

**DESIGNING AN ENGLISH SUPPLEMENTARY MATERIAL BASED ON
INQUIRY-BASED LEARNING FOCUSING ON ISLAMIC VALUES AT
SMA PPMI ASSALAM SUKOHARJO**

ARTICLE PUBLICATION

**Submitted as a Partial Fulfillment of the Requirement for the Master Degree
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2016

APPROVAL

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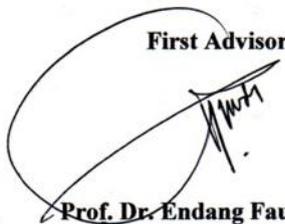
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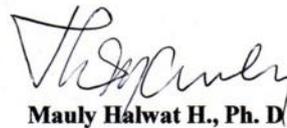
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ASSALAM SUKOHARJO**

submitted by
NURUL AINI

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ABSTRAK

Artikel ini ditujukan untuk mengembangkan materi pada buku Bahasa Inggris untuk kelas dua siswa SMA berdasarkan Inquiry based learning. Penelitian ini mengembangkan “English for Muslim Student” yang mencangkokkan nilai-nilai Islam kedalam buku ajar. Tujuan dari penelitian ini untuk meneliti kualitas buku ajar yang ada yang berjudul “*Contextual English*”, untuk menjelaskan bagaimana mengusulkan perencanaan materi Bahasa Inggris tambahan dan untuk menjelaskan perencanaan kualitas materi Bahasa Inggris tambahan untuk SMA PPMI Assalam. Penelitian ini adalah penelitian Research and Development (R&D). Objek penelitian ini adalah buku ajar “*Contextual English*” dan siswa kelas dua SMA PPMI Assalam. Dalam mengumpulkan data, penulis menggunakan observasi, interview dan dokumentasi. Pada analisis data, penulis melakukan beberapa tahapan meliputi mempresentasikan, mengklasifikasikan, menjelaskan data, membuat kesimpulan, dan implikasi. Penelitian ini mengusulkan beberapa tahap untuk mendesign materi Bahasa Inggris. Mereka harus melakukan tiga tahap meliputi tahap menyelidiki, mengembangkan dan validasi. Hasil penelitian ini menunjukkan bahwa materi pada bab 8-10 telah dikembangkan oleh penulis menggunakan 5 tahap pada metode *Inquiry based learning* (mengamati, menanyai, mengeksplorasi, mengasosiasi, dan mengkomunikasi). Pada penelitian ini, hasil akhir draf materi tambahan bisa digunakan untuk proses pembelajaran Bahasa Inggris di semester dua, kelas dua SMA PPMI Assalam Sukoharjo.

Kata kunci : Pengembangan Materi, Kurikulum 2013, Inquiry Based Learning

ABSTRACT

This research is mainly intended to develop materials of English textbook for second grade of Senior High School students based on Inquiry based learning. It develops an “English for Muslim Student” that incorporate Islamic values into textbook. The

objectives are to investigate the quality of textbook entitled “*Contextual English*”, to explain how to propose prototype of English supplementary material, and to explain the prototype quality of English supplementary material for SMA PPMI Assalam Sukoharjo. This research is Research and Development (R&D). The objects are “*Contextual English*” textbook and students of second grade at SMA PPMI Assalam. In collecting the data, the writer uses observation, interview, and documentation. In analyzing the data, the writer does some steps which involve presenting, classifying, describing the data, making conclusion and drawing implication. This research proposes some steps in designing an English material which consist of three stages such as exploring, developing and validating stages. The findings show that the material in chapter 8-10 has been developed by the writer based on five stages in Inquiry based learning (observing, questioning, exploring, associating and communicating). Therefore, the final draft of supplementary material can be used for teaching and learning English in second semester of second grade in SMA PPMI Assalam Sukoharjo.

Keywords : Material development, Curriculum 2013, Inquiry Based Learning

1. Introduction

English is an obligatory subject that has to be taught in Senior High School. As explained in the Rule of Minister of National Education No. 22 of 2006, English is an adaptive lesson which is purposed at preparing the students with written or spoken skills. Consequently, the teachers should plan, conduct, and manage the learning of English in order to gain the students’ need. Senior High School PPMI Assalam Sukoharjo is one of Islamic School in Sukoharjo which focuses on studying general science and correlate with Islamic teaching. Students of Senior High School PPMI Assalam Sukoharjo need a specific English material based on characteristics of Islamic values. Therefore, the course book to teach English in Senior High School Assalam Sukoharjo should be different with general schools, but it would not out of the context of 2013 Curriculum.

Tyler (1957: 79) explains the curriculum is all the learning experiences planned and directed by the school to attain its educational goals. Besides, Popham & Baker (1970: 48) argue that Curriculum is all planned learning outcomes for which the school is responsible. Curriculum refers to the desired consequences of instruction.

In this study, the writer did some informal talks and depth interviews with some teachers in SMA PPMI Assalam Sukoharjo, the writer found that there is not specific English language material which incorporates Islamic values. The

teachers found some difficulties to match the general syllabus with the private syllabus in Boarding School. In this research, Contextual English textbook will be analyzed and developed.

The writer conducts the content analysis on “Contextual English” textbook. Then, the writer found that there are some strengths and weaknesses. As the result, *Contextual English* textbook does not fulfill the students’ need as the Islamic students. Consequently, teaching and learning process in the second grade of SMA PPMI Assalam Sukoharjo do not effective. In fact, the students of Islamic school need a specific English learning material that can support them to understand knowledge related to Islamic values. For instance, the content of reading passage involve the Islamic values.

Based on those above explanations, the writer will propose a possible solution which may as the connector between general English material and students’ needs. In this case, the writer will make something to cover the weaknesses of *Contextual English* textbook. Therefore, the writer proposes a prototype of English supplementary material based on Islamic values by using inquiry-based learning (observing, questioning, experimenting, associating and communicating activities) for students in the second grade of SMA PPMI Assalam Sukoharjo. It would make the quality of material and task on *Contextual English* textbook better than before. In addition, the difference of this present research and previous research is previous research tend to develop the material on the internet based learning and social context. In this case, this present research focuses on developing supplementary material on the Islamic field. It can be conclude that this present research has a uniqueness.

This research also correlates with IBL, Inquiry based learning is an approach in teaching and learning that places students’ questions, ideas and observations as the center of the learning experience. The central goal of IBL is to develop valuable research skills and be prepared for life-long learning for the students. The implementation of inquiry-based learning is observing, questioning, experimenting, associating and communicating (Fauziati, 2014:163).

In addition, needs analysis is also defined as a process of determining the needs of a group of learners that requires a language and arranging the needs according to priorities where it uses both subjective and objective information (Richards et al., 1992). In this case, this research also discusses material evaluation and development. Tomlinson (2003: 15) defines material evaluation as a procedure that involves measuring the value of a set of learning materials. Tomlinson and Masuhara (2004) outline three types of textbook evaluation which cover pre-use evaluation, whilst-use evaluation, and post-use evaluation. Cunningsworth (1995) in Richards (2001) lists eight criteria in textbooks evaluation include: aims and approaches, design and organization, language content, skills, topic, methodology, teachers' books, and political considerations.

Then, material development is both a field of study and a practical undertaking. Material developments will probably jungle topics and tasks elements in creating materials. The rule are, finding accommodation, collecting aural and written texts relating to the topic, and creating activities which reflect the communicative needs of the learners (Nunan, 1991: 261). On the other hand, there are some steps in developing material, as following; (1) Identification of problem and need, (2) Analysis of the problem, (3) Analysis of the problem (Identification of need and motivating factors and Persuasion tactics), (4) Objective setting, (5) Selection of the topics, (6) Format selection, (7) Content arrangement, (8) Editing, (9) Testing, and (10) Revision.

While, the objectives of this research are; *first*, to investigate the quality of existing textbook entitle "*Contextual English*", the syllabus content, curriculum used at SMA PPMI Assalam Sukoharjo and students' need; *second*, to explain how to propose prototype of English supplementary material for SMA PPMI Assalam Sukoharjo; and *third*, to explain the prototype quality of English supplementary material for SMA PPMI Assalam Sukoharjo.

2. Research Methodology

The object of this research is developing English supplementary material for Islamic students. Regarding with the object of this research, it is classified as

educational Research and Development (R&D). The purpose of the research is to propose prototype of English supplementary material for Islamic students of the second grade students at SMA PPMI Assalam Sukoharjo. Borg and Gall (1983:772) state that Research and Development is a process used to develop and validate educational products. Based on the context of education, R&D usually develops a learning product that relates to curriculum, syllabus, and learning materials. Therefore, the developing of Islamic education textbook is involved in R&D. Here, the learning product is developed by considering the strengths and the weaknesses of existing materials, need analysis, and relevant principle theories in order to produce an appropriate learning material based on the Islamic educational context.

The writer modified the steps suggested by Borg and Gall into three big stages namely exploration, developing, and validation stages. The exploration stage consists of reviewing of literature, field study, and conducting need analysis. Then, in the developing stage consists of developing prototype by conducting class observation, interview and questionnaire for the teachers and students. Then, validation stage refers to the validating with experts, and conducting try out.

There are two kinds of data for this research, such as primary and secondary data. Primary data consists of “Contextual English” textbook for second grade of SMA PPMI Assalam Sukoharjo. Secondary data consists of information related to material development, government regulation, and 2013 Curriculum. The data collection technique of this research are observation, interview, and documentation. The writer also use triangulation method and resources to validate the data. Then, this research use qualitative and quantitative to analyze the data. In this case, the output of this research is final product namely English supplementary material for Muslim students using Inquiry based learning based on Islamic values.

3. Research Finding and Development

The finding of this research shows on three steps such as exploration, development and validation stages. The data gathered from the exploring stage is used to analyze and as the principle of conducting the next stage, that is

developing stage. After analyzing the learners' and learning needs, the course grid which conveyed the Curriculum and functioned as the blueprint of the units was made right after. As explained in the result of needs analysis, there had to be professional activities which could give them the real description of language functions, language focus, indicators, grouping, characters, and the inputs. Product development stage discusses three parts such as (1) development of prototype design, (2) tryout of the prototype, and (3) the final product of English for Muslim. In the development of prototype design, there are three headings as follows (a) the result of need analysis of developing draft, (b) description of prototype, and (c) expert judgement. Then, there are four headings in tryout of the prototype such as (a) place, (b) time, (c) participant, and (d) tryout implementation. Lastly, on the final product of English for Muslim consists of seventh aspects that are (a) design, (b) objective and approach, (c) organization, (d) language content, (e) language skills, (f) topic, and (g) methodology. The depth explanation of each stage will be described below.

a. Exploration Stage

The writer conducts course book evaluation, need analysis, class observation, and syllabus and curriculum analysis in exploration stage. The conclusion of exploration stage discusses below.

Firstly, in exploration stage, the writer described the quality of existing textbook, the book title is *Contextual English for Grade XI of Senior High Schools Regular Program*. The writer of this textbook is Bambang Sugeng. The editor is Muski B., Ahmad T.H. The cover designer is Daru Sukamto. Then, the content organizer are Sarjiman Abu Salmap and Agung Wibawanto. The book size is 21 x 29,7 cm. It has 232 pages. The cover color are white, blue, and green. It is published by *PT Tiga Serangkai Pustaka Mandiri*. It is published once in a year.

While, the result of the evaluation of existing and quality of the course book shows the objective and approach do not correspond closely with the aims of Islamic teaching and learners' needs then do not flexible and allow different

teaching learning style; the design and organization of the course book do not make up the total course package, but it is easy to find around the course; language contents are not contextual attached the students' needs and do not include pronunciation work; it develops four basic skills and cover the course aims and syllabus requirements; there is no sufficient material, topic do not close to the students' need and the topics not help the students' awareness, experience, etc; the course book use inductive approach, but the technique not demand the students to be creative; there is no teachers' book; and the price is quite expensive but it has good quality and easy to find in the bookstore.

On the other hand, the writer used the checklist to analyse the syllabus used by teachers at SMA PPMI Assalam Sukoharjo. The writer found that some of the components have been included in developing syllabus. The indicators is not written in the syllabus. The core competence was available which is for implementing religion, culture, language and knowledge in the real life situation. The basic competence writes to indicate the basic principle in designing the next procedures. The learning materials describe the topic in detailed. The learning procedures is developed using 2013 Curriculum principle those are observing, questioning, exploring, associating, and communicating.

The content of the evaluations are varied which are in the form of spoken and written test. The time allocation arrange based on the educational policy. Then, for learning resources, the teachers use Contextual English textbook, Audio, Video, Newspaper, Magazine and others resources from internet. In this case, the syllabus at SMA PPMI Assalam Sukoharjo is a little bit different from general schools. The differences are in the evaluation and time allocation. The evaluation in SMA PPMI Assalam Sukoharjo consists of evaluation from the school and Islamic boarding school. Then, the time allocation is 40 minutes in each lesson.

Secondly, the result of need analysis is taken from interview and class observation result. Here, the result of interview are the materials match with the syllabus but do not match with the students' need; the teachers and the students at SMA PPMI Assalam need specific material; and the course book is less effective to teach to students' level. The reasons are because the grammar material not

fulfill the syllabus requirements. Moreover, the syllabus requirements are analytical exposition, narrative text, and factual report texts with conjunction, conditional sentences, and passive voice. As a result, the course book is not always used in teaching English. Then, the result of class observation found that the teacher and students use Contextual English textbook in teaching learning process; each student has a book; the students are not interested with the material and learning process; and the students are bored and tired.

Based on the English teachers' interview and class observation, it is clear that the teachers and students at SMA PPMI Assalam Sukoharjo need a specific material in this case is English for Muslim students textbook and it will help the effectiveness of teaching English. It can be concluded that, the finding in the exploration stage shows that the teachers had not exploited the course book optimally, it is because of some of the above reasons. They use some other resources from internet, other books, and etc. Besides, the usage of the course book as a learning resource does not guarantee the material could cover the students' needs. The students do not only learn the language but also need to master knowledge about social context related to Islamic values.

Regarding the following problems, there should be an effort to improve the quality of English teaching and learning. Therefore the writer developed EMS (English for Muslim Students) textbook to provide supplementary material for second grade students of Islamic schools at SMA PPMI Assalam Sukoharjo. It was expected that the material can support the existing course book used in the school. Here, the writer proposes some knowledge in exploring stage to the teachers. The teachers can understand the steps on exploring stage. They can analyze the condition of existing textbook, the students' need, curriculum and syllabus that use in the school, and the implementation of existing textbook.

b. Development Stage

In the development of prototype design, there are three headings as follows (a) the result of need analysis of developing draft, (b) description of prototype, and (c) expert judgement. The conclusion of each stage will be described below.

The result of need analysis can be concluded that the writer found some information needed before developing supplementary material entitle “English for Muslim Students”. The students’ level is in intermediate level. They need English for their future to deal with the communication in the real life situation and classroom learning process. The content of material is incorporating Islamic values. The input of the topic they like which match with the Islamic field. They also prefer to have listening activities in the beginning of the class. The students want to be a subject and problem solver in teaching and learning process in the classroom. Therefore, the teacher as a facilitator that give a feedback and guide them to think critically. Lastly, the students want to work in a group and solve the problem with their partner.

In this case, the product is written based on core competence and basic competence of Senior High School in the second semester. However, the writer only takes four basic competencies in the second semester. The result of product planning shows that supplementary material title is “English for Muslim Students”. This supplementary material is written for the second grade of SMA PPMI Assalam Sukoharjo in the second semester. This supplementary material consists of three units. Unit I consists of 23 activities and 29 pages. Unit II consists of 18 activities and 23 pages. Then, Unit III consists of 25 activities and 32 pages. The total page of the supplementary material is 84 pages. The blueprint of the prototype can be seen in the table below.

The blue print of each unit are; the topic of Unit 1 is *charity*. The kind of text is *factual report*. In this case, the activities in Unit 1 are identifying text structure, social function, and language function in factual report text (*charity*), practicing a dialogue and reading aloud a monologue text about *charity*, using correct and right language features of factual report text (*charity*), creating a simple dialogue

by using *passive voice and expression of sympathy, hope and wish based the topic of charity* in group, practicing the dialogue in group confidently and in right intonations and pronunciation, creating a simple factual report text by using *passive voice and expression of sympathy, hope and wish based the topic of charity program* individually.

The activity in the language focus uses passive voice such as identifying the passive sentence used in the dialogue *in the charity*, practicing to change passive sentence into active sentence used in the dialogue of *charity*, using passive voice to complete blank text in the *charity* and doing a role play by using passive voice, creating a simple dialogue by using *passive voice* in group, practicing the dialogue in group confidently and in right intonations, creating a simple dialogue by using *passive voice* individually. Then, the expression uses in the unit 1 are expression of sympathy, hope and wish. The activities are identifying the expression in the factual report text and dialogue about *charity*, practicing the expressions of sympathy, hope and wish used in the dialogue in *charity*, using the correct and right language features of sympathy, hope and wish expressions in *charity*, creating a simple dialogue by using sympathy, hope and wish expressions in group, practicing the dialogue in group confidently and in right intonations.

The content of Unit 2 is analytical Exposition text. The topic is congregation prayer. The activities of Unit 2 are observing the specific information of the Islamic song in *congregational prayer*, identifying the purpose, generic structure, and language features of analytical exposition text (*congregational prayer*.), reading aloud analytical exposition text about *congregational prayer*, using the correct and right language features to compose analytical exposition text about *congregational prayer*, practicing the debate in group confidently and in right intonations and pronunciation in analytical exposition text about *congregational prayer*, and creating a simple analytical exposition text by using *conjunction* individually.

In addition, the expression content in this unit is opinion, argument and thinking. The activities consists of identifying the argument in the dialogue about

congregational prayer, practicing to give an argument in the debate section about *congregational prayer*, differentiating opinion, argument and thinking about *congregational prayer*, creating a simple dialogue by using opinion, argument and thinking about *congregational prayer* in group, practicing the dialogue in group confidently and in right intonations, creating an analytical exposition text and give your own opinion individually.

Unit 3 discusses narrative text with the following topic *tolerance*. The activities in Unit 3 are identifying the text structure, social function, and language function in *narrative text (tolerance others)*, observing the specific information of the *tolerance poem*, reading for getting main ideas, detailed information, specific information, and get referring in *narrative text (tolerance others)*, using the correct and right language features to compose narrative text about *tolerance others*, practicing a mini drama in group confidently and in right intonations and pronunciation narrative text about *tolerance others*, creating a simple narrative text by using *conditional sentence* individually.

Moreover, the grammar focus of this Unit is conditional sentences. The activities of grammar are identifying the types of *conditional sentence in the narrative text (tolerance others)*, practicing to compose the three types of *conditional sentence about tolerance others*, creating a simple dialogue by using conditional sentence type 2 in group, practicing the dialogue in group confidently and in right intonations, creating a mini drama by using conditional sentence with the topic of tolerance others individually.

Besides, the supplementary material also consisted of the materials about the Islamic values. Each unit of materials was conducted based on observing, questioning, experimenting, associating, and communicating activities. In this research, the writer used a text and a CD of native speaker as teaching resources. The texts were adapted from some resources and created by the writer herself. They were adjusted based on the context and the interest of the XI grade students. The writer designs the cover and lay out as well as possible. The color of the cover is dominated by gradation of orange and gray.

Therefore, the writer proposes to the teachers that want to design a supplementary material to understand more the steps in developing stage. The teachers should pay attention to the framework of the draft. The framework involves the indicators of learning aspect, activities, method, and skills. Based on the framework, the teacher can develop units in the textbook.

c. Validation Stage

After the draft was completed, the writer was conducted expert validation to get some evaluation and suggestion. Agus Wijayanto, Ph.D and Hepy Adityarini, M.A, Ph.D. become the experts for the draft. The input and the suggestion were used to revise the draft. Regarding with the expert validation, the draft developed was categorized into excellent and it has fulfilled the students' needs. However, there are some activities that should be revised and replaced. The revision of the draft was done more than once. It was expected to get better quality of the textbook.

The result of the first expert validation are provide not controversial pictures, revise some controversial sentences, change some vocabularies that are controversial with the religion and society, and add the guidance of writing. Therefore the writer revised all pictures with polite pictures which are more flexible with the purpose of the textbook, replaced some sentences with the general sentences which did not occur pro and contra, revised some vocabularies with the common vocabularies that was appropriate with the religion and society and added some guidance in the writing activities.

On the other hand, the summary of the second expert validation are change and delete some activities that make the students confuse and overlap, provide aims for each unit in order to make the students know what they are learned and what the purposed, add IPA symbol in the textbook, revise the overlap skills' aims, and alleviate the activities in observing stage and change the activities in exploring stage. Therefore the writer changed some activities with the clear instruction, then some of activities were deleted, provided aims for each unit,

added IPA Symbol in the draft for students' pronunciation correctly, revised the skills' aims to be simpler and deleted one activities in observing stage and one activity in exploring stage was changed to be real life learning.

After experts validating, the draft was implemented in the class. The draft was tried out until the qualified product resulted. It was implemented three times and each tryout consisted of two meetings. Each meeting consisted of 3x40 minutes. The English subject was taught twice a week on Monday and Wednesday. The first tryout was carried out in May 4th and 9th, 2016. The second tryout was implemented in May 11th and 16th, 2016. The third tryout is in May 18th and 23th, 2016. The revision of the draft it was implemented comes from the result of observation and questionnaire. The result of the tryout was the final draft of EMS textbook. Then, the final draft of supplementary material can be used for teaching and learning English in second semester of second grade in SMA PPMI Assalam Sukoharjo. In addition, the evaluation of tryout unit 1-3 can be summarized in the table below.

The summary of tryout Unit 1 are activity 1 make confusing, activity 4 needs situation for the dialogue, and statements in activity 14 were difficult. In addition, the writer replaced the picture in activity 1 with the clear one, added the contextual situation in activity 4 before the dialogue, and replaced the statements with the easy one. Then, the summary of tryout Unit 2 are activity 2 was too difficult, activity 9 was too long, and the vocabularies in all the draft were difficult enough.

Therefore the writer provided activity 2 the items to be measure, made the reading text simpler, replaced the vocabularies with the easy one that appropriate with the students' level. Lastly, the evaluation of tryout Unit 3 are deleted some sentences in activity 6, provided example in activity 9, and changed the component in activity 10. In this case, the writer deleted the sentence, provided example of the sentence in activity 9, and changed the component in activity 10 to be more understandable.

In addition, the writer proposes the teacher to conduct expert validation before trying out the draft in order to make the draft as well as possible. The experts should be master in material development.

4. Conclusion

The conclusion of this research discusses three stages of finding the data. In this case, the writer explains exploration, development and validation stages. The result of exploration stage shows the quality of the textbook have some weaknesses such as the objectives and the approaches do not suitable for teaching and learning situation; the design and the organization do not make up the total course package, the cover does not reflect Islamic values, and the organization does not clear; the language content does not appropriate to the second grade of senior high school and the quantity of vocabulary and pronunciation works do not adequate.

In addition, the skills are not adequately covered the syllabus requirements, the material not for integrated skills; the topic does not propose Islamic values and not help expand the students' awareness and enrich their experience; the methodology does not match with the students' learning style; the techniques do not suitable for students because does not help the students in responsibility for their own learning.

As the result, *Contextual English* textbook does not fulfill the students' needs as the Muslim students. Consequently, teaching and learning process in the second grade of SMA PPMI Assalam Sukoharjo do not effective. In order to fulfill the weaknesses of the textbook and cover the students' need, the writer develop a supplementary material using Inquiry based learning focusing on Islamic values.

In development stage, the writer found that students in intermediate level, they need a specific English course book which incorporate Islamic values, and to be problem solver in teaching learning process. Therefore, the writer develop a supplementary material based on some steps in Inquiry based learning such as

observing, questioning, exploring, associating and communicating. The topic of each unit is *charity, congregation prayer, and tolerance.* The text kinds are *factual report, analytical exposition, and narrative text.*

The supplementary material title is “English for Muslim Students”. This specific supplementary material was expected to match with the students’ needs as Muslim learners. The draft material is organized into some topics that represent some language functions in each unit. The functional organization makes the learning process easier, specific and contextual. The language content in supplementary material is quite suitable for individual study because they are contextual with the students’ needs as Muslim learners. “English for Islamic students” also provided a vocab and pronunciation corner of vocabularies and its pronunciations which was presented before every text to enrich the students’ pronunciation and vocabulary mastery.

The language skills taught in the draft of supplementary material covers four basic skills. The language skills are presented from listening, speaking, reading and writing. The topic is varied enough. It represents different kinds of activities in Islamic field. It is also quite interesting and useful for the students’ needs as the Muslim students. It also can enlighten the students’ understanding and improve their experiences in Islamic field. *English for Muslim Students* supplementary material is developed by using Inquiry based learning (IBL). In IBL, language teaching is based on the skills and be prepared for life-long learning. Students should achieve learning outcomes that include critical thinking, the ability for independent inquiry, responsibility for own learning and intellectual growth and maturity. It was expected that the students will be motivated and actively involved in learning process.

In validation stage the writer validate the supplementary material by conducting experts’ validation and trying out the product. The writer conducts experts’ validation two times. The result of experts’ validation is the supplementary material can cover the students’ need. Moreover, the tryout conducts three times. The result of the tryout becomes the final draft of EMS

textbook. Then, the final draft of supplementary material *can be used* for teaching and learning English in second semester of second grade in SMA PPMI Assalam Sukoharjo.

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