

**MATERIALS DEVELOPMENT IN JUNIOR HIGH SCHOOL:
(A Survey of How English Materials are Developed by Teachers)**



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**A thesis submitted in Partial Fulfillment of the Requirement for the Degree
of “Sarjana Pendidikan”**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF JAKARTA
2012**

ABSTRAK

Isti Deviyana Hastuti: **Materials Development in Junior High School: (A Survey of How English Materials are Developed by Teachers)**. Skripsi. Jakarta: Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. Juli 2012.

Materi ajar merupakan hal penting dalam proses belajar mengajar di dalam kelas. Dalam penyusunannya, materi ajar harus memperhatikan banyak aspek agar layak dapat digunakan bersama dengan siswa. Dengan demikian materi pun harus memenuhi tuntutan dalam silabus dan konteks siswa dalam lingkungannya. Untuk mengetahui cara guru di sekolah menengah pertama mengembangkan materi maka penelitian ini dirancang. Penelitian ini dilakukan pada tujuh sekolah di Kecamatan Kalideres; Kelurahan Semanan, Kecamatan Cengkareng; Kelurahan Cengkareng Barat and Kelurahan Rawa Buaya, Jakarta Barat. Sebanyak 13 guru bahasa Inggris berpartisipasi dalam penelitian ini. Analisis dokumen digunakan sebagai instrumen utama beserta observasi, kuesioner dan interview. Hasil penelitian menunjukkan bahwa sebagian besar guru menyesuaikan materi ajar dengan kebutuhan siswa dan silabus. Terhitung 15.4% responden sangat setuju bila materi ajar disesuaikan dengan kebutuhan siswa dan silabus, 69.2% responden setuju bila materi ajar disesuaikan dengan kebutuhan siswa dan silabus dan 14.4% responden tidak setuju bila materi ajar disesuaikan dengan kebutuhan siswa dan silabus. Disarankan agar guru terus meningkatkan kualitas pedagogis dan kemampuan lain yang menunjang kualitas dalam menyesuaikan bahan ajar.

ABSTRACT

Isti Deviyana Hastuti: **Materials Development in Junior High School: (A Survey of How English Materials are Developed by Teachers)**. Skripsi. Jakarta: Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. July 2012.

Learning materials are an essential factor in learning process in the classroom. Learning materials should consider many aspects on their formulation process, to make them useable for students. Therefore, learning materials should fulfill the syllabus requirement and the students' need. This study aimed to reveal how learning materials are developed in junior high schools. This study was conducted in seven junior high schools in Kecamatan Kalideres; Kelurahan Semanan, Kecamatan Cengkareng; Kelurahan Cengkareng Barat and Kelurahan Rawa Buaya, Jakarta Barat. There were 13 English teachers participated in this study. Document analysis was used as main instruments with observation, questionnaire, and interview. The result of the study reveals that most teachers adapted their learning materials to the syllabus requirement and the students' need. The study showed that 15. 4% respondents strongly agreed if learning materials should fulfill the syllabus requirement and the students' need, 69. 2% respondents agreed if learning materials should fulfill the syllabus requirement and students' need, and 14. 4% respondents did not agree if learning materials should fulfill the syllabus requirement and students' need. It is suggested that the teachers keep improving their pedagogic qualities and other capabilities that support their quality in teaching by adjusting learning materials.

ACKNOWLEDGEMENT

In the name of Allah SWT, the Most Beneficent and the Most Merciful, peace and blessing also upon the greatest prophet Muhammad SAW, his family and all of his followers including to all of us. First of all, the writer would like to express her deepest gratitude to Allah SWT the Almighty for His grace and enormous blessing so that the writer could finish this research report. She also would like to give her gratitude, respect, and appreciation for the following people for their great contribution in the process of her study and then in writing this report:

1. Mrs. Dr. Ratna Dewanti, M. Pd, as her thesis's Advisor. The writer is very thankful for her time, for her great help, valuable support, advices, guidance, smile, and understanding.
2. Her beloved Father, Mr. Mudjani, her mother Mrs. Maswani, for their prayers, love, understanding, motivations, and supports.
3. Mr. Ifan Iskandar, M.Hum, as the Head of English Department UNJ. The writer very thankful for his help for his signatures in every administration letters during her study until this research report finished.
4. Mrs. Dr. Darmahusni, M.A. as the academic advisor and seminar reviewer. The writer very thankful for her advice during her study.
5. All lecturers and staffs of ED UNJ for your guidance and warmth.
6. Thankful for Hariyansyah, the writer's fiancé for his support, help, joke, understanding, prayers, motivations, smile and love along these five years especially since the writing of this thesis began six months ago, finally she could finish it.
7. Thankful for Hana Hanifah, as her best friends along these 4 years. The writer is very thankful for her relief and jokes.

8. Her partners in conducting the research, Ria Novela, the writer is very thankful for your support and sharing although you were not in the same research topic, but the same thesis's Advisor. Finally, they can finish it.
9. Her friends in MDRDB 08 Class, Anisa N.H, Dwi Putri P.K, Sisca S, Ferdianti, Dwi Julia N., Ririsma Taruliana, Amelia S, Puspita P, Noveta R.S, Mira R., Selly W, Dairy Cinde M., Sovina E.N, Faqih M, Mega, Maya, Hanna, Surya W, Cipta M., for being nice, helping, and spectacular classmates and family during these unforgettable years.

And all parties who cannot be mentioned here, the writer is very thankful for the praying and support.

For people above, May Allah gives His blessing and reward on them. The writer couldn't finish this research report without those great people in her life.

Jakarta, 30 July 2012

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CHAPTER 1

INTRODUCTION

This chapter provides the background of the study, the research question, the purpose of the study, scope of study and the significance of the study.

1.1 Background

Teaching/learning materials is a set of appropriate organized whether written or spoken material. Those create a chance that allows students to learn. While, student needs is become central of the study. Then, main consideration is stresses to appropriate language teaching/learning materials. For instance, materials should help learners feel at ease to develop confidence and relevant to students' life (Tomlinson, 1998).

In many schools, some teachers are able provide students with appropriate materials, but some are not. Since, material development is practicing process that already prepared at university times. Then, unconsciously it becomes teaching topic that caused great concern among English teacher. As Chapelle (2001) says that the development of materials is still largely a practitioner-led practice. In fact, some teachers do not grow up in the similar environment. Undoubtedly, they become do not confident or less motivated in developing their teaching/learning materials.

It could be a reason when teachers are too dependent on using course book. As observed by Marlene Ramires salaz (2004), there are negative and

positive sides in using course book. While the negative is concern in answering *do the course book materials already suit with students' needs and social environment?* As emphasized by Karpova (1999) “many course book create a climate for social isolated learning” (p.1). However, there is positive side of course book. It provides interesting graphics, pictures, illustrations, and colorful pages that able invite students to read and stimulate their curiosity to get inside the learning materials, Salaz (2004:3). Moreover, some good prescribe book provide their product with VCD/DVD that enrich learning source. Recent studies have especially shown the importance of support where learners access materials without the direct intervention of a teacher, whether in a self-access context (Reinders 2005; Ulitsky 2000).

Considering the matter, the researcher analyzed the teaching/learning material development used in Junior High Schools. The focuses are seven Junior High Schools whether state or private around West Jakarta. The schools will take randomly with main consideration is to gather the various data in order to get clear mapping about the existing developed materials. This research also aimed to become strong evidence in proving “*there are only several teachers which is also a good course material*”. As Dudley-Evans and St. John (1998, 173) observe that only a small proportion of good teachers are also a good designers of course materials.

And finally, researcher hope the result of her study can be useful as consideration source in developing teaching/learning materials in English department of UNJ. In fact, many undergraduate and graduate programs offer

material preparation as core course to train English teachers in this area. Through this research, the teacher and student-teacher will have clear draft about the fact in material developments' English course and take any decision either modify or adapt the exists materials in learning English course to enrich both their teaching/learning materials and students' life. Teachers need more materials that help students become thoughtful participants in a social rich environment for learning and that feature everyday uses of English (Karvopa 1999: 1).

1.2 Research Question

How are English teaching/learning materials in Junior High Schools in West Jakarta developed?

1.3 Purpose of Study

The purpose of this study is to investigate how teaching/learning materials are developed by Junior High Schools' English teachers in West Jakarta.

1.4 Scope of Study

This research focused on teaching/learning materials that are developed by thirteen teachers in seven Junior High School in Kecamatan Kalideres; Kelurahan Semanan, Kecamatan Cengkareng; Kelurahan Cengkareng Barat and Kelurahan Rawa Buaya, West Jakarta.

1.5 Significance of Study

The result of this study is expected to reveal how the teaching/learning materials are developed in seven Junior High Schools in Kecamatan Kalideres; Kelurahan Semanan, Kecamatan Cengkareng; Kelurahan Cengkareng Barat and Kelurahan Rawa Buaya, West Jakarta. And the result of the study could be able answer research question. So, how teaching/learning materials developed in junior high schools can be revealed and beneficial for ED students of UNJ, teachers, and policy maker in training teaching/learning materials development for teachers.

The writer hope, her study can be beneficial for English Department students of UNJ particularly those who wants to continue researching about teaching/learning material development. And it is highly recommended to conduct the study in more detail and solve the other problem related to teaching/learning materials development.

And for teachers, the writer hoped her study can represent facts related teaching/learning materials development in junior high schools. So, it could increase teachers' awareness about teaching/learning materials development. In other hand, the writer also hope her research can be consideration sources in making policy related to training teachers in developing teaching/learning materials and its sources. In other words, improving teachers' ability to be able provides and design good teaching/learning materials.

CHAPTER II

LITERATURE REVIEW

This chapter is aimed at finding out what experts say about the topic-related matters. Based on the title, this study is dealt with teaching/learning materials development.

2.1 Materials Development

The concept of materials development is deal with application of some strategies to make some learning source (for instance, textbook, newspaper, magazine etc.) more effective for teaching/learning materials. These strategies are omission, addition, reduction, extension, rewriting/modification, replacement, re-ordering, and branching. (Maley, p. 281) contrasting with materials development, when teachers adapt an activity or exercise from a text book, they use that activity and exercise as a basic to make certain change. This is means even with an old textbook, teacher should be able to design appropriate teaching/learning materials and adapt it into their current teaching needs.

Material development and material adaptation is closely related. Both processes are time-consuming and time-demanding. However, material adaptation is “easier” in the sense that teachers can use texts given in different books, whereas in material development everything must be created from scratch (Salaz, 2004).

2.2 Principles of Materials Development

Each principle of materials development needs to be derived from principles of language acquisition by Tomlinson (2010). Teaching/learning materials should contain spoken and written texts which provide new experience in learning English language. It can be established through variety of text types and genres in relation to topics, themes, events, and locations likely to be meaningful to the target learners.

Make sure that the teaching/learning materials are exposed authentic materials in the sense that it represents how the language is typically used in real life. If the language is inauthentic the learners will face too many problems in relating the learning materials in the classroom and real life then the learners will not acquire the ability to use the language effectively.

Make sure that the language input is contextualized. Language use is determined and interpreted in relation to its context of use. Language in contextualized use can provide the learner with the "information" they need to develop awareness of how the target language is actually used. Besides it, the texts and tasks should be as interesting, relevant, and enjoyable as possible so as to exert a positive influence on the learners' attitudes to the language and to the process of learning it.

Stimulating students' emotive responses through the use of music, song, literature, art, and so on. In order to invite learners to articulate their feelings about the text before asking them to analyze it. This kind of teaching/learning

source also needs activities that encourage learners to visualize and / or use inner speech before, during, and after experiencing a written or spoken text.

The activity should provide learners to reflect on their mental activity during a task and then to try to make more use of mental strategies in a similar task. It is much more powerful to help the learners to make discoveries for themselves. And provide many opportunities for the learners to produce language in order to achieve intended outcomes could be one of helpful way in learning English.

The previous explanation means nothing without designed output activities so that the learners are using language rather than just practicing specified features of it. Design output activities so help learners to develop their ability to communicate fluently, accurately, appropriately, and effectively. And finally, try to ensure that opportunities for feedback are built into output activities and are provided for the learners afterwards.

2.3 The Role of Materials in Teaching

Materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinaesthetic, cassette, CD-ROM, DVD or the internet' (Tomlinson, 2001: 66). They can be instructional, experiential, elicitive or exploratory, in they can inform learners about the language, they can provide experiences of the language in use, they can stimulate language use or they can help learners to make discoveries about the language for themselves.

Kitao (1998) also defines materials “as the center of instruction and one of the most important influences on what goes on in the classroom” (p.1). This definition put teacher as the most responsible person to consider what the materials to use in their classroom. Another definition about materials by Tomlinson (1998) refers to:

Anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake: in other words the supplying of information about another experience of the language in ways designed to promote language learning (p.2)

Based on explanation above, the researcher realized that materials are any set of activity and exercises (through games, role plays, group/pair discussion, individual assignment, etc.). The source of the teaching/learning materials comes from anywhere with or without pedagogical purposes. It is teachers’ duty to adopt, or adapt the available source and design it based on students’ needs inside and outside classroom. The teaching and learning materials will acquire students’ ability to use the language effectively.

As Rowntree (1997) states that good materials do many of the things that a teacher would normally do as part of his or her teaching. They should:

Arouse the learners’ interest, remind them of earlier learning, tell them what they will be learning next, explain new learning content to them, relate these ideas to learners’ previous learning, get learners to think about new content, help them get feedback on their learning, encourage them to practice, make sure they know what they are supposed to be doing, enable them to check their progress, help them to do better.

These can be a problem for teacher itself. When there are too many things to be fulfilled as basic requirement to design good teaching/learning materials. It is like one voice with Dudley-Evans and St. John (1998, 173) they have observe

that “only a small proportion of good teachers are also a good designers of course materials.” While there are many difficulties in designing materials only reference to the theories of learning because the development of materials is still largely a practitioner-led practice, not always clearly informed by theories of learning (Chapelle 2001).

Meanwhile, Tomlinson (1998) suggest that good language teaching/learning materials should achieve impact, help learners feel at ease, help learners to develop confidence, what is being taught should be perceived by learners as relevant and useful, require and facilitate learner self-investment by preparing them to be ready to acquire the points being taught. Teaching/learning materials also should expose the learners to language in authentic use.

Learners’ attention should be drawn to linguistic feature of the input, beside it Teaching/learning materials’ should provide the learners with opportunities to use the target language to achieve communicative purpose in different learning styles and differ in affective attitudes.

Teaching/learning materials also should permit a silent period at the beginning of instruction, maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities, but should not rely too much on controlled practice, and the last, teaching/learning materials should provide opportunities for overcome feedback.

2.4 Curriculum in Indonesia

In Indonesia, revisions of the curriculum have taken place at ten yearly intervals. The 1994 revision introduced local curriculum content. The last major revision in 2004 attempted to make the curriculum more relevant to the needs of students by focusing on competencies and skills. But teachers have received little or no training to help them apply these changes in their teaching, which in most classrooms remains dominated by rote learning and not adapted to local needs. (Stuart Weston, 2008).

In 2006, Indonesia started implementing a nation-wide program of teacher certification with the aim to certify as many as 2.3 million teachers in 2015 that aims is to improve teachers' and lecturers' professionalism and welfare.

Clare McBeath and Graham Deller (1995), "Curriculum development is the process of individuals or teams making decision about the selection and organization of educational aims, objectives, contents, instructional strategies, and learning materials, dissemination and implementation strategies and evaluation procedures needed for the subject or course". Syllabus design is seen as being concerned essentially with the selection and grading of content. Methodology is concerned with the selection of learning tasks and activities.

While Allen (1984: 61)... curriculum is a very general concept which involves consideration of the whole complex or philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught (as distinct from how

they will be taught, which is a matter for methodology). ...Since language is highly complex and cannot be taught all at the same time, successful teaching requires that there should be a selection of materials depending on the prior definition of objectives, proficiency level and duration of course. This selection takes place at the syllabus planning stage.

There is standard competency and basic competency English course for junior high school (see Appendix). It developed based on many aspects such as the social value and the urgency to mastery the English. The goals are to build students' competency either written or spoken. Because teaching-learning process in written and spoken cycles. Each of the cycle delivered through four steps as seen in Diagram 3 below. Each step needs around 4 X (4X45minutes) totally whole of the cycles needs $\pm 8 \times (4 \times 45 \text{ minutes})$ to be accomplish.

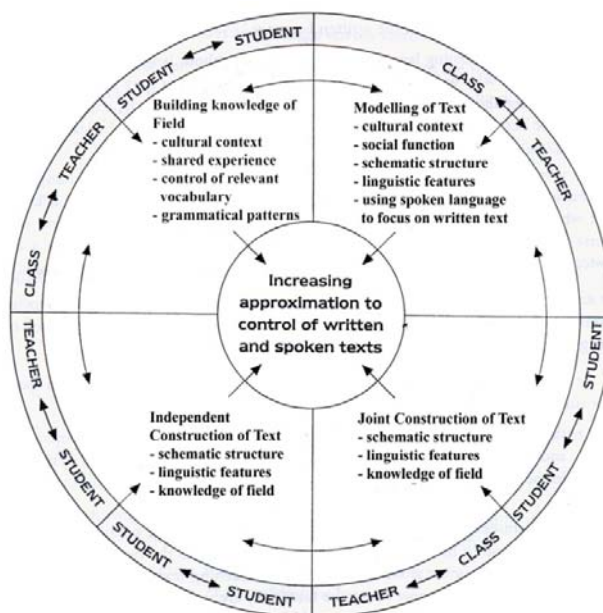


Diagram 3: Stages and cycles of learning (Hammond et al. 1992:17)

Kurikulum Tingkat Satuan Pendidikan (KTSP) which refers to the national education standards to ensure the achievement of national standard. Standard education consists of educational content standard, processes, competence of graduates, educational personnel, facilities and infrastructure, management, financing and educational assessment. Two of the eight national education standards, namely the Standar Isi (SI) and Standar Kompetensi Lulusan (SKL) is a major reference for education in developing curriculum units.

Undang-undang Republik Indonesia Nomor 20 of 2003 (Law 20/2003) on Sistem Pendidikan Nasional dan Peraturan Pemerintah Republik Indonesia Nomor 19 tahun 2005 (pp 19/2005) about Standar Nasional Pendidikan mandated curriculum of KTSP primary and secondary education prepared by the unit of education with reference to the SI and SKL and based on the guidelines prepared by Badan Standar Nasional Pendidikan (BNSP). Beside it, the preparation of KTSP should also follow other provision related to the curriculum in UU 20/2003 and PP 19/2005.

2.5 Related Studies

In a recent study, materials development has become one of the most essential issues in language teaching for instance teaching English in EFL context. It can be shown by many undergraduates and graduate programs offer materials development as a core course to train English teachers in this area, Salaz (2004).

In fact, some teachers unable develop their own teaching/learning materials. There are many reasons to answering this problem. But, the main

reason is it is complicated to develop teaching/learning materials. Since there are several characteristics in order to develop a good teaching/learning materials. Tomlinson (1998) suggest that good language teaching materials have the characteristics.

Teaching/learning materials should achieve impact, help learners feel at ease, help learners to develop confidence, what is being taught should be perceived by learners as relevant and useful, require and facilitate learner self-investment by preparing them to be ready to acquire the points being taught. Teaching/learning materials also should expose the learners to language in authentic use.

Learners' attention should be drawn to linguistic features of the input, besides it Teaching/learning materials' should provide the learners with opportunities to use the target language to achieve communicative purposes in different learning styles and differ in affective attitudes.

Teaching/learning materials also should permit a silent period at the beginning of instruction, maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities, but should not rely too much on controlled practice, and the last, teaching/learning materials should provide opportunities for overcome feedback.

That is why, developing teaching/learning materials can be complicated. In other side, government already suggest preferred course book. Cunningsworth (1995, 7) summarize the role of materials (particularly course books) in language teaching as resource for presentation materials (spoken and written) and activities

for learner practice and communicative interaction. Teaching/learning materials should be source on learning grammar, vocabulary, pronunciation and stimulation of ideas for classroom activities. The syllabus (where course book reflect learning objectives that have already been determined could support for less experienced teachers who have yet to gain in confidence.

Then, problem comes up when the capability of the preferred course book is questioned. The exploration about Indonesian cultural value in the course book is became main consideration. As Karpova (1999) says many textbook (course book) create a climate for social isolated learning (p.1). As one voice, Bell and Gower (1998) argue that international course materials could actually encourage individualization. So, modify, adapt, and supplement a course book. This is probably the most realistic options for most teachers. Adaptation can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximise the value of the book for their particular learners, Tomlinson (2011).

However, in adapting materials, teachers should be sensitive to controversial issues, and they must use discretion in deciding whether to use them in the classroom. The news item provided an interesting cultural topic for discussion, as well as a good lesson on English grammatical structures. Learning about other cultures and their perspectives is crucial for English language learners because it helps shape their view of themselves and of the world. This is beneficial because it helps students integrate with a large and rapidly changing global community. Many textbooks come from Western cultures, where critical

thinking is often woven into the concepts, images, and topics, learning English is itself a good way to stimulate critical and reflective thinking on the part of students. By using the textbooks, students will learn not only English but also other skills beyond the language. Nguyen Thi Cam Le (2005: 7)

Finally, either developing or adapting materials teacher should pay attention in facilitating students with good and appropriate materials which is support language acquisition. As Nunan (1991: 279) said in task-based language teaching, syllabus content and instructional processes are selected with reference to the communicative tasks which learners will (either actually or potentially) need to engage in outside the classroom and also with reference to theoretical and empirical insights into those social and psycholinguistic processes which facilitate language acquisition.

This approach to language teaching is characterized by an emphasis to communicate through interaction in the target language. The introduction of authentic materials based on learning situation. The opportunities for learners to focus, not only on language, but also on the learning process itself. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning. An attempt to link classroom language learning with language activation outside the classroom.

2.6 Theoretical Framework

As explained above, there are many relevant theories from many experts about materials development. There are Rowntree (1997: 92), Dudley-Evans and

St. John (1998. 173), Tomlinson (1998), Richard (2001), Cunningsworth (1995, 7). There were explaining how materials should be developed.

Finally, the writer prefer to mix some theories from Rowntree (1997: 92), Dudley-Evans and St. John (1998. 173), Tomlinson (1998) into characteristics of good teaching/learning materials that should arouse the students' interest. It's should be drawn to linguistic feature of the teaching/learning materials. And help students to predict coming lesson. It also need to be able explain new learning content to the learner as same as relate these ideas to students' previous learning.

Furthermore, involve students to think about new lesson content and help them to get feedback on their learning process. More essential thing can be draw while there is facility which is encouraging students to practice and make sure students know what they are supposed to be doing.

Teaching/learning materials also need to be encouraging students to check their own progress in learning English and help them to do better. In other hand, teaching/learning materials should help students feel at ease and develop confidence. What is being taught should be relevant and useful for students' live. Teaching/learning materials also need to provide the students with opportunities to use the target language to achieve communicative purpose.

Teaching/learning material should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities. It should not be reflect on controlled practice, the opportunities to overcome feedback, pleasurable learning experience, and gives students a sense of achievement is crucial thing to be considered.

Teaching/learning materials should be able fulfill many things, such as the comprehensible of the instructions, the contain of the teaching/learning sources, the appropriateness of the learning sources, clear and do able instructions, addressee students' needs, the sufficient quantity of practice material, the appearance of the materials which is relate to ability to engaging students attention.

Teaching/learning materials are provided by teacher from many sources that should be result of many adapted process, such as adding activities by leave out activities that do not meet your students' needs. Replace or adapt activities or materials with supplementary materials from other commercial texts, authentic materials (newspapers, radio report, films etc.) or teacher-created supplementary materials and change the organizational structure of the activities for example, pairs, small groups or whole class.

Consequently, teacher should be creative by selecting appropriate teaching/learning from what is available. Modify activities to suit learner's needs and syllabus requirement. And supplement the teaching/learning materials sources by providing extra activities.

But if chosen school only use preferred Course books, it should be contain resource for presentation materials (spoken and written) and activities for learner practice and communicative interaction. Teaching/learning materials should be source on learning grammar, vocabulary, pronunciation and stimulation of ideas for classroom activities. The syllabus (where course book reflect learning

objectives that have already been determined could support for less experienced teachers who have yet to gain in confidence.

CHAPTER III

METHODOLOGY

This chapter presents the research design and methodology that used for the data collection. It starts with research design, population and sample, time and place, the data collection technique, and data analysis technique.

3.1 Research Design

This study used survey methodology. As Burns (2000; 566) stated, “the descriptive survey aimed at estimating as possible the nature of existing conditions, or the attribute of a population.” Survey is used due to it is flexible in the sense that a wide range of information can be collected.

Burns (2000:567) found the chief characteristics of survey:

1. It requires a sample of respondents to reply to a number of standards questions under comparable conditions.
2. It may be administrated by an interviewer, by mailing the respondent a form for self-completion or by telephone.
3. The respondents represent a define population. If less than a 100 percent of a defined population is sampled then a sample survey has been conducted (if a 100 percent survey is a census).
4. The result of the sample survey can be generalized population.
5. The use of standard questions enables comparison of individuals to be made.

Furthermore, according to Cresswell (2008; 388). Survey research designs are procedures in quantitative research in which investigating administer a survey to a sample or to entire population of people to describe the attitudes, opinions, behaviors, or the characteristic of the population. Perspective of population in this study fits with the explanation by Cresswell, and gives the quantitative and qualitative result. Both quantitative and qualitative data will be collected through:

- Document analysis of qualitative data.
- Observation for the collection of qualitative data.
- A questionnaire for the collection of quantitative data;
- Interviews for the collection of qualitative data.

The quantitative approach is useful because it enriches the study as a whole and additionally, functions as a way to crosscheck and validate the data collect through the qualitative approach.

3.2 Population and Sample of the Study

3.2.1 Population

Population is the whole research subject Arikunto (2002). The populations of the research are English teachers from seven schools in Kecamatan Kalideres; Kelurahan Semanan, Kecamatan Cengkareng; Kelurahan Cengkareng Barat and Kelurahan Rawa Buaya, West Jakarta.

3.2.2 Sample

Sample is a part or representative of the chosen population Arikunto (2002). Based on statement above, the samples of this study are

teaching/learning materials from seven schools in Kecamatan Kalideres; Kelurahan Semanan, Kecamatan Cengkareng; Kelurahan Cengkareng Barat and Kelurahan Rawa Buaya, West Jakarta.

3.3 Place and Time of Study

The study was conducted in seven Junior High Schools in Kecamatan Kalideres; Kelurahan Semanan, Kecamatan Cengkareng; Kelurahan Cengkareng Barat and Kelurahan Rawa Buaya, West Jakarta.

The researcher collected data from May until June 2012, and analyzed the data in July 2012 and finished it in July 2012.

3.4 Data and Data Sources

The data that used in this study were the developed teaching/learning materials, developed material used in the classroom, response of the questionnaire and transcribe of interview from English teachers. Meanwhile, the data sources used in this research were the teachers' teaching/learning documents and its sources, materials used in the classroom, teachers respond in questionnaire and interview.

3.5 Data Collection Procedure

The data collection techniques are a triangulation of multiple sources from:

3.5.1 Document Analysis

The researcher utilize a content document analysis method Paul (2003) and Curtain and Pasola (1988) of teaching methods course syllabus to identify the required course readings, assignments, and teaching methods taught by teacher educators.

McLean and Camp (2000) who found that topics offered in selected teaching methods courses included classroom management, curriculum design, lesson planning, evaluating students, motivation and reinforcement among others.

The Documents analysis presented into eight categories, there are:

1. Point of document analysis 1: Teaching/learning organization and appearance.
2. Point of document analysis 2: language content.
3. Point of document analysis 3: Text-types and genres.
4. Point of document analysis 4: Cultural content.
5. Point of document analysis 5: Task and activities.
6. Point of document analysis 6: Quality and relevance of illustration.
7. Point of document analysis 7: Interest level.
8. Point of document analysis 8: Quality and quality of supplementary resource.

3.5.2 Observations

Observation is done in order to get the detail, accurate, and deep information about “*does the teachers use their teaching materials*

as well?”. As Yin (1989: 91) stated that classroom observation does not only show the phenomenon of interest but also some relevant behavior or environmental condition.

Observations taken in while English class, the researcher record and take some field notes. It was aimed as strong evidence for teachers’ statements in designing their teaching materials. The observer was set down at the back for two hours and recorded the classroom activity in 10 minutes. And the rest of time, she was took field note related to classroom activity.

3.5.3 Questionnaires

The questionnaires are distributed to 13 teachers from seven schools in Kecamatan Kalideres; Kelurahan Semanan, Kecamatan Cengkareng; Kelurahan Cengkareng Barat and Kelurahan Rawa Buaya, West Jakarta. The questions are made based on the theories that used by researcher, There are Rowntree (1997: 92), Dudley-Evans and St. John (1998. 173), Tomlinson (1998), Richard (2001), Cunningsworth (1995, 7). There were explaining how materials should be developed.

The questionnaires were administered to 13 English teachers. It was written in Indonesian to avoid misinterpretation and misleading in analyzing the questionnaire. The questionnaire composed based on two categories, there are teaching/learning materials and

teaching/learning materials' sources. They were containing 51 statements related to teaching/learning materials and its sources.

Likert Scale was used in the questionnaire to grade the teaching/learning materials and its sources. The scales of the questionnaire were (STS) *sangat tidak setuju*, (TS) *tidak setuju*, (R) *Ragu*, (S) *setuju*, dan (SS) *sangat setuju*.

There were five steps in collecting data from the questionnaire:

- Designing the questionnaires.
- Consulting the questionnaires to thesis advisor
- Revising the questionnaires forms and getting approval from thesis advisor
- Giving the questionnaires to 8 student teachers to check the validity and reliability.
- Revising the questionnaires forms and getting approval from thesis advisor.
- Giving the questionnaires forms to English teachers.
- Getting the questionnaires forms back.

In constructing questionnaire, researcher used characteristics of good teaching/learning materials that should be develop by Rowntree (1997: 92), Dudley-Evans and St. John (1998. 173), Tomlinson (1998). After constructing the questionnaire, researcher needed to try out the questionnaire .

The questionnaire, administered to English teachers, it was divided into two parts. Parts I consisted statements related about teaching/learning materials was intended to gain the data on English teachers' background knowledge about good teaching/learning materials. There were 23 statements. Meanwhile, part II consisted 29 statements related to teaching/learning sources intended to gain the depth data of the teaching/learning sources.

Next step, the researcher need to check her questionnaire to see whether or not the instrument really measures what is to be measured. The researcher checked its validity and reliability in some ways. To check validity, the researcher used face and content validity. In content validity, expert judgement is used to see whether or not the content of the test is valid to measure to given area being measured. Content validity is a validity that has been estimated by measuring the test using rational analysis or professional judgement of an expert (Azwar, 2009:45) The experts who will judge for this study are the advisor. The researcher asked the thesis advisor to asses whether or not each item of the questionnaires was clear. Some revisions were made during this process until a the questionnaire distributed.

Then, a pilot study was conducted to quantitatively check the validity and reliability of the questionnaire. The researcher gave eight students teacher in semester 096 to be respondents. The researcher

gave the questionnaire by sending it to the respondents via email. The data collected from the pilot study was processed manually.

3.5.4 Transcription of interviews

The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say. (Kvale, 1996)

A qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. (Kvale, 1996)

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses (McNamara, 1999).

Triangulation is a powerful technique that facilitates validation of data through cross verification from more than two sources (Bogdan, R. C. & Biklen, S. K., 2006). The purpose of it is to increase the credibility and validity of the result. As Altrichter stated that triangulation "gives a more detailed and balanced picture of the situation". The instruments of each data collection are document analysis for teachers teaching materials, observation sheet for interview, questions

for questionnaire, question of interview for interview. The data were collected from document analysis of English teaching/learning materials at seven schools from 13 English teachers, observation in the classes. The interview would involve 13 teachers and distributing questionnaire to the teachers.

3.5 Data Analysis Procedure

The document data was processed by using points of analysis by Paul (2003), Curtain and Pasola (1988). And then, the data was presented in form of narrative. Meanwhile, the observation data was presented in narrative description sequentially. The questionnaire data was processed by manual calculating by gathered the same points divided with the total of the respondents and multiplied with 100 to get percentage. Then the data was presented in the form of tables, charts, and narrative discussion (Creswell, 2008, p.262). And the data from interview was used as qualitative description to verify, clarify, and complement the data obtained through the questionnaire (Weir, 2005:245-246).

The processed data used to support main data in order to reveal how English teachers in junior high schools develop their teaching/learning materials. The analysis process was based on the data triangulation (Bogdan, R. C. & Biklen, S. K., 2006) from the teaching/learning documents, observation in the classrooms, questionnaire, interviews with the English teachers.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of teaching/learning materials development in junior high school. The data presented into data description, findings and discussions, and limitation of study. This chapter also provides the answers of the research questions stated previously: “How are teaching/learning materials developed?; to what extend the teachers adopt it? How? And to what extend the teachers adapt it? How?” The result got from document analysis, observation, questionnaire, and interview to English teachers in junior high schools.

4.1 Data Description

In order to reveal how English teaching/learning materials are developed in junior high school in West Jakarta the writer used document analysis, observation, questionnaire, and interviews to the English teachers as participants. The research held in seven Junior High School in Kecamatan Kalideres; Kelurahan Semanan, Kecamatan Cengkareng; Kelurahan Cengkareng Barat and Kelurahan Rawa Buaya, West Jakarta. There are SMPN (SNN) 187, SMPN 205, SMPN 264, SMPN (RSBI) 45, SMP Setia Gama, SMP Era Pembangunan III, and SMP Taruna Bangsa. This research begun on 23 May and finish on 14 June 2012. There were 13 teachers became respondent in this research.

The researcher utilize a content document analysis method Paul (2003) and Curtain and Pasola (1988) of teaching methods course syllabus to identify the required course readings, assignments, and teaching methods taught by teacher educators. The data of study which is gathered by document analysis, observation, questionnaire, and interview. The documents were taken from teachers' teaching materials in one semester (See appendix). The documents are teachers' teaching sources that used in teaching/learning process. The Documents analysis presented into eight categories, there are:

1. Point of document analysis 1: Teaching/learning organization and appearance.
2. Point of document analysis 2: language content.
3. Point of document analysis 3: Text-types and genres.
4. Point of document analysis 4: Cultural content.
5. Point of document analysis 5: Task and activities.
6. Point of document analysis 6: Quality and relevance of illustration.
7. Point of document analysis 7: Interest level.
8. Point of document analysis 8: Quality and quality of supplementary resource.

Table 4.1 The Description of the Learning Sources Used in the Study

No.	Sources	Year Published	Publisher
1.	Book 1 (B1) English in Focus for Grade VII Junior High School (SMP/MTS)	2008	Pusat Pembukuan Department Pendidikan Nasional.
2.	Book 2 (B2) English in Focus for	2008	Pusat Pembukuan

	Grade XI Junior High School (SMP/MTS)		Department Pendidikan Nasional.
3.	Book 3 (B3) English in Focus for Grade VIII Junior High School (SMP/MTS)	2008	Pusat Pembukuan Department Pendidikan Nasional.
4.	Book 3 (B3) Passport to the world; A Fun and Easy English Book; for grade VII of Junior High School.	2008	Pusat Pembukuan Department Pendidikan Nasional.
5.	Book 5 (B5) Passport to the world; A Fun and Easy English Book; for grade VIII of Junior High School.	2009	PT. Tiga Serangkai Pustaka Mandiri.
6.	Book 6 (B6) Let's Talk; Grade VIII for Junior High School	2005	Pakar Raya
7.	Book 7 (B7) Effective English; Grade VIII for Junior High School	Unknown	Unknown
8.	Book 8 (B8) Contextual English; Developing Competencies in English Use for SMP; Grade IX.	2006	Unknown
9.	Book 9 (B9) Passport to the world; A Fun and Easy English Book; for grade VII of Junior High School.	2009	PT. Tiga Serangkai Pustaka Mandiri.
10.	Book 10 (B10) Pendalaman Materi Sukses Ujian Nasional Bahasa Inggris	2011-2012 edition	AKASIA
11.	Power Point Presentation	2012	Teacher's own creation.

12.	Newspaper (Functional Text)		Teacher's own creation.
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Observations taken in English class, the researcher record and take some field notes. It was aimed as strong evidence for teachers' statements in designing their teaching materials. The observer was set down at the back for 2X45minutes and recorded the classroom activity in 10 minutes. And the rest of time, she was took field note related to classroom activity (See appendix).

The questionnaires were administered to 13 English teachers. It was written in Indonesian to avoid misinterpretation and misleading in analyzing the questionnaire. It was containing 51 statements related to teaching/learning materials and it is sources (See appendix). It was used Likert scale into five categories, there are:

1. STS means the target very do not agreed with the statements.
2. TS means the target do not agreed with the statements.
3. R means the target doubt with the statements.
4. S means the target agreed with the statements.
5. SS means the target very agreed with the statements.

And the interview was taken to make sure the teacher understood with the questionnaire statements. Therefore, the questionnaire given earlier than interview, it was aimed to introduce some term related materials development. There are 8 points in Indonesian and recorded using hand phone recorder in 6 minutes. The questions were related teachers' experience and knowledge related materials development and the sources (See appendix).

4.1.1 Teaching Experience

Table 4.1.1 work experience

Number	Teacher	work experience (year)	Percentage (%)		
			1-10 years	10-20 years	20-30 years
1.	T1	29 years	23,1%	23,1%	53,8%
2.	T2	22 years			
3.	T3	15 years			
4.	T4	30 years			
5.	T5	15 years			
6.	T6	14 years			
7.	T7	5 years			
8.	T8	8 years			
9.	T9	22 years			
10.	T10	7 years			
11.	T11	25 years			
12.	T12	25 years			
13.	T13	26 years			

Based on table above, most of respondents were experienced in pedagogical scope and they were had been teaching for 20-30 years (53, 8% of the respondents), there were three respondents who had been teaching for 10-20 years (23, 1% of respondents) and there were three respondents had been teaching for 1-10 years (23, 1% of respondents).

4.2 Findings and Discussions

4.2.1 Teaching Materials Used by Teacher in the Classroom

The following explanation is the data interpretation related to the findings of analyzing teacher's teaching materials in order to provide student needs in learning English that gathered from collected teacher's

teaching documents, observations in the classroom, questionnaires, and transcribe of interviews.

Based on the data accumulation, the data percentages can be depicted through the following explanation:

4.2.1.1 Teaching/learning Organization and Appearance

The teaching/learning materials tend to static, from 13 observed teachers, only three teachers who provided students with media designed by thier own. And the other used course books as it is.

In the classroom, students and teachers used one same primary course book but teacher also provided them self with more than one book. When students' course book did not able fulfilled syllabus requirements, the teachers will add it with their secondary books. When secondary books still unable to fulfill it, teachers will search other learning sources by using internet and newspaper. One of the teachers explained in the interview,

“ngurutin materi cuma dari satu buku -kan sulit yah. Apalagi bukunya gak seratus persen sesuai sama silabus. Jadi saya ambil dari mana-mana kalo buku-buku dari sekolah enggak bisa penuh. Seperti saya yang pake koran buat membahas advertisement. Dibuku paket Cuma ada contoh yang asing buat siswa. Jadi, saya minta mereka cari dikoran, terus dianalisis bagian-bagian advertisement -nya...” (teacher 4)

However, there were five teachers who used course book as it is. They were did not add teaching materials from other book. Because they believed that the writer and publisher will able convey students' need based on syllabus. As one of the teachers explained in the interview,

“... -kan buku itu pasti yang nyusun orang yang berpengalaman dan ahli dibidangnya. Lalu, penerbit juga kan enggak mungkin mbak terbit -in gitu aja tanpa diperiksa sama tim ahli mereka” (teacher 9)

The appearance of the teaching/learning materials have great concerned among the teachers. They were agreed that interesting teaching/learning materials will be able gained students' interest in teaching/learning process. As stated in the questionnaire,

Statement 1: *Bahan ajar harus membangkitkan minat siswa untuk belajar bahasa Inggris.*

From the table and chart, it can be seen that 76,9% respondents chose strongly agreed to this statements. It means that teachers felt it is very important to gaining students interest in study English. There are 23,1% respondents chose agreed to this statements.

From the calculation, it can be concluded that almost of teachers' tough it was important to gaining students interest by used interesting materials and others learning sources like authentic materials and internet access in the classroom. Some of the teachers have explained in the interview,

“.... jadi makanya itu saya pakai PPT untuk menyajikan materi biar siswa enggak bosan. Pake gambar yang unik, menarik, kan banyak tuh diinternet, iya kalo dari segi materi ya memang harus gitu, kan mereka masih dibilang anak-anak ya, jadi suka gambar-gambar cerah, menarik.” (teacher 1)

“oh, kalo saya ya pake internet iya, saya mah dari dulu kasih izin siswa ya buat bawa hape buka google translation juga enggak apa-apa, yang penting -kan dia paham itu teks ngomong apa ya. Itu kalo saya loh ya itu kalo saya, dari dulu begitu” (teacher 13)

“Emmm, menurut saya, anaknya itu ee seperti reading-reading gitu, conversation harus lebih dibanyakin. Percakapan sama pemainannya, percakapan, ee terus seperti cerita-cerita yang ada gambar-gambar. Ee dari Koran pun bisa, majalah pun bisa. seperti itulah.”(teacher 7)

The statement above also supported with observation in the classroom while the teacher used Power Point Presentation and using varied pictures. And In the other hand, the other teachers only use one or two books and combine it by other learning sources like internet. So, students were asked freely to browse any information or functional text by internet in order to engage students' interest in learning English.

“ kalo saya malah nyuruh tuh siswa buat bawa hapenya, terus browsing materi yang lagi dipelajarin, kayak misal lagi belajar teks narrative, kan contoh dibuku begitu-begitu aja. Sering malah enggak ada teksnya, jadi daripada susah, yang mending cari diinternet.” (teacher 13)

However, most of teachers did not provide students with interesting materials. They were believed that active and attractive learning activity is the major reason for interesting learning process. So, they were engage students with attractive activities and did not enrich their teaching materials. They were explained in the interview,

“ kan mbak, yang buat proses belajar seru atau menarik itu kan kegiatannya. Biar mau sebgus apa juga penyajian materinya kalo belajarnya monoton ya bosenin juga buat murid. Jadi mending kita santai tapi serius, ya becanda lah. Murid juga senengnya kalo dibawa becanda tapi harus bisa” (teacher 3)

“ kalo itu si kegiatannya ya bu yang dimacem-macemin. Kalo materi kan murid seringnya males kalo kita minta serius, itu mereka malah jadi males. Jadi kita aktifin kelas pake kegiatan atau aktifitas yang merarik lah” (teacher 9)

“kalo materi saya pake yang dibuku, paling kegiatan yang ditambah. Dibuat menarik kan? Kayak kemarin mbak liat kan saya pake metode five finger buat belajar pertanyaan negative positive. Tensis juga saya pake itu ...” (teacher 4)

The activities were shown in the classroom and it was running fun, exciting and engaging students to learning in pleasure.

4.2.1.2 Language Content

Based on the analysis, the teaching/learning materials was constituent with the statement of basic competencies in the syllabus and National Standard/standard Isi. As supported in questionnaire statements,

Statement 3 : *Bahan ajar harus mampu menjelaskan materi pelajaran kepada siswa.*

The result shows that 76,9% respondents chose strongly agreed, 23,4% respondents chose agreed, and no one respondents chose not sure, did not agreed, and strongly did not agreed. It means that most of teachers were agreed that proper language content will be help students to be able explained the materials to the students. But some of teacher did not agree if teaching/learning materials have to explain learning materials. As explained in the interview,

*“yang harus sajiin materi kan guru bukan buku. Jadi tetep mau sebgus apa pun bukunya tetep harus guru yang ngejelasin isi materi”
(teacher 2)*

Appropriate language content also supported with questionnaire,

Statement 6: *Bahan ajar harus mendorong siswa untuk berlatih keterampilan bahasa Inggris yang mencakup listening, reading, writing, speaking.*

The result shows that 69,2% respondents chose strongly agreed, 30,8% respondents chose agreed, and no one respondents chose not sure, did not agreed, and strongly did not agreed. It means that most of teachers were very agreed that proper language content will be help students to be able support them in train their own skill competence in learning English. Still related in learning content supported in questionnaire,

Statement 7: *Bahan ajar memungkinkan siswa untuk mampu mengukur kemampuan tentang materi yang dipelajari.*

The result shows that 76,9% respondents chose agreed, 23,1% respondents chose strongly agreed, and no one respondents chose not sure, did not agreed, and strongly did not agreed. It means that most of teachers were agreed that proper language content will be help students to be able measure their own skill about related materials.

Statement 8: *Bahan ajar harus memberikan dampak nyata terhadap kemajuan siswa dalam belajar bahasa Inggris.*

The result shows that 76,9% respondents chose agreed, 23,1% respondents chose strongly agreed, and no one respondents chose not sure, did not agreed, and strongly did not agreed. It means that most of teachers were agreed that proper language content and appropriate teaching/learning materials will be help students to be able give real effect to students in learning progress.

Such as explained in interview,

“oh iya harus, jadi siswa harus bisa produce. –kan itu tujuan belajar bahasa ya” (teacher 7)

Appropriate language content also supported by questionnaire statement,

Statement 9: *Bahan ajar harus sesuai dengan level kebutuhan siswa dalam belajar bahasa Inggris.*

The result shows that 53,9% respondents chose strongly agreed, 46,1% respondents chose agreed, and no one respondents chose not sure, did not agreed, and strongly did not agreed. It means that some teacher agreed and some others very agreed that proper language content and teaching/learning materials should be appropriate with students’ needs and level. As supported in interview,

“... eee kesulitan bahasa materi belajar itu harus sesuai dengan level siswa pastinya, kan itu sudah diatur disilabus ya...”(teacher 1)

And language content also included in questionnaire in statement 10,

Statement 10: *Bahan ajar harus memberikan kesempatan kepada siswa untuk menggunakan bahasa Inggris dalam komunikasi nyata.*

The result shows that 61,53% respondents chose agreed, 15,4% respondents chose strongly agreed, and 23,07% responded did not agreed, no one respondents chose not sure, and strongly did not agreed. It means that teachers were agreed that appropriate language content situation.

4.2.1.3 Text-types and Genres

From 13 collected teaching/learning materials, there were only three course books from different publisher were provided their product with appropriate text-type sources. And the rest even did not provided any text on it. There were practices without appropriate input (text). And about the genre, most of course books did not provide appropriate genre related to syllabus. As supported with teachers interview,

“terkadang mereka tidak, misalnya... functional text banyak yang tidak sesuai. Ada beberapa materi pelajaran yang tidak sesuai, contoh dan pelatihannya enggak match. Belum semua atau tidak semua sesuai silabus. Bahkan ada yang tidak sesuai silabus....”(teacher 4)

Teacher 4 statement also supported with statement in the questionnaire:

Statement 14: Bahan ajar dapat berupa hasil tambahan dari beberapa sumber.

The result shows that 53,9% respondents chose strongly agreed 23,0% respondents chose agreed, and 23,0% did not agreed, no one respondents chose not sure and strongly did not agreed. It means that half of teachers who participate in this research strongly agreed that add teaching materials from other sources was essential thing to be done. However, there was 23,0% respondents did not agreed with statement above. It was so, because teachers felt their teaching sources already fulfilled the matter. This finding also reflected in statement 11,

Statement 11: *Bahan ajar harus merupakan tambahan dari beberapa sumber sesuai SK/KD*

The result shows that 61, 53% respondents agreed if teaching sources should be added considering SK/KD. And 15, 4% strongly agreed if adding teaching materials considering SK/KD is important for enrich their teaching materials. And the rest was 23, 1% respondents did not agree if the teaching materials should be added considering SK/KD. This finding supported previous finding and it was also supported by interview below,

“Enggak si yah?, gak harus ikutin SK/KD juga,, yang penting siswa paham yang kita ajar” (teacher 8)

Based on finding above, the researcher concluded that the same amount of teachers considering that add text/functional text is not necessary. It can be a reason when there are teacher who depending too much with their course book. It also shown that developing material was could not be done with the teacher itself. Lack of knowledge could be an indicator for these problems As Chapelle (2001) says that the development of materials is still largely a practitioner-led practice. So, without practice in adding appropriate learning sources, the teachers will be too depending on course books.

As observed by Salaz (2004), there are negative and positive sides in using prescribe textbook. So, it was not a fatal error to be too depending on it. But still, the negative side should

be handling properly. As explained by Richard (2001) about Textbook. It is a key component in most language programs. In many condition, textbook could be serve as main language input for students in the classroom.

Richard (2001) is also stated that textbook may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. in other situations, the text book may serve primarily to supplement the teacher's instruction. For learners the textbook may serve the major source of contact they have with the language apart from the input provided by the teachers. In the case of inexperienced teachers textbooks may also serve as a form of teacher training – they provide ideas on how to plan and teach lesson as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of the textbook. Learning how to use and adapt the textbooks in hence an important part of a teacher's professional knowledge.

The role of textbook As Richard (2001) stated the advantages and limitations of textbooks are:

Advantages:

1. They provide a structure and a syllabus for a program.
2. They help standardize instructions.

3. They maintain quality.
4. They provide a variety of learning sources.
5. They are efficient.
6. They can provide effective language models input.
7. They can train teachers.
8. They are visually appealing.

Limitations:

1. They may contain inauthentic language.
2. They may distort content.
3. They may not reflect student's needs.
4. They can deskill teachers.
5. They are expensive.

4.2.1.4 Cultural content

The cultural content related to English as foreign language in Indonesia. That is why, teaching/learning materials should be appropriate with it. Nine from 12 teaching/learning sources already match with Indonesian culture. For example, the use of “nasi goreng, rendang,” and other Indonesian dishes in short functional text. And also named places with Indonesian area. Moreover, project in group dominating practice rather than individual assignments.

However, these findings did not support the result of questionnaire part II point 24,

Statement 24: *Buku paket sesuai dengan konteks budaya Indonesia.*

From the calculation, it can be concluded that 53, 8% respondents did not agree if teaching sources should be appropriate with Indonesian context. And 38, 5% respondents agreed that teaching/learning sources should be appropriate with Indonesian students. And 7,7% respondents strongly agreed if the teaching/learning sources should be appropriate with Indonesian context.

The result came up as prove that English-Indonesian were foreign term among teachers. As researcher explain above, that teachers' lack of knowledge could be indicator for this result. Based on observations in the classroom, the teachers were used to using their teaching/learning materials which is appropriate in cultural side without realize it.

4.2.1.5 Task and activities

Based on researcher analysis, there were varied amount of task and activities. There were five course books from different publishers which is containing too much task. For example, there were 18 tasks in one sub chapter without any input on it. So, the teacher got lost in serving the task and the materials. So, sometimes there is no match between materials and task. As solving-problem ways they were tend to speculate that, teacher-directed class

assignments that can be iterative products that are revised multiple times for accuracy (and a grade). Therefore, we would suggest that teachers' structure carefully sequenced tasks so that they build on the previous interaction (Ware & O'Dowd 2008: 54). This matter were explained by some teacher in interview,

"iya, jadi kadang kalo pake buku yang begini bingung. Jadi harus dicari dimana-mana materinya. Soalnya soal aja yang ada. Input sama outpunya enggak sesuai" (teacher 7)

However, most of respondent in this research used this book. So, teachers were forced to use more than one book to fulfilled students and syllabus requirement. This statement was explained by the finding in questionnaire part II point 8:

Statement 8: *Bahan ajar memuat tugas, pertanyaan/latihan yang membantu proses belajar siswa.*

These statements revealed that 53, 8% of respondents agreed that teaching/learning sources should be containing tasks which are help students in learning process. So, the respondents have to omit some unnecessary task. Even, some of them preferred to modify the task to make it applicable and fulfilled students need. It was explained in questionnaire part I point 17,

Statement 17: *Bahan ajar dapat berupa hasil penulisan-ulang/modifikasi untuk disesuaikan dengan kebutuhan siswa.*

From the statement above, it can be seen that 69, 23% respondents agreed if modification is necessary in designing teaching materials, there were 23, 07% strongly agreed that modification was essential thing to do in order to create an

appropriate teaching/learning materials. And there are 7,7% who did not sure whether modify or let the task as it be.

Based on finding above, it can be seen that most of respondents agreed that teaching/learning materials and tasks can be modify from many sources. For example using newspaper as one of respondent did for his students. However, there was another way to make inappropriate teaching/learning materials became capable for students. It was changing inappropriate reading text or tasks. As seen in questionnaire part 1, point 18,

Statement 18: *Bahan ajar dapat berupa hasil penggantian teks bacaan atau latihan yang tidak memadai untuk siswa.*

The calculation show that 53, 84% respondents agreed with statement above, they are 30,76% did not agreed with statement above, and 15, 4% strongly agreed with statement above.

It shows that half of respondents agreed that changing text or task could be alternative in order to fulfill students necessary in learning English. And 30, 76% respondents did not agreed that changing text and task is appropriate way to create good teaching/learning materials. As stated by one of respondent in interview,

“saya tidak setuju ya kalo apa yang dibuku itu diubah. Latihannya, apanya kek. Maksudnya kan sudah jelas buku paket itu satu kesatuan, kalo satu dihilangkan ya bisa gak sesuai lagi” (teacher 3)

Statement above shown that changing inappropriate teaching/learning materials could not became a good way to create

stable teaching/learning in the classroom. He/she chose to use course book as it is. In contrary, they were respondents whom strongly agreed with statement 18 as long as it is useful to create good teaching/learning materials and sources. As stated in interviews' transcription,

“iya perlu itu, kan siswa juga butuh ya materi yang sesuai. Dan untuk menyesuaikan dengan silabus, -kan guru bebas mau diapain aja lah. Yang penting sesuai silabus” (teacher 6)

In order to support the statements, researcher was served percentage from questionnaire, part 1 point 21,

Statement 21: *Bahan ajar dapat berupa hasil tambahan dari buku paket lainnya.*

The percentage presentation as 46, 1% respondents agreed if the teaching/learning (included task) materials should be addition from other learning sources. And there were 15, 5% of respondents chose strongly agreed. And there were 7, 7% strongly did not agree if the teaching/learning (included task) materials should be addition from other learning sources.

However, most of teacher agreed and applied the statements above. They were used more than one book and other sources.

4.2.1.6 Quality and relevance of illustration

Based on analyzing the teaching/learning documents. The researcher was able to conclude that there are two books which are

good enough because the book intended to give more about teaching/learning materials rather than other course book. So, the publishers provide their book with many features such as:

Standard of competencies, Basic Competencies, and Course Objectives, Concept Map, Keywords of Units, Warming Up, Activity, Listening Practice, Working in Group, “Get More”, “Check the Expression”, Grammar Check, Grammar Practice, “Fun Time”, Creative Corner, Game, Grammar Summary, “Don’t Know Yet?”, Compact Dictionary, Reflection, Unit Evaluation and Semester Exam.

The books also provide relevant illustration using interesting pictures and colors. These books included into *good* course book but overall those books still could not fulfill students’ need and syllabus requirement. As stated by respondent in interview,

*“Belum, belum sama sekali. Kalo buku dari (menyebutkan nama penerbit) itu lumayan bagus, sedikit lebih lengkap. Yaa bagus dikit tapi secara keseluruhan jauh sekali dari standar baik.”
(teacher 1)*

Thus, even a *good* book could not totally fulfill the necessary.

As presented in questionnaire part II point 19,

Statement 19: *Bahan ajar dari buku paket dilengkapi dengan sumber tata bahasa (grammar), kosa-kata (vocabulary), pengucapan (pronunciation) dll.*

The data percentage are 69, 23% of respondents agreed

that their course book already complete with grammar, vocabulary, and pronunciation sources. And 30, 77% agreed that their course book already complete with the sources. In fact, based on classroom observation and teaching/learning documents, no one of the course book (beside researcher explain above) are complete enough. These unmatched statements came up because the respondents do not really know about their course book.

It seems like there is no choice for teacher to use as much as teaching/learning sources like stated in questionnaire part II point 26,

Statement 26: *Buku paket memiliki materi dari sumber asli (koran, majalah, novel, laporan radio/tv, film dll) dan sesuai dengan kehidupan nyata/kebutuhan siswa.*

The result shows that, 46, 2% chose strongly agreed, 38, 5% chose agreed and 15, 4% chose did not agree. This data presented that most of respondents know already that teaching/learning sources can be authentic materials like newspaper, magazine, novel, radio report, movie etc. However, based on observation in the classroom, there were 2 respondents applied this statement. And the rest use course books as it is.

4.2.1.7 Interest level

Based on document analysis, 12 of 12 learning sources already provide their book with pictures. But picture without colors

will not able engage students attention. From 12 learning sources, there were 9 books which printed out full in colors and attractive pictures. As stated in questionnaire part II point 9,

Statement 9: *Bahan ajar memuat gambar, foto, atau ilustrasi yang menarik dan relevan dengan materi.*

In statement 9, 76,9% chose agreed, and 23,1% chose strongly agreed. Based on the finding it is supported researcher idea about colors and attractive pictures were essential thing to engage students into learning process.

Statement 10: *Bahan ajar menggunakan bahasa yang atraktif dan jelas.*

The result shows that 84, 6% respondents chose strongly agreed, 15, 4% respondents chose agreed; it means that most of teachers were strongly agreed that their teaching/learning sources are attractive and clear.

Statement 11: *Sumber materi ajar mudah dipahami dan perintah soalnya jelas.*

The result shows that 61, 5% respondents chose agree, and 38, 5% chose strongly agree. It means most of teachers' opinion is their teaching/learning sources are easy to understand and the instructions are clear.

Statement 16: *Bahan ajar dari buku paket menarik dan menyenangkan.*

The result shows that 46, 2% respondents chose agree, and

38, 4% chose strongly agree, and 7,7% chose did not agree. It means that teachers are agree if

4.2.1.8 Quality of supplementary resource

There are 84, 6% respondents who used more than one/two books. The books were almost the same with the main course book. But, since the books were teacher-handout so students did not have direct access on it. Teachers adapt it and serve the material as teacher supplementary sources. As supported with questionnaire part I point 23,

Statement 23: Bahan ajar dapat berupa hasil tambahan dari guru (teacher-created).

The result shows that 69, 23% respondents has agreed with the statement above, and 23, 07% respondents strongly agreed if the teaching/learning materials could be supplementary from teacher. And 7, 7% respondents did not agree if the teaching/learning materials could be supplementary from teacher.

As stated by respondent in the interview section,

I: “apa menurut Bapak guru perlu pak menambahkan sumber bahan ajar dari guru into sendiri?”

R: “tidak, tidak perlu. Kan buku sudah mencangkup kebutuhan siswa e’eh iya gitu”

Based on the interview above, respondent was totally depending on his/her course book. This number supported previous finding above.

In this case, course books the only source to learning English in the classroom.

Statement 18: *Bahan ajar dari buku paket dapat menjadi sumber kegiatan untuk siswa berlatih dan berkomunikasi.*

Based on the finding, 69, 2% respondents chose agreed when course book became source for students' activities in learning English. 15, 4% strongly agreed and the rest 15, 4% did not agreed if course book became students' sources. This is appropriate with previous finding when course book could not become students' source in learning. Some supplementary sources should be added.

Statements 18 meant that students provided with course book to learning in the classroom. There was disagreement from teacher who consider that leaning source should be added from their environment like new paper and notification board in school etc. So, student was learning in ease when they were able to learn and relate in directly into their daily life.

"saya tidak setuju ya, jadi sumber belajar itu harus menyentuk langsung kehidupan siswa, kalau hanya dari buku paket. Tidak akan sesuai"

Memang aspek apa lagi pak yang dipertimbangkan dalam KMB?

"ya siswa merasa nyaman. Kita harus memikirkan aspek psikologis mereka juga" (teacher 4)

Students' psychological was the consideration in serving supplementary sources. This statement was supported previous finding. Considering students mental in teaching/learning materials

could not be done with less-experienced teacher. This knowledge has been build for years with high dedication in pedagogical knowledge.

However, most of course book already provided with source of reference. So, if necessary, teacher/students need supplementary besides course book. They was able to open it

Statement 17 part II: Bahan ajar dari buku paket dilengkapi dengan sumber referensi.

Based on the finding, 84, 6% agreed if their teaching/learning sources provided with reference. 7, 7% strongly agreed. And 7, 7% did not agree.

Statement 28: *Buku paket menyediakan materi yang terpadu antara keterampilan listening, reading, writing, speaking sehingga satu keterampilan dapat menunjang keterampilan lainnya.*

The result shows that 61, 54% respondents strongly agreed if their course books already integrated the listening reading, writing, and speaking skills. And 38, 46% respondents agreed with statements above. The combination in using course book and other book as supplementary could be skills requirements.

But there was problems in private school which their schools have not provide their school with any audio-visual devices to promote effective listening section. It was became problem itself, so they were used teachers' voice in order to fulfilled the listening section.

“karena sekolah belum punya fasilitas listeningnya, makanya kalo saya pake suara saya sendiri, ya seadanya, hehe ...”(teacher 8)

Materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud. Whatever they do to provide input, they do so ideally in principled ways related to what they know about how languages can be effectively learned.

It should be emphasized that material development also can be encompasses any kind activity and/or exercises (games, role play, reading, problem-solving situation, group discussion, etc). Many teacher use course book (even the old one) in order to take a text or ideas and adapt it into their current teaching needs. As stated by Maley contrasting with material development, when teachers adapt an activity or exercise from a text book, they use that activity and exercise as a basic to make certain change. (p. 281)

Five respondents questioning the need of adopt/adapt teaching/learning materials. If everything they need is already in the course book elaborated with people who really know. Considering this matter, as explained above, they are any advantage and disadvantage in using course book. As Richard (2001) stated the advantages and limitations of textbooks are:

The advantages of the course book are provide a structure and a syllabus for a program, help standardize instructions, maintain quality,

provide a variety of learning sources, efficient, provide effective language models input, visually appealing, course book also able to train teachers.

The limitations of the course book are its content inauthentic language, distort contain, do not reflect student's needs, deskill teachers, expensive.

Dudley-Evans and St. John (1998, 173) observe that "only a small proportion of good teachers are also a good designers of course materials." And this is exactly the same happens in 13 teachers in 7 Junior High School in Kecamatan Kalideres; kelurahan Semanan, Kecamatan Cengkareng; kelurahan Cengkareng Barat and kelurahan Rawa Buaya, West Jakarta. While, from 13 observed teacher, there were only three teachers who able to show his/her adapted teaching/learning materials. The 11 teachers knew and understand a good materials based on syllabus and students' environments is needed to be build. But teachers lack of knowledge seems became clear reason for this matter.

There were 84, 6% teachers used more than one/two books. But only 27, 3% who able shown their teaching/learning materials. The majority were used course books as substitution and complimentary sources. They have been teaching for years and felt comfortable with the way teach their students. Because finally the consideration is students should be able to answer 40-50 questions in final exam or national examination which always using the same patterns (shot functional text,

shot monologue and tenses). So, teachers were focused on it for along semester.

Teachers were tend to adapt it whether from textual sources (course books, Lembar Kerja Siswa, teachers' book collection) or virtual sources (Search engines such as *Google*; rank highly documents that are pointed to by teachers).

Based on researchers' theoretical framework the theories from Rowntree (1997: 92), Dudley-Evans and St. John (1998. 173), Tomlinson (1998) became guidance in reveal into characteristics of good teaching/learning materials the result of this study are English teachers adapting their teaching/learning materials by:

1. Extension teaching/learning materials, teachers need to give additional practice tasks because one course book could not fulfilled students' needs and syllabus requirement. In order to solve these problems, teachers adding students' hand book that contain insufficient practice with other sources (teachers' handbook and authentic sources).
2. Rewriting/modification, the teachers were modifying course books' contents and tasks. The contain need to be changed because it does not suit students' needs and syllabus requirement. The tasks need to be changed in order to give students additional focus for example functional text that focused on reading comprehension. It was adapted so students

were able to practice again and again for different purpose. Or the activity could be extended to provide opportunity for self-practice.

3. Replacement, teaching/learning materials also could be the result of replacement by used two or more course books. For example one course book may focus primarily on listening and speaking skills. And less practice in writing and reading skills. So, teachers could omit the writing and reading units and replace it with same skills from different course book. This matter also happened in practice or tasks.
4. Addition the teaching/learning sources, the course book may contain too much or too little teaching/learning materials. Whole units may have to be dropped, or perhaps some sections of units of the book need to omitted. That is why, teachers tend to add teaching/learning sources. Teaching/learning sources could be as course books from different publishers which able to add or complete students' needs and syllabus requirement. It also could be authentic materials like news paper, magazine, film, etc.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

This chapter provide conclusion, implication, and suggestion related with teaching/learning materials development in junior high school.

5.1 Conclusion

Based on triangulation data analysis from documents, interview, questionnaire and observation have been obtained. It can be concluded that mostly teachers from seven schools in Kecamatan Kalideres; kelurahan Semanan, Kecamatan Cengkareng; kelurahan Cengkareng Barat and kelurahan Rawa Buaya, West Jakarta already knew a good teaching/learning materials. They were tend to adapt it whether from textual sources (course books, Lembar Kerja Siswa, teachers' book collection) or virtual sources (Search engines such as *Google*; rank highly documents that are pointed to by teachers).

Teachers adapt their teaching/learning materials by extension, rewriting/modification, replacement, addition the teaching/learning sources. Material development and material adaptation is closely related. Both processes are time-consuming and time-demanding. However, material adaptation is “easier” in the sense that teachers can use texts given in different books, whereas in material development everything must be created from scratch (Salaz, 2004).

Most of the teachers (53, 8%) have been teaching more than 20 years. But they were able to provide students with appropriate and vary teaching/learning

materials and sources. Earlier generation (23, 1%) could not provide varied sources. They were stuck depend on their course books. And the Earliest generation (23, 1%) had limited access into training about recent materials development neither from government nor private installation become main reason in undeveloped ideas about how to develop teaching/learning materials. There is also lack of motivation and knowledge to use updated technologies in order to intensify their teaching/learning materials. So, learning process used to be running static years to years.

5.2 Implication

The implications can be found from the result of this study are:

1. From the research finding above; documents analysis, interview, questionnaire and observation. Most of teachers have understood about good teaching/learning materials. But some of them did not measures considered necessary in order to improve the quality of teaching/learning materials and sources. These can be a problem for teacher itself. When there are too many things to be fulfilled as basic requirement to design good teaching/learning materials. It is like one voice with Dudley-Evans and St. John (1998, 173) they have observe that “only a small proportion of good teachers are also a good designers of course materials.” While there are many difficulties in designing materials only reference to the theories of learning because the development of materials is still largely a practitioner-led practice, not always clearly informed by theories of

learning (Chapelle 2001). So, there was clear gap between knowledge and action considered necessary in developing teaching/learning materials.

2. The expectation of this study was to reveal how the teaching/learning materials are developed in 7 Junior High Schools. And writer expectation is accomplished. The writer hope, her study can be beneficial as consideration sources in making policy related to training teachers in develop and adapt teaching/learning materials and its sources. In other words, improving teachers' ability to be able provides and design good teaching/learning materials. Teaching/learning materials are provided by teacher that should be:

- Adding activities to those already suggested
- Leave out activities that do not meet your learners' needs.
- Replace or adapt activities or materials with:
 - a. Supplementary materials from other commercial texts.
 - b. Authentic materials (newspapers, radio report, films etc.)
 - c. Teacher-created supplementary materials.
- Change the organizational structure of the activities for example, pairs, small groups or whole class.
- Select appropriately from what is available.
- Be creative with what is available.
- Modify activities to suit learner's needs.
- Supplement by providing extra activities.

5.3 Suggestions

5.3.1 For Teachers

It is suggested especially for 13 English teachers in 7 Junior High School in Kecamatan Kalideres; Kelurahan Semanan, Kecamatan Cengkareng; Kelurahan Cengkareng Barat and Kelurahan Rawa Buaya, West Jakarta and generally for all English teachers to improving their ability in adapting course books individually. Although, government and staff already established many kind of training such as from DIKNAS, sudin, MGMP-DKI (bedah SKL), SPKG/SPKG in pedagogical issues but it will means nothing without teachers desire to fulfill students' necessities, syllabus requirement and adjust with times.

Teachers also need to prepare learning material as pointed out by Casey et al (2000) which is involves:

- Finding good document sources relevant to the topic and to the audience.
- Selecting more specific part of documents than could be reuse, in particular graphic, table, which have high illustrative power, and creating new material that can be adapted from personalization and future reuse.
- Defining the sequence in which documents and fragment about same concept, should be accepted and presented (pre-request).

- Defining the curriculum planning that would fit with the pedagogic approaches, and that with hopefully adapt to the actual learner.

5.3.2 For English Department UNJ

Hopefully, this study will be beneficial for English Department of UNJ particularly those who wants to continue researching about material development. And it is highly recommended to conduct the study in more detail and solve the other problem related to materials development.

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STANDAR KOMPETENSI DAN KOMPETENSI DASAR

Satuan Pendidikan : Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah (MTs)

Mata Pelajaran : Bahasa Inggris

A. Latar Belakang

Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Pembelajaran bahasa diharapkan membantu peserta didik mengenal dirinya, budayanya, dan budaya orang lain. Selain itu, pembelajaran bahasa juga membantu peserta didik mampu mengemukakan gagasan dan perasaan, berpartisipasi dalam masyarakat, dan bahkan menemukan serta menggunakan kemampuan analitis dan imajinatif yang ada dalam dirinya.

Bahasa Inggris merupakan alat untuk berkomunikasi secara lisan dan tulis. Berkomunikasi adalah memahami dan mengungkapkan informasi, pikiran, perasaan, dan mengembangkan ilmu pengetahuan, teknologi, dan budaya. Kemampuan berkomunikasi dalam pengertian yang utuh adalah kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yaitu mendengarkan, berbicara, membaca dan menulis. Keempat keterampilan inilah yang digunakan untuk menanggapi atau menciptakan wacana dalam kehidupan bermasyarakat. Oleh karena itu, mata pelajaran Bahasa Inggris diarahkan untuk mengembangkan keterampilan-keterampilan tersebut agar lulusan mampu

berkomunikasi dan berwacana dalam bahasa Inggris pada tingkat literasi tertentu. Tingkat literasi mencakup *performative*, *functional*, *informational*, dan *epistemic*. Pada tingkat *performative*, orang mampu membaca, menulis, mendengarkan, dan berbicara dengan simbol-simbol yang digunakan. Pada tingkat *functional*, orang mampu menggunakan bahasa untuk memenuhi kebutuhan hidup sehari-hari seperti membaca surat kabar, manual atau petunjuk. Pada tingkat *informational*, orang mampu mengakses pengetahuan dengan kemampuan berbahasa, sedangkan pada tingkat *epistemic* orang mampu mengungkapkan pengetahuan ke dalam bahasa sasaran (Wells, 1987).

Pembelajaran bahasa Inggris di SMP/MTs ditargetkan agar peserta didik dapat mencapai tingkat *functional* yakni berkomunikasi secara lisan dan tulis untuk menyelesaikan masalah sehari-hari, sedangkan untuk SMA/MA diharapkan dapat mencapai tingkat *informational* karena mereka disiapkan untuk melanjutkan pendidikannya ke perguruan tinggi. Tingkat literasi *epistemic* dianggap terlalu tinggi untuk dapat dicapai oleh peserta didik SMA/MA karena bahasa Inggris di Indonesia berfungsi sebagai bahasa asing.

B. Tujuan

Mata Pelajaran Bahasa Inggris di SMP/MTs bertujuan agar peserta didik memiliki kemampuan sebagai berikut.

1. Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi *functional*
2. Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global

3. Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya.

C. Ruang Lingkup

Ruang lingkup mata pelajaran Bahasa Inggris di SMP/MTs meliputi:

1. kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yakni mendengarkan, berbicara, membaca dan menulis secara terpadu untuk mencapai tingkat literasi *functional*;
2. kemampuan memahami dan menciptakan berbagai teks fungsional pendek dan monolog serta esei berbentuk *procedure*, *descriptive*, *recount*, *narrative*, dan *report*. Gradasi bahan ajar tampak dalam penggunaan kosa kata, tata bahasa, dan langkah-langkah retorika;
3. kompetensi pendukung, yakni kompetensi linguistik (menggunakan tata bahasa dan kosa kata, tata bunyi, tata tulis), kompetensi sosiokultural (menggunakan ungkapan dan tindak bahasa secara berterima dalam berbagai konteks komunikasi), kompetensi strategi (mengatasi masalah yang timbul dalam proses komunikasi dengan berbagai cara agar komunikasi tetap berlangsung), dan kompetensi pembentuk wacana (menggunakan piranti pembentuk wacana).

D. Standar Kompetensi dan Kompetensi Dasar

Kelas VII, Semester 1

Standar Kompetensi	Kompetensi Dasar
<p data-bbox="472 359 675 390">Mendengarkan</p> <p data-bbox="423 428 716 873">1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p data-bbox="781 428 1317 1146">1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang</p> <p data-bbox="781 1184 1317 1839">1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan</p>

		kesantunan	
	<p>2. Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana (misalnya instruksi, daftar barang, ucapan selamat, pengumuman, dll.) secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>2.2 Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana (misalnya instruksi, daftar barang, ucapan selamat, pengumuman, dll.) secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p>	

	Berbicara		
	<p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima</p> <p>3.2 untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang</p> <p>3.3 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan</p>	

	<p>4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>4.1 Mengungkapkan makna tindak tutur dalam teks lisan fungsional pendek sangat sederhana (misalnya instruksi, daftar barang, ucapan selamat, pengumuman, dll.) secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana (misalnya instruksi, daftar barang, ucapan selamat, pengumuman, dll.) secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p>
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Standar Kompetensi	Kompetensi Dasar
<p>Membaca</p> <p>5. Memahami makna teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat</p>	<p>5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat</p> <p>5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek (misalnya pesan tertulis, daftar belanja, kartu ucapan selamat, pengumuman) sangat sederhana</p>

		secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat	
	<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek (misalnya pesan tertulis, daftar belanja, kartu ucapan selamat, pengumuman) sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>6.2 Mengungkapkan langkah retorika dalam teks tulis fungsional pendek (misalnya pesan tertulis, daftar belanja, kartu ucapan selamat, pengumuman) sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</p>	

Kelas VII, Semester 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan	
7. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat	<p>7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta</p> <p>7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal</p>
8. Memahami makna	8.1 Merespon makna yang terdapat dalam teks

dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat	lisan fungsional pendek sangat sederhana (misalnya instruksi, daftar barang, ucapan selamat, pengumuman, dll.) secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat 8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>
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Standar Kompetensi	Kompetensi Dasar
Berbicara	
9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat	9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan

		<p>meminta dan memberi fakta</p> <p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal</p>	
	<p>10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>10.1 Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana (misalnya instruksi, daftar barang, ucapan selamat, pengumuman, dll.) dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan</p>	

		<p>menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>	
	<p>Membaca</p> <p>11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitan dengan lingkungan terdekat</p>	<p>11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek (mis. kartu ucapan selamat, daftar barang, pesan tertulis) sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</p> <p>11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p> <p>11.3 Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima</p>	

	<p>Menulis</p> <p>12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana (misalnya kartu ucapan selamat, daftar barang, pesan tertulis) dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>	
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Kelas VIII, Semester 1

Standar Kompetensi	Kompetensi Dasar
Mendengarkan	
1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar	<p>1.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</p> <p>1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>

<p>2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya undangan, pengumuman, pesan singkat) secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>
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Standar Kompetensi	Kompetensi Dasar
<p>Berbicara</p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui,</p>

		<p>mengingkari fakta, dan meminta dan memberi pendapat</p> <p>3.2 Memahami dan merespon percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>	
	<p>4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>4.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya undangan, pesan singkat, pengumuman) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan</p>	

		lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	
	Membaca 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar	5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 5.2 Merespon makna dalam teks tulis fungsional pendek sederhana (misalnya undangan, kartu ucapan, pesan singkat, pengumuman, pesan tertulis) secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	

	<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i>, dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya undangan, kartu ucapan, pesan singkat, pengumuman, pesan tertulis) sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	
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Kelas VIII, Semester 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan	
7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar	<p>7.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p> <p>7.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan,</p>

		<p>memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon</p>	
	<p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>narrative</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek (misalnya undangan, pesan singkat, pengumuman) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i></p>	
	<p>Berbicara</p> <p>9. Mengungkapkan</p>	<p>9.1 Mengungkapkan makna dalam</p>	

	<p>makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p>	
		<p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap</p>	

		<p>pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon</p>	
	<p>10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>recount</i>, dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>10.1 Mengungkapkan makna dalam teks lisan fungsional pendek (misalnya undangan, pesan singkat, pengumuman) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i></p>	
	<p>Membaca</p> <p>11. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i>, dan <i>narrative</i></p>	<p>11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang</p>	

	<p>untuk berinteraksi dengan lingkungan sekitar</p>	<p>berterima yang berkaitan dengan lingkungan sekitar</p> <p>11.2 Merespon makna dalam teks tulis fungsional pendek sederhana (misalnya undangan, pesan singkat, pengumuman, pesan tertulis) secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i></p>	
	<p>Menulis</p> <p>12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan</p>	<p>12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana (misalnya undangan, pesan singkat, pengumuman, pesan tertulis) dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p>	

	lingkungan sekitar	12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	
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SAMPLE OBSERVATION FIELD NOTE

1. Observation One

23 Mai 2012, 08:30 WIB

Guru memasuki kelas lebih dulu untuk member tahu bahwa akan ad aseorang mahasiswi dari Universitas Negeri Jakarta yang akan bergabung dengan mereka.

Peneliti memasuki ruangan dan memperkenalkan diri secara singkat.

Peneliti duduk dibelakang kelas mengobeservasi berjalannya kegiatan belajar mengajar.

Guru memulai kelas dengan salam dan menhidupkan projeyektor. Dan hari itu membahas mengenai “make a suggestion”. Guru memulai penjelasan dengan menggunakan power point presentation sebagai media belajar. Kemudian dilanjutkan dengan pemberian contoh dan latihan. Beberapa kali latihan dilakukan dengan sesame teman “peer instruction in suggesting something” lalu kemudian dilanjutkan dengan tugas individu dengan beraneka gambar terkait topic dan masih menggunakan PPT.

Lalu sepuluh menit sebelum pergantian belajar. Guru meminta peneliti untuk maju kedepan kelas dan member motivasi kepada siswa untuk lebih giat dalam belajar Bahasa Inggris.

Kesimpulan:

- Alur belajar relatif monoton.
- Guru menggunakan PPT yang berasal dari berbagai sumber dibuku paket dan internet.
- Siswa terlihat mengikuti alur belajar dengan baik namun tidak bersemangat karena sang guru cenderung pasif.

APPENDIX

SAMPLE OF INTERVIEW TRANSCRIBE

Subject: Teacher 7

Time: 9:33 sec. on 29-June-2012

I : hmm, sudah berapa lama Ibu menjadi tenaga pengajar disekolah ini?

Miss WD: eee sekitar satu tahun e e apa, sesudah lebaran.

I : E'eh

Miss WD : Sampai sekarang yah.

I : Ee dari mana ibu mendapatka pengetahuan terkait pengembangan bahan ajar?

Miss WD : Pengetahuan, ee saya si ee belajar sendiri ya.

I : Emm... Ee jadi otodidak ya?

Miss WD : Iya.

I : Eee apakah ada pengembangan materi dari kampus atau instansi lain atau pelatihan tentang pengembangan bahan ajar? Apakah eee ada mata kuliah terkait pengembangan materi.

Miss WD: Ada, eee saya eee ada mata pelajaran terkait.

I : Ee jadi ada tentang material developmentnya ada ya?

Miss WD: Iya.

I : Eee selain dari kampus kan ya, ibu pernah tidak menjalani pelatihan terkait pengembangan bahan ajar?

Miss WD: Ee waktu itu ada ya dari sekolah, karena saya kurang informasi jadinya saya gak ikut.

I : Kalo setau ibu dari sekolah ada berapa kali?

Miss WD: Kalo gak salah sekali.

I : Seperti apa ya pelatihannya?

Miss WD: Eee kayak RPP, kayak RPP.

I : Ooh pelatihan RPP?

Miss WD: Iya.

I : Ibu tau dari mana? Eee dari lembaga mana?

Miss WD: Ooh kurang tau, kayaknya dari Sanggit, dari sanggar Sanggit atau dari mana gitu.

I : Ee ya, emm... menurut pengalaman ibu nih. Satu tahun mengajar yah? Eee bahan ajar yang baik itu seperti apa bu?

Miss WD: Menurut saya bahan ajar yang baik itu... emm anak-anak itu mudah mengerti. Anak-anak mudah paham dengan apa yang kita ajarkan, dan timbal balik itu anak-anak mampu eee menaplikasikan didunia nyatanya. E'eh gitu.

Saya; Kaloo gitu, apakah bahan ajar yang digunakan sekarang sudah memenuhi bahan ajar yang baik yang menurut ibu tadi?

Miss WD: Belum sih, karena saya eee belom ada eee. apa namanya?

Refersensi buku lain.

I : Emm... kalau begitu apakah ibu juga mengembangkan bahan ajar itu, em misalnya menggunakan, em... cari-cari diinternet gitu, atau

dikoran atau dimana gitu? Miss WD: Oo kalo saya hanya pake buku paket aja.

I : Ohhh hehe... iya, emm... jadi buku yang digunakan tadi belum memenuhi tuntutan.

Miss WD: Iya

I : Ehm, juga emm belum memenuhi tuntutan dalam silabus juga ya?

Miss WD: Iya.

I :apakah layout, dari buku itu sudah menarik siswa enggak untuk belajar?

Miss WD: Kayaknya kurang deh, cendrung data aja.

I : Jadi menurut ibu, anak-anak butuh buku seperti apa sih?

Miss WD: Emmm, mungkin menurut saya, anaknya itu ee seperti reading-reading gitu, conversation harus lebih dibanyakin. Percakapan sama pemannya, percakapan, ee terus seperti cerita-cerita yang ada gambar-gambar. Ee dari Koran pun bisa, majalah pun bisa.seperti itulah.

Saya: E'e jadi attractive buat siswa ya?

Miss WD: Iyah.

I : Eee, meurut ibu, emm terakhir nih apakah bahan ajar itu harus memberikan dampak nyata pada siswa dalam belajar bahasa Inggris?

Miss WD: Iya itu harus memiliki dampak nyata, positive gitu. Anak-anak juga kan diajarka dari yang tidak tau menjadi tau, jadi kita harus mengajarkan agar anak bisa berkomunikasi dengan orang

lain, kallo kita belajar bahasa inggris mau enggak mau harus ada feedbacknya gitu.

Miss WD: E'eh, apa yang diajarkan oleh gurunya eee dia harus tau.

Mengerti gitu, jadi enggak sia-sai lah pelajaran mereka gitu.

Saya: Ooh gitu, baik terimakasih ibu.

Miss WD: Baik sama-sama.

Subject:Teacher 1

On 16-July-2012

Pengalaman mengajar: 29 tahun

I : Darimana Ibu tahu mengenai penggunaan bahan ajar?

Mrs DWY : Dari kampus dong.

I : Selain kampus bu, dari mana lagi ibu pernah mendapatkan pelatihan terkait pengembangan bahan ajar?

Mrs DWY : Emm... pernah tuh dari diknas, ya dari pemerintah tapi udah lama si ya.

I : Oh sudah lama ya bu?

Mrs DWY : Iya udah lumayan lama, belum ada lagi yang terbaru.

I : Lalu, menurut pengalaman ibu tersebut, menurut ibu pengembangan bahan ajar yang baik itu yang seperti apa bu?

Mrs DWY : Emm... pengembangan bahan ajar yang baik ya... emm yang pasti yang sesuai dengan silabus ya, harus sesuai dengan silabus dan konteks *English* sebagai bahasa asing buat kita. Dan juga harus sesuai dengan level siswa ya!

I : Lalu bu, ibu juga kan menggunakan beberapa buku paket sebagai acuan menyusun bahan ajar ya bu, ee... dan menurut ibu, apakah buku-buku tersebut telah em... memenuhi tuntutan silabus sebagai acuan pengembangan materi yang bagus?

Mrs DWY : Belum, belum sama sekali. Kalo buku dari (menyebutkan nama penerbit) itu lumayan bagus, sedikit lebih lengkap. Yaa bagus dikit tapi secara keseluruhan jauh sekali dari standar baik.

I : lalu bu, untuk membangkitkan minat siswa belajar bahasa Inggris, itu Ibu gimana caranya membangkitkan minat siswa biar semangat belajarnya, kan itu penting ya bu?

Mrs DWY : wah iya dong itu penting, jadi makanya itu saya pakai PPT untuk menyajikan materi biar siswa enggak bosan. Pake gambar yang unik, menarik, kan banyak tuh diinternet, iya kalo dari segi materi ya memang harus gitu, kan mereka masih dibilang anak-anak ya, jadi suka gambar-gambar cerah, menarik.

I : Lalu, bila demikian apakah menurut ibu guru perlu mengembangkan bahan ajar sendiri untuk memenuhi tuntutan silabus?

Mrs DWY : Oh iya harus itu, seperti yang saya lakukan, kamu sudah lihat kan ya gimana materi yang saya adopsi? Itu saya ambil dari internet, dari mana-mana asal sesuai sama kebutuhan dan tuntutan silabus.

I : Oh iya yang ibu sajikan dengan PPT ya bu.

Mrs DWY : Iya, biar sesuai dengan kemajuan jaman, hehehe.

Subject: Teacher 4

On 16-July-2012

Pengalaman mengajar: 22 tahun

I : darimana bapak mendapatkan pengetahuan terkait penggunaan bahan ajar pak?

Mr. MI : dari kampus, dari kurikulum, ya itu.

I : selain kampus pak, pernahkan bapak mendapatkan pelatihan terkait pengembangan bahan ajar?

Mr. MI : emm, pernah.

I : dari mana pak?

Mr. MI : pernah dari DIKNAS, sudin, MGMP-DKI, SPKG tapi SPKG itu dulu ya udah lama, sekarang udah gak ada SPKG itu, itu dari kanwil-DKI itu. Kalau yang MGMP itu dari MGMP kecamatan bentuknya bedah SKL, sama dari Radio Australia juga pernah tuh, itu dari UNJ.

I : wah, banyak ya pak?

Mr. MI : iya lumayan lah, pengalaman.

I : lalu, menurut bapak materi yang baik itu seperti apa pak?

Mr. MI : yang sesuai dengan silabus dan sesuai dengan konteks siswa.

I : apakah bahan ajar yang sedang bapak pakai telah sesuai dengan “bahan ajar yang baik” itu pak?

Mr. MI : sebagian besar sudah.

I : menurut bapak, apakah guru perlu mengembangkan bahan ajar sendiri yang sesuai silabus dan konteks siswa?

Mr. MI : iya perlu, diambil dari berbagai sumber baik koran, majalah, buku-buku paket. Sama saya juga pernah ambil dari scrap book karena memang buku-buku paket dari sekolah belum bisa mencukupi atau mengalokasi semua tuntutan.

I : jadi buku dari sekolah belum mencukupi ya pak?

Mr. MI : belum, terkadang mereka tidak, misalnya... *functional text* banyak yang tidak sesuai. Ada beberapa materi pelajaran yang tidak sesuai, contoh dan pelatihannya enggak *match*. Belum semua atau tidak semua sesuai silabus. Bahkan ada yang tidak sesuai silabus, tapi sebagian besar ada.

I : kan ada yang belum sesuai ya pak? Lalu menurut bapak apa yang baiknya dilakukan untuk memenuhi tuntutan silabus itu?

Mr. MI : ya membuat bahan ajar yang diambil dari berbagai sumber agar sesuai dengan yang dibutuhkan siswa, atau dari sumber lain yang sesuai dengan kebutuhan siswa. Contoh saya ambil dari mmm... *caution* misalkan diinternet juga ada, tentang *notice... advertisement* saya ambil dari koran, itukan tidak ada dibuku paket dari semua contoh paling cuma satu adanya. Kan kebutuhan siswa tidak terakomodir. Ada buku paket yang tidak sesuai terkait

SKL. Dari buku paket itu banyak yang tidak sesuai.

Ketika ada tuntutan dari SKL jadi harus cari ditempat lain yang berhubungan dengan kebutuhan mereka.