DEVELOPING A COMMUNICATIVE–BASED TEXTBOOK FOR PG. TPQ–PG. RA/TK DARUL ULUM EDUCATION CENTER LAMONGAN

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Abstrak: Akhir-akhir ini, dalam proses belajar dan pembelajaran, isu tentang communicative Enlish menjadi berita yang sangat hangat. CTL (*Communicative Language Teaching*) adalah proses pembelajaran yang membawa siswa dalam kehidupan yang nyata. Tujuan dari penelitian ini adalah ingin bagaimana proses belajar dan pembelajaran di Pendidikan Guru Taman Pendidikan Qur'an; Pendidikan Guru Taman Kanak-Kanak Darul Ulum Education Center Lamongan dan bagaimana pengembangan buku ajar bagi siswa tersebut dengan strategi CTL. Hasil dari penelitian ini, peneliti mendapatkan bahwa dalam pengembangan buku ajar bagi siswa PG. TPQ – PG. RA/TK Darul Ulum Education Center Lamongan terdapat 4 (empat) element yang dapat dipenuhi; natural language, real life tasks, emphasis on fluency dan intragated language practice.
Kata Kunci: Buku Teks, Komunikatif

Introduction

English for many of no-English-department student, has topped the list of the most undesired and the most terrifying at school. This assumption is also supported by the yearly result of nationwide final examination test or is known as UAS (*Ujian Akhir Nasional*) that the score for English subject is relatively low. The national average score for English achievement in UAS 2017/2018 was 86.0 for social science classes (*IPS*) and 94.0 for physical sciences (IPA) (Diknas, 2018). Desite the fact that many good carersrequire their applicants to do an English interview now, many student still have endless nightmares with English, especially English for communication purposes.

Communicative English has the hot issue the pedagogy lately. It has been on everyone's lips. Yet only a few apply it in the teaching leaning process. Communicative Language Teaching (CLT) approach stresses "real life" communication that enables the learners to Communicate in English[1]. It aims more on language fluency rather that accuracy. in Brown draws five characteristics of CLT: communication through interaction, authentic texts, learners focusing on the leaning process, importance of learner's personal experience, and the link with real life language [2].

The importance of CLT in no English department schools has grown very fast lately. Vocational schools which use to stress the translation method in English have now implemented communicative English in their teaching methodology. Medical schools also urged their students to burs up their communicative English for the sake of doing presentations, getting up to date with the latest knowledge and completing many other tasks [3].

Recognizing the importance of English in wider are of life, teaching English as a means of communication becomes an important issue. Teaching English for Communicative use is somehow different from teaching English as study. To enable communication in English, mare teaching practices are now emphasized on its practical aspects "Learning by doing"[4] is the sample word for English classes whose objective is teaching language in use or teaching English for communication. Instead of having long lecture on structure and language system study, it is more effective to let students do the practice by themselves through the lessons. In this practice, learning through experience is seen as more valuable than listening to teachers talk [5].

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[1] Baumgardnet et A, "*ESP Materials for Student of National Diploma in Technology Engineering*," *TESOL* 17 (1988): 17.

[2] Douglas H Brown, *Principle of Language Learning and Teaching*, fifth edit (Unite State of America: Pearson Longman, 2007), www.cambridge.org.

[3] Rahmawati Ismaria Ida, "*Development of English Course Materials for Student of Medical School of Brawijaya University*" (State University of Malang, 1995).

[4] Mingyao Chen, "*Postmethod Pedagogy and Its Influence on EFL Teaching Strategies*," *English Language Teaching* 7, no. 5 (2014): 17–25, https://doi.org/10.5539/elt.v7n5p17.

[5] Johnson Elaine B, *Contextual Teaching Learning* (California: Corwin Press, Inc, 2002).

As opposed to the traditional method of teaching which is very teacher centered with out up dated topics, Grant argues that communicative activities in considered as a more effective way to teach language in use [6]. He describe that there are four things which are crucial for communicative leaning activities: authentic language, realistic purposes, fluency and practice[7]. Authentic language means that all class activities should apply real life language with natural discourse. Realistic purpose means that the classroom activities should devote themselves to real goals, not just pedagogic goals. Fluency means that the entire activity must not be too rigid with structure and grammar but should be targeted toward student's fluency improvement. Practice means that classroom activities should give enough space for student to talk, not just for the teacher[8].

In conclusion, it can be drawn that communicative English is concerned more with the process of teaching and learning, not just result oriented. The process of getting the improvement may stretch for a longer time than the traditional method, but it is worth the effort. Students may benefit from many aspects: a more enjoyable atmosphere, more interesting activities, more chances to speak, and eventually, more fluent speech. The method of teaching is not the care of teaching and learning process. Before learning how to teach it, we should have known what teach first. A syllabus gives a clear part to achieve a certain objective. It provides a specification for that particular lesson: objective, content, time allocation and order. Procedure of presentation teacher techniques, the materials, and evaluation[9].

To run the syllabus as effectively as possible, teachers need some teaching aids. Those teaching aid are called teaching material. The material, like realita, chats, flip card, picture and many more, should support the teaching and learning and usually teacher-made[10]. Besides, the school should have some uniform material for all classes to make sure that all teachers are following the same course outline and also

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[6] Grant Neville, *Making The Most of Your Textbook* (New York: longman plublisher press, 1991).

[7] Neville.

[8] Dubin Fraida and Ohlstain Elite, *Design : Developing Program and Materials for Language Learning* (Cambridge: Cambridge University Press (CUP), 1986).

[9] Fraida and Elite.

[10] Finocchario Brumfit Mary and Chistopher, *The Functional – National Approach : From Theory To Pravtice* (New York: Oxford University Press, 1983).

for the sake of instructional plan coverage. The school will need fixed material that suits their objective.

The most rigid type of material is the textbook. Textbook is made on the basis of the objective that we want to achieve[11]. It is true that any commercial book will be suitable only for some classes but not for others because there are different characteristics and levels of capability. A course book is usually incapable of catering the diversity of needs in every language classroom[12]. In that case, a teacher is required to create a course book. This particular course book, after some tryouts and revising stages, will be expected to suit the class objective well. A course book should show the way a teacher how to conduct always follow the class need and help teachers get to the target[13].

Some teacher may agree with the use of a course book since they find it confining and biding, especially for teaching communicative English. Nonetheless, a course book will help teacher map out their plan and guide them along the part to the designated end. Material such as, textbook, pictures, maps, charts, audio visuals, and regalia play indispensable roles in task implementation, both as a class worksheet and as homework task. Without support materials in the classroom, activities will not run well and neither designated objectives in the most efficient way. In the long run, good materials will take effect on student's achievement.

A course book certainly helps teachers achieve the objective in the most effective way. The tasks are all set and pre-arranged. The students can read and prepare before class and contribute something along the discussion. The atmosphere is more enjoyable for both teacher and students. Teachers can plan ahead which part he or she is going to do next. Mistakes can students have the same book to turn to eventually; lessons proceed more smoothly and are more fun. For years, there have been no fixed materials being used for teaching English in Darul Ulum Center Lamongan. This institution provides

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[11] Grace Hui Chin Lin and Paul Shih-chieh Chien, *An Introduction to English Teaching, A Textbook for English Educators.*, *Online Submission*, 2010, http://eric.ed.gov/?id=ED534554.

[12] Alan Cunningsworth, "*Choosing Your Coursebook (Handbooks for the English Classroom)*," 1995.

[13] Paola Vettorel and Lucilla Lopriore, "*Studies in Second Language Learning and Teaching Is There ELF in ELT Coursebooks?*," *Kalisz SSLLT* 3, no. 4 (2013): 483–504, http://www.ssllt.amu.edu.pl.

educational service for preservice teachers of students at kindergarten or preschool levels. Some teachers used commercial books about tourism but sometimes it was hard to fit in all the teachers wanted in a book. Some others compiled materials from some books but did not organize it well that they had to recompile in gain the next semester.

For the reasons above, a teacher-made course book for PG. TPQ – PG. RA/TK (Teacher Education for Kindergarten) at Darul Ulum Education Center Lamongan is inevitably expected. The teacher made course book will hopefully cater the specific needs of student at this institution as it is based on the student's specific condition in PGTPQ and PGRA/TK at Darul Ulum Education Center Lamongan.

Review of Related Literature

Some linguists came to believe that L2 learners could best internalize a language when they had maximum exposure to "real life" communication in the classroom. To get the objective of having "real life" communication in class, teachers should equip their students with tools for generating unrehearsed language performance "out there" when they were no longer in the class[14]. At the same time, teachers developed student 'language fluency, not just accuracy[15]. In short, the method adopted children's "natural" means of acquiring their first language.

Some prior knowledge that needs to be considered in the system is communicative language teaching; which is chosen to be the foundation for this course book development[16], the definition and type of material. The definition of course books and its practical know how, and in addition, previous related study on material development.

The other that needs consideration is content. A course book should cover four areas: listening, reading, speaking and writing[17].

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[14] Porte Michael H, Long patricia, "*Groupwork, Inter Language Talik and Second Language Acquistion*," *TESOL*, 1985.

[15] Mc Carrtly Michael, *Issue in Applied Linguistics* (Cambridge: Cambridge University Press, 2001).

[16] Helen Basturkmen, *Developing Course in English for Specific Purpose*, First (New Zealand: Palgrave Macmillan Press, 2010).

[17] Lisl Fenwick et al., "*Developing Deep Understanding about Language in Undergraduate Pre-Service Teacher Programs through the Application of Knowledge,*" *Australian Journal of Teacher Education* 39, no. 1 (2013), https://doi.org/10.14221/ajte.2014v39n1.4.

Each skill is integrated simultaneously in the course book and one skill should support each other as generally occurs in real communication. Besides, there are two more causal aspects to the issue: ESP (English for Specific Purpose) and needs analysis[18]. The theories of ESP and need analysis are needed to find out whether the textbook is on the right track or in need of revision.

Nunan summarizes five features to characterize CLT or communicative language teaching. They are (1) communication though interaction; (2) the use of authentic texts; (3) focusing on learner's learning process; (4) emphasizes the importance of learner's personal experience; and (5) emphasizing the link between classroom language and language activity outside the classroom[19].

Materials

Nunan considers material to be a prominent element in curriculum because it is a tangible manifestation of the curriculum modal[20]. It is very hard to imagine a class without books, pictures, filmstrips, realia, games, and so on. As a curriculum on action, it serves the best as a teacher for assistance and ideas. Experienced teachers may see as reminder of their lesson progress, especially with unfamiliar class or learner types[21].

There are five element of a language instruction: students, teacher, teaching method, material and evaluation[22]. Students and teacher are constantly developing a relationship as doers in the class instruction. The teaching method help the teacher do things in the class and it shows the best way to get to the objective. Evaluation a class can move to another instruction or not. Materials, on one hand, pour the fuel into the teaching method and make it proceed to the objective.

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[18] T.D and Jhon M.J Evan, *Development in ESP A Multi-Disciplinary Approach*, First (Cambridge: Cambridge University Press, 1998).

[19] David Nunan, "Language Teaching Methodology: A Textbook for Teachers," 1991.

[20] Nunan.

[21] Imam Nur Aziz, *"Curriculum Development of KKNI at English Education Department of INKAFA Gresik," Jalie* 2 (2017): 3, Jalie.com.

[22] Jessica Williams, *Mind and Context in Second Language Acquisition, Studies in Second Language Acquisition*, vol. 30, 2008, https://doi.org/10.1017/S0272263108080170.

On the other hand, it controls the teaching learning process. It puts the brakes to the process if it pulls away from the path[23].

Nunan states that there are two types of materials based on the designers[24]. The firs type is commercial materials. They are fabricated by experts and are usually mass-produced for wider range of users. The second type is local ones. These materials are specifically made to meet the need of a certain group of users. A survey was conducted, involving several hundred teachers in a large ESL program. It proves that 70 percent of teachers regularly use local materials[25]. This indicates that the preference of using local content among teachers is still significant that usually the first type of materials cannot fulfill.

Materials in Communicative Curriculum

Materials are the link between curriculum and the users or learners. Good materials can be exploited to meet the objectives stated in the curriculum[26]. They should support the objectives and help teachers with the instructional plan. They can also serve as a guide when teachers get stuck in a certain subject. Most important of all, they provide enough room for teachers to be creative-not merely suggesting that teachers follow them blindly.

Another consideration in the communicative curriculum to materials is the level of difficulty. As Nunan states that there are two important things to think about concerning the level of difficulty[27]: The first one is grading[28], which is determined by the degree of difficulty of the pedagogical tasks (from simple to complex). The

[23] Zhihong Lu, Fuan Wen, and Ping Li, "*Individualized Teaching and Autonomous Learning : Developing EFL Learners ' CLA in a Web-Based Language Skills Training System*," in *EUROCALL*, ed. S Bradley, L and Thoesny (sweden: Research-publishing.net, 2012), 187–91.

[24] Nunan, *"Language Teaching Methodology: A Textbook for Teachers."*

[25] Suparno, *"Bahan Ajar Kontekstual Bahasa SLTP Cawu 2 Untuk 6 Propinsi Di Kalimantan Dan Sulawesi," Jurnal Penelitian Kependidkan*, 2002.

[26] Aziz, *"Curriculum Development of KKNI at English Education Department of INKAFA Gresik."*

[27] David Nunan, *Learner-Centered English Language Education* (New York: Rouledge Taylor & Francis Group, 2013).

[28] Nunan, *"Language Teaching Methodology: A Textbook for Teachers"*; H. Douglas Brown, *Teaching By Principles : An Interactive Approach to Language Pedagogy*, 2nd ed. (London: longman, 2000).

second is pedagogical task[29] itself, which refers to the number of steps involved in the execution, the number of parties involved, the assumptions they make about presupposed knowledge, the intellectual challenge they pose, their location in displaced time and space.

The communicative curriculum is marked by the presence of national and functional meaning along with structures, situations and themes[30]. The entire curriculum should reflect the specification of communicative language teaching which covers communicative goal, integrated skills involved, exploitation of materials, and real life interaction in class[31].

To create a real life interaction in class, teachers should find materials which provide suitable tasks and student-centered activities[32]. The materials should also foster independent learning by raising consciousness of learners and making them more aware of the learning process[33]. As if is already indicated, the materials should be more suggestive rather than definitive. In communicative curriculum, learning process is valued more highly than the result, acting as a model for teachers to follow as they develop their own variations[34]. Real life concept should be embedded in the socio-cultural context within which they are used[35].

Materials should also embody what teachers believe can enhance students' level of achievement. Drilling and contextual exercise are some examples of strategy that can be adapted into materials to

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[29] Nunan, "*Language Teaching Methodology: A Textbook for Teachers*"; Brown, *Principle of Language Learning and Teaching*; Chen, "Postmethod Pedagogy and Its Influence on EFL Teaching Strategies."

[30] Fraida and Elite, *Design : Developing Program and Materials for Language Learning*.

[31] Handoyo Puji Widodo, *"Language Curriculum Design and Socialisation," System* 41, no. 3 (2013): 891–93, https://doi.org/10.1016/j.system.2013.07.006.

[32] Nathaniel Lasry, Elizabeth Charles, and Chris Whittaker, "When Teacher-Centered Instructors Are Assigned to Student-Centered Classrooms," *Physycs Education Research* 010116 (2014): 1–9   , https://doi.org/10.1103/PhysRevSTPER.10.010116.

[33] Ismaria Ida, *"Development of English Course Materials for Student of Medical School of Brawijaya University."*

[34] Lubna Ali Mohammed and H.M Sidek, *"EST Reading Curriculum & Instruction : An Alignment Analysis," Advances in Language and Literary Studies* 6, no. 1 (2015): 120–28, https://doi.org/10.7575/aiac.alls.v.6n.1p.120.

[35] Betty Lou Leaver, Madeline Ehrman, and Boris Shekhtman, *Achieving Success in Second Language Acquisition*, First (United Kingdom: Cambridge University Press, 2005), https://doi.org/10.1017/CBO9780511610431.

students' achievement[36]. The next consideration is the nature of the learning task. A material cannot be too difficult for students if a material is difficult, the write should give indicators or hints to help students. A good material should also introduce teachers to new technique of teaching[37]. One of the many ways improve teachers' technique is thought materials. Therefore, a material should contain various that teachers may adopt and use in class.

The last principle says that materials should provide modals of correct and appropriate language use[38]. A communicative based textbook should exemplify the correct and appropriate language use, nor only language study. Discourses play important roles as they are made as natural as possible to get the "real life" communication[39].

Material Design

In ESP teaching process, material design is not big feat as most teachers usually do it from time to time. Hutchinson and Waters state three reasons behind the preference of local materials in ESP classes[40]. First of all, an institution wants to have a material that fits the specific subject area of particular learners. The specification may include of time, chosen topics, of activities and class practice. Secondly, for non- English speaking countries, especially developing countries, it is hard to find such commercial materials. They are either rare to find, too expensive to buy or difficult to get. Last of all, an institution may want to make their own to material to enhance their reputation or that of their staff.

The first step in material design is to know the principles of material design. They propose principles of writing materials that the most important thing is that the teacher made materials should provide stimulus to learning. In that case some teaching aids may be used in order to attract students to the lesson. The other principle, Hutchinson and Waters argues that materials should help organize

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[36] Stephen D Krashen, *Second Language Acquisition and Second Language Learning, Pidginization and Creolization as Language Acquisition*, 1981, https://doi.org/10.1111/j.1467-9922.2009.00554.x.

[37] B Tomlinson, *In Developing Materials for Language Teaching* (London: YHT ltd, 2003).

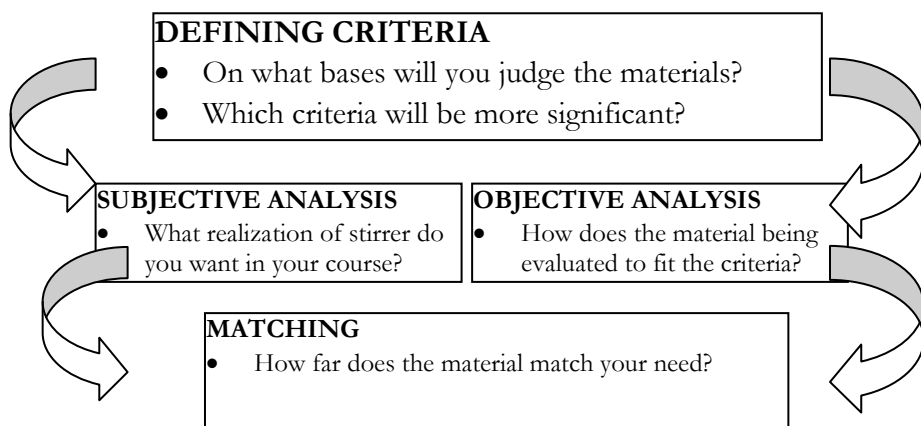[38] Williams, *Mind and Context in Second Language Acquisition*.

[39] Leaver, Ehrman, and Shekhtman, *Achieving Success in Second Language Acquisition*.

[40] Hutchinson Tom and Waters, *English for Specific Purposes : A Learning Centered Approach* (Imusselburgh: Scotprint Ltd, 1987).

teaching learning process[41]. Good materials should have a clear indicator of order in a lesson. This order will denote which activity should be done first and what is coming after that.

Material Evaluation

Evaluation is seen as judging the fitness something to a particular purpose. The fitness is not measured merely by simple statement like "This one is wrong, the other one is correct"[42]. It is measured by the degree to which it is suitable for a contain purpose[43]. There are four main steps for evaluation of materials, as painted out by Grant, shown in figure 2.3 below. They are: (1) defining criteria, (2) subjective analysis (3) objective analysis and (4) matching44.

DEFINING CRITERIA
- On what bases will you judge the materials?
- Which criteria will be more significant?

SUBJECTIVE ANALYSIS
- What realization of stirrer do you want in your course?

OBJECTIVE ANALYSIS
- How does the material being evaluated to fit the criteria?

MATCHING
- How far does the material match your need?

Some points that need to be evaluated are: (1) audience (2) aims (3) content (4) methodology, and (5) other criteria. Each pint should be translated into constructs. Those constructs are represented in a questionnaire through questions and answers. The questions are made to get the answer to one last question: how far does the material match our need?

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[41] Hutchinson Tom and Waters Alan, *"English for Specific Purposes: Editorial," English for Specific Purposes* 21, no. 3 (2002): 209–10, https://doi.org/10.1016/S0889-4906(01)00047-3.

[42] Leslie Pourreau and Judy Wright, *"Owning It : An Evaluation of Language Applications And," Online Submission*, 2013, http://eric.ed.gov/?id=ED542662.

[43] Amrut J Bharvad, "Curriculum Evaluation," *International Research Journal* I, no. 12 (2010): 72–74, https://doi.org/10.1080/0260136810010106.

[44] Neville, *Making The Most of Your Textbook*.

Textbook

The most common and obvious form of material support is the textbook. Textbook are used everywhere in classes and for individual learning45. They can also be found easily in bookshops or made by teachers themselves if necessary. Students will not get confused when a teacher presents the lesson with regalia, pictures, or diagram.

When a decision to develop a textbook comes up, some other categories should be considered. Grant distinguishes between two more classifications, based on their performance. They are the traditional textbook and the communicative textbook46. One kind is not better than another; they have different roles to play. Traditional textbook-non communicative ones – serve some useful purposes. Dictation, grammatical explanation, accuracy exercises, such as gap filling, sentence completion, imitating sounds and structures are examples of activities found in traditional textbook. This study tries to pick some useful activities from traditional textbook   and combine them with activities in communicative textbook.

RESEARCH METHOD AND PROCEDURES

The proposed materials were produced to support the students' needs and to allow teachers to get more enjoyment out their teaching. To serve both purposes, the model of proposed materials contained element as proposed by Hutchinson and waters in figure 3.1 below.

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45 Lin and Chien, *An Introduction to English Teaching, A Textbook for English Educators.*
46 Neville, *Making The Most of Your Textbook.*

The Materials Design Model proposed by Hutchinson and waters[47]
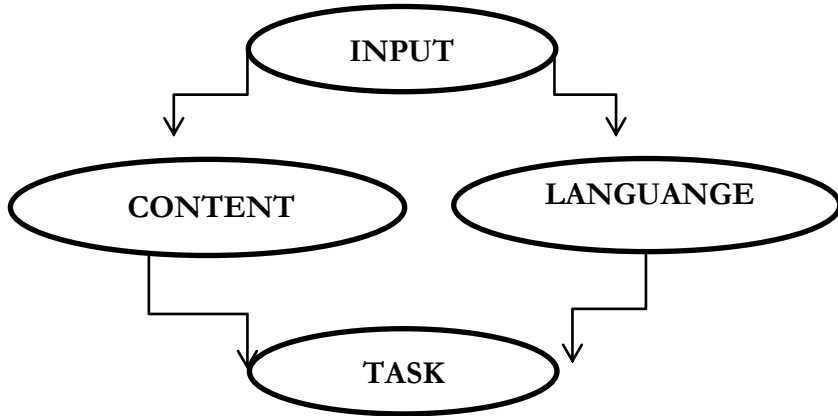
The Syllabus

The syllabus for "Communicative English Course" emphasized on reinforcing students' basic skill. The basic skills included structure, vocabulary and pronunciation. These three elements were packed into the format of integrative listening and speaking activities[48].

Communicative English Course aimed to provide the students with a working knowledge of English and functional productive and receptive skills in the exchanging of simple ideas concerning daily life[49]. It does this through understandable listening and speaking chains of interaction using a pre-intermediate level of instructional materials.

The syllabus was the combination of functional-notional based and structural based. Structural basis was one integral part in discussion since the objective was to reinforce the basic skills before students were introduced to ESP. functional-notional basis was chosen because it enables teachers it has more grammars in each unit.

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[47] Tom and Waters, *English for Specific Purposes : A Learning Centered Approach*.

[48] Callies Marcus, *Information Highlighting in Advanced Learner English*, ed. Fetzer Anita and Jucker Andreas H. (Amsterdam/Philadelphia: Company, John Benjamins Publishing, 2009).

[49] Prisana Iamsaard and Sakon Kerdpol, *"A Study of Effect of Dramatic Activities on Improving English Communicative Speaking Skill of Grade 11th Students," English Language Teaching* 8, no. 11 (2015): 69, https://doi.org/10.5539/elt.v8n11p69.

The activities were CLT-based because the basic skills of communication were thoroughly practiced in this study. CLT also involved real life tasks, which were very important for later use in ESP.

The Proposed Material

The materials made were communicative based materials for two reasons. First, communicative-made materials enable the writer to explore various opportunities and activities for classroom interaction, second, the communicative-based materials were congruent with the current syllabus which was a combination between functional-notional and structural basis.

The textbook consisted of six units each containing 4 (four) part. Part 1 was Pronunciation Practice. According to the needs Analysis Survey, pronunciation was one problem that students might later find in their working place. Part 2 was Grammar Focus. This part was stressed in each part as the writer believes that in CLT, Grammar was taught every time. Part 4 was Reading. The reading part marked the beginning of professional English. This reading was presented without any variation, because one of the CLT principles was to let teachers develop their lessons in their own style. Students were asked to answer questions about facts in the reading. Part 4 was writing. This part could also be a projective reading activity. However, the degree of difficulty. The listening and dictation part was done separately in the language laboratory. The materials for listening were taken Question and Answer[50].

Communicative English Course was given 2 hours a week, divide into 2 (two) meetings. The first meeting talks about Part 1 to Part 6, the subject was called communicative English. The division would help focus students' mind on certain skill, even though each part applied integrated skills and did not isolate one skill from the others.

Procedure of Textbook Development

Adapting Dubin and Ohlstain model for material development, some procedures were chosen to complete the textbook. The whole step could actually be grouped into big steps: Exploratory Study and

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[50] Alexander Von Eye and Clifford C Clogg, *Categorical Variables in Developmental Research (Methods of Analysis)* (London: Academic Press, 1996).

Development Study51. Figure 3.2 below would describe the details of the procedure.

Procedure Textbook Development
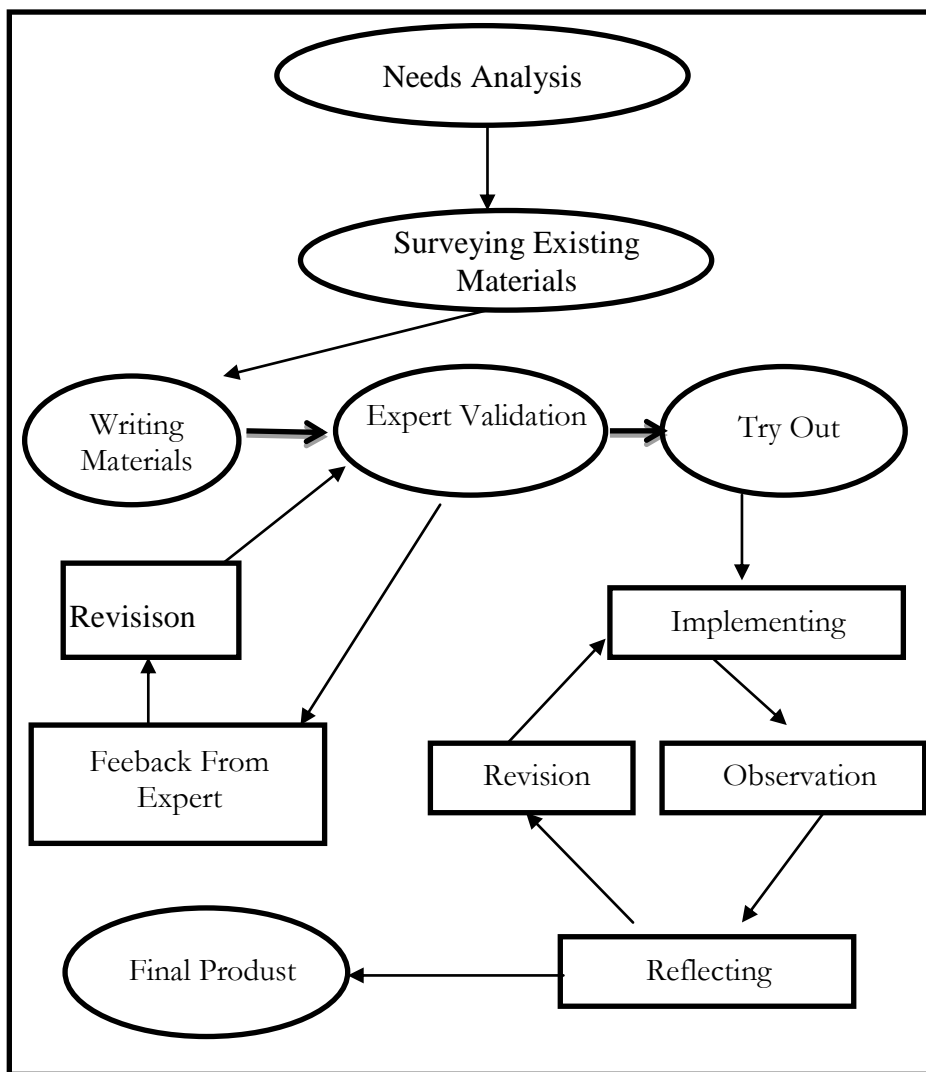
Needs Analysis

In education world people needed a specific language use of hospitality. In that case, the need of language with polite service,

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51 Fraida and Elite, *Design : Developing Program and Materials for Language Learning.*

attitude, which had to be inserted in very act. Not only did students have to know what to say to greet a customer, but also how say it in a polite manner.

In this exploratory, the researcher felt that a need analysis survey should be carried out before surveying the existing materials. A need analysis answered questions of students really needed. Wanted and were still lack of.

Related with the analysis, the researcher chose to do interview with alumni of Darul Ulum Education Center, who had been teaching for some years. The write thought that those alumni were the competent interviewees who understand and experience firsthand what kind of English was required in the real teaching. Those alumni were relatively more experienced than their junior who were still studying in PG.TPQ, PG. RA/TK. On the other hand, they could also compare the English use they had learned and the one they had to use in their working place.

Referring back to chapter 2 about Needs Analysis, the researcher put emphasis on necessities, lacks and wants of studying English, especially ESP. the necessities study involved what English skill areas needed and in what situation they used English. Lack study gave question about what they thought need to be improved in the English teaching learning process. Want study explored subjects' expectation in study English in PG.TPQ, PG. RA/TK Darul Ulum Education Center Lamongan.

Emphasizing on the three points, the researcher felt that taking alumni of PG.TPQ, PG. RA/TK Education as subject of this survey was the best option. The alumni picked for this survey should meet three criteria: had teaching in the classroom for more than six months; had finished their study at PG.TPQ, PG. RA/TK Darul Ulum Education Center Lamongan and were using English in their working place.

Surveying the Exiting Textbook

For years there has been no fixed materials used for teaching English in Darul Ulum Education Center Lamongan. Some teachers used commercial books about Tourism but sometimes it was hard fit in all the teachers wanted in a book. Some others compiled materials from some books but did not organize it well that they had recompile it gain the next semester.

Each chapter, being adopted from various books, has different parts, different style and was made to serve different goals. Some of them started with pictures, like *English for Accommodation Services* by Leo (2002) and were task-based[52]. Others were made to enhance writing ability. There was also a book focusing on dialogs vocabulary building.

Although it seemed adequate, the existing textbook had some drawbacks. The main drawback was that the focus was not clear. One chapter might stress on conversation. Another chapter only presented a table and readings. The impact was students got confused and often felt bored with unfocussed materials. Some teachers complained the instruction were not clear enough. Sometimes teachers felt the dialogs or the reading were really suitable with the situation. To top it all, practice was not proportionally carried out. As an effect of that, students' communication skill did not improve much.

Three groups of people closely involved in the process of surveying the existing book. The first one was students – who used the book. The second one was language specialist, in this case English teachers – who had taught using the book. The third one was subject specialist – whose subjects were considered the core ones in this tourism school.

As users, students should be put into account. The communicative Language Teaching requires students to take active part in the classroom activities. Accordingly, a good textbook should support that method. Another aspect was whether the content of the textbook really meets their expectation or not. For that reason, it was quite important that the textbook starts with mapping out the program and the goals.

The researcher conducted interview with five students of PG.TPQ and five students of PG. RA/TK. The interview took place on Wednesday, August 11, 2018 in Darul Ulum Education Center Lamongan.

The interviewed students were n third semester at SI in education they were chose because they had tried out the existing materials and they had just finished their interview of the coming on the get as much information as possible.

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[52] Sutanto Leo, *"English For Professional Writing for Students of FKIP Nusa Cendana"* (Sate University of Malang, 2001).

Four students got A in English I, both in intensive and communicative English. Four other got B in both classes, communicative and intensive English I, one of them got C for both classes and one of them got D in both classes.

Besides taking feedback from students, the writer also got information from English teachers who had the existing textbook implementation. Some points in question were: suitability of materials, the math of exercises with intended goals, degree of difficulty and variation of content.

The feedback was taken from four teachers who had been teaching as SI in PG.TPQ, PG. RA.TK Darul Ulum Education Center Lamongan for more than three years. One of them had taught both communicative English and intensive English for all semester at Darul Ulum Education Center for 5 years. One teacher had taught English for more than 10 years and had been involved in education would for more than 10 years. Two others had taught for four years and had taught all semester both on communicative English and intensive English.

As the materials were designed for ESP – PD TPQ and PGTK in this case-it was necessary to ask some experts on education world concerning some content in the textbook.

Writing the Materials

The first stage of writing materials was compiling exiting materials and sequencing them as Needs Analysis suggest. Reliability, exploitability, suitability, and authenticity of language should be put into account in the process of compiling materials.

Instruction was the next delicate matter to handle. Exercises will be confusing if the instruction was unclear. On the other hand, to long instruction does not guarantee the clarity. A good instruction was short and simple. Redundancy of words should be avoided.

Expert Validation

After materials were re-arranged, modified and re-designed, they were validated by language experts. The expert is one who has good qualification in English teaching for learners. In selecting the expert for giving the material validation, one of expert in (Islamic University of Malang) is selected. The aspect validated by the expert cover the content, teaching strategy, instructional media, and the appropriateness with communicative teaching principle. After the

expert validation was finished, it needed to be tried out. This textbook was tried out in Darul Ulum Education Center Lamongan. The final product consisted of two books-a student's book and teacher's book. Glossary was added in the inserted in teacher's book to supply ideal for teachers.

Research Finding

This chapter focuses on the result of the research, particularly the result of the need analysis and survey result of the exiting materials. Based on the course book development procedures, there two stages are part of an exploratory phrase, where in the researcher will investigate the needs of the students toward the communicative based materials for their classes. The researcher will also show and interpret the result of the exiting materials survey.

Exploratory

The exploratory study in this research involves 2 (two) big steps. They are Needs Analysis and the surveying of the existing materials. The second step includes getting feedback from students, getting feedback language specialist, and getting feedback from subject specialists.

The result of those steps are presented separately one by one after that the writer wraps up all the results in the end of this chapter.

Result of needs Survey

All responds agreed on one point, that they needed English for communication with foreign people from western countries, like USA, or European countries. Asia people did not use English very often as most expatriates had been living in Indonesia for some time and they could speak some Indonesia.

Concerning the previous question, four of them said that they did not need high level of English. Communicative English was sufficient for them, as long as listening and speaking practices were involved. One of them added, though, that English was still needed if they wanted to pursue their career to overseas countries, and the chance for that was quite big.

The majority of the respondents also stated that they were less satisfied with the English subject due to various factors; unsystematic structure of the lesson, less prepared and organized teaching delivery, and the contextuality of the given materials. Some respondents argued

that they were rarely required to practice using English while they were in the class.

Some respondents said that there were inconsistencies of the materials given, the materials taught in one week was usually irrelevant or were not connected with one taught the week after. Most respondents said that they needed teacher whose teaching delivery were excellent can be used as model in terms of teaching principles. Unfortunately, the way the teachers taught in this institution were usually uninteresting and lack of varieties. For this reason, all respondents encourage the institution to enhance and develop the teaching skills of the teachers so that can perform better.

Result of Surveying Existing Materials

The step emphasized on how far the exiting materials reflected the need, lack and want of the course book users and group that were closely related to them. This research took three feedbacks on existing materials: from students, language specialists and from subject specialists.

To make it as objective as possible, the researcher worked on a list of constructs derived from the criteria set down beforehand. All of feedback were taken from some informal interviews to get as much information as possible about the existing materials. All report was presented one by one.

Feedback from Students

Eight of them had interest in English for one big reason: future careers. Two others, however, claimed that they did not need English, either because they planned to work with their parents after finishing study or wanted a job which did not involve English. Five had experienced the need of English in interview before training and five others said that they did not use communicative English I the pre-training interview since they were going to have the raining at school.

The language was quite communicative in dialogs, according to five students but the context in readings were sometimes too wooden, too much like a textbook. Two others agreed that the language was easy. However, the last three did not agree. They said that the language was easy. However, the last three did not agree. They said that the language in readings was really hard and they needed to look up dictionary many times when times when they did the reading.

One of them said that he liked practice but he hated language practice. Two thought that there were enough practices and sometimes too much because teachers might give them homework after that. Five of them asked for explanation and example before practice. Two liked the speaking practice because they thought they were of the right proportion.

Feedback from Language Specialist

Since this step was taken to check and to proofread the language, the researcher did not design any interview guidance not questionnaire. The researcher just asked for language check and language proofreading of the exiting materials. The expert or the specialist to check and to proofread the new materials are two lecturers from Lamongan University. There two experts were voluntarily involved in this research. Each specialist is equipped with a checklist from and descriptive comments on each chapter of new materials. The checklist items cover the grammaticality of the textbook, the relevance of the activities to the context wherein the new textbook will be used, the logical consequence of each activity throughout the textbook, and the evaluation and assessment for the activities. The specialists are required to work individually and later the researcher will compile and analyze the feedback from those specialists.

The researcher took two weeks, from mid-to last July 2010. The checking focused on language and the suitability of materials with students, with teachers and with the examination. The whole exiting materials were compilation of some commercial textbooks. Therefore, the language was already well0organized in its own. No alternation had been done prior to usage. Chapters should be added, according to two teachers. Seven chapters for fourteen meetings were too loose, especially in reading two other disagreed. They insisted that seven topics were quite adequate as student usually needed more time to practice, especially the weak ones – who unfortunately were major in number at school.

Of four teachers consulted, one was quite happy with materials in general. The language needed no adjustment because it was not really difficult. Two others insisted on more communicative language, especially on readings. The last one said that the language was fine, only the materials needed better organization. Concerning-exercises, two teachers did not have any objection to the exercise system. Two

others, however, uttered their dissatisfaction with the system of exercises as they were usually unfocussed. In most lessons, teachers had to make their own exercises. Some exercise was only structure0centered and not communicative at all.

Conclusion of Needs Analysis

After doing a thorough analysis on two aspects, need analysis and surveying on existing materials, the writer came to some conclusions. Based on the Needs Survey taken from group – alumni, third semester students, and teachers – redesigning materials was inevitable. The redesigning process meant that the writer kept some materials, remover some other, and revised the rest. The writer decided not to make a totally new material but to revise the exiting material. However, each chapter was designed in the same order to make students study easier.

The design is taken the model of Hutchinson and waters. In their table there four prominent components that made a textbook the first one was input, the second was content. The third one was language, and the fourth was task. The relation among them was interdependent, input, however, should be put at the first, because students' need examples and new knowledge to open with the second one was content and language. In ESP the two in materials; a good material should put high concern on both. The last one was task. Tasks could be varied, depending on the skill practiced. Nevertheless, tasks were essential parts in every textbook.

Second, as all materials were adopted from commercial books, they were of excellent language I their own right. However, to support the communicativeness of the book, some language needed adaptation as they were too textbooks. There had been no major complaint about the language usage. They level of difficulty was said quite suitable for student of the first semester. However, without teacher's guidance, some student found that some readings were quite hand to understand. Some vocabulary check should be added to it.

Exercise should lead student to freer communication, both in speaking or in writing. In speaking, after expression check, grammar focus, pair work exercise, then it must end with a free activity. In reading, after comprehension practice, drawing conclusion, guided writing, it leads to free writing. To avoid making too many exercises, there should be choices. Some exercises may be added as

supplementary materials so teachers may choose which exercise she think most appropriate for her students.

Exercises were not balanced. As all materials were many books, the focuses were varied and dangling. In one chapter, structure exercise was emphasized, in other chapter, exercises were task-based. Student might not practice enough if was the case. Layout was of no major problem. However better arrangement of readings, pictures and tasks could be made so the materials become more interesting.

Conlusion And Suggestion

Referring to the objective of this research as set in chapter 1, developing a suitable textbook that caters the needs of the English course in PG.TPQ-PG. RA/TK Darul Ulum Education Center Lamongan, the researcher has made a communicative-based textbook. The product, most important of all, represented the CLT (Communicative Language Teaching) approach as shown in the five characteristics discussed earlier: communicative through interaction, authentic texts, learn focusing on the learning process, importance of learner's personal experience and link language.

The design of the textbook was made on the modal proposed by Hutchinson and Waters (1987). The four elements of material design model include input, content, language focus and task, were apparent and applied integrated in each chapter. Integrated language skills were the soul of all exercise in the balanced proportion. Speaking skill was given bigger proportion than the others, due to the need analysis result. However, this was done without neglecting the importance of other skills.

Each chapter was designed to follow students' progress-both in English and education knowledge. The spiral approach it adopted helped a lot in controlling the progress. Regular test materials-inserted in teacher's book-were also suitable for checking student students' understanding. Grammar focus was given a bigger proportion than before as it was quite essential in language practice, with special consideration for students' English skill level.

Besides offering plenty of exercise with grammar in language focus, this book also has applied English for specific purposes in its exercise. The hospitality spirit and knowledge inspired the whole book. Students would be reminded over and over about things related to hospitality in education. The ESP was the strength of this book. Following the needs of working demand and students' lack of basic

grammar, this book combined grammar and communication strategy in all its parts. The combination was made in balance proportion.

A variety reading materials was also another strength of this textbook. Some chapters used articles, others advertisement, memo and memo and stories. As the write has discussed in chapter 1, his research will help students of PG. TPQ-PG.RA/TK Darul Ulum Education Center Lamongan as they can have clear descriptions of the communicative, tasks, objective, and expected result. Needs analysis was stressed on developing a textbook to find out the characteristics of students. Further researcher on the similar area will find it essential to star research with this stage.

The materials also give English teacher more options to teach in class. The materials offer a variety of activities, presentation and students work so teachers should not be afraid of running out ideas. The materials also help teachers map out students' competence and extend classroom interaction. Teachers are also encouraged to improve their communicative competence through other sources as well to keep up with the up-to-date information, especially in education. Communicative competence is the soul of this textbook. But it can only be implemented thought the creativity of dedicated teachers. After all, a textbook was only a media for teaching.

PG.TPQ-PG. RA/TK Darul Ulum Education Center Lamongan in general will also benefit from this material development program for two reason, first, the textbook can map out the most detailed way what the school needs and wants. Second, in the long run they can get more qualified student. This was essential to support the real life language-especially authentic material. However, the material was still need of revision. Level of difficulty was another point to think of.

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