DEVELOPING BASIC ENGLISH COURSEBOOK LEVEL 2 FOR UNIVERSITY STUDENTS AT STKIP AGAMA HINDU SINGARAJA

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ABSTRACT
This research aimed to develop a Basic English Coursebook Level 2 for first-semester students of the English Language Education Study Program at STKIP Agama Hindu Singaraja. The background of this research was the absence of a standardized main coursebook and inconsistency in instructional materials across semesters, which resulted in a gap between the materials delivered and the actual learning needs of the students. This research employed Design and Development Research (DDR) using the ADDIE model, which consisted of analysis, design, development, implementation, and evaluation stages. The data were collected through interviews, observations, and expert validation. The findings showed that the developed coursebook consists of 35 units integrating the four language skills (listening, speaking, reading, and writing) along with grammar and vocabulary, aligned with CEFR level A2, and meaningful engagement. Based on the validation results from two expert judges, the product obtained an overall average score of 85.7%, which categorizes the coursebook as "Very Feasible" to be used as a primary teaching material. Furthermore, the coursebook was considered effective to be used in English language learning. Therefore, this developed coursebook was expected to serve as a solution to enhance the quality of basic English teaching in higher education at STKIP Agama Hindu Singaraja.
Keywords: English Coursebook, Needs Analysis, Material Development

INTRODUCTION

Language is used to create a meaningful communication among human beings. In Indonesia, English is a foreign language that plays a strategic role as a medium of global communication in various fields, such as education, science, technology, business, and international relations. As the Lingua Franca of education, business, science, and technology (Crystal, 2003). Various studies have shown that English language learning in universities needs to be oriented towards developing communicative competence, critical thinking skills, and language use in academic and professional contexts (Rubio, 2025; Mihret & Joshi, 2024).

In higher education, English language learning no longer focuses solely on grammar mastery but is directed towards students' ability to use English effectively in a variety of academic and professional situations. Students are required to develop four language skills, such as: listening, speaking, reading, and writing in an integrated manner.

The success of English language learning is influenced by various components, one of which is the quality of materials. Teaching materials are a crucial element that guides lecturers in implementing learning and serve as the primary learning resource for students. Good teaching materials must be systematically structured, aligned with learning outcomes, consider student characteristics, and facilitate the gradual development of language competency. The availability and quality of learning resources significantly influence the success of language instruction (Richards, 2001).

In English language learning, textbooks/coursebook are materials that serve a crucial function. Textbooks not only contain learning materials but also provide a systematic sequence of material presentation, learning activities, exercises, evaluations, and learning guides. Vitta (2021) explains that textbooks remain the primary source for most English Language Teaching (ELT) materials in various countries because they provide a clear learning structure and support lecturers in implementing the learning process effectively.

In the context of English as a Foreign Language (EFL), learners often do not have daily exposure to English outside the classroom, making formal instruction and structured learning

environments crucial (Harmer, 2007). English learning was often motivated by academic, occupational, or personal needs, and success depends on the learner's exposure, motivation, cognitive development, and instructional methods used.

Moreover, English language learning comprises various interrelated components that collectively develop a learner's communicative competence. They are: four macro skills (listening, speaking, reading and writing), and language aspects (grammar and vocabulary). These components were often categorized as language skills, subskills, and language systems (Harmer, 2007).

In English language learning, students need all materials, tools, and supports used to facilitate English language instruction and learning. These include coursebooks, audio-visual materials, digital platforms, applications, dictionaries, graded readers, and teacher-made materials. The availability and quality of learning resources significantly influence the success of language instruction (Richards, 2001). Moreover, Tomlinson (2011) stated that effective learning materials should be engaging, relevant, meaningful, and conducive to learner autonomy. Textbooks, for example, were still widely used as a core resource due to their structured content, alignment with curriculum standards, and comprehensive skill coverage.

However, initial observations at Study Program of English Language Education at STKIP Agama Hindu Singaraja indicated that various obstacles remain in the provision of materials. One of the main contributing factors was the absence of a standardized set of learning materials that served as a core reference during the learning process. There was no consistency in the materials used by different lecturers, resulting in students lacking a clear understanding of the competencies they were expected to acquire in each semester.

Ideally, first-semester students should have had a solid understanding of Basic English materials such as tenses, appropriate to their proficiency level. However, in reality, many first-semester students still struggled with these fundamental grammar concepts. This mismatch reflected a gap between the materials delivered and the actual learning needs of the students.

Based on the needs analysis conducted, it was discovered that the learning process lacks textbooks specifically designed to meet the learning objectives of the course and student characteristics. Lecturers have been utilizing various separate learning resources, such as simple modules, presentation materials, internet articles, and various reference books. This situation results in a lack of systematic learning for students.

This research focused on the development of an English coursebook for students in the English Language Education Study Program at STKIP Agama Hindu Singaraja. The results describes the steps of designing and developing the Basic English Coursebook Level 2 for University Students and described the quality of the Basic English Coursebook Level 2 for University Students at STKIP Agama Hindu Singaraja..

In English Language Teaching (ELT), coursebooks continue to serve as one of the primary instructional tools that structure and support both teaching and learning processes. Tomlinson (2018), a leading figure in materials development, emphasizes that a high-quality English coursebook should not only focus on the presentation of language items, but also promote meaningful, engaging, and sustainable language learning.

Tomlinson (2011) have proposed several principles for developing effective language teaching materials:

1. Materials should provide exposure to authentic language in use.
2. Materials should help learners develop confidence.
3. Materials should be perceived as relevant and useful
4. Materials should stimulate intellectual, aesthetic, and emotional involvement.
5. Materials should provide opportunities to use the target language.

Hutchinson and Waters (1987) argue that materials development should be a learning-centered process rather than a language-centered one. They emphasize that effective materials

should consider both target needs (what learners need to learn) and learning needs (how learners prefer to learn).

RESEARCH METHODS

This study used a Design and Development Research (DDR). It focused on specific instructional materials other research has a broader concern and addresses the development of the entire program (Richey and Klein, 2007: p.51). The study was conducted at STKIP Agama Hindu Singaraja in Singaraja – Bali, offered English-medium instruction programs for students at study program of English Language Education. The participants were: first semester English language education student of STKIP Agama Hindu Singaraja, an English Lecturers who taught Basic English and two expert judges who were competent in the fields of English Language Teaching and instructional material development, responsible for evaluating and validating the developed coursebook.

There were 5 steps conducted in this research for supporting Design and Development Research (DDR) methods, such as: analyze needs, design solutions, develop learning products, implement them in real settings, and evaluate their effectiveness as called as the ADDIE model.

Data collection in this study was conducted in several stages to obtain comprehensive and valid data. In-depth interviews were conducted with two English lecturers and a first-semester of STKIP's student. The interviews explored participants' perspectives on the developed coursebook, its practicality in classroom implementation, and suggestions for refinement. Classroom observations were carried out during the pilot implementation phase to monitor the usability and practicality of the coursebook in real teaching situations.

An observation checklist was used to record aspects such as students' engagement, the interaction between students and lecturers, and the integration of communicative learning activities. Last, the draft coursebook was evaluated by two experts in English Language Teaching and instructional material development using a structured validation rubric. This process aims to ensure that the coursebook meet academic standards, addressed students' needs, and followed the principles of the ADDIE model.

Data analysis followed a convergent mixed-methods design (Creswell & Plano Clark, 2018):

1) Quantitative data (expert validation ratings) were analyzed using descriptive statistics such as percentages and mean scores to summarize the experts' evaluations. These calculations were used to determine the feasibility category of the developed coursebook and to identify its strengths and weaknesses based on the expert judges' assessments.
2) Qualitative data (interviews, observations) were analyzed through thematic analysis (Braun & Clarke, 2006) to identify patterns and participant perspectives.
3) Triangulation was applied to increase validity, ensuring alignment between learner needs, expert feedback, and practical application.

The research was considered successful if the product was proved suitable to be used. It means that this study was considered a successful study if both experts' judgment considered the coursebook a qualified product for students in the English Language Education Study Program.

FINDINGS AND DISCUSSION

This research aimed to develop a Basic English Coursebook Level 2 for students at STKIP Agama Hindu Singaraja. This coursebook was designed to help students in learning the basic English regarding to the knowledge, skills and contents.

First step was Needs Analysis Stage. The analysis stage was the initial stage conducted before developing the coursebook. This stage aimed to identify learning needs related to the development of the Basic English Coursebook Level 2. Based on initial observations, it was

found a coursebook used in the learning process was not yet available, and the materials, including the practice exercises, were not sufficiently varied. Students generally relied only on materials presented during lectures and limited learning resources, which resulted in a less optimal learning process and limited their ability to understand the material in depth. It made students still experienced difficulties in understanding some basic English materials, such as grammar, vocabulary mastery, and writing and speaking skills.

Furthermore, the coursebook used in the learning process was still limited and was not fully tailored to students' needs. Through brief interviews with lecturers, it was revealed that Basic English courses utilized materials obtained from various sources, with lecturers providing related exercises. It was also found that students at the beginning of the course had varying levels of English proficiency. Some students still experienced difficulties in understanding basic English materials such as vocabulary, grammar, and writing, reading, and speaking skills.

Second step was Designing Stage. The design stage was the phase of designing the structure and appearance of the Basic English Coursebook to be developed. At this stage, the researchers developed a draft of the materials, learning strategies, and visual design tailored to students' needs based on the results of the previous analysis. This design aimed to produce a coursebook that was systematic, engaging, and easy to understand, thereby supporting the English learning process more effectively. This design was carried out to create a coursebook that was not only informative but also capable of increasing students' motivation and interest in learning. The design was formulated by considering readability, visual appeal, and suitability to student characteristics.

During the design process, the researchers used the Canva Pro application to create the layout and visual design of the coursebook. Fonts such as Roboto were selected to provide a clear and easy to read display. Furthermore, the use of colors, images, and illustrations was adjusted to support material comprehension and increase student engagement in the learning process.

The coursebook materials were structured based on the learning outcomes of the Basic English course and were aligned with the results of the needs analysis. Each unit in the coursebook was systematically organized, covering four language skills (speaking, reading, writing, and listening), and was supplemented with relevant grammar and vocabulary materials. Furthermore, each unit was complemented with deep learning–based activities, such as critical thinking exercises, discussions, reflections, and contextual assignments, which were intended to encourage student engagement.

The Basic English Coursebook cover served as an initial identification before entering the main content. The cover was designed to include information about the book title, institution, and target audience. The visual design was composed by considering colour combinations, typography, and relevant illustrations to convey a professional and academic impression. The content of the Basic English Coursebook was designed based on the principles of clarity, readability, and visual appeal as stated by Tomlinson (2013) and Meyer (2021) about Principles of Learning Materials. The Roboto font was chosen for its high readability, with proportional spacing. Furthermore, the materials were supplemented with examples, exercises, and contextual learning activities to enhance student engagement and understanding.

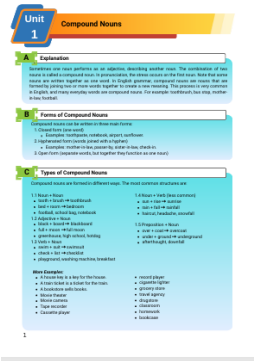
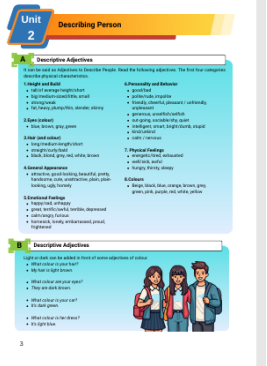
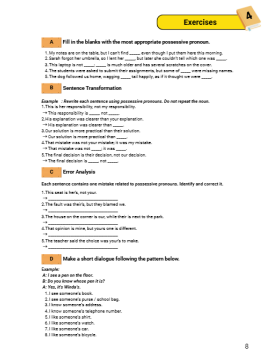
Related to material design and development, there were materials developed in this book according to the syllabus, they were: 1) Compound Nouns, 2) Describing Person, 3) Describing Things, 4) Possessive and Reflexive Pronouns, 5) Simple Present Tense, 6) Present Continuous Tense, 7) Question Word: Which, 8) The Use of Modal Auxiliary "Should", 9) Simple Past Tense, 10) Irregular Verbs, 11) Expressions of Quantity, 12) Expressions of Quantity, 13) Prepositions, 14) Could and Would, 15) Present Perfect Tense, 17) May and Might, 18) Past Participle, 19) Passive Voice, 20) Frequency Expressions, 21) The use of

"There is" and "There are", 22) Future Time, 23) Have Got, 24) Relative Clauses, 26) Noun Modifiers, 27) Time Expressions, 28) Expressions of Aches and Pains, 29) Adverbs and Expressions of Manner, 30) Word Order in Sentences.

Fourth step was Development Stage. The development phase was a continuation of the design phase, aiming to translate the design into a tangible product. This phase involved compiling materials, developing visual designs, and integrating all learning components into the coursebook. The development process involved compiling learning materials based on the blueprint developed in the previous phase. The materials were structured according to the learning outcomes of the Basic English course and were tailored to students' needs.

Each unit in the coursebook was systematically developed, containing core materials, exercises, and learning activities covering the four language skills: listening, speaking, reading, and writing. Relevant grammar and vocabulary materials were also included to support students' understanding. The result of this development phase was the Basic English Coursebook Level 2, which consisted of several learning units. Each unit was complemented by learning materials, practice questions, and deep learning based activities such as discussions, critical thinking tasks, and reflections. Through this development phase, the Basic English Coursebook Level 2 was produced. It had gone through a process of design, evaluation, and refinement, making it suitable for use as a coursebook in English learning.

Table 1. Summary of Expert Judges Results Before the Revision

Cover Design	Content Design	Content Design	Exercise Design
			

In the implementation phase, the developed coursebook, namely the Basic English Coursebook Level 2, was implemented in the learning process. The implementation was carried out with students at STKIP Agama Hindu Singaraja who were taking the Basic English course. Since the limited time, the process of implementation could not be conducted for whole semester. It was only limited for several meetings. After the limited implementation process, data were collected through an interview to determine students' responses to the use of the coursebook, including its content, layout, and ease of use.

The evaluation phase was the final stage in the ADDIE model, which aimed to assess the quality and feasibility of the developed Basic English Coursebook Level 2. The evaluation was conducted through a review process involving two expert judges who assessed the product using a structured validation rubric. Evaluation data were obtained through expert judges and a student response questionnaire administered after the implementation process. The questionnaire was used to identify the coursebook's materials, presentation, and ease of use.

The two experts assessed the coursebook using a structured validation rubric consisting of 28 assessment items, which covered three aspects: Coursebook Features, Content Criteria, Inclusion and Suitability Criteria.

Table 1. Summary of Expert Judges Results Before the Revision

Judges	Total Score	Maximal Score	Percentage	Criteria
Expert Judge 1	112	140	80%	Feasible
Expert Judge 2	128	140	91,4%	Very Feasible
Average	**120**	**140**	**85,7%**	**Very Feasible**

The assessment results included comments and suggestions from the experts, which were used as references for improving the developed product. After the Basic English Level 2 coursebook was evaluated by expert judges, several revisions were required to enhance its quality and optimize its use in learning. Revisions were made based on comments and suggestions from the experts to improve the appropriate tenses of the content, presentation, and language aspects of the book.

CONCLUSION

Based on the result of needs analysis it was found that there was no standard coursebook to teach Basic English at STKIP Agama Hindu Singaraja. It made the Basic English Coursebook for Level 2 for students in the English Language Education Study Program at STKIP Agama Hindu Singaraja was developed. The quality of the coursebook was evaluated by two expert judges. They assessed three aspects: Coursebook Features, Content Criteria, and Inclusion and Suitability Criteria, with a maximum score of 140. The overall average score was 85.7%, which categorized "Very Feasible". There were several revisions already did after the evaluation by the expert.

Future researchers who were interested in developing a coursebook were encouraged to use this study result as a reference and to fix the existing limitations. It was suggested that future studies involve more participants and a wider scope of implementation to get more complete data about the effectiveness of the coursebook. Future researchers were also encouraged to develop coursebooks that cover higher levels of English proficiency, such as Basic English Level 3 or above, to support students' language development across semesters. In addition, it was suggested that future research explore the use of digital and interactive elements in coursebook design to meet the needs of today's technology-based learning.

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