



DEVELOPING BASIC ENGLISH COURSEBOOK LEVEL 1 FOR UNIVERSITY STUDENTS AT STKIP AGAMA HINDU SINGARAJA

Ni Putu Tasya Aurellia Putri^{*1}, I Luh Ariss Susanti², Pande Gede Artha Pratama³

¹aurelliatasya40@gmail.com, ²meiyanasusanti1978@gmail.com, ³pande.pratama96@gmail.com

^{*1}STKIP Agama Hindu Singaraja, Buleleng, Bali, Indonesia

²STKIP Agama Hindu Singaraja, Buleleng, Bali, Indonesia

³STKIP Agama Hindu Singaraja, Buleleng, Bali, Indonesia

ABSTRACT

This research aims to develop a Basic English Coursebook Level 1 for university students at STKIP Agama Hindu Singaraja. The background of this research is the absence of a standardized and needs-based coursebook, which results in less systematic and less effective teaching and learning processes. This research employed Design and Development Research (DDR) using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages. The data were collected through interviews, observations, and expert validation. The findings show that the developed coursebook contains structured, contextualized, and learner-centered materials that integrate the four language skills, namely listening, speaking, reading, and writing, along with grammar and vocabulary development. Based on the validation results from two expert judges, the product is categorized as highly feasible to be used as teaching material. Furthermore, the coursebook is considered effective in supporting students' engagement and motivation in learning Basic English. Therefore, this developed coursebook is expected to serve as a solution to enhance the quality of Basic English teaching in higher education, particularly at STKIP Agama Hindu Singaraja.

Keywords: Coursebook, English, Material

A. INTRODUCTION

English plays a crucial role in higher education as it serves as a medium for accessing academic resources, participating in international communication, and supporting professional development. In the era of globalization, English proficiency has become an essential competency for university students because many academic references, research publications, and educational resources are predominantly available in English. Therefore, higher education institutions are expected to provide effective English learning programs that help students develop the language skills required for academic and professional success.

Despite its importance, English proficiency among Indonesian students remains relatively low. According to the EF English Proficiency Index (2024), Indonesia is categorized as having a low level of English proficiency. This condition indicates that many students still experience difficulties in using English effectively, particularly in productive skills such as speaking and writing. The problem is often associated with traditional learning practices that emphasize memorization and grammar-focused instruction rather than meaningful communication and



real-life language use. Consequently, many students enter university with limited English competence and face challenges in fulfilling academic requirements that involve reading academic texts, participating in discussions, delivering presentations, and producing written assignments.

The situation is particularly evident among first-semester students, who generally possess diverse educational backgrounds and varying levels of English proficiency. As beginner learners, they require structured instructional materials that can help them gradually develop fundamental English skills. In this context, teaching materials play an important role in supporting the learning process. A well-designed coursebook can provide clear learning objectives, systematic content organization, meaningful learning activities, and opportunities for language practice. Furthermore, appropriate teaching materials can increase students' motivation and engagement while helping lecturers deliver instruction more effectively.

However, preliminary observations and interviews conducted at STKIP Agama Hindu Singaraja revealed that there was no standardized coursebook specifically designed for the Basic English course. Lecturers frequently relied on self-developed materials, online resources, and various references collected from different sources. Although these materials offered flexibility, they often resulted in inconsistent content delivery, unclear learning progression, and learning outcomes that did not fully address students' needs. As a result, students experienced difficulties in developing English skills systematically and achieving the expected learning competencies.

To address these challenges, instructional materials should be developed based on learners' actual needs and current educational demands. One approach that can support meaningful learning is deep learning, which emphasizes critical thinking, collaboration, creativity, communication, and the application of knowledge in authentic situations. By integrating deep learning principles into English instructional materials, students are expected not only to acquire language knowledge but also to develop higher-order thinking skills that support lifelong learning.

English Language Teaching (ELT) has evolved from traditional grammar-oriented approaches toward communicative and learner-centered instruction. Contemporary ELT emphasizes meaningful interaction, authentic language use, and the integration of listening, speaking, reading, and writing skills to develop communicative competence among learners (Harmer, 2015; Richards & Rodgers, 2014). Therefore, English instructional materials should provide opportunities for students to use language in meaningful contexts and support the development of both linguistic knowledge and communicative abilities.

One of the most important components in English language instruction is the coursebook. A coursebook serves as a source of language input, classroom activities, and learning guidance



for both teachers and students. According to Richards (2017), instructional materials function as a framework that helps organize learning objectives, content, and assessment. Effective coursebooks should be relevant to learners' needs, pedagogically sound, and capable of supporting meaningful learning experiences (Tomlinson, 2018).

The development of instructional materials should begin with a needs analysis process. Needs analysis is conducted to identify learners' target needs, learning needs, and proficiency levels so that instructional materials can be aligned with educational goals and learner characteristics (Hutchinson & Waters, 1987). Through needs analysis, coursebook developers can ensure that the content, activities, and learning outcomes correspond to the actual requirements of students.

In addition, material development is a systematic process that involves designing, implementing, and evaluating instructional resources to facilitate language learning. Tomlinson (2011) argues that effective materials should provide authentic language exposure, encourage learner engagement, build confidence, and promote meaningful language use. Therefore, the development of a coursebook should consider not only content accuracy but also students' cognitive and affective needs.

To ensure a systematic development process, this study adopted the ADDIE instructional design model consisting of Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model provides a structured framework for developing educational products and allows continuous revision based on expert feedback and learner needs (Reiser & Dempsey, 2018). Through this model, the developed coursebook was expected to become a relevant, effective, and learner-centered instructional resource for Basic English learning.

B. METHOD

This study applied Design and Development Research (DDR) to develop a Basic English Coursebook Level 1 for beginner university students at STKIP Agama Hindu Singaraja. The study was guided by the following research questions:

1. How could a Basic English Coursebook Level 1 be designed and developed to meet the needs of students at STKIP Agama Hindu Singaraja?
2. What is the quality of the developed Basic English Coursebook Level 1 for the English teaching and learning process of first-semester students at STKIP Agama Hindu Singaraja?

Design and Development Research (DDR) focuses not only on the final instructional product but also on the development process and its impact (Richey & Klein, 2007). Therefore, this research examined both the quality of the developed coursebook and the procedures used to design and validate it.

A mixed-methods approach was employed (Creswell & Plano Clark, 2018), combining qualitative and quantitative data to ensure triangulation and comprehensive analysis. Qualitative data were obtained from interviews and observations, while quantitative data were collected from expert validation scores.

The development process followed the ADDIE instructional design model (Reiser & Dempsey, 2018), which consists of five iterative stages: Analysis, Design, Development, Implementation, and Evaluation. The model was used because it provides a systematic and flexible framework for instructional material development, allowing continuous revision based on feedback.

ADDIE Model Implementation

1. **Analysis** This phase identified learners' needs, proficiency gaps, and curriculum requirements through questionnaires, interviews, curriculum review, and classroom observation. It revealed a lack of standardized materials and a mismatch between students' English level and academic needs.
2. **Design** Learning objectives were formulated based on CEFR A1–A2 levels. The coursebook structure was designed to integrate four language skills, grammar, vocabulary, and communicative tasks using communicative and task-based approaches. A detailed syllabus and blueprint were developed.
3. **Development** Coursebook units were created based on the design blueprint, incorporating authentic materials, visuals, and integrated skills activities. Formative evaluation and expert review were conducted to revise the product before implementation.
4. **Implementation** The coursebook was piloted in first-semester university classes. Data were collected through observation, interviews, and pre-test/post-test to evaluate usability, engagement, and learning effectiveness.
5. **Evaluation** Formative evaluation was conducted throughout the process, supported by expert validation using a Likert-scale rubric (28 items, max score 140). Feedback from experts was used to refine the final product.

Research Setting and Participants

The study was conducted at STKIP Agama Hindu Singaraja, Bali. The institution offers English-related courses or students from various study programs, including English Language Education, Hindu Education, Communication Science, and Sport Science. Participants in this study included:

1. First-semester students of STKIP Agama Hindu Singaraja
2. One English lecturer who teaches Basic English and has experience in academic English instruction
3. Two expert validators in English Language Teaching and instructional material development



The expert validators were selected based on their academic qualifications and professional experience. One expert specialized in basic English instruction and learner-level material suitability, while the second expert had expertise in curriculum development, pedagogical design, and language teaching strategies. Their combined expertise ensured comprehensive evaluation from both content and pedagogical perspectives.

Data Collection Techniques

Data collection was conducted using multiple techniques to ensure data validity and triangulation:

Classroom Observation

Observation was conducted during the pilot implementation phase to examine student engagement, interaction patterns, and the practicality of the coursebook. An observation checklist was used to document student participation, learning behavior, and the implementation of deep learning-based activities.

Semi-Structured Interviews

Interviews were conducted with lecturers and students to explore their perceptions of the coursebook, including its strengths, weaknesses, and usability in classroom instruction. The data provided rich qualitative insights into learner needs and instructional challenges.

Expert Validation

Two experts evaluated the coursebook using a structured validation instrument. This instrument assessed content accuracy, instructional design quality, language appropriateness, and suitability for beginner learners. Both numerical scores and qualitative feedback were collected.

Research Instruments

Three main instruments were used in this study:

Interview Guide

Used to obtain qualitative data from lecturers regarding teaching practices, student difficulties, and learning material needs in Basic English courses. The questions were adapted from Hutchinson and Waters (1987) and Nation and Macalister (2010).

Expert Validation Rubric

Used to evaluate the coursebook based on pedagogical quality, content relevance, and instructional effectiveness.

Classroom Observation Checklist

Used to observe student engagement, interaction, and the effectiveness of coursebook implementation in real classroom settings.



All instruments were validated by experts prior to use. Reliability was ensured using Cronbach's Alpha ($\alpha > 0.80$), indicating high internal consistency.

Data Analysis Techniques

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

- Quantitative data from expert validation were analyzed using descriptive statistics (mean scores and percentage calculations) to determine coursebook feasibility.
- Qualitative data from interviews and observations were analyzed using thematic analysis (Braun & Clarke, 2006) to identify recurring patterns and themes.
- Triangulation was applied to ensure validity by comparing findings from different data sources.

C. FINDINGS AND DISCUSSION

Findings

This study aimed to develop a Basic English Coursebook Level 1 for first-semester students at STKIP Agama Hindu Singaraja. The development of the coursebook was motivated by the absence of a standardized textbook specifically designed for the Basic English course. As a result, lecturers relied on various instructional materials from different sources, leading to inconsistent and less structured learning experiences. Therefore, a coursebook was developed to provide systematic, relevant, and appropriate learning materials that meet students' needs. The participants of this study were first-semester students from various study programs at STKIP Agama Hindu Singaraja. These students had different levels of English proficiency, ranging from beginner to intermediate levels. By involving students with diverse language abilities, the researcher obtained a comprehensive understanding of learners' needs and challenges in learning Basic English within the higher education context.

The development process adopted the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. This model ensured that the coursebook was developed systematically and based on learners' actual needs.

Product Development Results Based on the ADDIE Model

The final product of this study was a Basic English Coursebook Level 1 designed for beginner university students. The coursebook aimed to help students develop fundamental English competencies through a structured and progressive learning process.

The coursebook includes essential English materials such as vocabulary building, basic grammar, sentence construction, and commonly used daily expressions. The content is presented in simple and clear language to accommodate students with different proficiency levels. Furthermore, contextual examples related to students' daily lives and academic environments are provided to facilitate meaningful learning.



Various exercises were incorporated into the coursebook, including multiple-choice questions, sentence completion tasks, word arrangement exercises, and reading comprehension activities. These exercises were intended to reinforce students' understanding and encourage active participation in learning. In addition, visual illustrations and interactive activities were included to increase students' motivation and engagement during the learning process.

The materials were organized progressively, beginning with basic concepts and gradually moving toward more complex topics. Through this systematic organization, students were expected to build a strong foundation in English and improve their language skills effectively.

Analysis Stage

The analysis stage was conducted to identify learning needs and determine the necessity of developing a Basic English Coursebook. This stage involved learning needs analysis, material analysis, and the identification of learning outcomes.

Learning Needs Analysis

The needs analysis was conducted through interviews with a lecturer responsible for teaching the Basic English course at STKIP Agama Hindu Singaraja. The findings revealed that there was no standardized coursebook used consistently in the course. Lecturers commonly utilized online resources, self-developed materials, and other supplementary sources.

This situation resulted in inconsistent instructional content and made it difficult to ensure that all students received similar learning experiences. Moreover, students demonstrated varying levels of English proficiency, creating additional challenges in classroom instruction. Therefore, both lecturers and students expressed the need for a structured coursebook specifically designed for beginner learners.

Material Analysis

The material analysis focused on selecting and organizing instructional content suitable for first-semester university students. The materials were aligned with beginner-level competencies and covered the four language skills listening, speaking, reading, and writing along with grammar and vocabulary development.

The content was selected based on students' learning needs, curriculum requirements, and the learning objectives of the Basic English course. The analysis ensured that the materials were relevant, practical, and appropriate for beginner learners.

Design Stage



During the design stage, the researcher developed the framework and structure of the coursebook. This process involved determining learning objectives, organizing instructional content, designing assessment activities, and preparing a coursebook blueprint.

The coursebook was designed using Canva Pro to create an attractive and user-friendly layout. The design emphasized readability, visual appeal, and accessibility for beginner learners. Learning activities were carefully sequenced to facilitate gradual language development and support student engagement.

Additionally, a Semester Learning Plan (RPS) and assessment instruments were developed to support the implementation of the coursebook in classroom instruction.

Development Stage

At the development stage, the actual coursebook was produced based on the previously prepared design. The content was compiled and organized into several units containing learning objectives, explanations, examples, exercises, and evaluations.

The coursebook integrated vocabulary, grammar, reading, writing, listening, and speaking activities within each unit. Various interactive exercises were included to promote critical thinking, communication, and active learning. Visual illustrations were also incorporated to enhance students' interest and understanding.

The completed draft was then prepared for expert validation and classroom implementation.

Implementation Stage

The implementation stage involved the use of the coursebook in actual classroom settings with first-semester students. The coursebook served as the primary learning resource during Basic English instruction.

Observations conducted during implementation indicated that the coursebook helped create a more organized learning process. Students demonstrated greater engagement in classroom activities and were able to follow the lessons more systematically. The coursebook also supported lecturers in delivering materials effectively and consistently.

Feedback collected from students and lecturers suggested that the coursebook was practical, relevant, and beneficial for Basic English learning.

Evaluation Stage

The evaluation stage focused on assessing the feasibility and quality of the developed coursebook through expert validation. Two expert judges with expertise in English Language



Teaching and instructional material development evaluated the coursebook using a structured validation rubric.

The evaluation covered three main aspects: coursebook features, content quality, and suitability criteria. The results showed that Expert Judge 1 awarded a score of 78.57%, which falls into the Feasible category. Meanwhile, Expert Judge 2 awarded a score of 89.29%, categorized as Very Feasible.

The average score from both experts was 83.93%, indicating that the coursebook was Feasible and close to the Very Feasible category. These findings demonstrate that the developed Basic English Coursebook meets the required standards for instructional materials and is suitable for use in Basic English classes.

The experts also provided constructive suggestions regarding content presentation, language accuracy, and visual design. These recommendations were utilized to revise and improve the coursebook before finalization.

Discussion

The findings indicate that the development of the Basic English Coursebook successfully addressed the instructional challenges faced by lecturers and students at STKIP Agama Hindu Singaraja. The absence of a standardized textbook had previously led to fragmented learning experiences and inconsistencies in instructional delivery. The developed coursebook provides a structured solution by integrating language skills, grammar, and vocabulary within a single learning resource.

The use of the ADDIE model contributed significantly to the systematic development of the product. Each stage of the model ensured that the coursebook was designed based on actual learner needs, validated by experts, and tested in real classroom contexts. This finding supports Reiser and Dempsey's (2018) assertion that the ADDIE model is effective in developing instructional materials that are pedagogically sound and learner-centered.

Furthermore, the positive validation results indicate that the coursebook possesses adequate content quality, instructional relevance, and practical usability. The integration of contextualized materials and interactive activities also aligns with contemporary language learning principles that emphasize meaningful and student-centered learning.

Overall, the developed Basic English Coursebook Level 1 can be considered an effective and feasible instructional resource for beginner university students and has the potential to improve the quality of Basic English learning at STKIP Agama Hindu Singaraja.



D. CONCLUSION

Based on the results of the research and development process, it could be concluded that the development of the Basic English Coursebook Level 1 for university students at STKIP Agama Hindu Singaraja was successfully carried out using the ADDIE model (Reiser, 2018). It included Analysis, Design, Development, Implementation, and Evaluation stages. In the analysis stage, it was found that there was no standardized coursebook at STKIP Agama Hindu Singaraja. These findings highlighted the need for a structured and appropriate coursebook. In the design and development stages, the coursebook was systematically created based on learners' needs, incorporating fundamental English materials such as vocabulary, grammar, sentence structure, and daily expressions, while also integrating the four language skills and applying a deep learning approach through contextual activities. In the implementation stage, the coursebook was applied in real classroom settings, showing that it helped create a more structured learning process and improved student engagement and understanding.

In the evaluation stage, the coursebook was validated by two expert judges, resulting in an average score of 83.93%, which falls into the "feasible" category. This indicated that the developed coursebook was appropriate to be used as a learning resource for beginner-level university students, although minor revisions were still required. Overall, this study demonstrated that a systematically developed coursebook based on learners' needs and deep learning principles could enhance the effectiveness of English teaching and learning at the university level.

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