

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

After doing the observation and interview in order to collage the data, the researcher found the results which helped and supported the researcher to answer the research questions. The researcher did the research at favorite senior high schools in Banjarmasin; SMAN 1 Banjarmasin, SMAN 2 Banjarmasin, SMAN 3 Banjarmasin, SMAN 5 Banjarmasin, and SMAN 7 Banjarmasin. In this research, the researcher focuses on the English teacher that taught in tenth grade class.

To know about the perceptions of English teachers about English learning materials at senior high schools in Banjarmasin, the researcher conducted interview to get the result. The researcher also conducted observation three times for each favorite senior high schools to find out the teachers' practices in selecting and developing English learning materials. During the observation, the researcher found that each teachers at favorite senior high schools in Banjarmasin did needs analysis and used suitable method with the target and learning needs before the teacher selected and developed English learning materials.

1. The Perceptions of English Teachers about English Learning Materials at Senior High Schools in Banjarmasin

This subchapter discusses the data finding from interview. The data was took after the teacher finish teaching in their class.

a. Teacher I

From the interview result, in the first question the teacher responded that he did need analysis because there is a syllabus from government but it should be still adapted with the students' need. For the second question, the teacher said that he used standard government book as a reference for the materials that will be learn during teaching and learning process. In teaching, the teacher also used other books and internet as an addition for sources of learning. The teacher one usually select the materials according to students' level and the lesson that will be learn from easy to difficult materials. For the next question, the teacher answered that he usually develop the materials with mix some books. For example, he taught about reading but he didn't only focus on reading material. He also take the materials from grammar and TOEFL books. Thus, material development in this case more to the teacher with he gave the additional learning based on the teacher's experiences that there is not in the book. For the last question, the teacher said that he usually apply the material in the class based on his lesson plan.

b. Teacher II

From the interview result, in the first question the teacher responded that she did need analysis before she taught in the class because she has to adjust with students' capability. The second question, the teacher said that she used the standard government book because it is obligation. The third question, the teacher also used another books to support her teaching and learning process. For

additional materials, teacher two used other publisher books such as Erlangga and Intan Pariwara. She added that beside books, she also used another sources like internet. From the fourth question, she said that how many sources are used it depends on the purposes of the teacher in teaching and learning process to adjust with the leaning material. For the next question, the second teacher selected the material based on the syllabus. From the sixth question, in developing her teaching and learning process, the teacher asked the students to speak up with their own language to develop their capability in answering the question from the teacher. For the last question, she said that for applying the material, she only used what is on the lesson plan.

c. Teacher III

From the interview result, in the first question the teacher responded that he did need analysis to the students about the lesson which has been learned by the students before because the students' capability is different such as there are students in the beginner, intermediate, and advanced. Here the lesson adjusted with the students who are in intermediate level. Thus, the students can share and help each other. In the second question, the teacher used the standard government book because it is compulsory handle book from government. From the third question, the teacher said that beside using standard government book, he also took the material from LKS book and internet. He said that LKS book used for enriching the material and adding the exercise. For the next question, the teacher said he usually took the material based on the target and learning needs of students. In selecting the material, the teacher compared from one book to another

books and chose the material from the book which is appropriate with students' need. For example, the theory is from the standard government book but the exercise he took from internet or LKS. In addition, for developing the material the teacher made the students in groups. Thus, develop of the material more focus on the students. The teacher just giving the explanation about the material while students more active to look for the example in a book or internet. After the students have understood the material then the teacher will test the students' comprehension by asking them to make the sentences. For the last question, the teacher applied the material by giving more exercise than theory to the students.

d. Teacher IV

From the interview result, in the first question the teacher responded that he did need analysis with giving the test to the students before they get the class in the school. Thus, the students will get the class based on their skills. For the second question, the teacher answered he used standard government book because it is obligation. For the third question, the teacher said he also used internet like during teaching and learning process when he taught before in the class, he asked the students to use their phone for searching the materials because in 2013 curriculum can't just focus on one source. In this curriculum, the students should compare the materials from many sources because internet enrich students' knowledge. In addition, the teacher adjusted the materials with students' need, as much the teacher provided the materials as rich the knowledge of the students. In selecting materials, the teacher adjusted with the syllabus. For example, the standard government book is uncompleted so it should be mix with the other

sources. In developing materials, the teacher four divided the students into groups to do the same task and compare the result with another groups. Thus, in this case, the teacher hopes the students will develop the materials and the teacher only guides and controls the teaching and learning process. For the last question, in applying the materials the teacher said he adjusted based on his lesson plan.

e. Teacher V

From the interview result, in the first question the teacher responded that he did need analysis before he taught in the class based on the students' activities during learning and teaching process. The teacher observe what is the students' need about the material. For the second question, the teacher said that he didn't use standard government book but he used Erlangga publisher book because it is more complete. For teaching inside the classroom, teacher five only used Erlangga book. For the exercise, he only took it from internet. For the next question, teacher five said that he used two main sources for his teaching and learning process. For selecting the teaching material, the teacher adjusted with the material that will be learnt. In this case, the teacher only became a stimulator for his student because he wanted them to develop it themselves. For the last question, the teacher only focusing on reading, translating, and exercise in order to apply the material.

2. The Practices of English Teachers in Selecting and Developing English Learning Materials at Senior High Schools in Banjarmasin

This subchapter discusses the data finding from observation. The data was took during the teacher teaching in their class.

a. Teacher I

From the observation that did during three times, the teacher one was well prepared the lesson about report text in class x. The teacher asked students about differences between report, descriptive and recount text. The students gave their opinion and then the teacher added it. He explained the lesson about report text on the whiteboard and then asked students to read, translate, and search language features of report text that have teacher shared in their class group. He took the material from standard government book and mixed it with another books and internet. After that, he asked students to answer 10 multiple choices questions about text that they have read before. Then, he and his students corrected the task together. He also shared his knowledge about tips in answering reading questions. In teaching and learning process about reading, the teacher used grammar translation method and participatory approach to get the learning's objectives.

b. Teacher II

From the observation that did during three times, the teacher two was well prepared the lesson about narrative text in class x. The teacher did some warming up by asking the students about what kind of lesson about recount text that they

learnt last week. Then, she introduced students about narrative text for the next lesson. In that day, she asked students to open their standard government book on page 169 that about Malin Kundang. She asked students about the story for knowing their knowledge about it. After that, she asked students to search about definition, purpose, and generic structure of narrative text in their phone. The teacher made students to get learning's objectives so they can distinguish between recount and narrative text after they read and heard the explanation from their teacher. She also asked students to do some exercises such as matching vocabularies, read, and translate Malin Kundang text in turn. After that, she divided students into some groups and answered ten questions about it. She used whiteboard as a media to check the students' answered together during teaching and learning process. In this case, the teacher didn't take the material precisely on the textbook but she develop the lesson with mixed sources from internet. In teaching and learning about reading, she used grammar translation method and communicative language teaching to achieve the objectives.

c. Teacher III

From the observation that did during three times, the teacher three was well prepared the lesson about recount text in class x. He explained about the lesson based on standard government book and internet sources so he didn't take the material precisely on the textbook. Then, he asked students to open their LKS book on page 33 and answered 40 multiple choices' question. In task rules, he asked students to read during five minutes for one text and answered five questions. The students discussed with their partner about the questions. After

that, he will correct students' answered by pointing students randomly to read their answered and wrote it on whiteboard in front of the class. He also will explain about students' answered and make students understood about the texts and questions. In teaching and learning about reading, he used grammar translation method and task based approach to get the learning's objectives.

d. Teacher IV

From the observation that did during three times, the teacher four was well prepared the lesson about hortatory exposition text in class x. The teacher did warming up by drawing a cigarette that related to the lesson on the whiteboard and he asked students to guess it. After there is a student that gave right answer, the teacher gave question to students about smoke impact for health. Students answered the question for their teacher in turn. Then, the teacher introduced the lesson was about hortatory exposition text because impact from cigarette is dangerous for our health and we can influence the reader to stop smoking. He explained and wrote about definition, structure of text, and language features of hortatory exposition text on whiteboard. He took the material from standard government book and mixed it from another books and internet so he didn't take the material precisely on the textbook. After he explained the lesson, he divided students into some groups and asked students to open their phone because their group tasks was sending in their group class. In this case, the teacher used whiteboard and phone as media for teaching and learning process. The group tasks was answered four analysis questions about organic farming text. In

teaching and learning process about reading, he used direct method and communicative language teaching to get the learning's objectives.

e. Teacher V

From the observation that did during three times, the teacher five was well prepared the lesson about narrative text in class x. He divided students into some groups and shared exercise sheets about Snow White text for each students in groups. He asked each groups to read the text in turn. Then, the teacher asked to translate it and answered six multiple choices' question about text. After the students finished, he asked to collect it on his desk. After that, he gave the explanation about narrative text on the whiteboard. Thus, before he gave the explanation, he wanted students to understand the lesson and answer the questions. He only used one book for teaching class ten and he took the material precisely on the textbook. He didn't use the standard government book but he used Erlangga book for the material. For exercising, he took the material from internet and used question sheet for a media during teaching and learning process. In teaching and learning about reading, he used grammar translation method and communicative language teaching to get the learning's objectives.

B. Discussion

In the findings of research, the researcher has collected the data from the interview and observation are processed and presented on the described in findings. In the discussion, the researcher tried to relate between findings and theories in the chapter II.

1. The Perceptions of English Teachers about English Learning Materials at Senior High Schools in Banjarmasin

In this research, the qualitative data reveals that five teachers agreed to do need analysis before they taught the English language learning materials in the class because it is important to know the students' capabilities although test or their activities during teaching and learning process. Thus, the teachers can adjust the materials with target needs and learning needs. This statement of the teachers is in line with (Hutchinson & Waters, 1987, p. 54), they mentioned that the various focuses of need analysis are divided into target needs (what the learner needs to do in the target situation) and learning needs (what the learner needs to do in order to learn). From *Language Curriculum Design Book* (Nation & Macalister, 2010, pp. 24-25), the analysis of target needs can look at:

a. Necessities

The kind of necessities determined by target situation that should be known by the teacher, so it can make the function more effective.

b. Lacks

The teacher need to know what the learners have known already, so that you can decide which necessity that the learners lack in.

c. Wants

Wants is perceived or subjective needs of learners corresponds to learning needs.

In this research, teacher I, II, III, and, IV agreed to use standard government book, others publisher books, and internet sources for teaching and learning process but the teacher V just used Erlangga publisher book and internet sources for the materials. The teacher V didn't use standard government book because he said that Erlangga book is more complete. The five teachers said that how many sources are used it depends on the purposes of the teacher in teaching and learning process to adjust with the learning materials. They adjusted the materials with students' need, as much the teacher provided the materials as rich the knowledge of the students. This statement of the teachers is in line with (Tomlinson, 2011, p. XIII), teachers can select any material for the necessity of learners. It can be informative, experiential, eliciting, and exploratory which provide the learners to acquire language. It can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything that presents or informs about the language being learned.

From the analyzed data, the perceptions of five English teachers in senior high schools about English language learning materials is adjusted from target and learning

needs of the students. The teacher must do need analysis before they took the materials because need analysis is related to design of the material that students need, its development, realization, and evaluation if it has a lack.

2. The Practices of English Teachers in Selecting and Developing English Learning Materials at Senior High Schools in Banjarmasin

From the data findings about teachers' practices in the selecting and developing of English learning materials, five teachers were well prepared the lesson for the students. They selected materials according to students' need. They took the materials from standard government book, other books, and internet sources. Selecting material is a step in the process of designing any physical object. Teachers can select any material for the necessity of learners. It can be informative, instructional, experiential, eliciting, and exploratory which provide the learners to acquire language. It can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything that presents or informs about the language being learned (Tomlinson, 2011, p. XIII).

The five teachers developed the materials with mixed between textbook and internet sources for teaching and learning process. According to (Nunan, 1991, p. 208), developing material is concerned with all resources available for helping teaching and learning process. Material development is basically dealing with selection, adaption, and creation of teaching materials.

During teaching and learning process, five teachers used various methods because they want made students to get the learning's objectives. There are some methods that are used during teaching and learning process, it can be seen in the table below.

Table 4.1 Teaching Methods		
No.	Teacher	Method
1.	Teacher I	Grammar Translation Method and Participatory Approach
2.	Teacher II	Grammar Translation Method and Communicative language Teaching
3.	Teacher III	Grammar Translation Method and Task Based Approach
4.	Teacher IV	Direct Method and Communicative

		Language Teaching
5.	Teacher V	Grammar Translation Method and Communicative Language Teaching

Based on the table above, the methods that are used in line with (Larsen-freeman, 2000, pp. 11-137), she said that after the teachers know the needs, they must select or match the materials and activities with it. To do that, they should know what method is used during the learning, so that it will be suitable with the needs. There are some examples of the methods of how it changes the teaching materials such as:

a. Grammar translation method

Focused on the study of the grammar and translation of the target language. Books were prepared to fulfill the fundamental purpose of learning the target language. Grammar and translation were in the first place of the book.

b. Communicative language teaching

Focused on the communication in in the target language. The teaching materials were authentic materials, language games, scrambled sentences, picture strip story, role play and etc.

c. Task based approach

Aims to provide learners with a natural context for language use. The materials were activity based, for example, information gap activity, reasoning gap activity, and opinion gap activity.

d. Direct method

Focused on the target language with demonstration and visual aids. In this method, teachers need different materials because it demands a text to read or demonstrate.

e. Participatory approach

To help students to understand the social, historical or cultural forces that affect their lives and them to help empower students to take action and make decisions in order to gain control over their lives. It focuses on active involvement and empowerment with the community. The materials can be sharing knowledge, experience, working on teams on practical task etc.

Before the teachers gave the lesson, they checked students' readiness for learning the materials like did some warming up by asking the students about what kind of lesson that they learnt last week or drawing a picture that related to the lesson on the whiteboard. For media, they used textbooks, whiteboard and phone to support teaching and learning process. This statement is line with (Tomlinson, 2011, pp. 1-20) about principles of second language acquisition relevant to the development of materials for teaching of languages:

1) Learners must be ready to acquire the points being taught

Readiness can be achieved by materials which create situations requiring the use of variation features not previously taught, by materials which ensure that the learners have gained sufficient mastery over the development features of the previous stage before teaching a new one, and by materials which roughly tune the input so that it contains some features which are slightly above each learner's current state of proficiency.

2) Materials should permit a silent period at the beginning of instruction

The important point is that the materials should not force premature speaking in the target language and they should not force silence either. Ways of giving learners the possibility of not speaking until they are ready include, permitting the learners to respond the target language questions by using their first language or through drawings and gestures.

For the task, Teachers gave the tasks that can make students to interest and challenge with the lesson like matching vocabularies, gave the task before explain the material with rules just give five minutes for read and then answer the five questions, read aloud, and translate it in front of the class. It can make students more confidence with their pronunciation. The teachers gave texts and illustrations to students based on our culture like Malin Kundang text and cigarette illustration. It can make students more participate with the lesson. This statement is line with (Tomlinson, 2011, pp. 1-20) about principles of second language acquisition relevant to the development of materials for teaching of languages:

3) Materials should achieve impact

Impact is achieved when materials have a noticeable effect on learners. That is when the learners' curiosity, interest and attention are attracted. If this is achieved, there is better chance that some of the language in the materials will be taken in for processing. Materials can achieve impact through:

a. Novelty

E.g. unusual topics, illustrations and activities.

b. Variety

E.g. breaking up the monotony of a unit routine with an unexpected activity; using many different text-types taken from many different types of sources.

c. Appealing content

E.g. topics of interest to target learners; local references.

d. Achievable challenge

E.g. tasks which challenge the learners to think.

4) Materials should help learners to feel at ease

Materials can help learners to feel at ease in a number of ways. For example, the most learners usually:

- a. Learners are more at ease with texts and illustrations that they can relate their own culture than they are with those, which appear to them to be culturally foreign.

5) Materials should help learners to develop confidence

Most materials developers recognize the need to help learners to develop confidence, but many of them attempt to do through a process of simplification. They try to help the learners to feel successful by asking them to use simple language to accomplish easy tasks such as completing substitution tables, writing simple sentences and filling in the blanks in dialogues.

6) What is being taught should be perceived by learners as relevant and useful

Most teachers recognize the need to make the learners aware of the potential relevance and utility of the language and skills they are teaching. In ESP (English for specific purposes) materials, it is relatively easy to convince the learners that the teaching points are relevant and useful by relating them to known learner interests and to 'real life' tasks, which the learners need or might need to perform in the target language.

In teaching and learning about reading, five teachers agreed to divide students in grouping for discuss and cooperate to do task about the lesson so the students more active to search information and share their knowledge with their groups. In this case, students more active than the teachers but they still guide and control the

teaching and learning process. This statement is line with (Tomlinson, 2011, pp. 1-20) about principles of second language acquisition relevant to the development of materials for teaching of languages. He said that materials should require and facilitate learner self-investment. Materials can help them to achieve this by providing them with choices of focus and activity, by giving them topic control and by engaging them in learner-centered discovery activities. Again, this is not as easy as assuming that what is taught should be learned, but it is possible and extremely useful for textbooks to facilitate learner self-investment. One of the most profitable ways of doing this is to get learners interested in a written or spoken text, to get them to respond to it globally and effectively and then to help them to analyze a particular linguistic feature of it in order to make discoveries for themselves