

**Developing English Textbook For Second Semester
Students Of Syariah Banking Department At Islamic
Institute Of Ma'arif NU Metro Lampung In Academic
Year 2015/ 2016.**

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Abstrak

Tujuan utama dari mengajar bahasa Inggris di IAIM NU Metro Lampung adalah untuk mengembangkan kemampuan bahasa Inggris siswa agar mereka dapat mengerti dan memahami materi bahasa Inggris dan mereka dapat berbicara bahasa Inggris dengan menggunakan kata-kata sederhana. Bahasa Inggris telah diajarkan dalam lembaga sebagai bahasa asing. Bahasa Inggris diajarkan untuk memberikan siswa dengan kesempatan yang lebih besar untuk belajar bahasa Inggris, sehingga mereka dapat mengembangkan keterampilan bahasa Inggris mereka. Namun, pengajaran bahasa Inggris di departemen perbankan syariah memiliki sejumlah masalah yang perlu diperhitungkan. Masalah utama adalah bahwa bahan pelajaran Bahasa Inggris yang tepat tidak tersedia. Bahan yang digunakan pada saat ini tidak sesuai dengan kebutuhan dan karakteristik siswa. Masalah lain yang saat ini muncul adalah: motivasi & minat siswa dalam belajar bahasa Inggris masih rendah sehingga pencapaian siswa dalam bahasa Inggris tidak memuaskan dan siswa tidak menyadari dengan manfaat belajar bahasa Inggris. Dalam hal ini, siswa perlu bahan yang sesuai dengan bidang mereka. Jadi, mereka bisa menarik minat dan motivasi ketika mereka belajar bahasa Inggris.

Prosedur yang digunakan dalam penelitian ini melakukan analisis kebutuhan, mengembangkan bahan Bahasa Inggris, melakukan validasi ahli, revisi materi, mencoba bahan, dan merevisi bahan. Untuk melakukan analisis kebutuhan, kuesioner didistribusikan kepada siswa dan guru diwawancarai. Untuk melakukan validasi ahli, kuesioner diberikan untuk membaca pakar dan ahli konten. Kuesioner

juga diberikan kepada siswa dan guru diwawancarai untuk melakukan try-out.

Data dari hasil analisis kebutuhan menunjukkan bahwa sebagian besar siswa setuju untuk mengembangkan bahan bahasa Inggris yang cocok dan terkait dengan kehidupan mereka, ada yang mendengarkan, membaca diikuti dengan kosa kata, menulis, dan berbicara. Data dari validasi ahli menunjukkan bahwa ada beberapa poin yang baik dan lemah dari bahan dikembangkan sehingga orang-orang yang lemah perlu direvisi.

Dari try out dari bahan dikembangkan data menunjukkan penerapan materi yang dikembangkan dalam memotivasi siswa untuk belajar bahasa Inggris. Hal ini tercermin dalam data yang dikumpulkan dari kuesioner dan hasil mencoba out. Data yang dikumpulkan dari pengamatan menunjukkan bahwa siswa terlibat aktif dalam proses belajar dan mengajar selama mencoba. Salah satu alasan adalah bahwa topik yang dibahas adalah menarik dan terkait dengan kehidupan mereka. Selain itu, tugas-tugas harus dilakukan siswa dapat mengaktifkan pengetahuan mereka tentang topik dan keterampilan bahasa.

Berdasarkan hasil try out, beberapa revisi yang dibuat agar bahan menjadi lebih baik dan mereka akhirnya bisa sesuai dengan kebutuhan dan karakteristik siswa.

Kata kunci: buku teks bahasa Inggris, pengembangan materi

A. Introduction

The quality of education today is often view on term of quality from graduates. There are many factors can influence the quality of education, for example the quality of book materials and the curriculum.

In teaching learning process, the main reason to learn English for university students is to help them acquire information in their fied of study through textbook, articles, lecture notes, technical instructions and others. There are many learning resources; one of them is teaching materials. Materials can make students easy to absorb a variety of materials lectures given by faculty but not all textbooks can meet the expectations of faculty and students.

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through textbook, articles, lecture notes, technical instructions and others. Many students want to be able to read text in English either for careers, for study purposes or simply for pleasures.

Those become reasons why English is taught in every department in university included in IAIM NU Metro Lampung especially in syariah banking department. English has been taught in that institute as a foreign language. English is taught to provide students with larger opportunities to learn English, so they can develop their English skills. However, the teaching of English at syariah banking department has a number of problems that need to be taken into account. The main problem is that an appropriate English subject material is not available. The material used at the present does not match the needs and characteristics of students. The other problems which currently arise are: the motivation & interest of students in learning English are still low so the achievement of the students in English is not satisfactory and the students are not aware with the benefits of learning English.

In this case, the students need the materials that match with their field. So, they can be interested and get motivation when they learn English. Regarding the problems mentioned, something will be done in order to change that situation become well. It is considered important to develop materials with specific purpose (ESP) in teaching and learning English at Ahwal al-syariah banking. In other words, Students of syariah banking department at IAIM NU Metro need ESP textbook with the basic of syariah banking.

B. Discussion Of Research

English for Specific Purposes (ESP) is part of more general movement of teaching language for specific purposes. ESP is an approach to language teaching which aims to meet the needs of particular learner¹. ESP is taught in some non English department in some university such as: syariah banking, pharmacy, technology, mathematics and others.

¹ Hutchinson & Waters. 1987. *English for Specific Purpose: A learning-centered Approach* (Cambridge: Cambridge University Press), 21.

Besides, the students expect to read ESP instructional material that provides various topics about syariah banking. Varied exercises for different learning styles and interest accompanied by clear instruction are also expected provided in the textbook.

The researcher will develop a text book based on Contextual Teaching and Learning (CTL). This approach is considered appropriate that suitable with students need and with characteristics in IAIM NU Metro. Contextual Teaching Learning (CTL) “CTL is conception of teaching and learning that helps teacher relate subject matter or content to real word situation; and motivates students to make connections between knowledge and its application to their lives. It is focus on the contexts of what we teach from students’ point of view “². Besides, CTL emphasizes the learning process through constructing not memorizing and teaching is not only a process transferring knowledge to the students.

Researcher believes that developing English textbook based on CTL can improve the students’ skill in English. A teaching material will be in the form of text book that emphasizes contextual learning. Thus, the learning process is not just reading text books and memorization, but the learning process is more emphasis on understanding as well as application of the material focuses on the process of formation of behavior and attitudes.

Many scholars define English for specific purposes language (ESP) after providing quite long elaborations from the student needs and the English courses. Tomlinson defines ESP as the teaching of English to the students for a particular work or study related reason³.

According to Evans and John ESP is the activities generate and depend on registers, genres and associated language that students need to be able to manipulate in order to carry out the activity.

It makes use of underlying methodology and activities of the disciplines, and it is centered on the language, skills

² Berns R.G. and Erickson P.M, *Contextual Teaching and Learning: Preparing Students for the New Economy*, The Highlight Zone: Research@ Work No 5, 2001. Retrieved March 19, 2015.

³ B. Tomlinson. *Developing materials for language learning* (London: Continuum international publishing group,2003), 306.

discourse and genres appropriate to these activities. Besides, ESP is designed for specific disciplines; it is used in specific teaching situation. The importance of English for specific purposes (ESP) has been a solution the effectiveness of general English. ESP is taught based on specific needs of the learner.

ESP can be classified into two areas; EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). These two areas are still elaborated to some fields⁴

ESP classified into three categories; EST (English for Science and Technology), EBE (English for Business and Economics) and ESS (English for the Social Science). The three categories divided into main type of ESP; EAP (English for Academic Purposes) and EOP (English for Occupational Purposes).

ESP for Islamic education can be classified into EOP (English for Occupational Purposes). The factor of the specific department in a university or faculty impacts on what model of ESP instructional materials should be designed to match the students needs the future.

English for Specific Purposes is taught based on specific needs of the students, to develop the competencies needed to function in a discipline, profession, or workplace. In this book, researcher will develop ESP textbook with CTL method.

CTL is conception of teaching and learning that helps teachers relate subject matter or content to real world situation; and motivates students to make connections between knowledge and its applications to their lives is they is a focus on the context of what we teach from the students' point of view.

CTL is emphasizes on learning by doing. The students will learn better if they also get involved in the class activities. In contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them. CTL emphasizes the learning process through constructing not memorizing and teaching is not only a process of transferring knowledge to the students.

⁴ Evans and John. *Development in ESP A multi-disciplinary Approach*. (Cambridge:Cambridge university press, 1988), 4.

In CTL there are principles, According to Wijarwadi, there are seven principles in CTL, they are⁵:

1. Constructivism

Constructivism is the process of build or develops new knowledge in students' cognitive based on experience.

2. Inquiry

That is, the learning is based on a sharing process and discovery through a process of thinking systematically. Knowledge is not the result of considering a number of facts, but the outcome of the process of the finding it self.

3. Questioning

Questioning can be regarded as a reflection of the curiosity of every individual, while answering the questions reflects a person's ability in thinking.

4. Learning Community

In the contextual teaching and learning (CTL) implementation of learning communities can be done by applying learning through study group.

5. Modeling

Modeling is learning process as an example to demonstrate something that can be emulated by every student.

6. Reflection

Reflection is the process of settling the experience has been learned that is done by re-sorting events or events that have gone through the learning.

7. Authentic assessment

Authentic assessment is process of collecting data that can give the description of students learning development. Textbook can also be a source of teaching contents that had been available in an ordered, attractive and efficient fashion. Furthermore, textbook makes teacher to save the time in preparing material of teaching. According to Flanagan textbook is one of the world's most ubiquitous instructional devices. It means that textbook is material sources for teachers and students. For teachers too, textbook have many

⁵ Wijawardi, W. *The effectiveness of Contextual Teaching and Learning in Teaching Speaking: An Experimental Study at The First Grade Students Of SMAN I Ciputat Academic Year 2007/2008*. (Thesis: Jakarta: Syarif Hidayatulloh Islamic University, 2008),27-31.

advantages, in the first place, they have a consistent syllabus and vocabulary will have been chosen with care. Good textbooks have a range of reading and listening material and workbooks, for example to back them up.

Course book and textbook are kinds of printed materials. Although they have different names, they have the same meaning and the same function. According to Flanagan textbook is one of the world's most ubiquitous instructional devices. It means that textbook is material sources for teachers and students⁶.

When teachers open a page in their textbook, they have to decide whether they should use the lesson on that page with their class. If the language, content, and sequencing of the textbook are appropriate, the teacher will want to go ahead and use it. If, however, there is something wrong with the textbook, the teacher has to decide what to do next.

According to Grant in Harmer there are four alternatives when the teacher decides the textbook is not appropriate⁷. First, he or she might simply decide to omit the lesson. That solves the problem of inappropriacy and allows him or her to get on with something else. Second, replace the textbook lesson with one of the teacher's own. This has obvious advantage: the teacher's own material probably interests him or her more than the textbook and it may well be more appropriate for students. And the disadvantage is if the textbook too much is replaced, both students and teacher may wonder if it is worth bothering with it at all.

The third is to add to what is in the book. If the lesson is rather boring, too controlled, or if it gives no chance for students to use what they are learning in a personal kind of way, the teacher may want to add activities and exercises which extend the students' engagement with the language or topic. Addition is a good alternative since it uses the textbook's strengths but marries them with the teacher's own skills and perceptions of the class in front of him or her.

⁶ C.C Flanagan. *The instructional Media Library* (New Jersey: Englewood Clif, 1981), 8.

⁷ J.Harmer. *The Practice Of English Language Teaching* 3rd ed (Pearson Education Limited, 1998), 111.

The final option is the teacher adapts what is in the book. If a reading in the textbook is dealt with in a boring or uncreative way, if an invitation sequence is too predictable or if the teacher simply wants to deal with the material his or her way, he or she can adapt the lesson, using the same basic material, but doing it in his or her own style.

Some teachers say that textbooks are boring, stifling (for both teacher and students) and often inappropriate for the class. For the vast majority of teachers who do use textbooks, textbooks are just collections of material.

For some teachers, textbook is reassuring. It allows them to look forward and back, giving them a chance to prepare for what's coming and reviewing what they have done.

Now that books tend to be much more colourful than in the old days, students enjoy looking at the visual material in front of them.

In addition, textbook have many advantages, in the first place, they have a consistent syllabus and vocabulary will have been chosen with care. Good textbooks have a range of reading and listening materials and workbooks.

C. Result

For the purpose of developing English materials, the models of development proposed by Borg & Gall was adapted⁸. The researcher was interested to adapt the procedure of his design to be used as the procedure of the development on this product. This design of the study is usually referred as R&D cycle. The R&D cycle consists of research and information collecting, planning, and developing preliminary form of product, preliminary field testing, main product revision, main field testing, and operational product revision. The activities in the proposed model which are good in terms of developing materials are simplified into four main steps. It consisted of carrying out need analysis as information collecting activity, developing the product, validating it with the experts and trying it out in the field. The adaptation model was taken due to the time

⁸ R,Borg and M,D, Gall.Educational Research: an introduction(New York and London: Longman. 1983),772.

limit and the use of product. Another reason for choosing this model was it has details and complete steps compared with other models. The adaptation model is simplified but it still suffices for the purpose of the development of the material.

The design of this study involves: (1) need analysis, (2) starting instructional goals, (3) developing instructional material, (4) expert validation, (5) try-out and (6) final product. The adaptation model is taken due to the time limit and the use of product.

The subject of study

The subjects of the study were second grade students of IAIM NU Metro Lampung. Since there are two classes, the study was only done on one class. They consist of 30 students that chosen from one.

I. Procedure of Development

The procedures of development in this study are:

a. Identifying the problem faced by the students in learning English.

In this step, the researcher gave questionnaire for the students to find out of the difficulties in learning English in their program.

b. Reviewing the problem into the theory.

After getting the information about the student's problem, the researcher continued the next step with developing English textbook.

c. Obtaining information through the need survey

The need survey is conducted to find out the learners' need and interest.

The instruments are used in this need survey are questionnaire and interview.

d. Selecting and sequencing the materials.

The developer should design the book map for content organization before writing draft of materials. In developing the materials the researcher used focus discussion by involving a teacher of English lesson. The researcher asked their opinion what to presents on each unit of materials.

e. The next step was writing the manuscript, it was developed by considering the result of the need survey.

f. Expert verification

The product is verified to the expert; in this step the expert hopefully gives the comments and suggestions to the product.

g. Evaluating and Revising

This step is revising the product based on the expert comments and suggestions. The verification data from questionnaire and suggestions from the experts would be analyzed to revise the proposed materials.

h. Expert validation

After all the steps have been done, the reading materials were validated by the teachers.

i. Try out

Try out was needed to be done before the product published and used in the classroom. By doing try out the researcher knows whether the material suitable with students or not.

II. Procedures for developing instructional materials

The materials were developed based on the existing English syllabus for students in second semester, in this step; the materials were developed from the item of indicators in the syllabus. Besides, the development materials based on the information the researcher got from the need analysis. The developed materials were design in a model suggested by Hutchinson and Waters in (Hyland, 2003:10) who involve input, content focus, language focus and task.

Next, the step was about selecting the topics. After all the materials were collected, the activities are developed.

III. Validation

When the draft of the product was ready, it was necessary to be validated. There are two kinds of validation : expert validation and empirical validation (try out). The instruments was used in expert validation is validation form, while the instrument was used in empirical validation is checklist.

IV. Expert validation

In order to evaluate whether the prototype of the materials may be rationally to guide the students to improve their knowledge and skill in English, validation was needed.

V. Revision

The revision was done when the product does not meet the criteria set for the purpose of the study. There are two kinds revision in this study. The first revision done after the suggestion from the expert is obtained. Then, the second revision done when the product used during the try-out still indicates difficulties and problem for the students.

VI. Try out materials

Trying out done to know whether the materials produced is applicable, in terms of level of difficulty, usefulness, effectiveness and attractiveness of the materials.

Final Product

The revised materials from the try out are the final product.

VII. Types of Data

The data was collected in this study is classified into four. The first data was the data collected from the need analysis that is used as the basis of material development. The second data was the data gathered from the expert validation process. This data was used to determine whether the material that has been developed was in line with the theories underlying it. The third data was data collected during the try-out. The last data was used to determine applicability and suitability of the material for the students of IAIM NU Metro.

Instrument of Data Collection

The collected data in this study were very useful to determine the validity and applicability of the developing material. Therefore, the instrument was used in collecting data should be appropriate for this purpose. To collect the first data, questionnaire, checklist and interview were used. The second data was gathered through validation with two experts in the material development. Then, the third data was the data will be obtained from try out, and it will be collected through questionnaire

Techniques of Data Analysis

There are three different phase were applied in this study. So, there are three different instruments were used to collect data in every stage. The first stage was need analysis. The instruments was employed in this stage are questionnaire for students, checklist of the available textbook for the teachers, and interview guide with the English lecture. All data were analyzed descriptively. Having data gathered, the data are analyzed; the procedures were started with collecting specific problems of materials for facilitating reading in IAIM NU Metro. Questions and issues that becomes the focus of the study, and analyze them to developed a descriptive model to identify the actual needs in the target

situation. It means that the data from the need analysis were presented through explanation.

Second, the instrument was used in the expert validation phase was expert validation form, which is given to the expert of material development and subject matter. The data from expert validation stage was used as the basis to validate whether the textbook has been developed appropriately or not based on comments and suggestions given, the materials were revised again until it is considered rationally good. Third, the instrument was used in the try-out phase is checklist form for students after try-out. The checklist form would be used to know the applicability and suitability of the material in terms of design, skills, and topics.

The result of the need analysis

The data of the needs analysis covered information about the current textbook that was collected using a checklist. Interviews with the lecturer about the materials and the students' needs of the material that were collected using questionnaires.

After doing a checklist, it could be concluded that the current book used by the lecturer was still in line with the basic competences in English syllabus. However, the topics given did not support students' need and context. As a result, the materials discussed did not enrich students' experience and were not able to relate the context in their life.

Besides, there is not an appropriate English subject material that used is not available. The material used at the present does not match the needs and characteristics of students. From the checklist also found that the motivation & interest of students in learning English are still low so the achievement of the students in English is not satisfactory and the students are not aware with the benefits of learning English.

The lecturer admitted that he took materials from different sources, but they did not relate to the students' context. He thought it was needed to develop materials to relate the topics into the students' life. So, they will understand the material easily.

From the students' point of view (questionnaire), questions 1,2,3 and 4 are about the design of the material

book. They preferred the design of their book is interesting. Besides, they preferred the materials of the illustrations of which were completed with colorful pictures because they believed that colorful pictures contributes to the understanding of the materials.

Table 4.1

N0	Statement/Answer	Total Of Respondent	Percentage
1	<ul style="list-style-type: none"> • The design is interesting • The design is not interesting 	7 23	23,3 % 76,7 %
2	<ul style="list-style-type: none"> • colorful picture • Black and white picture • colorful photos • black and white photos 	28 2 17 0	93,3 % 6,66 % 56,6 % 0
3	<ul style="list-style-type: none"> • the material book with pictures can help to understanding material easily • the material book with pictures can't help to understanding material easily 	27 3	90 % 10

Questions 4, 5 are talking about understanding, interest materials and topics. Most of them stated that they felt at ease if the materials were related to their daily life even in the class or out class. They thought that having daily life of the materials would help them in understanding the materials. In addition, most of them added that they would understand well if the materials related to the things what they know. Some students chose that the materials would be interesting if the materials were following with the pictures for them. Some of them added that they hoped the materials were related to the thing what they want to know. They were eager to learn new things.

Table 4.2

N0	Statement/Answer	Total Of Respondent	Percentage
4	<ul style="list-style-type: none"> • The topics must be interesting • The topics must not be interesting 	26 4	86,7 % 13,3%
5	<ul style="list-style-type: none"> • the topics are related with students' knowledge • the topics are related with their daily activities • the topics are related with functional texts • The topics are related with MIPA. 	20 25 5 0	66,6% 83,3% 16,6 % 0

Questions 6,7,8,9 are about exercises. Most of the students stated that they can do the exercise less than 50 % from their exercises. In addition, most of them added that they can do the exercise more than 50 % from their exercises. But another stated that they can do all of the exercise correctly.

Most of the students stated they would be interesting for exercises if the instructions were clear, because this would make them feel easy in doing the exercise. They also added that the variety of the materials and their creativity in doing exercises would make them interested. Some of them preferred having games in doing exercises. And some of them also stated that the exercise would be interesting if they can produce the product can be enjoyed by them.

Table 4.3

6	• Students can answer exercises easily and well	5	16,6 %
	• Students can answer exercises more than 50% well.	10	33,3 %
	• students can answer exercises less than 50%	15	50 %
	• students can not answer exercises	0	0
7	• students interest with clear instruction	23	76,6 %
	• students interest the instruction if there is game.	18	60 %
	• students interest the instruction if the instruction's result is form of product	0	0
	• students interest the instruction make them more creative.	7	23,3 %
8	• the activities that appropriate with syariah banking's student is melengkapi teks.	28	93,3 %
	• the activities that appropriate with syariah banking's student is arrangement the sentences.	26	86,6 %
	• the activities that appropriate with syariah banking's student is dialogue	2	6,66%
	• The activities that appropriate with	0	0

	syariah banking's student is make a product		
9	<ul style="list-style-type: none"> • interesting topic if the topic is around the students. • interesting topic if the topic is not around the students. • interesting topic if the topic is related with other material. • Lain-lain 	23 7 18 0	76,6 % 23,3 % 60 % 0

From the discussion about the need of analysis, the result showed that the aims of the existing textbook was still in line with the English syllabus, but dealing with the topics both students and the lecturer preferred that the topics should be developed based on the students' need and context, in this case the book that use simple word, related with students' life and interest. They preferred to have colorful pictures. In relation to the skills taught, both students and lecturer thought that they were not so interesting. They preferred to have colorful pictures. Besides, both students and the lecturer stated that the exercises should be related to the teaching and learning situation and students' needs. The lecturer also added that the students wanted to work in pairs and groups. Table 4.1 the result of questionnaires for the students about the materials would be developed.

It can be summed up that there should be alternative instructional materials which can cater the students' need , in this case the materials related to the students' life.

The draft of materials development

From the result of the need analysis, the draft of the materials was developed. It was in the form of students' book

that was developed based on students' need and characteristic. The students' book was developed into seven units which stated the basic competences, the topics and the learning outcomes. The topics were developed into tasks and were related to the students' context and workplace. Those seven topic were 1. To be 2. Nouns and article 3. Pronoun 4. adjectives and adverbs 5. Yes No and WH Question 6. Simple Present Tense 7. Simple Past tense 8. Present Continuous Tense 9. Simple Future Tense 10. Present Perfect tense

In every unit, there were certain sections for listening, speaking, reading and writing. Besides, there was simple grammar for discussing grammar. While for vocabulary, it was inserted in reading section.

Validation

In order to improve the quality of English materials, they need to be validated. In this research, two kinds of validation were conducted. The first was expert validation and the second was trying out the materials.

In this research, two experts conducted the expert validation. The first expert is deal with language, while the other one focused on the content and the design. The draft was submitted in August 2015 to the experts. The first expert is Muhammad Arif rahman Hakim, M.Pd. He is a lecture in IAIN Bengkulu and manager English academy Bengkulu. Second expert is Hindi Febri M.Pd.

From the checklist there was 15 items in evaluating the product. From the item number 1, it can be seen the experts' judgment of the aspect cover design is attractive to the students and appropriate with English book. Item number 2 about the letter. It can be seen the expert judgment of the aspect letter is fair. It is about the use of letter is clear, appropriate, consistent, and readable. Item number 3 about the typing. It can be seen the expert judgment of the aspect typing is fair. It is about the typing is clear and neat. Item number 4 is spacing. Expert said that it is fair. It is about appropriate and consistent. In organization of material, the expert said that the materials are organized attractively but in the form of unit and section is poor. The expert also said that the material are organized in logically ordered tasks is good.

For item number 6 is Lay out. Expert judgment is fair. It is about clear and attractive. Item number 7 is instructional

objectives. For the first criteria is about the instructional objectives are clear. Here, the expert judgment is fair. The second criteria are the instructional objectives are stated clearly. The expert's judgment is fair. And the last criterion is the instructional objectives are ordered appropriately. Expert said it is good. The item number 8 is about topics. There are two criteria. First, the topics are appropriate to students' need. The expert judgment is good. The second is topics are relevant to the subject content. Expert said that it is good. Item number 9 is grammar review. The expert's judgment about the grammar review is relevant to students' need and the expert's judgment about the grammar review is to the given context is good. The item number 10 is examples. There are two criteria. First is the examples are clear and appropriate and the second one is the example can define concepts clearly and adequately. The expert's judgment about these criteria is good. The item number 11 is tasks. There are three criteria. First, the task are appropriate to the given context. Second, the tasks are communicative and the last is the tasks can encourage involvement to the students. For the first and second criteria, the expert's judgment is fair but in the last criteria the expert judgment is good. The item number 12 is instruction. It is about the instructions are clear and appropriate. The expert's judgment is good.

The item number 13 is coverage of material. There are three criteria. First is the coverage of materials are relevant to the students' need and interest. Second, the coverage of materials are relevant to the students' are suitable with students and third is the coverage of materials represents the aspects of language skill. The expert said good in every criteria. The next item (14) is content of material. There are 4 criteria: the content is clear and appropriate, the content is logically order, the content relates directly to the objective of instruction. The expert's judgment for every criterion is good. The last item (15) is language. It is about the language is suitable to the students level. The expert's judgment is good.

Besides giving the judgment, the expert also gave some comments, suggestion and evaluation related to the books, materials, objectives, and organization of the content. The expert said generally this book is good. But some correction from the expert; the material book must be more practical, direct activities on what students doing while

conducting a conversation. the content should be more interesting for the students. Both topics and language represent interactive, language clarity and contextual.

The first try out

The implementation of the try out was principally carried out well. The materials could be presented without facing much difficulty. The students seemed to be interested in the materials because they thought what they got related closely to their life. The researcher seemed to be motivated in conducting the try out.

The finding of the first try out indicated that the materials did not need much revision. There were suggestions that it was better to brush up the vocabularies .In additional, for speaking section it was suggested to add practical exercise to make them easier in speaking.

There were some important notes resulting from the try out. First, the students were enthusiastic in joining the try out. When they read the texts related with their department, they were eager to know the English terms for those things. They said that the materials were attractive for them because they felt the topics discussed were so close to their life. Most of the students stated that the design and lay out of the materials are very good, some students stated good and few of them stated fair. Furthermore, they felt so happy when they practice the speaking.

Although the material was very attractive for them, the students found some difficulties to some word used. It was shown in mentioning the meaning of texts, at the first time they did not know the meaning correctly

Many students stated that they found difficulties in understanding certain terms, and most of them stated they felt easy. They stated the materials were very useful for them in English and some students chose they were useful. In addition, most of students said it was very useful; for supporting their English lessons and some chose it was useful.

The second try out

The second try out was conducted to find out more about the usability of the materials, particularly, to know more how the lecturer and the students could run the learning

process using the materials develop. The try out was carried out for units 2.

The second try out was almost the same as the first one. It seemed that the students were getting more accustomed to following the tasks. During the try out, students were interested and gave positive responses to the developed materials. It seemed that they enjoyed the English materials related to their life rather than general English.

In trying out unit 2 in warming up, when they were given reading about Rukun and Syarat, they were eager to know the answer. Besides, in doing the dialogue for unit 2, the students enjoyed very much. They did not realize that they studied while they had some fun. This was also shown from their responses in the questionnaires. In term of attractiveness, most of them stated they were very good.

There was an input from the lecturer for unit 2 reading text to be simplified from the original one. The researcher accepted it. In addition, to make students feel easy, the researcher gave tasks for vocabulary as it was done in the previous units, dealing with the level of difficulty, the students stated that the materials were easy to understand, some of them stated they were difficulties see appendix 8.

In general, trying out of unit 2 ran well, students were familiar with the tasks, and they did not find many difficulties.

Final product

The result of the need assessment became a base how the researcher develop the materials. What content would be for the materials and how many units would be developed in the syariah banking textbook.

The materials involved in this instructional were related to the students' need. At the first, the researcher collected many books, article and research from the internet. Then, the researcher filtered and selected the appropriate material based on students' need . There were 10 units and provided various topics and exercise, such as syariah and banking.

Collecting interesting and attracting picture illustration was also done by the researcher. The picture illustration was colorful and was related to the topics. It

would complete the texts or passage in the textbook. It would make the students be more interesting and enjoy when the instructional material read.

After the researcher decided the title and picture illustration that would be developed on each unit, the researcher started to create some tasks and activities that relates on the unit. By considering the need analysis about what kinds of tasks students interested in, the researcher developed the tasks and activities to be done by the students on each unit. Writing section also elaborated in this textbook. After all the steps were done, the researcher could simplify the developing materials on the book map.

Based on the materials development discussed in the previous chapters, the results of this study can be concluded: First the final products of this development are students' book supplemented by lecturer guided. It covers four skills and two language components. It is divided into sections: reading, grammar, writing, speaking, reading combined with vocabularies and writing grammar that suitable with students level and students' need.

Second, the products are applicable for students in terms of their attractiveness and appropriateness of the content and level of difficulty.

The content materials are appropriate because it relates to the students' life. Besides, the level of difficulty is appropriate with students 'level.

Third, the materials developed are based on the student' needs and interest. The topics and the tasks presented in materials are related to the students' subject content, it is relates to their daily life in class or out class.

The instruction materials that have been developed in this study can improve not only the effectiveness but also the quality of teaching and learning English. It can be seen from students' interest and motivation in the classroom. There are some suggestions to be proposed namely:

1. It is suggested for other lecturer at IAIM NU Metro to prepare course materials which are appropriate to students i.e relates to the students life.
2. The lecturer is suggested to revise the materials if he or she finds some drawbacks in the implementation of the materials for better improvement.

3. It is suggested that the lecturer should have creativity in implementing the materials, so that the students become motivated to learn, to be more active in their learning and they do not feel bored.

4. The students of IAIM NU Metro are suggested to use the materials for the improvement of their English skill.

5. The institution is suggested to use the product developed as a model of English material that can be used to teach the students of IAIM NU Metro

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