

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the researcher will explain about the research findings of teacher's principles in determining learning materials for 9<sup>th</sup> grade students. The data was obtained from one English teacher at MTsN 1 Banjarmasin. In the findings, the researcher will describe about principles and media according to the theory and result of interview with the teacher.

#### **A. Findings**

In this research, the researcher included one English teacher who was Mrs R. The researcher first inquired permission from the headmaster of MTsN 1 Banjarmasin to conduct the research and contacted the English teacher to inform her about the research. For the interview, the researcher requested to perform face-to-face interview while recording it to obtain precise data related to the research. Th English teacher agreed to have offline interview so the interview was held at MTsN 1 Banjarmasin in the faculty office.

After gathering all of the data, the researcher wrote down the results of interview. It is done by re-listened to the recording while re-checked the result of interview which is presented in the appendices. Therefore, the data found in the field are shown below.

## **1. Teacher's Principles in Determining Learning Materials for 9<sup>th</sup> Grade Students**

In order to determine proper learning materials for 9<sup>th</sup> grade student, the English teacher applies some principles that are considered based on students' needs. Based on the result of interview, Mrs. R mentioned that she usually determines learning materials based on three terms. There are terms of content accuracy on learning materials, alignment between learning materials and applicable curriculum, and instruction and learning activities in classrooms. As addition, experience during teaching English also affects how learning materials are being determined. The explanation of the findings is described below.

### **a. Content Accuracy on Learning Materials**

Based on Mrs. R's statement, she focuses on how vocabulary may affect students' understanding in English skills which can be seen from her explanation below.

*"I focus on how vocabulary may affect students' understanding in English skills. So, if they find words of phrases that are quite difficult to mention, I ask them to repeat after me so they are able to mention them fluently through trial-and-error practice. Then, they are able to translate them easily." (TP/12)*

The statement above reveals how Mrs. R determine learning materials through content accuracy on them. This data displayed that she instructs the students to identify various kinds of words and phrases

so they are able to know how to mention and express something in English. By doing so, the teacher is able to adjust students' needs with practices in repeating words or phrases. In addition, Mrs. R also considers level of learning materials for the students which can be seen below.

*"I determine them by implementing student worksheet for 9<sup>th</sup> grade students provided by the school. This is because this material is already suitable for them to learn English and provides students' needs with proper level of English proficiency."* (TP/16)

The statement above displays how Mrs. R implements learning materials with suitable core competencies, basic competencies, and learning objectives that are suitable for 9<sup>th</sup> grade students to learn English from student worksheet. Students' needs are also focused for learning purposes and objectives in the classroom. With both of these statements, the teacher construct principles related to content accuracy on learning materials and implements provided materials which are addressed for 9<sup>th</sup> grade students with suitable level of English proficiency.

**b. Alignment between Learning Materials and Applicable Curriculum**

Mrs. R stated that she arranges lesson plan which is related to student worksheet and applicable curriculum. By doing so, she is able

to consider what materials that should be determined in teaching English to the students. This is considered as good preparation for a teacher to arrange lesson plan to prepare the performance in teaching in the class. The statement can be seen below.

*“I arrange lesson plan that is related to student worksheet and applicable curriculum so I am able to determine what material that I should teach to the students. In this case, backup lesson plan is needed if the primary lesson plan is not able to be applied during learning process.” (TP/13)*

An experienced teacher may encounter some incompatibility during teaching materials. In order to face this circumstance, a backup lesson plan which is either written or held should be prepared. The suitability between applicable curriculum, lesson plan, and learning materials should be accumulated to achieve students' needs during teaching English. As addition, Mrs. R also added that MTsN 1 Banjarmasin provides suitable English learning material for 9<sup>th</sup> grade students. The statement can be seen below.

*“I determine them by implementing student worksheet for 9<sup>th</sup> grade students provided by the school. This is because this material is already suitable for them to learn English and provides students' needs with proper level of English proficiency.” (TP/17)*

Since the proficiency level of English for 9<sup>th</sup> grade students is in beginner stage, Mrs. R is able to teach English about daily conversation and general vocabulary. This also enhances the students to learn well especially in improving their English skills. Moreover, the topics displayed in student worksheet are quite suitable for fulfilling students' needs.

**c. Instruction and Learning Activities in Classrooms**

According to the statement from Mrs. R, students have interests in learning English and it can be displayed from their enjoyment and activities in the classroom. It means that their moods may affect how well they learn English. As a result, the statement can be seen below.

*“Students’ motivation is top priority because their moods may affect how they learn English well in the classroom. Balancing students’ condition and current topics in learning material is crucial. So, I divide the teaching ways into three activities. They are explaining the topics, asking them to have dialogue in front of the class, and leading the students to answer the assignments together. By doing so, I am able to monitor how well they learn English.” (TP/14)*

As presented above, students have capability in learning English affected by their moods. If they show no interest in the classroom, the learning progress might not succeed. In order to prevent this situation, a teacher has to manage the situation during learning progress. Having

them to join the activities in the classroom may increase the possibility to maintain their interests in learning English.

The activities held in the classroom are based on what topics that they learn in the meetings. Related to the common activities held in the classroom, the other performances that Mrs. R arranges during teaching English are group work, simple presentation, and guessing words through picture (TP/16). By balancing the topics from student worksheet and activities in the classroom, she is able to monitor and strengthen the development of students' vocabulary.

**d. Obstacles or Challenges in Determining Learning Materials**

During her dedication in teaching English for 9<sup>th</sup> grade students, Mrs. R surely faces obstacles or challenges in determining learning materials. This is because various factors from the students affect how she consider what learning materials that should be taught. The statement related to obstacles or challenges can be seen below.

*“The most common obstacles are some students do not have dictionary, sometimes they are quite uneasy in answering or responding learning topics and discussion. But in the last two years ago, it became more difficult due to Covid-19 pandemic where all students must use handphone to access attendance list, attend the class, and send homework. Not only that, some of them even did not attend the class.”*

(TE/09)

According to the statement above, there are offline and online problems that happened in the classroom during teaching and learning English. In offline side, some of the students do not have dictionary and they sometimes are quite uneasy in answering or responding the learning topics and discussion. This might be caused due to their learning resources and limited understanding of unknown vocabulary.

Meanwhile in online side, the learning environment became more difficult than current years due to Covid-19 pandemic where all students and teachers needed to attend remote teaching and learning. Because of that, many students used this moment as an advantage for them not to attend the class. Because of this problem, all of the students must use handphone to access attendance list, attend the class, and send homework.

Aside from the factors that exist in learning environment, obstacles or challenges in determining learning material also appear from the students. This is stated by Mrs. R as mentioned below.

*“I need to identify all the students in the classroom. Different factors of background such as individual’s personality, family, and habit which might affect learning process should be considered to teach English in the classroom without differ their abilities. Homework is frequently given to them so they may learn English individually outside learning environment. All of these activities are what a homeroom*

*teacher does to monitor students' differences and development in the classroom.” (TP/15)*

Based on the statement from Mrs. R above, various kinds of background from the students have possibilities to affect the determination of learning materials. In order to determine proper learning materials, the teacher needs to observe backgrounds from the students. As a result, the teacher is able to monitor the development from the students individually.

**e. Solutions to Face Obstacles or Challenges in Determining Learning Materials**

Problems happened in determining learning materials should be solved so the teacher is able to deliver learning topics properly to the students. According to the obstacles or challenges that appear in the statement above, there are some solutions that are able to overcome the problems. According to Mrs. R, there are plenty ways to face the obstacles or challenges in determining learning material as stated below.

*“For the current issue, they can use dictionaries in school library during the learning process. If they have difficulties in learning English, I have to assist them in understanding the material slowly to make sure that they are able to comprehend the learning material or topics. On the other hand, in order to support the students during Covid-19*



*pandemic, the school provides internet charge for them to study diligently. For students who do not have handphone, I allowed them to access the attendance list, attend the class, and submit homework with their classmate. During online class, I asked them to use Zoom or Google Meet.” (TE/10)*

The differences of solution are in offline and online learning environment. Supplying dictionary and assisting the students in the classroom are crucial to overcome the struggles. By doing so, Mrs. R is able to teach English in offline classroom. Meanwhile in online classroom, the teacher allowed the students to use device such as handphone to join the learning process. Even she asked them to have Zoom or Google Meet application as media to gather the students in virtual classroom.

## **2. Types of Learning Materials Applied by the Teacher to Teach 9<sup>th</sup> Grade Students**

Determining learning materials for teaching English is important for the teacher. The criteria of learning materials itself depends on what achievement that the teacher wants the students to obtain during learning English. According to the statement from Mrs. R, she implements learning material provided by MTsN 1 Banjarmasin as stated below.

*“I always use student worksheet provided by the school. The price is cheap for students to purchase and it contains general English material for*

*the students' level. But since the beginning of online learning several months ago, I needed to use social media such as WhatsApp to create virtual classrooms, direct the learning progress, teach online by providing audio, visual, and audio-visual learning materials obtained from the internet, and collect homework.” (LM/06)*

Student worksheet provides core competencies, basic competencies, and proper learning materials for 9<sup>th</sup> grade students in general. Besides, the price of student worksheet is quite affordable for the students. By choosing this type of learning material, Mrs. R is able to arrange lesson plans and teach English according to the students' needs. AS addition, Mrs. R used WhatsApp as online platform to teach English since the beginning of Covid-19 pandemic several months ago. Since then, she taught English, provided audio, visual, and audio-visual learning materials which are obtained from the internet, and directed the learning activities in virtual classrooms through WhatsApp. When the student worksheet is always implemented by the English teacher, there are some learning materials that are not applied by Mrs. R as stated below.

*“I do not really use English textbook (thickly printed) and online module. This is because not all students have enough money to purchase the book or handphone and internet charge to access online learning material. I also barely use Zoom or Google Meet due to the limitation of internet charge from the students and lack of enthusiasms during the learning process which affect their scores.” (LM/07)*

Based on the statement above, Mrs. R considered that students at least have their own student worksheet so they are able to follow the learning progress easily in the classroom. The reasons are English textbook which is thickly printed are quite expensive for the students to purchase. Not only that, event not all of the students do not have smartphone and internet charge to browse online learning materials.

As addition, Mrs. R also does not implement Zoom or Google Meet as sites to direct learning progress due to the limitation of internet quota from the students. These factors might be affected by various backgrounds from the students. By mentioning these circumstances, it means that Mrs. R has considered what types of learning material which is suitable, affordable, and accessible for the students.

## **B. Discussion**

In this section, the researcher explains about the discussion of the findings from the previous section. This is according to the research questions which has been arranged before. Below is the discussion of the findings.

### **1. Teacher's Principles in Determining Learning Materials for 9<sup>th</sup> Grade Students**

According to the findings of the research, the researcher found that there are some principles which are considered by Mrs. R as the English teacher to determine learning materials for 9<sup>th</sup> grade students at MTsN 1 Banjarmasin. The classification of principles applied by the English teacher

usually determines learning materials based on three terms. There are terms of content accuracy on learning materials, alignment between learning materials and applicable curriculum, and instruction and learning activities in classrooms. As addition, experience during teaching English also affects how learning materials are being determined.

The first principle is about the accuracy of the content on learning materials. Based on the result of interview, the participant explained that she guides the students to learn various kinds of words and phrases so they are able to know how to tell something in English. Moreover, she also determines the level of learning materials for the students. With both of these strategies, the teacher determines principle related to content accuracy on learning materials and implements provided materials which are addressed for 9th grade students with a suitable level of English proficiency.

This first principle has similarities with the theory by Padhi (2021). According to her research, Padhi states that there are two factors that affect the contents of learning material. The first factor is the correlation between the specific topic and life. It means that if the specific topic is applied to the benefit of the student's current and future lives, it shapes the instructional procedures. The more beneficial knowledge is in daily life; the faster student learns it.

The second factor is the difficulty level contained in the learning topics. When the learning material is neither too challenging nor too simple from the perspective of the students, teaching-learning objectives are beneficial. To

create the teaching-learning activities more efficient, the difficulty level of learning material is determined based on the background of the students such as maturity, age, and related basic experience. Both of these concepts refer to how a teacher determines learning materials according to the needs of students' development through accuracy of the content on learning materials.

From the perspective of Mrs. R, she explained that she guides the students to learn various kinds of words and phrases. As addition, she also determines level of learning materials for the students. These are crucial steps in forming basic communication through general vocabulary implemented in learning materials. Meanwhile, theory from Padhi states that the more beneficial knowledge is in daily life; the faster student learns it. Moreover, the difficulty level of learning material is determined based on the background of the students to create the teaching-learning activities more efficiently. This means that Mrs. R applies principles related to content accuracy on learning material according to the theory from Padhi.

The second principle is about the suitability between learning materials and the current curriculum. The participant mentioned that she always arranges proper lesson plans for teaching English which is also related to the current curriculum. By doing so, the teacher is able to consider what materials should be taught in the classroom. This is because she has been teaching English for years so she also prepares backup lesson plans or activities that can be conducted for supporting teaching and learning progress. She also

inspects how the current curriculum can affect the development of English skills among the students.

This second principle has similarities with the theory of Rochmawati (2017). According to her research, she stated that proper learning materials provide students with knowledge of what is required to acquire a qualification. In order to reach the learning objectives in the classrooms, a curriculum provides teachers with concepts and methods for measuring student progress. A student must fulfill specific academic requirements to advance to the next level. Without the instruction of a curriculum, teachers cannot be precise that they have provided the relevant knowledge or chance for student achievement at the next level, whether that level is high school, college, or career.

Based on the perspective of Mrs. R, she stated that she always provides proper lesson plans for teaching English which is also related to the current curriculum. As addition, she also inspects how the current curriculum can affect the development of English skills among the students. With correct consideration in arranging lesson plans, teachers can predict what achievement students need to reach by supplying proper learning materials.

Meanwhile, the theory from Rochmawati states that a curriculum provides teachers with concepts and methods for measuring student progress to achieve the learning objectives. As addition, teachers cannot be precise that they have provided the relevant knowledge without the instruction of a curriculum. This means that Mrs. R applies principles related to the suitability

between learning materials and the current curriculum according to the theory from Rochmawati.

The third principle is about instruction and learning activities in classrooms. As stated by the participant about this concept, students' enjoyment and activities in the classroom influence their interests in learning English. It can be described that their moods such as joy, hope, confidence, anger, loneliness, and excitement have a potential to reflect interest on the learning activity, facilitate abilities, encourage interest and achievement goals, and improve intense learning. By monitoring students' moods, she is able to evaluate and enhance students' vocabulary development by adjusting topics from student worksheets and activities in the classroom.

This third principle has similarities with the theory of Abimbola and Li (2018). According to their research, a classroom is an emotional environment. Students frequently sense emotions in the classroom. Students can be cheerful while learning, optimistic in their performance, proud of their performances, and impressed at discovering new alternatives. In contrast, they can also be worried about failing tests, intimidated by low grades, or distracted during learning process. These are how motions of achievement have a significant influence on how students respond to current and future performances and learning tasks. If a good environment can be mastered by the teacher, the implementation of learning materials should be ease since the students can reflect their emotions there. As a teacher, Mrs. R is able to understand how she manages the learning environment and students' emotions. This means

that Mrs. R applies principles related to the instruction and learning activities in classrooms according to the theory from Abimbola and Li.

Based on the perspective of Mrs. R, she stated that students' interests in learning English are influenced by their enjoyment and activities in the classroom. Their mood may display potential to reflect interest on the learning activity, enhance abilities, support interest and achievement goals, and assist intense learning. Moreover, she is able to monitor and evaluate the development of students' vocabulary by considering topics from student worksheets and activities in the classroom environment. Meanwhile, the theory from Abimbola and Li states that students frequently sense emotions in the classroom during the learning process. They can be cheerful, optimistic, proud, impressed, worried, intimidated, and distracted during learning English. These emotions have chances to influence how the students respond to their learning development.

These three principles which frequently applied by the research participant give significant tasks in order to determine learning materials for 9<sup>th</sup> grade students in teaching English. But the obstacles or challenges in determining learning materials might appear due to various factors from the students. Even though Covid-19 influenced learning progress several months ago, this problem surely does not reduce English teacher's performance in teaching English. As long as the students are able to achieve students' needs, the teacher can apply supportive methods and learning materials properly. The most common problems which appear are various backgrounds from the



students that may affect the determination of learning materials. Some of the problems are different abilities in comprehending English and facilities in supporting their learning needs. As addition, lack of learning supply such as dictionary also becomes another problem for the students.

In order to overcome these problems, subject participant considers guidance which is meaningful to provide learning progress in the classroom. She assists the students to learn better by reviewing the topics from previous meetings to increase their capability in memorizing vocabulary. On the other hand, physical item such as dictionary is permitted to be used during learning English in the classroom under her surveillance.

This concept has similarity to the theory from the book entitled *Learning Resources Evaluation Guidelines* by Englund, et al. (2020). In this book, there is a point which states that a dictionary is one supplemental resource that can help students to meet their academic goals. It is still the responsibility of teachers to present and choose materials that meet the requirements of the students.

Related to the use of dictionary, Mrs. R also held Zoom or Google Meet meeting during remote learning during the Covid-19 outbreak to provide learning process efficiently. This option was chosen because the government released a regulation about applying distance learning during the Covid-19 pandemic to maintain the learning progress. By doing so, she was able to provide efficient learning environment to teach English.

Her concept in implementing distance learning has similarity to the research by Pratama, et al. (2020) about trend in applying online meeting applications. There is a statement which displays that Google Meet and Zoom offer and present direct benefits because video conferencing has been shown to be more convenient, beneficial, and secure to deliver learning materials. Interaction gatherings and a mutual support are also managed, even though in audio and visual mode.

Furthermore, Mrs. R applies suitable principles in determining learning materials. These principles consist the concepts of adequacy, consistency, and suitability or relevance according to the theory from Sabarudin (2018). As addition, she also considers them to teach English meaningfully with proper learning materials.

## **2. Types of Learning Materials Applied by the Teacher to Teach 9<sup>th</sup> Grade Students**

According to the interview results, Mrs. R only applies student worksheet which is supplied by the school. This is because she considers that this kind of learning material is purchasable for the students. Besides, it also contains general information and topics related to students' needs according to the current curriculum. It is because functional learning material such as student worksheet is required to ensure effective participation in teaching as well as adaptable assessment tool that reliably measures students' skill development.

Meanwhile, Mrs. R also applied distance learning during the Covid-19 pandemic by implementing WhatsApp application. This is because it provides features that facilitate communication and learning progress between the teachers and the students. By utilizing WhatsApp as the main platform to deliver the topics contained in the learning material, she is able to make online classrooms, guide the learning progress, teach online by providing audio, visual, or audio-visual learning materials obtained from the internet, and gather homework.

Both of these implementations have similar effects to the theories from Delima, et al. (2019) and Maghfira (2021) about the development of student worksheets. According to the statement from Delima, et al., It is important to focus on quality in terms of information, vocabulary, visual features, and illustrations. Teachers will find it convenient to teach and students will find it simpler to learn the material. A student worksheet can assist students in understanding the content to be presented. As a result, teacher must be competent of explaining the contents of student worksheet so that can be utilized as guidance and references in the learning environment.

Meanwhile, the statement from Maghfira displays that WhatsApp features that are commonly used include images, videos, groups, documents, and phone calls. It has unique characteristics that can increase student engagement in EFL classrooms and motivate them to engage in meaningful activities that place a strong attention on productive academic achievement.

As a result, this type of digital learning material certainly provides an appropriate learning environment during distance learning.

However, Mrs. R does not implement English textbook which is thickly-printed because the price is quite expensive for the students. Moreover, most of this type of textbook is quite heavy for the students to carry to the school. This is why she never asked the students to have the textbook. Even the school does not obligate the students to have this type of learning material.

On the other hand, Mrs. R does not utilize digital learning materials because not all students have handphone or access to them due to limited internet charge. The school prohibits the students to bring their phones to the school. This is one of the school rules which applied by students during offline learning. In contrast, different situation such as Covid-19 pandemic forced them to use handphone and accessed Zoom or Google Meet for the learning process. According to her experience, most of the students did not attend the class due to various reasons. Even they got low score during the learning.

Both of these considerations have similarities to the theories from Sihotang (2020) and Nedeva and Dineva (2020). The first statement is from Sitohang about limitations of textbook implementation. He states that learning by using textbook especially the thickly-printed one has basic limitations. There is high price in creating the book with significant materials

and quite long time in order to develop, arrange, and consider all of the contents. This is the reason why do teachers need to be diligent as a facilitator to monitor the learning progress of the students.

Meanwhile, the statement from Nedeva and Dineva describes teachers' experiences in virtual classroom environments. They claim that there are numerous issues in utilizing distance learning, particularly when using digital learning provider such as Google Meet or Zoom. There is a lack of self-awareness and responsibility which causes some students to drop out of certain lessons, a lack of direct communication which causes students to be incapable of study efficiently, teachers focusing on theoretical learning rather than practical ones, and cheating which forces teachers to pay extra attention because monitoring students' honesty is difficult.

As the result of the explanations above, the research participant has experience in teaching online and offline, principles in determining learning material, and consideration about types of learning material which is proper to teach English for 9<sup>th</sup> grade students.