

**Learning Materials Selection: A Case Study of English Learning for Year Seven**

**Students**



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## ABSTRACT

**Ririen Restya Sagita.** *Learning Material Selection: A Case Study of English Learning for Year Seven Students.* Skripsi. English Department Faculty Languages and Arts State University of Jakarta. 2011.

The study was meant to review kinds of English learning materials used for year seven students in Junior High School. The review was aimed to get information about kinds of the English learning materials selected by the teacher to develop the basic competence stated in the Standard of Content of the 2006 English curriculum. The main sources of the study are the learning materials stated in the lesson plan and presented in the classroom teaching. The review was conducted through classifying the learning materials based on the purposes of education stated by Littlewood (1981) into structure-based, function-based, and process-based materials and examining the existence of the materials based on the needs to achieve the learning objectives. The result of the study showed that the most learning materials stated in the lesson plan were the structure-based materials, and the second most were the function-based materials and the process-based materials. Meanwhile, the most learning materials discussed in the classroom teaching were the structure-based materials, the second most were the function-based materials, and the least ones were the process-based materials. Based on the result of the study, the selected learning materials were more on structure based materials. It was shown consistently both from the plan and the learning implementation. Thus, it can be stated that the English learning was more oriented to the structure-based materials.

## ABSTRAK

**Ririen Restya Sagita.** *Pemilihan Materi Pembelajaran: Studi Kasus tentang Pembelajaran Bahasa Inggris Untuk Siswa Kelas Tujuh.* Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Jakarta. 2011.

Penelitian ini bertujuan untuk mengkaji jenis materi pembelajaran Bahasa Inggris yang digunakan untuk siswa kelas tujuh di Sekolah Menengah Pertama. Kajian dimaksudkan untuk mendapatkan informasi tentang jenis materi pembelajaran Bahasa Inggris yang dipilih oleh guru untuk mengembangkan kompetensi dasar yang dinyatakan pada Standar Isi mata pelajaran Bahasa Inggris 2006. Sumber utama dari penelitian ini adalah materi pembelajaran yang terdapat pada Rencana Pelaksanaan Pembelajaran dan materi pembelajaran yang digunakan dalam pelaksanaan pembelajaran. Kajian dilakukan dengan mengklasifikasikan materi pembelajaran berdasarkan tujuan pendidikan yang dinyatakan oleh Littlewood (1981) antara lain materi berbasis struktur, berbasis fungsi, dan berbasis proses dan diperiksa keberadaannya sesuai dengan kebutuhan untuk mencapai indikator kompetensi dasar. Hasil kajian menunjukkan bahwa materi pembelajaran yang dinyatakan dalam Rencana Pelaksanaan Pembelajaran paling banyak terdiri dari materi berbasis struktur, dan yang kedua terbanyak adalah materi berbasis fungsi dan berbasis proses. Sementara, materi pembelajaran yang paling banyak digunakan di pelaksanaan pembelajaran adalah materi berbasis struktur, yang ketiga terbanyak adalah materi berbasis fungsi, dan yang paling sedikit adalah materi berbasis proses. Berdasarkan hasil penelitian, materi pembelajaran yang paling banyak dipilih adalah materi berbasis struktur. Hal ini terlihat secara konsisten dari perencanaan dan pelaksanaan pembelajaran. Oleh karena itu, dapat dinyatakan bahwa materi pembelajaran Bahasa Inggris lebih berorientasi ke materi berbasis struktur.

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# **CHAPTER 1**

## **INTRODUCTION**

### **A. Background of the Study**

This research was aimed to review kinds of the English learning materials used for year seven students in Junior High School. The review was meant to get information about the kinds of English learning materials selected by the teacher to develop the basic competence stated in the Standard of Content of the 2006 English curriculum.

This study focused on reviewing the English learning materials stated at the teacher's lesson plan and used in the classroom teaching. The review is conducted through classifying the learning materials based on the purposes of education stated by Littlewood (1981) into structure-based, function-based, and process-based materials. Not only classify, the review will also examine the existence of certain kinds of materials based on the needs to achieve the achievement indicators of the competences stated in the curriculum. The materials selected and used in the classroom determine the successfulness of the English language teaching and learning as noted by Kitao and Kitao (1998: 2), materials, as the center of instruction, is one of the most important influences on what goes on in the classroom.

Government regulations Number 19 article 20 year 2005 implies that teachers are expected to develop the learning materials. It is clarified in the Regulation of National Education Minister about Standard of Process which

requires teachers to develop the lesson plan. Developing the lesson plan is carried out by developing each element of the lesson plan including the learning materials. Teachers have a duty to make sure that the learning materials they select can be used by the students to learn English or to achieve the competences needed in learning English as stated in the 2006 English curriculum. It is in line with the statement given by the National Education Department Regulation about the standard of teachers' academic qualification and competence which tells that teachers' pedagogic and professional competences are closely related to the teachers' ability in developing the learning materials.

Referring to Government Regulation Number 41 year 2007, in developing learning materials, teachers need to relate the materials with the achievement indicators of competences which should be achieved by the students. Achievement indicators of competence are the measurable and/or observable behavior to show the achievement of certain basic competences as a reference in the assessment of a lesson.

Indikator kompetensi adalah perilaku yang dapat diukur dan/atau diobservasi untuk menunjukkan ketercapaian kompetensi dasar tertentu yang menjadi acuan penilaian mata pelajaran (National Education Minister Regulation Number 41 Year 2007).

The indicators are also made to provide clear steps for the teacher to conduct the teaching and learning activities for the purpose of enabling the students to achieve the standard competence and basic competence in learning English. Ideally, in developing the materials, teachers refer to each achievement indicator which was made to achieve certain basic competence.

Some studies found that teacher has not developed the learning materials, but only selected the learning materials to facilitate the students in learning English. Mirizon and Yunus, teachers did not know how to develop the teaching materials that were in line with the standard and basic competences of the curriculum (Mirizon and Yunus, 2007: 48). Because teachers did not develop the learning materials for the students, they are only able to select the learning materials from the books or other sources to be used by the students in learning English. Kasihani, in her speech about the English teaching, stated that “*Sebagian guru menggunakan bahan ajar dengan hanya mengikuti urutan yang ada di buku*” (Kasihani, 2011). This statement clarifies that teachers are only able to select the learning materials, but still not able to develop them. This research was meant to review kinds of learning materials selected by the teacher.

Ideally, in selecting the learning materials, teachers also refer to the standard competences and basic competences required in the curriculum. There are four kinds of competences – linguistic competence, language acts competence, socio-cultural competence, and strategic competence – stated in the 2006 English curriculum. The learning materials needed to achieve the different kinds of competences will be varied. As an illustration, the indicators of linguistic competence are the students are able to use the words and phrases, sentences, tenses, voices, modals, verbs patterns, vocabularies, etc (Junior High School Curriculum Centre). In order to achieve the indicators, teachers also need to select words and phrases, sentences, tenses, voices, modals, verbs patterns, vocabularies as the learning materials for the students. Different competences require different

kinds of learning materials. Littlewood divided the materials into three categories – structure-based, function-based, and process-based materials – which are in line with the competences required in the 2006 English curriculum for Junior High School. The classification was based on three different purposes of education; to enable the learners to master grammar and vocabulary of a language; to equip learners to fulfill their communicative needs in an appropriate range of situations; and to create a context which will stimulate the potential for natural language growth. This research was purposed on reviewing the learning materials selected by the teacher through classifying the learning materials into the categories taken from Littlewood (1981) and examining the existence of each kind of learning materials selected by the teacher based on the needs to achieve the competences stated in the curriculum.

Many studies have been concerned about the materials for English language teaching and learning. Berardo (2006: 60-69) studied the use of authentic materials in the teaching of reading. She described the advantages and disadvantages of using authentic reading materials to carry out the English language teaching and learning in the classroom. She also shared her own experience in using authentic materials when teaching some advance learners. Finally, she suggested that the use of authentic materials in the classroom needs to be accompanied by a clear pedagogical purpose from the teacher.

Henrichsen (1983) carried out an international survey about the most important activity in the exercise of teacher profession. In his survey, materials development reached the highest rank of the most important activity in teacher

profession. The survey conducted by Henrichsen revealed that materials development is very important, and that it needs more attention for the sake of teaching profession.

Jahangard (2007) conducted an evaluation of English as Foreign Language materials Taught at Iranian public high schools. He provided 10 checklists to evaluate 4 EFL textbooks being used in the Iranian public high schools. The 10 checklists were taken from 10 resources of books about materials evaluation. The result of the study was textbooks are very important to the successfulness of a language program. The materials evaluation needs to be conducted regularly to amend and improve the curriculum. Considering the important role of materials in the successful of a language program, the teachers need to master the materials so that when the materials keep developing, the teachers are able to know, understand, and able to use the materials to facilitate the students' learning.

Another research concerning materials were done by Ogott, Indovski, and Okwara (2010:586-593) who conduct research about the extent of influence of teacher factors in selection, development and use of language materials. The research was conducted in early childhood educational program. Research about the kinds of English learning materials selected by teachers in Indonesia is rarely conducted so that there is an urgent to conduct such kind of study to get information about the kinds of English learning materials used by the teacher to develop the basic competence stated in the Standard of Content in the 2006 English curriculum.

## **B. Definition of Term**

### 1. Learning Materials Selection

The learning materials selection is the type of materials that teachers decide on using to attain the objectives in learning English based on the 2006 English curriculum. They include what the teacher stated in the lesson plan and used in the classroom to facilitate the students in learning English. They are classified into three categories, structure-based materials, function-based materials, and process-based materials, which are needed to achieve the competences of learning a language as stated in the curriculum.

### 2. Learning Materials Development

The learning materials development is the process of developing the learning materials based on the achievement indicators of competences which should be achieved by the students.

## **C. Problem Identification and Research Question**

Based on the background discussed in the previous section, the problem of the study is identified as the following:

1. What kinds of English learning materials does the teacher select for the students to achieve the competences required in the 2006 English curriculum for year seven Junior High School?

## **D. Purpose of the Study**

The purpose of this study was to review kinds of English learning materials which are selected by the teacher for the students to achieve the competences required in the 2006 English curriculum for year seven Junior High School

#### **E. Method**

This study was conducted by using a case design. It reviewed the kinds of the English learning materials for year seven students in Junior High School through a document collection, observation and interview. The interview concerning the background of the teacher and the school was used to cross check the data gathered from the document collection and observation. This study was conducted in SMP Islam Al Muttaqin Jakarta.

#### **F. Significance of the Study**

The results of the study were worthwhile for both the teacher and the students. The study reviewed the kinds of English learning materials selected by the teachers. By looking at the kinds of materials in the English learning, the teacher might aware that such kinds of materials exist so that the teacher can develop his/her professional competence in case of selecting and certain kinds of English learning materials. The development of the teachers' pedagogic competence in case of selecting the learning materials for the students will affect the successfulness of the English language learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this literature review, the discussion on theories and the previous study concerning the English learning materials will be shared.

#### **A. The Nature of the English Learning Materials**

Materials are important as the tools for teachers to deliver lesson to their students. Materials include anything which can be used to facilitate the learning of a language (Tomlinson, 2005: 2). Materials are not presented only in the form of textbooks, but also in various forms such as cassette, pictures, CDs, and Internets. Ideally, materials at all levels should provide frequent exposure through authentic input which is rich and varied (Tomlinson, 1998: 13). By using the materials, it is easier for both teachers and students to conduct a teaching and learning activity and to achieve the learning target.

Materials influence the content and the procedures of learning (Kitao and Kitao, 1997). In some cases, teachers and students rely on materials very much so that materials act as the center of instruction. Consequently, it is crucial for teachers to understand how to select the kinds of materials for the students to achieve certain objectives in learning English. In order to select the kinds of materials which are appropriate for the students, the teacher can refer to the learners' needs and the educational goals. The learners' needs and the educational



goals in learning English in Indonesia are stated in the standard competences and basic competences in the 2006 English curriculum.

Referring to Guidance in Developing Teaching Materials written by Indonesian National Education Department (2008: 3), "*Materi pembelajaran (instructional materials) adalah pengetahuan, keterampilan, dan sikap yang harus dikuasai peserta didik dalam rangka memenuhi standar kompetensi yang ditetapkan.*" instructional materials are knowledge, skills, or value which should be mastered by the students in achieving the standard competences required in the curriculum. The learning materials selected by the teacher are meant to be mastered by the students in order to achieve each competences required in their grade as stated in the 2006 English curriculum so that the learning materials need to be relevant with the standard competence and basic competence which are being learnt by the students.

Allwright (1990) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. In this point of view, the materials are the main sources and guidance for both the teacher and the students in conducting the teaching and learning process so that the materials control the learning and teaching. However, O' Neill (1990) argues that materials may be suitable for students' needs, even if they are not designed specifically for them. He emphasizes that materials do not really control the learning and teaching, but only help the learning and teaching process. Materials may be suitable for the students even if they are not designed for specifically for them.

The teacher can do a kind of adaptation and improvisation in order to suit the materials with the students' needs.

Materials are now taking on an increasingly significant role in the structuring of classroom time, claiming to provide not only the basis for the content for classroom work but also the manner in which teachers and learners are to interact (Littlejohn, 1992: 2). Materials do not only act as the substance of what the students are going to learn, but also as something which influence the interaction between the teacher and learners in the process of teaching and learning. This kind of interaction will then determines the successfulness of the teaching and learning process in the classroom in case of whether the teacher is able to make the students understand the materials or not. Understanding the materials will help the students to achieve the competences which the students need to master.

## **B. Learning Materials Selection and Development**

According to Hall (2001: 229), before planning or writing materials for language teaching, the question about how people learn language need to be answered. By answering the question, the materials which are suitable to facilitate language learning can be developed. Materials for the English language learning need to facilitate the students' need of learning a language – the need to communicate. Hall emphasized that the needs to communicate is at the heart of learning a language (Hall, 2001: 230). The 2006 English curriculum in Indonesia also emphasizes the communicative competence as the main competence which

should be achieved by the students in learning English. For that reason, English learning materials in Indonesia need to be selected and developed based on the competences stated in the 2006 English curriculum.

There are sixteen principles in developing materials stated by Tomlinson (1998: 7-21) in his book titled *Developing Materials for Language Teaching*. First, materials should achieve impact which means that the materials ought to attract the learners' curiosity, interest, and attention. Second, materials should help learners to feel at ease, for example, the materials give illustration to help learners understanding a text given in the materials. Third, materials should help learners to develop confidence. They can develop the learners' confidence when they are not too easy or too difficult for the learners. Fourth, materials should require and facilitate learner self-investment. Fifth, learners must be ready to acquire the points being taught. Seventh, materials should expose the learners to language in authentic use. Eighth, the learners' attention should be drawn to linguistic features of the input. Ninth, materials should provide the learners with opportunities to use the target language to achieve communicative purpose. Tenth, materials should take into account that the positive effects of instruction are usually delayed. Eleventh, materials should take into account that learners differ in learning styles. Twelfth, materials should take into account that learners differ in affective attitudes. Thirteenth, materials should permit a silent period at the beginning of instruction. Fourteenth, materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities. Fifteenth, materials should not rely too much

on controlled practice. Last, materials should provide opportunities for outcome feedback. Those many principles above are not only important for teachers and students as the users of the materials but also for the textbook writers and publishers.

McDonough and Shawn (2003) have different views in selecting and developing materials. They stated that in selecting and developing the materials, someone have to consider learners' needs including the learner's age, interests, level of proficiency in English, aptitude, mother tongue, academic and educational level, attitudes, motivation, reason for learning, preferred learning styles, and personality. Besides the learners' needs, the setting of the English learning process also needs to be considered. The setting in this case is the role of English in the country, the role of English in the schools, the teachers, management and administration, resources available, support personnel, number of pupils, time available, physical environment, socio cultural environment, the types of tests used, and the procedures. By considering those factors in selecting English teaching and learning materials, the teacher may provide the students with the exact materials which they need.

Different with the views above, Indonesian National Education Department in *Guidance in Developing Instructional Materials* (2008: 10-5) has its own notion of the principles in selecting and developing the learning materials. According to the *Guidance*, There are three principles in selecting and developing the learning materials – relevancy, consistency, and adequacy. Relevancy deals with the suitability between the learning materials with the standard competence and the

basic competence which the students need to master in their grade. Consistency in this case is the constancy between the learning materials and the basic competence. As an illustration, when there are four basic competences which should be mastered by the students in one semester, then there should be at least four kinds of learning materials provided by the teacher to the students. The last one, adequacy means sufficiency of the learning materials to help the students master the standard competence and basic competence which are being taught to them by the teacher. The materials are not meant to be too little nor too big for the students to achieve the competences which they are learning.

Besides the three principles above, Indonesian National Education Department in *Guidance in Developing Instructional Materials* (2008: 5) also stated that in developing the learning materials, the teacher needs to consider the potency of the students, the relevancy with the characteristic of the area, the students' physic, intellectual, emotional, social, and spiritual, the usefulness for the students, the structure of knowledge, the actuality, deepness, and broadness of the materials, the relevancy between the learners' needs and the environment, and the time allocation. By concerning the principles of materials above the teacher can select and develop the suitable teaching and learning materials for the students.

The materials selected and developed by the teacher will be stated in the teacher's lesson plan. The materials stated in the lesson plan will be used in the classroom. Indonesian National Education Department in *the Evaluation of Teacher's Performance* (2008: 41) mentioned the criteria the teachers need to

consider in using the materials in the classroom. Based on the criteria, the teacher needs to: relate the materials with the other lesson which are relevant; relate the materials with the real life; achieve the communicative purpose; use the logical and rhetorical structure; use the elements of language; and use the elements of socio-cultural. The criteria about how to use the materials in the classroom above can be guidance for teacher to use the materials in an appropriate way. By considering the criteria, the materials can be used effectively and right on the target by the students to achieve certain learning objectives and basic competence.

### **C. Classification of Materials**

Government Regulation No. 41 Year 2007 mentioned that “*Materi ajar memuat fakta, konsep, prinsip, dan prosedur yang relevan, dan ditulis dalam bentuk butir-butir sesuai dengan rumusan indikator pencapaian kompetensi.*” According to the regulation above, the learning materials in Indonesia are divided into four kinds of materials – facts, concepts, principles, and procedures. The classification of materials here is meant to classify the materials as general, not only for the English learning materials.

More explanation about kinds of learning materials in Indonesia is stated in the Guidance in Developing Instructional Materials written by the Indonesian National Education Department (2008: 3-4). It classified teaching materials into five categorizes – fact, concept, principles, procedures, and values. Facts are everything which is real and evident such as names of objects, historical events, names of places, names of parts or components of a thing, etc. Concepts are the

understandings of something which come as a result of some thoughts and ideas including definitions, special characteristics, nature of something, and so on. Principles are major points which have a crucial function in a certain thing, for example, theorem, formula, adage, postulate, paradigm, and relations between concepts which describes the implication of cause and effect. Procedures are systematic and chronological steps in doing a certain activity or system. Values are the result of studying behavior such as honesty, affection, help, motivation, etc.

Other view of the classification of materials was made by Tomlinson (2003: 2). He classified materials into two different categories. First, he divided materials into linguistic, visual, auditory, and kinesthetic materials. This classification of materials is categorized based on the way the learners utilize the materials. Second, he classified materials into instructional, experiential, elicitive, and exploratory materials which are differed from the way the materials help the learners to achieve the learning targets. The classifications of materials made by Tomlinson focused on

Littlewood in his book Curriculum Design (1981) views that different purposes of education will result in different materials. He classified materials into three categories which are structure-based, function-based, and process-based materials. The system based materials, some people call it as structure-based materials, was based on the structural approach which focuses on the structure and how the utterances are formed. The primary goal of the structural approach is to build the language competence through the knowledge of linguistic rules

(Widdowson, 1978:3). According to Littlewood, the structure-based materials will provide the learners with the examples of language structures which are devised specifically for the purpose which is to enable the learners to master grammar and vocabulary of language. Yonekura and Sato emphasized that structure-based materials follow a fixed progression of verb-tenses beginning usually with be and have, regardless of what the students will need to use or understand in the target language (1983:5). They viewed the structure-based materials as the tools or aid to help the students to master the form of a language without ever learning how the form is used to communicate. As a result, according to Yonekura and Sato, many students who are using the structure-based materials to facilitate their language learning know the grammar but cannot use the language.

The second one is the function-based materials which are derived from the communicative approach. Finochiro and Brumfit in Boudraa (2000: 147) stated that communicative approach focuses on the purposes for which the language is used. This approach views that when people use language, they do not think of the grammatical categories or how the utterance formed, but they think of the purposes of using the language whether to greet, apologize, persuade, show sympathy, etc. People adjust the language according to the condition in which they use it. In addition, the communicative approach concentrates on what people want to do, or what they want to accomplish through language (Boudraa, 2000:148). Based on this approach, Littlewood summarized that the function-based materials are meant to provide the students with the examples of language which are being used for a variety of communicative purposes. The main goal of



function-based materials itself is to equip learners to fulfill their communicative needs in an appropriate range of situations.

The last one is process-based materials which come from the task-based learning approach. This approach involves communicative language use in which the user's attention is focused on meaning rather than grammatical form (Nunan, 2004:4). The main goal is to create a context which will stimulate the potential for the natural language grows. This approach also put the learners' needs and interests as the center of the learning program, so the successfulness of the learning process by using this approach relies heavily on the learners' activeness and their background knowledge. Willis (1996) suggested that in conducting the task-based learning the teacher needs to explore the topic and highlights useful the words and phrases together with the students. In doing so, the topic of the lesson should be decided first so that the task can be arranged based on the topic. Then, the teacher needs to choose the materials which are suitable with the task and think how the materials will be exploited. Exploiting the materials can be done by discussing a picture, watching a video, or looking at a text. The exploitation of the materials will help the students to brainstorm and prepare about the task before they actually do the task. The example of the tasks are producing a poster, performing a role-play, having a debate, and so on. These kinds of task-based learning need the process-based materials as the tools for the language learning. In Littlewood's view, the process-based materials will provide a focus for using a language in order to exchange meaning about the topic or the context in which the

students are learning. The classification of materials based on Littlewood (1981) is summarized in the table below.

Table 1. The Classification of Materials based on Different Purposes of Education

Structure-based Materials	Function-based Materials	Process-based Materials
Provide learners with examples of language structures and vocabulary in texts devised specially for the purpose of enabling the learners to master grammar and vocabulary of a language	Provide examples of language being used in order to equip the learners to fulfill their communicative needs in an appropriate range of situations	Provide a focus for using language in order to exchange meanings in some contexts which will stimulate the potential for the natural language goal

### C. Relevant Studies on Materials

Some studies concerning materials and the English learning materials had been conducted. Jenks (1981) in his research, “Learners’ Needs and the Selection of Compatible Materials”, revealed that the teacher is the major role in the determination of applicable materials. In selecting compatible materials, teachers should take into account the learners’ needs and the learners’ interest. It also emphasized that the process of materials selection will keep changing in line with the development of the goals and strategies of the language teaching and learning.

Moreover, Harsono (2009) conducted a study about “Developing Teaching and Learning Materials for English Studies”. He described the definition, principles, procedure, and practices of the materials development with the case of developing learning materials for English studies. Harsono concluded that

developing teaching/learning materials for English studies should always be carried out since suitable materials for students to learn are not always available in public and there will never be perfect teaching/learning materials that can be used anywhere, anytime even for the same level of students.

Tomlinson in his study “The Future of ELT Materials in Asia” emphasized the issues which will affect the development of ELT Materials in Asia in the near future. He investigated whether the ELT materials in Asia primarily on preparing learners to be able to communicate fluently, accurately, appropriately and effectively with other non-native speakers of English. The study revealed that 65% of interactions in English are between non-native speakers in Asia so that the future ELT materials in Asia need to be adjusted into its real purpose.

Next, Ogott, Indoshi, and Okwara (2010) investigated the preparedness of the teachers in the language materials selection, development, and use in Kenya. It determined the extent of influence of teacher factors in selection, development, and use of the language materials. The study found out that some teachers in Kenya are not prepared effectively select, develop, and use materials in the language classroom. For that reason, the study recommended the Government to hold a teacher training program especially to improve the teachers’ preparedness in the language materials selection, development, and use in Kenya.

#### **D. Theoretical Framework**

The English learning materials are the type of materials that teachers decide on using to attain the goals in learning English based on the 2006 English

curriculum. The English learning materials need to be selected by considering basic competence stated in the Standard of Content in the 2006 English curriculum. The English learning materials selected by the teacher to conduct the teaching and learning in the classroom will not only facilitate the students' learning but also determine the successfulness of the learning since many teachers rely very much on the learning materials to conduct the teaching and learning activities. Since the learning materials are very important in the process of teaching and learning, the kinds of the learning materials selected by the teacher in the classroom needs to be investigated. The kinds of materials selected by the teacher can be seen through the teacher's lesson plan and the classroom teaching. Both materials which are stated in the lesson plan and used in the classroom will be classified into three categories – structure-based materials, function-based materials, and process-based materials. The three categories of the materials above are selected based on the competences which should be achieved by the students in learning English as stated in the Standard of Content. When the kinds of English learning materials selected by the teacher consist of all categories of the materials in balance, the language learning process will be better since more indicators of the basic competence can be achieved through various kinds of learning materials.

This study is meant to review the English learning materials used for year seven students in Junior High School by looking at the teacher's lesson plan and the classroom teaching. The review is conducted by classifying the learning materials based on the needs to achieve the objectives of the lesson as stated in the

Standard of Content in the 2006 English curriculum and examining the existence of the materials related to the needs to achieve the objectives. The interview concerning the teacher's background will be conducted to get deeper information about the English learning materials in the Junior High School.

Based on the conceptual framework, the grid of the instrument used to answer the research question in this study is presented below.

Table 1. The Grid of Instrument

<b>Classification of Learning Materials</b>	<b>Characteristic of the Materials</b>	<b>Indicator</b>
Structure-based materials	Provide learners with examples of language structures and vocabulary in texts devised specially for the purpose of enabling the learners to master grammar and vocabulary of a language	<ul style="list-style-type: none"> <li>• Materials consist of grammar, vocabulary, or pronunciation.</li> <li>• Materials were sequenced in order of increased difficulty of grammatical and lexical forms.</li> <li>• Materials consist of some examples of good language structures.</li> <li>• Materials are meant to enable the students to use the accurate language forms.</li> </ul>
Function-based materials	Provide examples of language being used in order to equip the learners to fulfill their communicative needs in an appropriate range of situations	<ul style="list-style-type: none"> <li>• Materials consist of text, gambits, or dialogues.</li> <li>• Materials are presented in the form of meaningful dialogues or texts; sequencing did not depend upon the relative difficulty of grammatical and lexical items</li> <li>• Materials are meant to</li> </ul>

		<p>enable the students to communicate in certain situations.</p> <ul style="list-style-type: none"> <li>• Materials are meant to enable the students to convey and understand meaning.</li> </ul>
Process-based materials	Provide a focus for using language in order to exchange meanings in some contexts which will stimulate the potential for the natural language goal	<ul style="list-style-type: none"> <li>• Materials are authentic and based on certain topics.</li> <li>• Materials are meant to engage the students on the learning process. It doesn't focus on the product of the learning.</li> <li>• Materials are varies from many kinds of sources such as newspaper, television, magazines, videos, etc.</li> <li>• Materials are chosen by the students or the students bring their own learning materials.</li> </ul>

## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

This research used case study as the methodology. A case study may be understood as the intensive study of a single case where the purpose of that study is – at least in part – to shed light on a larger class of cases (a population) (Gerrings, 2007: 20). It focused on a single case which occurs in natural environment in a very detail way. Case study was used as the methodology in this research since it was designed to describe a single case which happens in a context – a certain period of time and environment – thoroughly.

#### **B. The Case Profile**

The school which was being researched is SMP Islam Al Muttaqin Jakarta. It is an Islamic private school in North Jakarta. The school consists of 15 classes. One class consists of 35 until 40 students. The students going to this school come from the middle and low economic classes. In terms of facilitation in the school to support the English language teaching and learning, a library, a language laboratory and a computer laboratory are available.

#### **C. The Subject of the Study**

The subjects and materials in this study were the lesson plan especially in part of learning objectives and teaching materials, and the recorded teaching

practices. The first subject was the learning materials stated in the lesson plan. The lesson plan was made by the English teacher in the 7<sup>th</sup> Grade Junior High School. The second one was the recorded classroom activities. This study focused on the materials presented by the teacher in the classroom. The recorded classroom practices clarified the information gathered from the lesson plan. By using the recorded classroom activities, the consistency between what the teacher stated in the lesson plan and presented in the classroom could be seen.

#### **D. Data Collection Method**

The data was gathered through document collection and the classroom observation. Document collection is sets of document that relevant to the context of the research (Freeman, 1998: 93). The document collected in this research was the lesson plan made by the teacher. It was used to see what kinds of materials the teacher selected to conduct the English language learning. Classroom observation was conducted in class 7-3 Al Muttaqin Junior High School. Data for classroom research are often gathered from classroom observation (Bailey in McDonough and Shaw, 2003: 226). The classroom observation was conducted to review kinds of the English learning materials presented by the teacher in the classroom as well as to reveal the consistency between what the teacher stated in the lesson plan and presented in the classroom. In order to crosscheck the data, an interview with the teacher concerning the teacher's background and opinion about learning materials was conducted.



## **E. Data Interpretation**

The data gathered from the document collection, classroom observation, and the interview will be analyzed qualitatively. By analyzing the data qualitatively, the detail information and clearer description about the kinds of English learning materials can be presented.

The steps to analyze the data are presented below to make the data analysis and interpretation explicit.

### **1. Data Presentation**

In this section, the data gathered from both document and classroom observation will be presented to make the context or situation of data being observed clearer.

### **2. Data Reduction**

The complete data from document collection and classroom observation presented in the data presentation will be reduced here, so the learning materials, as the data which become the focus of the study, are the only data left.

### **3. Data Analysis**

In the data analysis, the result data which has been reduced will be categorized into three different categories, the structure-based materials, the function-based materials, and the process-based materials.

#### 4. Data interpretation

The result of the data analysis will be interpreted in this section. Which category of the learning materials is the most dominant than the others and the reason why it is dominant or less dominant gathered by crosschecking the data analysis with the statement from the teacher obtained in the interview.