



## DESIGNING COURSEBOOK FOR UNIVERSITY STUDENTS: ENGLISH FOR COLLEGIANS

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### ABSTRACT

The aim of this research is to design a coursebook for teaching English as a university compulsory subject. This research employed a Research and Development study that involves four English lecturers and eighty freshmen as the participants. Interviews and questionnaires were used as instruments to collect the data. The qualitative data were analyzed by using the adapted Miles and Huberman Model. Meanwhile, the quantitative data were analyzed by using a simple percentage analysis. At the end of this research, an English Coursebook, English for Collegian, has been finally completed. This book covers 14 units and each unit consists of seven main parts that accommodate comprehensive learning activities for each meeting. It is expected that this research brings fruitful impacts, especially in accommodating lecturers and students' needs, improving students' learning achievement, and boosting lecturers' motivation to create teaching material

***Keywords: English language teaching; collegian; coursebook; teaching material; research and development***

### 1. INTRODUCTION

Material is a tool to facilitate English Language Teaching (ELT). It is the most essential element in any language course including English (Ahmed, 2017). It is the key to fostering effective teaching and learning settings (Pardo & Tellez, 2009). Therefore, the provision of proper material supports the students' success in learning English.

Pertaining to the importance of utilizing proper material in ELT, it is undeniable that the absence of proper material will bring unexpected impacts on students' learning outcomes at all education levels from primary to tertiary levels. In higher education contexts, the absence of proper material even causes bigger challenges both for the lecturers and students with different study programs (Rosa, Civez, M., & Enriquez, 2013).

As one of the essential courses in Indonesian higher education, the curriculum of English for the tertiary level tends to be varied because it refers to the vision and mission of each university. It is different from the curriculum of English for primary, junior, and senior high schools that refer to the Indonesian government curriculum (Emaliana, Tyas, Widyaningsih, & Khotimah, 2019).

English has been one of the compulsory subjects in a private university in Palembang. This course is offered to the freshmen of all non-English study programs including accounting, management, psychology, primary school teacher education, architecture, information system, industrial engineering, informatics, midwifery, nursing, and medical laboratory technology study programs. This variety has brought challenges both for the students and the lecturers.

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The preliminary research through observations, interviews, and questionnaires revealed the urgency of developing an English coursebook for university students. It revealed that lecturers faced challenges to provide materials that accommodate the students' various needs and interests since those lecturers taught English in more than one major. In line with it, the students mentioned that the exposure to the various materials with different interesting activities would have enabled them to engage in teaching and learning activities better. Also, the students would have preferred to be provided with materials that promote language skills mastery to support communication, such as daily conversation, speaking in public, and vocabulary enrichment. In short, there are urgency and necessity to develop a coursebook as a proper set of materials for supporting both lecturers and students in the teaching and learning process, as well as helping students to achieve learning success.

A coursebook is a kind of teaching material that has been used for decades as a manual instruction and information source for teaching and learning activities (Karim, 2020). It is a common feature of classrooms worldwide and an important medium for promoting curriculum (Okeeffe, 2013). The coursebook plays an important role in teaching and learning activities and its role grows bigger through the periods of time (Hutchinson & Torres, 1994).

The availability of an English coursebook is believed to support the teaching and learning process. First, it allows teachers to develop their courses unnecessarily from scratch because it may serve as a framework to plan a course for a whole semester (Robinson, 1991; Hutchinson and Torres, 1994; Cunningsworth, 1995; Richards, 2007). Then, an English coursebook allows teachers to ensure the quality of learning materials given to students (Richards, 2001). As a result, having a coursebook for an English subject

proves to be more efficient for both teachers and students.

The learning needs of students and the curriculum always prove to be the most important factors before choosing the coursebook (Hasmiati, Hamra, Atmowardoyo, & Dollah, 2015). Besides, deciding to use an imported English coursebook over a local one unnecessarily guarantees the success of language learning, especially for the local learners (Hilliard, 2014; Rahim & Daghigh, 2019). This leads to the importance of adopting and adapting materials from the existing coursebook.

Many aspects need to be considered in the development of an English coursebook. The most important aspects involve the roles, interests, and needs of the teachers and students, also the context of learning itself (Sheldon, 1988; Bell & Gower, 1998; Byrd, 2001). Those three aspects determine the learning topics, goals, and activity designs incorporated in an English coursebook. Then, the inclusion of culture-related aspects is also necessary. Bound by today's concept of "World English," English coursebooks should be able to cater to cultural information and topics, develop intercultural competence and awareness through their activity designs, and promote multilingualism and global citizenship (Hilliard, 2014; Davidson & Liu, 2018; Pasand & Ghasemi, 2018; Setyono & Widodo, 2019; Nguyen, Marlina, & Cao, 2020). Finally, an English Coursebook requires it to be periodically revised and updated to follow the current trends, context, and challenges (Bouزيد, 2016).

This research intends to bridge the gap since its aim is to generate a coursebook that can be used as the main material source of English learning for freshmen of a private university in Palembang, Indonesia. Therefore, the research questions are formulated as follows:

- (1.) How is the coursebook is developed?
- (2.) How is the final product of the coursebook?

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The availability of the coursebook is expected to accommodate both lecturer and students' needs, elevate students' learning achievement, and boost the lecturers' motivations to create coursebooks for learning materials.

**2. LITERATURE REVIEW**

The previous studies dealing with an English coursebook mostly focused on the analysis, use, and improvement of the available coursebook. The studies focusing on analysis mostly deal with whether the coursebook provides the opportunity for students to develop the culture-related aspects such as cultural and multicultural awareness, intercultural competencies, and global citizenship (Hilliard, 2014; Davidson & Liu, 2018; Pasand & Ghasemi, 2018; Setyono & Widodo, 2019; Nguyen, Marlina, & Cao, 2020). Meanwhile, the studies on the use and improvement of available coursebooks give more emphasis on what contents should be included, which parts need improvement, and how the contents must be presented (Bouزيد, 2016; Zhang, 2017; Setyono & Widodo, 2019; Nguyen, Marlina, & Cao, 2020).

In the field of Research and Development studies, the existing studies dealing with an English coursebook mostly focus on the available coursebook and the preliminary stages of developing or improving a new English coursebook. One of the implications provided by those studies is the necessity of maintaining the quality and usefulness of a coursebook through feedback given by the teachers using the coursebook for at least one semester (Zohrabi, 2011). Another implication provides insights into the necessity of conducting a needs analysis involving both teachers and students before deciding to develop a coursebook, such as the needs of developing a new coursebook, the urgency of replacing the available coursebook, the orientation toward a particular set of skills such as High Order Thinking Skills (HOTS)

inside the coursebook's content, the emphasis on only a specific language skill (listening, speaking, reading, or writing), and the currently implemented curriculum (Hasmiati, Hamra, Atmowardoyo, & Dollah, 2015; Margana & Widyantoro, 2017; Sakkir, Dollah, Arsyad, & Ahmad, 2021).

Bearing in mind the multiple significant roles of the coursebook, preparing a coursebook to support English learning and teaching activities potentially brings benefits not only to the lecturers but also to the students. Most of the studies that have been conducted by the previous researchers deal with the analysis, use, and development of the available textbook (Hilliard, 2014; Rashidi & Kehtarfard, 2014; Errington & Litic, 2015; Bouزيد, 2016; Zhang, 2017; Davidson & Liu, 2018; Pasand & Ghasemi, 2018; Rahim & Daghigh, 2019; Setyono & Widodo, 2019; Nguyen, Marlina, & Cao, 2020; Sakkir, Dollah, Arsyad, & Ahmad, 2021). However, the investigation and discussion related to developing learning material in the form of the new textbook are still limited.

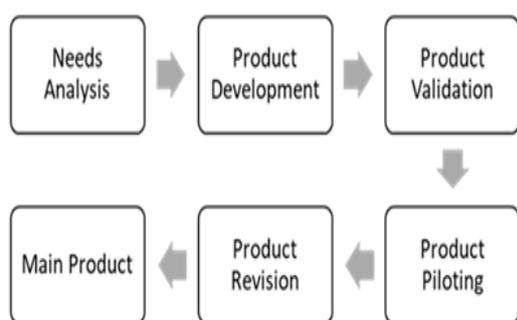
**3. METHODS**

This research employed a Research and Development (R&D) design in generating an English coursebook for the freshmen or early-semester university students. Designing a coursebook is the same as creating an educational product, which belongs to the area of R&D in the educational research field (Sugiyono, 2013). The R&D in educational research has the aim to create, evaluate, and/or improve a particular product used in education such as materials and media (Abdulkarim, 2020). Besides, this type of research can potentially contribute to improving education as it covers a close correlation between program development and systematic program evaluation (Gall, Gall, & Borg, 2003). In other words, the product developed from an R&D can be used to support the program requiring it. As a result, the R&D design was deemed

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suitable for developing an English Coursebook and improving the quality of the teaching and learning process.

This research procedure adapted the stages proposed by Sugiyono (2013) for designing educational products. The procedure covered several stages, namely: (1) needs analysis, (2) product development, (3) product validation, (4) product piloting, (5) product revision, and (6) main product.



**Figure 1. Step of Conducting Research**

The first stage of the research was the needs analysis. This step consisted of conducting observations, interviewing students, and administering questionnaires to both lecturers and students, and checking some documents related to the national curriculum and regulation for English General Course

The next stage constituted designing coursebook draft. This process was conducted to answer and accommodate the result of the needs analysis. The coursebook was designed to have three main parts, namely front pages, content pages, and closing pages.

The third stage involved validating the coursebook by inviting three validators to assess the prototype. There were three validators who are lecturers teaching English to non-English major students, each from a different university.

The following stage was product piloting. This stage consisted of several steps. First, it involved both lecturers and students of the English General Course using the validated coursebook as the learning-teaching materials for one whole semester. Second, both lecturers

and students were invited to give feedback on the coursebook draft. An interview was conducted with each lecturer while a questionnaire was administered to the students. Finally, the feedback was analyzed and used to improve the draft. This allowed the researchers to identify the strengths and weaknesses of the coursebook.

The next stage was revising the coursebook based on the analysed feedback. In this fifth stage, some necessary changes were made in order to improve the coursebook.

The last stage focused on finalizing the main product by dealing with the quality control such as checking misspellings or grammatical errors, and finalizing minor design aspects.

### ***Participants***

The participants of this research were four English lecturers and eighty freshmen of a private university in Palembang namely; Musi Charitas Catholic University in the academic year 2021-2022. The lecturers were those who are responsible for teaching English as a Compulsory General Course to the freshmen in the academic year 2021- 2022. Meanwhile, the freshmen are the first-year students from four different faculties (Humanities and Education, Business and Accounting, Science and Technology, and Health Sciences) who took English as a Compulsory General Course.

### ***Data Collection***

This research used interview and questionnaires to collect the data. The interview covers 5 questions and the questionnaire consists of 18 items. The formulation of interview questions and questionnaire items were adjusted based on the components of the validation checklist adapted from Cunningsworth (1995). The validity and reliability of the interview questions and questionnaire items were consulted to the validators.

The researchers follow a set of steps in collecting the data. First, the researchers

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prepared the research instruments. Second, the researchers distributed the questionnaires to the students, and conducted the interviews with the lecturers. Third, the researchers collected the research data from the participants. The researchers collected the data in a several weeks. To communicate with the participants and administer the research instruments, the researchers utilized WhatsApp, Google Forms, Google Meet, and Zoom. The physical interaction with the participants was limited due to the pandemic.

**Data Analysis**

There are types of data gained from the data collection process. First, the quantitative data are in form of numbers obtained from the questionnaires. Second, the qualitative data are in form of descriptions gathered from the interviews. The quantitative data will be analyzed by using a simple percentage analysis. Meanwhile, the qualitative data will be analyzed by using a data analysis model adapted from Miles and Huberman (1994) comprising collection, reduction, display, and conclusion.

In the first step, the researchers collected the data from the questionnaire and interview. After that, the researchers simplified the data taken from the questionnaire and interview results. Next, the researchers described the results of the questionnaire and interview. Finally, the researchers concluded the data.

**4. RESULTS AND DISCUSSION*****The Draft of “English for Collegians” Coursebook***

The design of English for Collegians was created based on need analysis results gained from observation, interviews, and questionnaires that involved the users, lecturers, and students. The first stage of designing the coursebook involved the outlining process that resulted in three main parts, namely:

1. The Front Pages comprised the cover, authors’ greetings, and table of contents.
2. Content Pages consisted of 14 units
3. Closing Pages covered references listing books, articles, and related sources.

The coursebook was designed to cover 14 sessions of the Compulsory General Course “English”. The topic for each book chapter was formulated in accordance with the agreement of English lecturers by referring to the Indonesian National Qualification Framework (*Kerangka Kualifikasi Nasional Indonesia/KKNI*) for the higher education curriculum. As a result, the content components of the coursebook were described as follows:

**Table 1. Topics of the Coursebook Draft:  
English for Collegians**

No.	Unit Titles	Main Topics
1.	Hello! Nice to Meet You	Introducing yourself and other people
2.	What a Wonderful World	Describing objects and places
3.	Living this Moment	Telling present activities and conditions, and ongoing activities
4.	My Memorable Vacation	Talking about past experiences and conditions
5.	Have You Ever...?	Describing and talking about activities that have happened ever since
6.	Achieve Your Dreams	Discussing and talking about predictions and plans
7.	Welcome to the Campus!	Asking and giving responses in a communication context
8.	Let’s Retell the Told!	Giving, expressing, and asking opinions
9.	What is Your Viewpoint?	Giving and asking for advice and/or suggestions
10.	I strongly Believe That...	Writing an argumentative essay
11.	How do We Solve this?	Explaining a procedure of doing something
12.	Can You Tell Me the Way to the Campus?	Asking and giving directions
13.	Which One Do	Comparing objects and

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You Prefer?	stating preferences
14. Why Should We Hire You?	Learning to prepare for a job application

***The Results of Expert Validation***

In terms of aims and approaches, the validators showed their agreement (66.67%) and strong agreement (33.33%) that the aims of the coursebook cover the course programs' objectives. In line with it, all validators (100%) agreed that the coursebook is comprehensive and presents the required topics for students. In addition, the flexible aspects allow different teaching and learning styles.

Dealing with design and organization, one of the validators (33.33%) disagreed that the layout of the coursebook is clear and the content of the coursebook is systematically organized from simple to complex. However, all validators (100%) agreed that the layout of the book is interesting and the content of the book is suitable for the students.

In relation to language content, one of the validators (33.33%) disagreed that the coursebook includes vocabulary which is suitable for students' levels and needs. However, all of them (100%) agreed that both grammar items and language used are appropriate for students' levels and needs.

More disagreement was found in the validators' responses towards skills. According to the validator (33.33%), the coursebook does not cover all language skills required by students. It also does not organize skill material properly. Thus, it does not promote students' four skills development. Yet, all of the validators (100%) agreed that some materials of the coursebook allow integrated skill work.

Various responses were also identified in validators' responses related to the topic. The validator (33.33%) disagreed that the topics presented in the coursebook accommodate from simple to complex materials. But, 66.67% of the validators agreed

that the topics are most interesting. In addition, all validators (100%) agreed that the topics are various and comprehensive, and allow students to expand their knowledge and experience.

The results of validations implied the validators' positive responses toward the coursebook draft. However, it was highly suggested for the writers to improve the coursebook details especially related to the layout clarity, systematic content organization, suitable vocabulary, proper language skills discussion, and appropriate topic selection.

***The Results of Product Piloting******Students' Feedback***

Regarding aims and approaches, most of the students (54%) agreed that the material provides clear information about the learning outcomes. Moreover, the students (62%) also agreed that the material facilitates the students to participate in teaching and learning activities. In addition, only 2% of the students showed their disagreement related to both statements.

Pertaining to designs and organization, around 60% of the students supported three statements provided in this category, namely: (1) the material has a design that is clean and comfortable to be seen and read; (2) the material has an interesting design that motivates the students to check it out; (3) the material is presented systematically from the easiest ones up to the most difficult ones. Moreover, less than 10% of the students stated their disagreement and around 30% of the students showed strong agreement with the ideas.

In conjunction with language content, most of the students (70%) stated their agreement with the statement that the material provides the content about grammar that is suitable for my level of English mastery. In line with it, 60% of the students agreed that the material provides many vocabularies which are easy and helpful for learning.

Dealing with the skill, over 58% of the students agreed that the material facilitates

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them to develop listening, reading, speaking, and writing skills. Yet, 4% of the students showed their disagreement that the material assists them to improve their speaking skills. Meanwhile, 8% and 10% of the students stated their disagreement that the material facilitates them to improve their listening skills.

In relation to the topic, around 60% of the students agreed that the material comprises a variety of topics from the easiest ones up to the most difficult ones. The material also provides the topics that facilitate the students to develop knowledge and enrich the experience. In agreement with it, most of the students (70%) agreed that the material comprises a variety of topics that are suitable for the students' needs and 58% of the students also agreed that the material has interesting topics to be learned and discussed. In terms of topics that improve knowledge and experience, none of the students showed their disagreement on it. Meanwhile, in connection with the systematic, suitable, and interesting topics, only a few students showed their disagreement on the issue.

The results of the questionnaire inferred positive feedback from the students dealing with the coursebook. However, it was suggested that the equal four language skills discussion, design improvement and layout, and interesting topics development are highly essential.

***Lecturers' Feedback***

After using the coursebook draft, the researchers interviewed the lecturers in order to acquire their feedback for the coursebook related to the following points:

**1. Learning Outcome**

Based on the lecturers' feedback, the material represented the learning outcomes corresponding to the Indonesian National Qualification Framework (*Kerangka Kualifikasi Nasional Indonesia/KKNI*).

**2. Organization and Presentation**

In terms of organization and presentation, the lecturers agree that the material had some superiorities and positive aspects that made it a good reference as teaching material, such as the colorful aspects, systematic material presentation, and digital material supplies.

**3. Promoting Language Components**

The lecturers stated that the material already provided students with the topics, activities, and exercises that facilitate students' grammar understanding and vocabulary mastery improvement. However, students with a low level of English proficiency might have encountered some difficulties in mastering the grammar and acquiring vocabulary.

**4. Improving Language Skills**

The lecturers mentioned that the material provided the discussion that supported the students to improve their four language skills. It exposed the students to the activities that helped them to develop their language skills and gain better achievement. However, the lecturers also recommended that the inclusion of all four language skills in each unit could make the coursebook better.

**5. Topics**

The lecturers pointed out that the materials presented interesting, useful, and various topics. The topics were relevant to students' needs and target objectives.

***The Final Product of "English for Collegians" Coursebook***

The last two stages of this R&D research dealt with revising the product and preparing the final product of the English coursebook. The improved product was designed based on the feedback acquired from validators, lecturers, and students. The improvement process involved maintaining the good aspects and giving improvements to the necessary aspects.

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The only aspect maintained was the outline, which comprises three main parts of the coursebook namely the Front Pages, the Content Pages, and the Closing Pages.

Meanwhile, major changes happened to the unit titles, sub-unit terms, the addition of a new sub-unit, the systematic arrangement consistency of sub-units in each unit, and the graphical design.

The followings are the revised content components of the coursebook, specifically related to the title of each unit:

**Table 2. Topics of the Final Product of Coursebook: English for Collegians**

No.	Unit Titles	Main Topics
1.	Hello! Nice to Meet You	Introducing yourself and other people
2.	What a Wonderful World	Describing objects and places
3.	Living this Moment	Telling present activities and conditions, and ongoing activities
4.	My Memorable Vacation	Talking about past experiences and conditions
5.	Have You Ever...?	Describing and talking about activities that have happened ever since
6.	Achieve Your Dreams	Discussing and talking about predictions and plans
7.	Welcome to the Campus!	Asking and giving responses in a communication context
8.	Let's Retell the Told!	Giving, expressing, and asking opinions
9.	What is Your Viewpoint?	Giving and asking for advice and/or suggestions
10.	I strongly Believe That...	Writing an argumentative essay
11.	How do We Solve this?	Explaining a procedure of doing something
12.	Can You Tell Me the Way to the Campus?	Asking and giving directions
13.	Which One Do You Prefer?	Comparing objects and stating preferences
14.	Why Should We Hire You?	Learning to prepare for a job application

Based on the table above, the first major changes in terms happened around Units 8 and 9. Unit 9, previously focusing on the topic of giving and asking for advice, was scrapped, and replaced by the topic of previously Unit 8 about giving and asking for opinions. After that, a new topic dealing with reviewing a short movie was designed for Unit 8. The inclusion of a topic resulted in the necessity of formulating the learning objectives for that new unit. The next change was given to Unit 11 which previously only covered the topic of explaining a procedure. The revised version dealt with two topics namely explaining a procedure and giving advice. These changes were given in order to increase the variety of topics, add more meaningful and interesting materials and activities, and maximize the amount of information discussed in each unit.

The next major changes happened to the sub-unit terms. Previously, the terms used to address the sub-unit were pre-activities, main activities, and post activities. In the revised version, each unit consisted of the following sub-units which are systematically and consistently arranged as follows:

### 1. Warm-Up

This sub-unit focused on activating students' prior knowledge regarding the topic or on introducing the topic in an interesting and/or attractive manner such as a game, a song, a poem, or a video. This sub-unit was always placed at the beginning of every unit.

### 2. Focus

This sub-unit is concerned with the presentation and discussion of the main material. It covered explanations and examples, such as a reading text, a figure with some explanation, or a table of information. It existed in the middle of the unit. In addition, it was also possible to necessarily have two of this sub-section, like Units 2, 3, and 7, the examples of a unit containing multiple focuses.

**3. Skill**

The next sub-unit concentrated on providing the activity to develop the students' language skills, such as exercises and practices focusing on training one of the language skills. The placement of this sub-unit was quite flexible. However, it had to be either after the Warm-Up or after Focus.

**4. Discussion**

This sub-unit provided the students with the opportunity to interact with their classmates and to discuss a particular information related to the topic of the unit, such as working in a small group or a pair-work.

**5. Wrap-Up**

This sub-unit was equal to the post-activity where both lecturers and students were able to employ this sub-unit to close the session. The aim was to summarize the important points of the day's lesson. The activity provided in this sub-unit would be directly tied to the last learning objectives. The examples of activities were an in-pairs speaking activity, a simple interview, etc.

**6. Enrichment**

This sub-unit existed outside of the teaching flow because it served as additional material. The purpose was to provide the students with additional information and knowledge related to the day's topic. It also assists the students to be an independent learner. It was placed after the Wrap-Up.

**7. Mini Test**

This sub-unit aimed to assess the students' level of understanding and mastery of the day's material. It existed in every unit and was formulated in form of a multiple-choice test, a reading comprehension test, a fill-in-the-blank test, etc.

The last changes involved the graphical design aspects, which consisted of book cover design, unit markers design, colors,

pictures, and graphics uses. The book cover was designed to represent the content of the book holistically, which showed that the book is about General English intended for higher education students. Then, one page was dedicated as the cover/marker between each unit at the beginning of every unit. On this one page, the title/marker of each unit and the learning objectives were displayed. After that, the coursebook was designed to be a colourful book so that it could become more interesting. Finally, it also included many pictures and graphics aiming not only as decoration but also supporting the material presentation.

In completing the book, the writers have conducted a set of steps, from drafting to finalizing. Each procedure has brought fruitful progress to the development of the coursebook draft. To complete the draft, the writers gathered the ideas from reviewing numerous resources, discussed with other English lecturers with relevant teaching experiences, and conducted a need analysis in the form of observation, interview, and questionnaire to the stakeholders, especially the lecturers and students. The process resulted in the coursebook draft that covers 14 units and has three main parts (front, content, and closing pages). The draft refers to Indonesian National Qualification Framework as the primary reference to the Indonesian Higher Education Curriculum.

Validation is the following step conducted by the writers. The writers involved three validators from different universities with relevant experience and expertise in coursebook design. The validators' positive responses towards the coursebook draft indicate that the draft has been well designed by following the correct procedure, using suitable sources, and involving relevant instruments. However, the validators' constructive feedback related to layout clarity, systematic content organization, appropriate vocabulary, proper language skills discussion, and appropriate topic selection became the guideline for the writers in developing the draft.

The positive responses of the validators toward the coursebook draft led the writers to move to pilot the draft. After conducting the pilot, the writers collected feedback from the lecturers and the students on the coursebook draft. The responses from the lecturers and the students are positive. It implies that the coursebook draft has accommodated the users' needs for proper learning materials. Yet, it is essential to consider the constructive feedback from the lecturers and students for a better coursebook.

The writers revised the draft based on the constructive feedback of the validators, lecturers, and students. As a result, the writers completed the final product of the book by modifying unit titles, sub-unit terms, the new sub-unit, the systematic arrangement consistency of sub-units in each unit, and the graphical design. This process inferred the involvement of the experts and related stakeholders in material design is significant. Their constructive feedback is necessary and meaningful for an ideal result of material development.

This research covers the investigation dealing with learning material development in form of a new textbook. This type of investigation is still limited and different from most of the similar studies that focuses on the analysis, use, and development of the available textbook (Hilliard, 2014; Rashidi & Kehtarfard, 2014; Errington & Litic, 2015; Bouzid, 2016; Zhang, 2017; Davidson & Liu, 2018; Pasand & Ghasemi, 2018; Rahim & Daghigh, 2019; Setyono & Widodo, 2019; Nguyen, Marlina, & Cao, 2020; Sakkir, Dollah, Arsyad, & Ahmad, 2021). Therefore, it potentially brings benefits through providing new material in form of textbook that accommodate lecturers and students' needs, promoting the students' learning achievement, and boosting lecturers' motivation to create teaching material. In addition, it provides new insights and inspiration for other researchers that are interested in conducted similar study.

## 5. CONCLUSION

The research aims to develop an English Coursebook that can be used as the materials by the students and lecturers in the Compulsory General Course of English. The development process was done through the six stages adapted from the R & D procedure proposed by Sugiyono (2013) for designing educational products. The steps include (1) needs analysis, (2) product development, (3) product validation, (4) product piloting, (5) product revision, and (6) main product.

The final product was successfully developed at the end of the R&D procedure. The product, which is in the form of an English Coursebook, consists of 14 units intended for 14 sessions. Some new relevant topics are added in order to replace the old topics. The organization of the sub-units in each chapter has also been developed better. These changes are given to increase the variety of topics, add more meaningful and interesting materials and activities, and maximize the amount of information discussed in each unit.

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