

CHAPTER IV

REPORT OF RESEARCH RESULT

This section examined the findings of the classroom observation and the result of interview. Before further explaining about data presentation, the writer wants to describe the process of collecting data. This research begun on May 11, 2015 until May 27, 2015. May 13, 2015 until May 25 was implemented for documentary, May 13 until May 27, 2015 was implemented for observation and interview of the English teacher has implemented on the observation.

A. Findings

It had been explained in the previous chapter, there is a teacher who would observed and the eighth grade students while consist of 3 classes that the teacher taught there. The writer used two instruments to collect the data, i.e. interview and observation as main collecting data method for gathering all information needed.

In the process, interview is the first step to collect the data and information from the English teacher. After the researcher interviewed her, the next step is observed the teacher's performance in order to collect the other

important information which had been listed in observation sheet. Meanwhile, the students of grade VIII A, VIII B, VIII C, headmaster, and the administration staff are the volunteers in collecting the data information.

1. Findings of Interview

As noted by the writer above, interview is the first cycle which taken by the writer to collect the data. In the instrument of interview sheet, there are five basic questions that the writer presented. In this section, the writer explained all of them descriptively and comprehensively.

In the first question, the writer had discussed about the material development and are the teacher adjust it with students' need and ability or not. Based on the interview, the teacher always use the material development techniques in teaching learning process and choosing the material development considering the students' need and students' ability.

In the second question, the writer discussed about the type of developing material, what the type of material development, is she used Adoption or used Adaptation or maybe both of them. In the interview section, it shown that the teacher used both of adoption and adaptation techniques in developing the material to her students.

The third question asked about how the teacher applied the techniques in the classroom whether the media that used in developing the material. From four options of media, i.e. workshop, MGMP (Subject Teachers Deliberation), internet, and self study, the teacher usually used internet and self study in order to develop and adjust the materials.

The next question talked about the interferences of using the material development techniques whether she applied it in the class. As the result of the interview, there is some interference that facing by the teacher. Mostly the problem appeared when the schedule of teaching is in afternoon. In that time, the students usually did not as focused as in the morning of teaching process. They often lost their focus in it caused decreasing their spirit in learning. Consequently, the teacher sometimes also lost her spirit and it was too difficult in increasing the students' spirit and made an enjoyable class. Meanwhile, there are some students did not like English course, because of this crucial problem, it made harder to the teacher to taught them.

In the last question of interview discussed about the students achievement in English course when the material development techniques used in the process of teaching and learning in the classrooms. Based on the information obtained from the teacher, she stated that the techniques of material development which the teacher used always help her in order to

increase the students' comprehension. Furthermore, the students' achievement and the students' mastery of the materials help them gathered better comprehension.

2. Findings of Observation

a.) Material Development Techniques Used By The Teacher of Islamic Junior High School Muthi'ul Huda Hatungun

As the result of the observation which held in two meetings, the writer found that from several techniques of material development techniques; addition, expansion, deletion, reduction, modification, replacement, and re-sequencing, the teacher dominantly used addition and deletion. Meanwhile, modification, replacement, and expansion rarely used by the teacher.

As noted from this observation, the writer found that the teacher used addition and deletion in big portion in class VIII B, but it was more dominant in using deletion technique. Deletion technique shown from some materials which the teacher did not use or skip the activity because sometimes it was too difficult for the students. Addition used in the class which the more detailed explanation by the teacher in order to make them more understand with the

material because the class have low achievement in English and the students is more difficult to receive the explanation from the material.

In addition, the teacher applied a little different techniques of developing material in class VIII C. Mostly, the class is placed and settled from the students who have better achievement in learning process. Deletion and reduction is less used in the class though addition almost used in every meeting. Meanwhile, in class VIII A which all of the students are male, the teacher inclined addition and modification to developed the material considering a large of students more active and critically.

Table 4.1. Indicator Result of Material Development Techniques in Class VIII A

No:	Indicator	Teacher's role	Score
1.	Using material development techniques in classroom	Teacher presents the technique to the students: a. Addition b. Expansion c. Deletion d. Reduction e. Modification f. Replacement g. Re-sequencing	5 √ √ √ √

Table 4.2. Indicator Result of Material Development Techniques in Class VIII

B

No:	Indicator	Teacher's role	Score
1.	Using material development techniques in classroom	Teacher presents the technique to the students: a. Addition b. Expansion c. Deletion d. Reduction e. Modification f. Replacement g. Re-sequencing	5 √ √ √

Table 4.3. Indicator Result of Material Development Techniques in Class VIII

C

No:	Indicator	Teacher's role	Score
1.	Using material development techniques in classroom	Teacher presents the technique to the students: a. Addition b. Expansion c. Deletion d. Reduction e. Modification f. Replacement g. Re-sequencing	5 √ √ √

**b.) Demonstration and Presentation of Procedural Techniques by
English Teacher of Islamic Junior High School Muthi'ul Huda
Hatungun**

In demonstrating the procedural technique and presenting the techniques in the class, as whole of observation noted that the teacher had done it well considering there was no misinterpretation or misunderstanding from the teacher's instruction. In this point, the writer classified two sub of syntax, that is analyze new text and add and skip material or activity. Moreover, the teacher seldom to analyzed a new text but always added or skipped material or activity in clear instruction to the students.

Table 4.4. Indicator Result of Procedural Techniques Demonstration of Class VIII A, VIII B, and VIII C

No:	Indicator	Teacher's role	Score
2.	Demonstrating procedural technique and presenting the techniques	Teacher demonstrates the clear instruction to the students: a. Analyze new text b. Add & skip material/activity	4 - √

c.) Regulation of Techniques Based On Students' Need

The students need interpreted as the material appropriateness, standard of material and students environment of the students. As far, the material which taught in that time was text types (Recount Text), and Functional Text (Warning/Direction). Therefore, the material used is appropriate with syllabus and the techniques which taught was appropriate with standard material and students environment which offended in background of study that the students can be classified in low-middle SES (socio economic status).

Table 4.5. Indicator result of Techniques Regulation Based on Students' Need class VIII A&C

No:	Indicator	Teacher's role	Score
3.	Regulating techniques based on students' need	Teacher tries to matches the techniques based on students' need: a. Material appropriate b. Standard of material c. Students environment	5 √ √ √

Table 4.6. Indicator result of Techniques Regulation Based on Students' Need class VIII B

No:	Indicator	Teacher's role	Score
3.	Regulating techniques based on students' need	Teacher tries to matches the techniques based on students' need: a. Material appropriate b. Standard of material	4 √ √

		c. Students environment	√
--	--	-------------------------	---

d.) Choosing Techniques Based On Students Ability

In this part, the writer determined some rules in order to observe the techniques which matched with students ability, focus on students understanding, students problem and students achievement. Based on the observation, the teacher had been done this point well. She presented the material suited with the students' ability, and she paid attention in students' problem, students understanding, and students' achievement.

Table 4.7. Indicator Result of techniques Chosen Based On Students' Ability class B & C

No:	Indicator	Teacher's role	score
4.	Choosing techniques based on students ability	Teacher chose the techniques matched with students ability: a. Focus on students understanding b. Focus on students problem c. Focus on students achievement	5 √ √ √

Table 4.8. Indicator Result of techniques Chosen Based On Students' Ability class VIII A

No:	Indicator	Teacher's role	score
4.	Choosing techniques based on students ability	Teacher chose the techniques matched with students ability: a. Focus on students understanding b. Focus on students	4 √ √

		problem c. Focus on students achievement	√
--	--	---	---

e.) Revising The Material Development Techniques By English Teacher

The teacher focused on the previous meeting and analyzed it to check the effectiveness and weakness in that time. As the result of observation sheet, the teacher known well and always checked the students achievement to measure are there still any students who could not catch the material or not. When the result shown there are some students did not understand and did not get the high or fair scores, the teacher would present or reviewed the material in the next meeting and revising the material development techniques.

Table 4.9. Indicator Result of Material Development Techniques Revision By English Teacher in Class VIII A

No:	Indicator	Teacher's role	Score
5.	Revising the techniques	Teacher revises the technique from the last meeting: a. Correcting the effectiveness of last meeting b. Correcting the weakness of last meeting	4 √ √

Table 4.10. Indicator Result of Material Development Techniques Revision By English Teacher in Class VIII B & C

No:	Indicator	Teacher's role	Score
5.	Revising the techniques	Teacher revises the technique from the last meeting: a. Correcting the effectiveness of last meeting b. Correcting the weakness of last meeting	5 √ √

f.) Response of The Material Development Techniques By The Students Of The Eighth Grade

This point focused on the effect of material development techniques which used by the teacher to the students including are the techniques could help the students be better in understanding the material or not. Moreover, the students' response or the effect of material development used by the teacher is good. They felt easier in understanding the material after the teacher used material development techniques than their understanding from the textbook.

Table 4.11. Indicator Result of Response Material Development Techniques By Students Class VIII A & C

No:	Indicator	Teacher's role	Score
6.	Students' response of the techniques	Teacher observes students response of the techniques: a. Not at all helpful b. A little helpful c. Somewhat helpful d. Very helpful e. Extremely helpful	4 √

Table 4.12. Indicator Result of Response Material Development Techniques By Students Class VIII B

No:	Indicator	Teacher's role	Score
6.	Students' response of the techniques	Teacher observes students response of the techniques: a. Not at all helpful b. A little helpful c. Somewhat helpful d. Very helpful e. Extremely helpful	3 √

g.) Curriculum Appropriateness of Material Development By English Teacher

This indicator discussed are there material that used by the teacher is appropriate with curriculum or not. Considering the material that presented by the teacher including text types (Recount Text) and functional Text

(Warning/Direction), it contained in syllabus which had been planned well based on curriculum determined by government.

Table 4.13. Indicator Result of Curriculum Appropriateness in class VIII B & C

No:	Indicator	Teacher's role	Score
7.	Curriculum appropriate	Teacher chose the techniques with suitable curriculum that used	5

Table 4.14. Indicator Result of Curriculum Appropriateness in class VIII A

No:	Indicator	Teacher's role	Score
7.	Curriculum appropriate	Teacher chose the techniques with suitable curriculum that used	4

h.) Material Development Contained Value and Character in Curriculum

Based on the material which the content had explained before, value and character that determined in curriculum are confident, creative, intelligent, thorough, motivated and determined. Amount all of the value and character have been drawn and determined by the teacher.

Table 4.15. Indicator result of Value and Character in Material Development class VIII A &C

No:	Indicator	Teacher's role	Score
8.	Including value and character in curriculum	Teacher includes values and characters that used in curriculum	4

Table 4.16. Indicator result of Value and Character in Material Development class VIII B

No:	Indicator	Teacher's role	Score
8.	Including value and character in curriculum	Teacher includes values and characters that used in curriculum	3

i.) Solving Obstacles in Teaching Learning Process By Using Material Development

Although the teacher had planned well the material development, sometimes the students still could not received the lesson as good as expected by the teacher. There was some obstacle which came from the students itself such as they were not focus on what the teacher explained so that they could not understand well the material. Therefore, in this indicator, the teacher had faced and handled the problem by the teacher.

Table 4.17. Indicator result of Solving Obstacle By English Teacher in Class A & C

No:	Indicator	Teacher's role	Score
9.	Solving obstacles	Teacher tries to face the obstacles and try to solve it	4

Table 4.18. Indicator result of Solving Obstacle By English Teacher in Class B

No:	Indicator	Teacher's role	Score
9.	Solving obstacles	Teacher tries to face the obstacles and try to solve it	3

**j.) Making Worksheet By The Teacher of The Eighth Grade at
Islamic Junior High School Muthi'ul Huda Hatungun**

This indicator valued the teacher's way in order to exercise the students by giving them worksheet. Meanwhile, the teacher never gave the students a worksheet because every student had LKS (students' worksheet) which contained materials and exercises. In short, the teacher just asked them answered the question both on worksheets and a paper.

Table 4.19. Indicator of Making Worksheet by Teacher in class VIII A, B, and C

No:	Indicator	Teacher's role	Score
10.	Making worksheet	Teacher makes worksheet to students	1

k.) The English Teacher's Action in Facing The Students' Problem

This indicator focused on the teacher's way in order to solve the students' problem in learning. Based on the observation, the teacher usually

tried to solve the students' problem. When one of student had problem in understanding the material, the teacher would come to them and helped to understand the materials.

Table 4.20. Indicator of Teacher's Action of Students Problem in class VIII A, and C

No:	Indicator	Teacher's role	Score
11.	Response in facing students	Teacher gives responses when facing students	4

Table 4.21. Indicator of Teacher's Action of Students Problem in class VIII B

No:	Indicator	Teacher's role	Score
11.	Response in facing students	Teacher gives responses when facing students	3

1.) The Teacher's Guidance and Accompany in Applying The Material Development

This point discussed about the teacher's role as leader of in the class. This indicator directed to the teacher's guidance to the students. When they needed help, for example, when the teacher instructed them to do an assignment, she would give the clear instruction and guided the students such demonstrating what they have to do and accompanying them. In addition, the result of the observation sheet showed that teacher done it well by the teacher.

Table 4.22. Indicator of Teacher's Guidance and Accompany in Class VIII A, B and C

No:	Indicator	Teacher's role	Score
12.	Accompanying students	Teacher guide and accompanies students in applying the techniques	4

**m.) Media Use in Applying Material Development Techniques By
The English Teacher**

This indicator focused on the teacher's effort in applying the material development techniques by using media to help her running the process of teaching and learning more effectively. Based on the observation, the teacher did not use the media for all of the class. There was no media except boardmarker and whiteboard. Therefore, she taught and used that media that had attached in the classroom.

Table 4.23. Indicator of Use Media By Teacher in Class VIII A, B and C

No:	Indicator	Teacher's role	Score
13.	Use of media	Teacher uses media in applying the techniques	1

n.) Next Action Measurement Of Students Development By The Teacher

This indicator focused on how the teacher determined what she had supposed to do in the next meeting to the students including choosing the material development and planning the step of teaching learning process in the class. In all class of grade VIII, the teacher had done this syntax well enough.

Table 4.24. Indicator of Next Action Measurement By Teacher in Class VIII A and B

No:	Indicator	Teacher's role	Score
14.	Measuring next action of students' development	Teacher measures the next action in students' development	3

Table 4.25. Indicator of Next Action Measurement By Teacher in Class VIII C

No:	Indicator	Teacher's role	Score
14.	Measuring next action of students' development	Teacher measures the next action in students' development	4

o.) Feedback For The Students From The Teacher

Feedback may be defined as the teacher's action to give a clear explanation or suggestion to the students which usually in the end of lesson. In this indicator, the teacher did it very well because before she ended the

meeting, she always gave feedback to the students including discussing together about the material understanding, or correcting an assignment and gave the best answer or asked the students to share their problem and solve it together with her.

Table 4.26. Indicator of Feedback from Teacher in Class VIII A and B

No:	Indicator	Teacher's role	Score
15.	Giving feedback	Teacher gives feedback to students	4

Table 4.27. Indicator of Feedback from Teacher in Class VIII C

No:	Indicator	Teacher's role	Score
15.	Giving feedback	Teacher gives feedback to students	5

p.) Next Assignment for The Students By The Teacher of The Eighth Grade

This indicator pointed to the teacher's action in the class to develop and measure the students' ability. It was found from the observation that the teacher did not always give the next assignment to the students particularly to class VIII C, from two observation, writer found that there are just once the teacher gave the students of grade VIII A next assignment. Therefore, in VIII

B, the teacher always gave the students next assignment such as homework considering their low ability in understanding the material than other classes.

Table 4.28. Indicator of Next Assignment from Teacher in Class VIII A and B

No:	Indicator	Teacher's role	Score
16.	Giving next assignment	Teacher gives next assignment to students	5

Table 4.29. Indicator of Next Assignment From Teacher in Class VIII C

No:	Indicator	Teacher's role	Score
16.	Giving next assignment	Teacher gives next assignment to students	4

q.) Checking The Students Comprehension and Students Achievement

This indicator focused on how the teacher monitoring the students comprehension and achievement of the lesson after the process of teaching and learning ran out. It was important to do because it could be a way to measure the students' ability. Meanwhile, the teacher of Islamic junior High School Muthi'ul Huda had done well enough of this point to all class of eighth grade.

Table 4.30. Indicator of Students Comprehension and Achievement in Class VIII A and B

No:	Indicator	Teacher's role	Score
17.	Checking students comprehension and students achievement	Teacher checks the students' achievement	3

Table 4.31. Indicator of Students Comprehension and Achievement in Class VIII C

No:	Indicator	Teacher's role	Score
17.	Checking students comprehension and students achievement	Teacher checks the students' achievement	5

r.) Evaluation Of Material Development Techniques By The Teacher

Techniques of material development by English teacher should evaluate by teacher itself because it would be the crucial thing when the teacher wanted to determined and choose the techniques. Evaluating the techniques should be done after the teacher ended the meeting or when she out from the class. Moreover, it could be part of the teacher's decision in

determining the progress action in the next meeting. As the result of observation, it shown that the teacher had done well enough in each class.

Table 4.32. Indicator of Evaluating the Techniques By Teacher in Class VIII A & B

No:	Indicator	Teacher's role	Score
18.	Evaluating the techniques	Teacher evaluates the techniques	2

Table 4.33. Indicator of Evaluating the Techniques By Teacher in Class VIII C

No:	Indicator	Teacher's role	Score
18.	Evaluating the techniques	Teacher evaluates the techniques	4

s.) Sharing Information From The English Teacher To The Other English Teacher

This indicator determined to answer the writer's question about are the English teacher shared about the students (including their ability, the difficulties of teaching them, the best method and strategy to teach them and so on) or not. Usually, when a teacher done this role, she would tell and give suggestion, support and solution to face their student. Meanwhile, the result of observation presented that the teacher had not done this indicator. The reason is because their teaching schedule not in same time.

Table 4.34. Indicator of Sharing Information from The English Teacher To The Other English Teacher

No:	Indicator	Teacher's role	Score
19.	Sharing information with other English teacher	Teacher shares the information with other English teacher	2

t.) Feedback From Senior English Teacher

This point observed about the teacher asked the other English teacher (particularly senior English teacher) about her teaching or not. It also may be applied when the teacher determined the topic or material development techniques and teaching methods and strategies. As explained in the previous syntax, the result shown that it was not done by the teacher considering their different schedule so that they could not communicate directly as they wanted.

Table 4.35. Indicator of Feedback from Senior English Teacher

No:	Indicator	Teacher's role	Score
20.	Feedback from senior English teacher	Teacher asks feedback from senior English teacher	2

B. Discussion

In the previous chapter mentioned, there are two questions addressed in this research, i.e. what are the material development techniques that used by English teacher of the eighth grade at Islamic Junior High School Muthi'ul Huda Hatungun and how does she apply the material development techniques in the classrooms of the eighth grade of Islamic Junior High School Muthi'ul Huda Hatunngun.

In applying all obtained data to answer this research question, the writer has decided one class (eighth grade) which is divided in three classes (VIII A, VIII B, VIII C) and taught by an English teacher to handled English lesson. The reason for this goal is to find the material development techniques by English teacher at Islamic Junior High School Muthi'ul Huda Hatungun.

1.) Data Analysis On Material Development Techniques By English Teacher Of The Eighth Grade

a. Coursebook or Textbook

Choosing coursebook to the students is important to do. In choosing a coursebook, the teacher needed to pay attention about the contents and the material appropriate with students. Meanwhile, the English teacher of the eighth grade at Islamic Junior High School Muthi'ul Huda Hatungun had decided to use the students' workbook as the main source of teaching learning

materials. The workbook namely *CAKRA: CAKAP DAN RAJIN BAHASA INGGRIS Untuk SMP/MTs Semester II* which published by PT. Sinar Mandiri.

The reason that why the teacher used this book was because it necessary to all students had and used the book. Meanwhile, definitely the material is not complete like on a coursebook, so the teacher sometimes added another source from *Basic English For Junior High School* and *English in Focus for Grade Junior High School VIII (SMP/MTs)*, and sometimes adding source material from internet source.

b. Material Development

There are some material development techniques which determined by scientist, i.e. material adoption and material adaptation. Adoption technique is used by the teacher but in little portion. From so many types of material development mainly in adaptation techniques, the writer had classified in some categories which definitely they are generalization of the various types by scientist. In the next paragraph the writer will determine the techniques and decreased it without ignored the important types. Below is the analysis of each technique and completed with additional analysis explanation.

a.) **Addition:** Addition techniques used by teacher in deciding add material, either in the form of text or exercise material when it seems to be inadequate coverage. Meanwhile, this techniques always used by the teacher in every meeting. This finding found when the writer observed the teacher's teaching process in the classroom in two times of observation

b.) **Expansion:** expansion or extension means when the teacher may lengthened the activity in order to give it an additional dimension. For example, a vocabulary activity is extended to draw attention to some synthetic patterning, pronunciation activity is extended to draw attention how to sound well English and taught the students with symbols used in pronunciation. The result of observation which held two times shown that this techniques rarely even almost never used by the teacher. It caused when the teacher decide to lengthened the activity, the time is not supporting, usually it passed and sufficient to determined the students comprehension of the main topic or material in the meeting.

c.) **Deletion:** this technique involves removal of some linguistic item and activities which are found to be extra and unnecessary. Some as addition, this technique also always done by the teacher in every meeting. Besides used additional material, sometimes the teacher put deletion technique together to give a space addition technique. Deletion by the teacher may be

chosen such as deleting the difficult exercise, skipping the material, skipping the activity which it seems not adequate or the material is too difficult for the students.

d.) ***Reduction***: reduction may be used when there are so many activities in the material, reduction is where the teacher shortened or give less weight or emphasize the material. Based on the observation data obtained, the teacher did not use this techniques in her teaching strategy. However, data which obtained from interview shown that she also use this technique mainly when the text is too long so she shortened it so that the lesson will end on time.

e.) ***Modification***: the teacher may decide to rewrite the material to make it more appropriate and suitable with the students. The result of data analyzed shown that in the meeting, teacher use this technique in class VIII A.

f.) ***Replacement***: replacement is when a text or exercise material which is considered not appropriate may be replaced with more suitable material by the teacher. When data of observation sheet analyzed, it shown that the teacher did not use this technique in the class

g.) ***Re-ordering/Re-sequencing***: this technique may be used when textbook presented is not suitable to the students and the teacher may decide to a different course or change the book to another book. From the observation

and interview, data analyzed that the teacher used this technique considering she always used the students' worksheet (LKS) mainly in order to make the material simpler than in the textbook.

c. Lesson Plan

In order running out well the language teaching process, lesson plan is one of important module which can help the teacher deciding what they should in the class so that the process will run out systematically. However, the English teacher of the eighth grade at Islamic Junior High School Muthi'ul Huda Hatungun did not use or make lesson plan because the meeting was near to final examination. Therefore, she mainly would review the previous lesson in the previous meeting.

d. Media Use

As result of observation which had been discussed in the previous chapter, the data shown that the teacher never used addition media except the media that attached in the class such as whiteboard and boardmarker. Meanwhile, the lack of media use caused by there was no tools like LCD or other tools like magnetboard in order to support the teaching and learning process. In addition, the teacher's busy schedule also influenced this aspect

because usually she felt worn out and had no time to make media as aid in teaching process.

2.) **Data Analysis of All Gathered Data**

Below are the data result of observation sheet from class VIII A, VIII B and VIII C.

Table 4. 36. Observation Result of class VIII A, VIII B, and VIII C

No:	Syntax	VIII A	VIII B	VIII C
		Score	Score	Score
1.	Using material development techniques in classroom	5	5	5
2.	Demonstrating procedural technique and presenting the techniques	4	4	4
3.	Regulating techniques based on students' need	5	4	5
4.	Choosing techniques based on students ability	4	5	5
5.	Revising the techniques	4	2	5
6.	Students' response of the techniques	4	3	4
7.	Curriculum appropriate	4	5	5
8.	Including value and character in curriculum	4	3	4
9.	Solving obstacles	4	4	4
10.	Making worksheet	1	1	1
11.	Response in facing students	4	3	4
12.	Accompanying students	4	4	4

13.	Use of media	1	1	1
14.	Measuring next action of students' development	3	3	4
15.	Giving feedback	4	4	5
16.	Giving next assignment	4	5	4
17.	Checking students comprehension and students achievement	5	3	5
18.	Evaluating the techniques	3	3	4
19.	Sharing information with other English teacher	2	2	2
20.	Feedback from senior English teacher	2	2	2
Amount		72	65	77
Total		214		

Description:

Score 1 : has not done by teacher

Score 2 : done but less by teacher

Score 3 : done well enough by teacher

Score 4 : done well by teacher

Score 5 : done very well by teacher

Score Category:

80 – 100	Excellent
----------	-----------

60 - <80	Good
40 - < 60	Fair
20 - <40	Bad
00 - <20	Poor

Formula I:

The score X 5 = 100

Formula II:

All scores : number of classes

Based on the observation result, it can be explained that the teacher's performance in class VIII A is 72. In class VIII B, score of the teacher's performance is 65. Meanwhile, in class VIII C, the teacher's performance score is 77. Based on data, it can concludes that the lowest teacher's performance scores is in class VIII B and the highest teacher's performance scores is in class VIII C.

However, the value of all scores in three classes determined how good the material development techniques that used by the teacher. It can be seen from the table that all scores of observation sheet is 214 in three classes, then

the writer divides the score to three following the formula ($214 : 3 = 71,33$). As the result, 71, 33 then interpreted and categorized by the writer and includes in Good category.

In addition, the teacher's way in applying the material development techniques to the students of the eighth grade at Islamic Junior High School Muthi'ul Huda Hatungun Tapin Regency is good because she paid attention and considered about the students background such as the students ability, student achievement, even the students environment before she wanted to taught the material to them.

In the other hand, the result of this research had found the answer that the material development techniques used by English teacher of the eighth grade at Islamic Junior High School Muthi'ul Huda Hatungun academic year 2014/2015 is good and suitable with the students.