestions and alternative extra activities and resources. The adaptation of a new course book provides a powerful; stimulus for methodological development. Furthermore, Cunningsworth (1995: 15) 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

e-mail : s.muhammadlukman@yahoo.com

account of students' needs as learners and should 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,* do not cover religious aspects while the researcher analyzed at *Madrasah Tsanawiyah Al-Islam Joresan Mlarak Ponorogo*. So, the students' and institutional needs are not fulfilled.

As we know *Madrasah Tsanawiyah* is an educational institution that is organized by Ministry of Religious Affair. Because of that, the environment of *MTs* is different from *SMP*. Most of the subjects in *Madrasah Tsanawiyah* are religious subjects. Besides, the activities of extracurricular of students are usually influenced by religious aspects. Thus, the learners' condition in *Madrasah Tsanawiyah* is different from that in Junior high school (SMP).

Although it is organized by the Ministry of Religious Affair, *Madrasah Tsanawiyah* has the same English syllabus with Junior High School. However, the same syllabus does not mean both of them should have the same content of course materials. Because of the differences between them, the availability of suitable materials for students of *Madrasah Tsanawiyah* is a necessity.

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 generally for *Madrasah Tsanawiyah Al-Islam Joresan Mlarak Ponorogo* 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 religious context. They are not able to explain their daily activities in context of religious activities. So, the ability to communicate using both orally and written is low.

The other considerations that the researcher should develop course book that contain suitable materials for the eighth graders of *Madrasah Tsanawiyah* is some previous studies which have shown the importance of developing materials. Based on the finding on the studies conducted by Lestari (2008) and Zaenuri (2008), they found that developing materials could help students to achieve the objective of learning English. Materials are important because they will make students' need meet. Finally, it is very beneficial to develop an appropriate EFL course book.

METHOD
Research Design

The aim of this study is to develop EFL course book for the first semester of eighth graders of *MTs Al-Islam Joresan Mlarak Ponorgo*. Because of that, the researcher used Research and Development (R&D) as a design. According to Borg and Gall (1979: 624) that:

Educational research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings pertinent to the product to be developed,

developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field – testing stage. In more rigorous programs of (R&D), this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives.

Borg and Gall (1979: 35) say that "the product is typically in the form of textbooks, audiovisual materials, training manuals, and possibly equipment of some sort". Thus, Research & Development is the research activity that begun with research to find the information about need assessment and followed by development to produce the product.

To the design of this study mostly followed the model of Borg and Gall. There are ten steps in the Borg and Gall model 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 filed testing (7) operational product revision (8) operational field testing (9) final product revision (10) dissemination

and distribution. Then, Borg and Gall model was adapted in order the model become more suitable for this study. In the process of research, the researcher did the research in the form of giving questionnaire, semi structured (open interview) and field notes. Then the research findings were used as a basis to develop materials.

The Model of Development

The design of this research mostly followed the adaptation of Borg and Gall model. The researcher did research in the form of evaluating current book, field notes, giving questionnaire and semi structure (open interview). Then, the research findings were used as a basis to develop material. In the stage of material development, the researcher mostly followed the Tomlinson and Masuhara model.

From the explanation above, there were two models that used by the researcher. Those two models were combined into one model. The purpose of the adaptation and the combination is in order the models become more suitable for the research of instructional material development. The adaption and the combination of those models are shown in Figure 3.1:
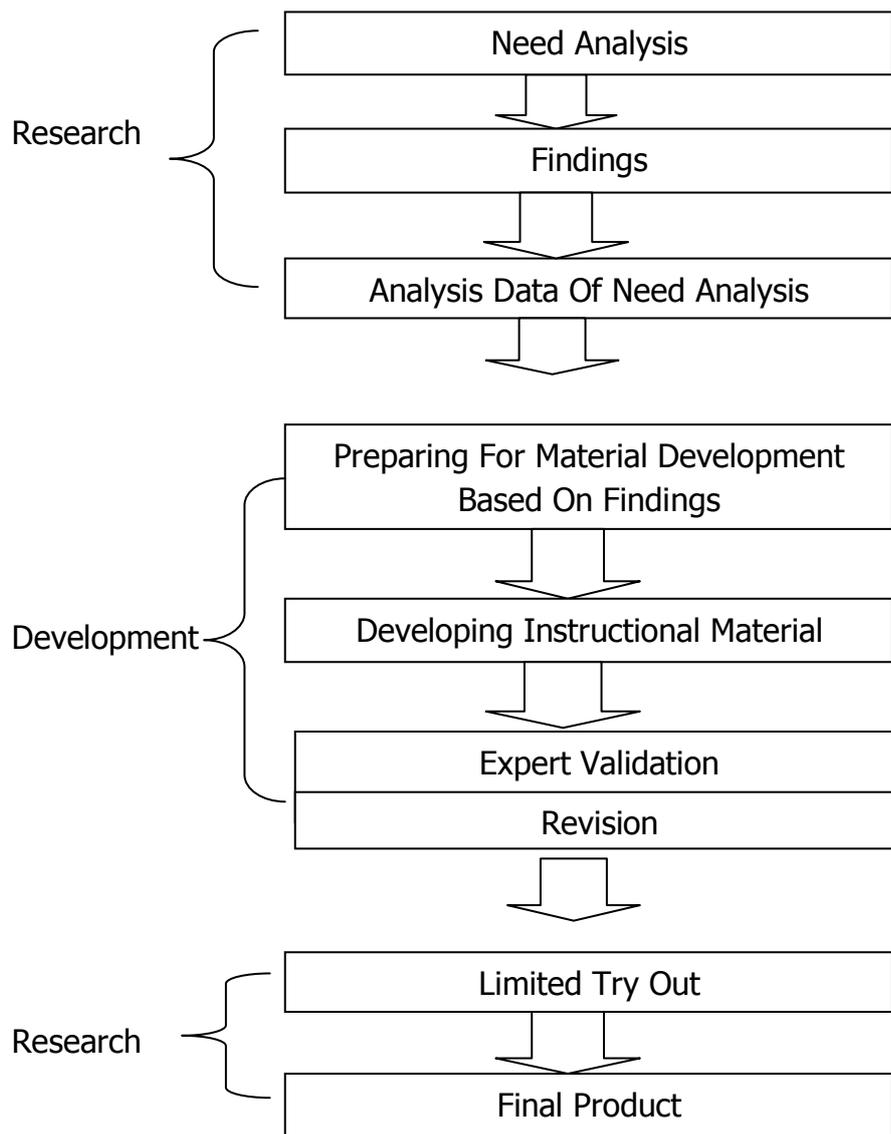
Figure 3.1Procedure in the Design of Developing Instructional Materials adapted from Borg and Gall (1983) and Tomlinson and Masuhara (2004).

Procedure of Development

In the process of instructional materials development, there were some stages that had been done by the researcher. The stages were need analysis, preparing for materials development, developing the materials, expert validation, try out, and final product.

Need Analysis

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 (Morrison, Ross, & Kemp, 2001: 27). 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 (Brown, 1995: 20). In line with those experts 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." Thus, in this stage, the researcher identified problem or need to obtain information about the type of needs based on the existing learning and teaching situation and the needs of the students.

From the explanation above, we can conclude that ideally, teaching and learning instructional materials should reflect the students' needs. As we know that every students has different background knowledge, ability, style, etc and of course all those differences make different students' needs. So, the development of English instructional materials at *MTs Al-Islam* was based on the students' need.

In this study, the researcher considered need analysis as research. As research, there were some activities that had been done by the researcher. She evaluated the current course book. The aim of evaluating the current course book was to identify the quality of the book in terms of applicability, and suitability. In this activity, the researcher used a checklist. It consisted of aims, approaches, design and organization, language content, skills, topic, teacher's book and methodology.

Moreover, the researcher came to the school to collect the data about the school demand toward English and students' need. The sources of data were the English teachers and the students. In collecting data, the researcher used some instruments. The instruments were questionnaire, semi structured (open interview) and field notes. The questionnaire was given to the eighth grade students. For the teachers, the researcher did semi structured (open interview).The next activity was analyzing the data.

All these instruments were important because the data obtained

were analyzed to determine the goal of instructional process, the objective of the lesson plan related to every single meeting, the appropriate instructional materials that suitable with the students' need, teachers' need and institutional' s need. It means that the findings used as basis to develop an EFL course book for the eighth graders of *MTs Al-Islam Joresan Mlarak Ponorogo*.

Preparing For Material Development

In this stage the researcher did some activities, namely: text collection and text selection. It means that the researcher has to collect and/or create texts (written or spoken) with the potential for engagement (i.e. experiencing the text in such a way as to achieve interaction between the text and your senses, feelings, views and intuitions) (Tomlinson & Masuhara, 2004:21). In the text collection activity, the researcher wrote some materials for speaking, reading, writing, grammar, and vocabulary. Besides she also found out materials from some resources such as from literature, from newspaper, from magazine, from songs, from radio and television. After that she did text selection activity. In this activity she selected all the materials and chose the materials that are appropriate with the students' need and institutional' need.

Material Development

At the stage of material development, the researcher used 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,

e-mail : s.muhammadlukman@yahoo.com

3) devising experiential activities,
4) devising intake response activities,
5) devising elopement activities,
6) devising input response activities. It means that in this stage, she read again the text that have been prepared and then she planned to decide what task, components of language, techniques must be involved in the course book that are suitable for the students.

Experts Validation

After materials had been developed, the researcher gave the draft of the course book to the expert of material development and expert of content of course book. The experts evaluated and validated whether the materials effective to guide the students to improve their skills and their knowledge or not.

The experts were the ones who have competency and experience in this field namely research and development of materials. In relation to the product that produced by the researcher, two experts were assigned to evaluate and validate the product. The first was the expert of material development and the second was the expert of material content.

The expert who validated the material content was someone who has the ability in the content of product. He has a master's degree in English education from State University of *Malang*. Besides, he had studied Islam in *Al Hikam* Islamic boarding school and now he is one of the teachers at that boarding school. Moreover he not only has experience as English teacher at *Madrasah* but also at *STAI Ma'hadAly Malang*. Furthermore he is a books' writer. Meanwhile, the expert of material development or product development was a lecturer of State University of *Malang* who has the ability in this field. She has got a doctoral degree (S3) in English education. Besides, she is a book writer herself.

Revision of the Product

Revision was the stage that had been done by the researcher after the experts validated the product and after the researcher tried- out materials. The data from the expert and the result of try out determined whether the materials need to be revised or not. It means that the revision of the product depends on the result of evaluation, comments and suggestions from the expert, the students and the teacher.

If the data from expert validation indicated that the developed materials did not match with the criteria and if the result of try out showed that there were still many students who face difficulties or problems to achieve the objectives stated in each unit of the materials, the researcher revised the materials on the basis of the input obtained from experts validation and try out.

Limited try – out of the Material

After revising the draft, then the researcher went to the next stage. The stage was try-out. The aim of try out was to collect the data or information of the applicability of the materials in terms of effectiveness, attractiveness and appropriateness. Hence, the researcher knew whether the materials had to be revised or not.

The process of try –out involved the researcher, the English teacher and students of *Madrasah Tsanawiyah Al-Islam Joresan Mlarak Ponorogo*. 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 herself 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. Unfortunately, because of limited time, the materials that had been improved were not tried out again in this study.

Final Product

Final product is the product after having done the previous stages and being revised based on the input of the evaluators. The previous stages are need analysis, analyzing the data of need analysis, preparing for materials development, materials development, expert validation, and try out. To become a good final product, in the stage of experts validation, the product evaluated by two experts. After that the product was revised based on the input 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 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 questionnaire for the students. Then the product was revised again based on the input of students and teachers.

The product of this research and development is instructional material in the form of course book. The name of the product is EFL Course book for the eighth graders of *Madrasah*

Tsanawiyah Al-Islam Joresan Mlarak Ponorogo.

The Description of the Setting

The study was conducted at *MTs Al-Islam Joresan Mlarak Ponorogo*. It is one of the private *Madrasah Tsanawiyah* in Ponorogo, East Java. *MTs Al-Islam Joresan Mlarak Ponorogo* is located on *JL. Madura Joresan Mlarak Ponorgo 63472, Telp./Fax 0352 311340.* The school has 10 classes and the amounts of the students are 402 students.

The environment of *Madrasah Tsanawiyah Al-Islam Ponorogo* is religious. In there, most of the activities of students are influenced by the condition and culture of school. Generally, the students of *MTs Al-Islam* graduated from *Madrasah Ibtidaiah*. Most of the students regard that English is difficult subject however they have learnt English when they were studying in Elementary school.

Types of Data

In this research, the researcher obtained data not only from the questionnaires given to both teacher and students who were deliberately selected to be the subjects of the study but also from questionnaire given to the experts validation. Besides, she also obtained data from interview that given to the teachers. Then, the researcher classified the data into three categories. The first data collected from need analysis were used as a basis to develop materials. The second gathered from experts in the validation process. The data concerning with the evaluations, comments, and suggestions of the experts on the draft content and the draft development and design. The data were used as basis to improve the

e-mail : s.muhammadlukman@yahoo.com

materials. The third data gathered from the process of try-out dealing with the applicability and suitability of developed materials.

Research Instrument

In this research, there were three instruments that used by the researcher to collect the data. The instruments were checklist, questionnaires, semi structured (open) interview, and field notes. The questionnaires were given to both the students and teacher. The questionnaires were used to obtain information or data whether the materials developed is proper with the students' needs and syllabus. Besides, she gave questionnaire to the experts 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 document of syllabus.

Data Analysis

There were two kinds of data that were analyzed by the researcher. The first data from research (need analysis) and the second was data from the development process. The data of need analysis were obtained from the questionnaire that was given to the students and the data from semi structured interview that was given to the teachers. The data from the students classified based on each item and be calculated in percentage. The result descriptively reported and those from the teachers described in qualitative way. The data from needs survey used as the basis for the materials development.

The data of development process were obtained from the data of try out and experts validation. All the data were classified based on each item and were calculated in percentage and reported descriptively.

FINDINGS AND DISCUSSION
The Result of the Need Analysis

This section covers the information about the type of needs based on the existing teaching and learning situation that includes needs of students, teacher and school. The data obtained in this stage were used as a basis to develop materials. To get the data, the researcher evaluated the current course book, gave questionnaires to the eighth grade students of *Madrasah Tsanawiyah Al-Islam Joresan Mlarak Ponorogo* and interviewed English teachers.

Analysis of Current Course book

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. There were three terms in a checklist. The terms were "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 good book. Therefore it not needs to be revised or improved. Meanwhile, if the answered was "Partly", it meant that the quality of a part of book still need to be revised or improved and if the answer for one item was "No", it meant that the materials should not be used because the materials did not meet the criteria of good course book.

From the researcher's judgment, the result of the evaluating of the current course book showed that the course book was categorized as a good book because most of the aspects of course book have met the

criteria. However, the course book had a weakness. The weakness was the topic or content of course book did not cover religious aspects. It meant that the course book still needs to be improved in order to meet the students, teachers and institutional needs.

Analysis of Questionnaire

To obtain the data of students' perception toward the proper EFL material for the first semester of second year students of *Madrasah Tsanawiyah*, the researcher gave questionnaires to the eighth graders of *MTs Al-Islam Joresan Mlarak Ponorogo*. There were one hundred and six students who became respondents.

The respondents were asked to answer eight questions. The questions were divided into four categories. They are the difficulties level of materials of the course book which is used by them, the Islamic EFL material for the second year students of *Madrasah Tsanawiyah*, their experience in reading English Islamic text and the enrichment of material in the course book.

Items one through eight of the questionnaires had different responses. For item 1 the respondents were asked to answer by choosing one of the following responses:
A. very easy
B. easy
C. fairly
D. difficult
E. very difficult

This item was used to obtain the respondent perception of the difficulty level of the course book material.

The result of item 1 of the questionnaires given to 106 students are presented as follows. 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 fairly. 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 perception that the materials of the course book were not too difficult and were not too easy. See Table 1

Table 1 Number and Percentage of Respondents on the difficulties level Of Materials (item)

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

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:
A. always
B. often
C. sometimes
D. rarely
E. never

Then the responses were analyzed. The result showed that 1 out of 106 respondents (0.94%) responded always read English Islamic text. Two respondents stated that they often

e-mail : s.muhammadlukman@yahoo.com

reading 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. See Table 4.2

Table 4.2 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

Item 3 to item 6 of the questionnaires were used to obtain the information of respondents' response on the Islamic EFL materials. 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 describe about 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 about daily activities of Muslim. And 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 out of 106 (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 that it was necessary to involve religious materials. Meanwhile, 11 out of 106 students (10.37%) responded fairly and 2 out of 106 expressed unnecessary.

The question of item 6 was related to the question of item 5, the result indicated that 88 out of 106 students stated that it was strongly necessary to involve Muslim activities like *iduladha, idulfitri*, fasting, friendship, helping the others, prayer in the course book. Meanwhile 11 out of 106 students (10.37%) expressed that it was necessary. Six students (5.66) said that it was fairly and 1 out of 106 students stated that it was strongly unnecessary. Hence, most of the respondents said that it was needed to cover EFL materials that contain religious aspects in the course book. The result of analyzing data of each number shows in the Table 3

Table 3 Number and Percentage of Respondents on Islamic EFL Materials

No	Response	Number	Percentage
3.	*a lot of*	2	1.88
	many	6	5.66

	fairly	29	27.35
	few	37	34.98
	not at all	32	30.18
4.	*strongly fluency*	10	9.43
	fluency	28	26.41
	fairly	31	29.24
	hesitancy	37	34.90
	strongly hesitancy	-	-
5.	*strongly Necessary*	50	47.16
	necessary	43	40.56
	fairly	11	10.37
	unnecessary	2	1.88
	strongly unnecessary	-	-
6.	*strongly necessary*	88	83.01
	necessary	11	10.37
	fairly	6	5.66
	unnecessary	-	-
	strongly unnecessary	1	0.94

Item 7 to 8 were used to obtain respondents response on the use of song, games and poem as 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 son*g* and games. For poem, sixty two respondents (58.49%) responded agreed to use poem as enrichment of materials and only eight respondents (7.54%) responded disagreed to use poem.

Analysis of Interview

The result of interview 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).

In the teaching and learning activities, they said that they sometime find difficulty to get proper materials. It means that not all the materials of the available course book suitable with the students' need and institutional need. To solve this problem, they have to find some materials from other resources. Thus they have to do adopt and adapt the materials.

In line with the explanation above, they agreed that materials for students of *Madrasah Tsanawiyah* should cover both religious aspects and general knowledge. It means that the content of materials should reflect students' activities in daily life as a Muslim and as a general people. Moreover they said that the materials of the course book should be arranged base on the content standard 2006 (*Standar Isi* 2006). So, a proper course book for the students of *Madrasah Tsanawiyah* is the coursebook which covers both religious aspects and general knowledge and designed based on *Standar Isi* 2006.

Material Development

e-mail : s.muhammadlukman@yahoo.com

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 second year students of *Madrasah Tsanawiyah*. 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 with 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 grade students of *Madrasah Tsanawiyah*. 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. Each unit had a theme as follows: First unit was having Good Attitude. Second unit was pilgrimage. Third unit was that protect our flora and fauna. Fourth unit was it's worth seeing and the last unit was my Muslim idol.

Besides, each unit was divided into three sections. The first section was text types. The second section was short functional text and transactional and interpersonal. The last was glossary of vocabulary. It is a section for the students to learn part of speech of the words, how to pronounce them and the Indonesian meaning of the words.

Moreover, there were place for teaching and learning listening, speaking, reading and writing. Also, there was grammar focus that was taught integrative with the teaching of text type. In addition, there were fun activities in the form of puzzle, poem and song to make students feel fun in learning English through this book. Meanwhile the teaching of vocabulary divided into two parts. First, the students learn vocabulary through the reading texts. Second, there was special section for vocabulary. Moreover, in all units, the researcher put some Quran verses related to the topic. The aim is to link the material with religious view and to create religious atmosphere of this book.

Expert Validation

As has been discussed in the previous section, expert validation is done after the researcher finishes writing the draft of materials. In this study, the researcher had finished writing the materials on the end of June 2017. The researcher came to the experts to give the draft of course book and to get feedback and suggestion from them.

From the first expert's judgment, the result of 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 with 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, she answered "Yes". It meant that the selection of vocabulary was appropriate with the target.

The third aspect was 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 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 was still need 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 to 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 were not doubt to ask the way to pronounce some unfamiliar words. Furthermore, they were very happy when the teacher read poem and sang a song.

At the end of try out, the researcher distributed the questionnaires to the students and teacher. The result of 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 students said that the instruction of the exercise was clear. The vocabularies were easy to understand and suitable with their daily activities. Hence, they felt that by using this course book, their ability to communicate in English increased.

From the result of 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.

e-mail : s.muhammadlukman@yahoo.com

Revision

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 try out, the revision was adding some pictures.

Final Product

The final product was presented after doing several stages. Being validated by the experts, the researcher revised it based on the suggestions and comments from the two experts. Then she tried out the product and revised based on the data collected obtained from the try out.

The final product of this study is in the form of EFL course book. It is prepared for the first semester of the eight graders of *Madrasah Tsanawiyah*. So the researcher calls the book "An EFL Course Book for the First Semester of the Eighth Graders of *Madrasah Tsanawiyah*.

CONCLUSION

The final product of this research and development is an EFL course book for the first semester of the second year students of *Madrasah Tsanawiyah* supplemented by student's worksheet, teacher guide and CD which contains materials for listening. There are five units in this course book. To make the course book interesting and easy to learn, in each unit the researcher put some Quran verses and pictures related to the topics. Second, 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 can make students' motivation to learn increase. It can be seen from the finding of try out. In the try out process, most of the students got enthusiastic learning the materials. It was because the content of the product involves religious aspects. And it is something new for them.

However, the product was only tried-out in limited time and only two units out of five units were tried out. It means that the try out would be more beneficial if all the units of the product were tried out.

REFERENCES

Borg, W R & Gall, M. D.1979. *Educational Research*. New York. Longman Inc.

Brown, D. J. 1995. *The Elements of Language Curriculum*. Boston: Heinle and Heinle Publishers.

Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Heinemann Carey, L., Carey, J. O. 2001. *The systematic Design of Instruction*. New York. Addison-Wesley Educational Publisher Inc.

Kemp, J.E., Morrison, G. R., Ross M. S. 2001. *Designing Effective Instruction*. New York. John Wiley & Sons, Inc.

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

Tomlinson, B. & Masuhara, H. 2004. *Developing Course Materials: RELC Portofolio series II*. Singapore: SEAMEO Regional Language Center.