

**THE QUALITY OF TEACHING MATERIALS USED BY THE  
STUDENTS IN MICRO TEACHING CLASS AT ENGLISH  
DEPARTMENT FBS UNP**

**Thesis**

*Submitted as a Partial Fulfillment of the Requirements to Obtain  
Strata One (S1) Degree at English Department of FBS UNP*



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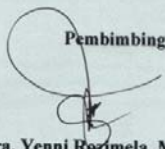
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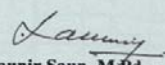
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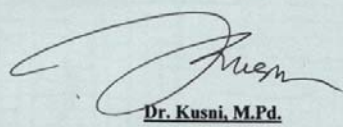
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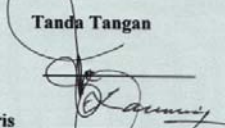
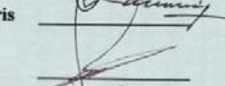
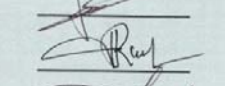
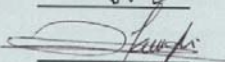
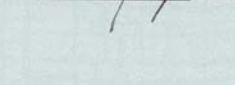
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## ABSTRAK

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Setiap guru haruslah memiliki pengetahuan tentang materi ajar yang baik agar mereka bisa memilih materi ajar yang baik. Oleh sebab itu, di tingkat perguruan tinggi, program pendidikan, pengetahuan tentang materi ajar telah diberikan, baik secara langsung maupun tidak langsung. Akan tetapi kelemahan dan kesalahan mahasiswa dalam memilih materi ajar dalam kelas *Micro Teaching* masih ditemukan, sehingga perlu diadakan sebuah penelitian mengenai kualitas materi ajar yang dipilih mahasiswa dalam praktek mengajar di kelas *Micro Teaching*.

Penelitian ini difokuskan pada kesesuaian bahan ajar yang dipakai siswa *Micro Teaching* dengan karakteristik materi ajar yang baik, yaitu materi ajar yang otentik dan realistik, materi ajar yang menarik, materi ajar yang mengembangkan kepekaan dan sensitifitas kultural siswa, materi ajar yang membantu siswa dalam mempraktekkan bahasa, dan materi ajar yang melingkupi kebutuhan siswa. Penelitian ini menggunakan metode deskriptif kuantitatif dengan sumber data adalah bahan ajar yang digunakan siswa dalam praktek mengajar di kelas *Micro Teaching*.

Hasil penelitian ini menunjukkan bahwa materi ajar tulis yang dipakai siswa tidak memenuhi kriteria yang dituntut. Sementara itu materi ajar yang disajikan dalam bentuk oral cukup memenuhi kriteria yang dituntut. Dari penjelasan tersebut dapat disimpulkan bahwa kualitas materi ajar yang dipakai siswa dalam praktek mengajar di kelas *Micro Teaching* masih rata-rata. Sebuah pelatihan khusus tentang materi ajar dianjurkan untuk diberikan kepada siswa sehingga siswa terbantu dalam meningkatkan pemahaman mereka terhadap bentuk-bentuk materi ajar yang berkualitas bagus dan dapat mengaplikasikannya dalam memilih materi ajar.

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## TABLE OF CONTENTS

<b>ABSTRAK .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS .....</b>	<b>iv</b>
<b>LIST OF TABLES .....</b>	<b>vi</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the Problem .....	1
B. Identification of the Problem .....	4
C. Limitation of the Problem .....	5
D. Formulation of the Problem .....	5
E. Research Questions .....	6
F. Purpose of the Research .....	6
G. Significance of the Research .....	6
H. Definition of the Key Terms .....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>8</b>
A. Micro Teaching .....	8
B. Teaching Materials .....	9
1. The Definition of Teaching Materials .....	9
2. The Roles of Teaching Materials in Classroom .....	10
3. The Form of Teaching Materials .....	11
4. The Nature of Good Teaching Materials .....	13
C. Review of Previous Study .....	19
D. Conceptual framework .....	20

<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>22</b>
A. Research Design .....	22
B. Source of Data .....	22
C. Instrumentation .....	23
D. Technique of Data Collection .....	24
E. Technique of Data Analysis .....	24
<b>CHAPTER IV RESEARCH FINDINGS .....</b>	<b>27</b>
A. Data Description .....	27
1. Data Description of the Documents.....	27
2. Data Description of the Observation .....	36
3. Data Description of the Interview .....	38
B. Findings .....	40
1. Data Finding of the Documents.....	40
2. Data Finding of the Observation .....	55
3. The Finding of the Interview .....	59
C. Discussion .....	62
<b>CHAPTER V CONCLUSION AND SUGGESTIONS .....</b>	<b>66</b>
A. Conclusion .....	66
B. Suggestions .....	67
<b>BIBLIOGRAPHY .....</b>	<b>68</b>
<b>APPENDICES .....</b>	<b>70</b>



## LIST OF TABLES

1. Indicators and sub-indicators of good and appropriate teaching materials' characteristics .....	17
2. Rating scale of document .....	25
3. Rating scale of observation.....	26
4. The scoring data for characteristic of authentic and realistic teaching materials .....	28
5. The scoring data for characteristic of authentic teaching materials .....	29
6. The scoring data for characteristic of teaching materials that develop students' cultural awareness and sensitivity .....	31
7. The scoring data for characteristic of teaching materials that help students in practicing the language .....	33
8. The scoring data for characteristic of teaching materials that fulfill students needs .....	35
9. The data from observation .....	37
10. The percentage of written teaching materials' fulfillment to the characteristics good and appropriate teaching materials .....	40
11. The quality of teaching materials based on the characteristics of authentic and realistic teaching materials.....	41
12. The quality of teaching materials based on the characteristics of interesting teaching materials .....	44
13. The quality of teaching materials based on the characteristics of teaching materials that develop students' cultural awareness and sensitivity.....	47
14. The quality of teaching materials based on the characteristics of teaching materials that help students in practicing the language.....	49

15. The quality of teaching materials based on the characteristics of teaching materials that fulfill students' needs .....	52
16. The quality of teaching materials based on the data from observation ....	55

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Recently, there has been a movement to make learners rather than teachers as the center of language learning. As a matter of fact, the curriculum, materials, teaching methods, and evaluation should all be designed for learners and their needs. It is the teachers' responsibility to check and to see whether all of the elements of the learning process are working well for learners and to adapt them if they are not.

The design of the current curriculum, KTSP, which is the continuation of the Curriculum Based Competency or CBC requires teachers to be creative in designing not only the syllabus but also the materials. In the language teaching and learning, teaching materials generally serve as the basis for much of the language input for students in classroom. It is the media for students to receive and practice the language. That is why teachers should prepare the teaching materials carefully so the teaching materials they choose meet the curriculum and also the classroom needs. This is also become the reason why the knowledge about the teaching materials design should be considered as the paramount aspect that gives contribution in teaching and learning language.

Teaching materials have been triggered many researches and discussions in the instructional environment among the experts. Most of the researches and discussions deal with the good and appropriate teaching materials. These researches and discussions involve teachers as the main subjects since they are the

individuals that directly connected to the use of teaching materials. The topic that frequently rose in the discussions was about how teachers could get or create good and appropriate teaching materials for the class they taught. This kind of topic also involved the discussion about the quality of teaching materials.

Based on some informal discussions with several English teachers, it can be concluded that the knowledge of how to choose good and appropriate teaching materials with good quality is a very useful knowledge for teachers. Based on the discussion, the teachers said that choosing teaching materials used to be a problem for them. They used to use the institutional prepared materials that sometimes do not have good quality. Sometimes they tried to develop their own materials, but because of the lack of knowledge, they felt that the materials could not gain the purpose of the teaching process. Also, there were teachers who said that they did not have time to develop their own materials.

Government has tried to seek solutions for solving the problems in choosing and preparing teaching materials in schools. One of the solutions has been held until now and it seems work well for teachers. Today, the teachers in schools conduct and follow a program of updating and renewing teaching materials and also teaching supports that are needed to be updated and renewed. They call this program as MGMP where teachers share their knowledge and invention in developing teaching program. The teachers implement their ability in choosing good and appropriate teaching materials through participating in this program. Attending this program is a kind of teachers' responsibility in

succeeding the teaching and learning process in schools. Moreover, by attending the MGMP teachers can get new knowledge that deal with teaching.

Based on the condition above it indicates that teachers have to have ability in preparing, selecting and developing teaching materials. Therefore, the knowledge of teaching materials is taught in university level to students who take educational program and are prepared to become professional teachers. In English Department of State University of Padang this knowledge is taught especially in Curriculum and Materials Development subject. However, Curriculum and Materials Development is not the only subject that proposed knowledge of teaching materials. Students can also get the knowledge from other subjects such as TEFL and TESOL.

The implementation of this knowledge can be examined in Micro Teaching subject. This subject is the continuation of other subjects taught to students as the preparation to be good teachers. This subject is a place in where students practice all theories, strategies, and any knowledge about teaching including the knowledge about good and appropriate teaching materials. In other words, the students will get use to the form of good quality teaching materials through practicing teaching in this class.

However, in fact, there are students who got limitation in choosing teaching materials to be used in Micro Teaching class. It appears that several of the students have limited ability to separate the good and bad teaching materials. For example, the materials they chose sometimes did not have good content that the materials could not be considered being good and appropriate teaching

materials to be used. Moreover, they often make mistakes in practicing knowledge they have got in choosing teaching materials. The problem that frequently occurred was that students chose teaching materials that they thought good and appropriate but did not meet students' needs. For example, they tended to teach about reports text, but they sometimes mistaken by giving examples of descriptive text. Besides, in choosing teaching materials some students often ignored the appropriateness of the teaching materials to the characteristics of good and appropriate teaching materials that should be brought by any materials into any learning activities. From several problems above it can be said that the students still have problems in choosing good quality teaching materials.

Based the explanations before, it is needed to conduct a research deals with the fulfilment of the teaching materials that students used in Micro Teaching class to the characteristics of good and appropriate teaching materials. This research is important to be done since based on the explanation above; students seem to have no improvement in the way they choose the teaching materials. They seemed not aware that the teaching materials that they used in Micro Teaching class did not fulfil the characteristics of good and appropriate teaching materials. In other words, teaching materials that they used in Micro Teaching class were still poor in quality.

## **B. Identification of the Problem**

There are many problems that occurred in choosing teaching materials done by Microteaching students. First, the materials they chose did not have good content. Second, students chose teaching materials that they think good and

appropriate but do not meet students' needs. Third, the students did not have enough knowledge of how to choose good and appropriate teaching materials. Last, students often ignored the appropriateness of the materials to characteristics of good and appropriate teaching materials so it could not be classified as good quality teaching materials.

### **C. Limitation of the Problem**

The discussion of the problem was limited around the fulfillment of teaching materials that students used in Micro Teaching class to the characteristics of good and appropriate teaching materials. Teaching materials that fulfill the characteristics of good and appropriate teaching materials would be classified as good quality teaching materials. The teaching materials that would be analyzed are any form of adopted, developed, and adapted texts, stretch of conversation or articles, questions and exercises that were used by students in teaching practice in Micro Teaching class. The research would be conducted to the students who have taken Microteaching class in the 7<sup>th</sup> semester of 2010-2011 academic year.

### **D. Formulation of the Problem**

Based on the problem stated before, it could be verified that that the formulation of this research is: How is the quality of the teaching materials students used in Micro Teaching class?

**E. Research Questions**

The following research questions were developed from the general problem above:

1. Do the teaching materials that students use in practicing teaching fulfill the characteristics of good and appropriate teaching materials?
2. How is the students' understanding of good and appropriate teaching materials?

**F. Purpose of the Research**

The purpose of this research was to describe the level of fulfillment of teaching materials that students used in Micro Teaching class to the characteristics of good and appropriate teaching materials. This fulfillment would tell the quality of teaching materials that students used in Micro Teaching class. Their understanding about the characteristics of good and appropriate teaching materials would also be reflected in the materials they used when they were practicing teaching in Micro Teaching class. So, the fulfillment of their teaching materials and their understanding to the characteristics of good and appropriate teaching materials was connected through the teaching materials they used.

**G. Significance of the Problem**

It was expected that the result of this research gave contribution to the improvement of teachers' and students' ability in choosing good teaching materials. The result of this research would show the level of quality of teaching



materials used by the students. This level of quality would show the students' understanding of good and appropriate teaching materials. Moreover, the result would also show the mistakes that frequently made by students in choosing good and appropriate teaching materials. By showing the result, it was hoped that the students will not make the same mistakes. This research was also expected to give significant contribution to the State University of Padang by giving factual data of students' understanding to the characteristics of good and appropriate teaching materials and preparing better training for the students.

#### **H. Definitions of the Key Terms**

1. Micro Teaching : one of the subjects that has to be taken by the educational students as the pre-training in teaching before taking PPL program
2. Teaching materials : any written adopted, developed, and adapted texts, stretch of conversation or articles, questions and exercises that were used by students in practice teaching in Micro Teaching class
3. Understanding : the condition in where the students have knowledge about the characteristics of good and appropriate teaching materials and are able to apply the knowledge

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Micro Teaching**

Micro Teaching comes from the words micro that means small in size and teaching that means the process of educating people. Based on the transformation of the words, Micro Teaching can be defined as the process of educating a small group of people. However, the meaning of the Micro Teaching is not that simple. Micro Teaching is a training technique which requires a student to teach a single concept to a small number of learners in a short duration of time. This training technique requires the student to use specified skill. It is aimed to train teachers in mastering and delivering teaching materials (Singh, 2008).

Micro Teaching is a simplified teaching activity. Singh (2008: 124-130) explained that this activity is not merely the activity of teaching, but it is a kind of interchange knowledge activity in where small group of peer observe each other. This activity provides feedback from and for who that engage. They also can offer and get critics and suggestions. Since in this activity students are demanded to teach a single concept, so students have to prepare appropriate teaching materials. Their choice on the teaching materials they used will also affect them in practicing teaching. That is why; the ability on choosing good quality teaching materials is also the part of this Micro Teaching subject. Basically, Micro Teaching equips students with any form of teaching skill before they face the real classroom situation.

Based on the explanation above, it can be concluded that Micro Teaching

is a technique of teaching in which students will practice to teach in a shortened period of time. It is aimed to prepare students with teaching skill and to develop their own style of teaching.

## **B. Teaching Materials**

### **1. The Definition of Teaching Materials**

Teachers need supports in teaching process that they can teach properly.

One of those supports is teaching materials. Richards (2002: 213) says:

Teachers need good materials to teach from either in the form of commercial textbooks or institutionally prepared materials..... Teachers need to be involved in the choice of materials and guidelines may be needed on the role of the materials in the program.

Teaching materials are the source of the content knowledge that will be taught by teachers to students. Brown (1995: 39) defines materials as any systematic description of the techniques and exercises to be used in classroom teaching. He also states that this definition encompasses lesson plan and yet can accommodate books, packets of audiovisual aids, games, or any types of activities that go in the language classroom.

In addition, Tomlinson (2003: 2) also proposes teaching materials as anything that can be used to facilitate the process of learning language. Through this definition, Tomlinson tends to say that teaching materials whatever the form it takes have to facilitate language acquisition and development that students will be able to receive and produce the language they learn. This definition also widens the definition that Richards has proposed before that teaching materials not only intent to help teachers in teaching but also help learners in learning.

In short teaching materials, in a broad definition, are any means necessary to upgrade the teaching process. Teaching materials help teachers explain the content knowledge easier. On the other side it eases learners to acquire and practice the language. However, this definition is too broad to be used as reference in this research. In this research, therefore, the definition of teaching materials will be narrowed down to any written adopted, developed, and adapted texts, stretch of conversation or articles, questions and exercises that are used by students in practicing teaching. This definition will help the researcher to limit the form of teaching materials that will be used as the instruments in the research.

## **2. The Roles of Teaching Materials in Classroom**

Teaching materials play an important role in language teaching process. This has been discussed by several experts. Firstly, Richards (2001: 251) states that teaching materials are the key component in most language teaching and learning since they serve generally as the foundation for much of the language input for students whether it is in receiving or practicing. By this statement, Richards tends to say that materials in teaching are the source of knowledge that teachers will share to students. Moreover, materials should be able to teach students, to give ideas and motivation in learning, and to give teachers reasons for what they do. Materials on what teachers and students rely can control the learning and teaching process as it can help teachers and students in teaching and learning. This idea is similar to what Kitao and Kitao (1997) say that teaching

materials are the center of instruction and one of the most important influences on what goes in the classroom.

Secondly, Rowntree in Richards (2002: 263) says “good materials do many of things that teachers would normally do as part of his or her teaching”. This statement is similar to Littlejohn’s statement that says teaching materials demand teachers and learners to work together in a way that effectively structures classroom lessons (Littlejohn in Rubdy, 2007)

Moreover, Richards (2002) summarizes from Cunningsworth the roles of materials in language teaching. They are: (1) a source for presentation materials, (2) a source for activities for learners practice and communicative interaction, (3) a reference source for learners for grammar, vocabulary, pronunciation, and so on, (4) a source for stimulation and ideas for classroom activities, (5) a syllabus (where teachers can reflect learning objectives that have already determined), and (6) a support for less experienced teachers who have yet to gain in confidence.

In conclusion, the roles of teaching materials are *firstly* is to be the source of the language for teachers and also for students apart from teachers. *Secondly* is to be the learning support which can provide students with the real-world use of language. *Thirdly* is to be the motivation and stimulation since materials may be comprehensible as well as interesting. *Finally* is to be the references from where teachers and students can access the knowledge about the language.

### **3. The Form of Teaching Materials**

In the early days of English Language Teaching, teaching materials were offered in the form of course book that mainly contained reading texts

accompanied by a set of comprehension questions. Recently teaching materials have been developed in more flexible forms that follow the development of teaching and learning approaches. Today, teaching materials come in form of workbooks, teachers' guides, audio and video supports, and even computer assisted.

In general, teaching materials can be grouped into (1) printed teaching materials such as books, workbooks, worksheet, or readers; (2) nonprinted teaching materials such as cassette or audio materials, videos, or computer-based materials; and (3) teaching materials that comprise both print and nonprint sources such as self-access materials and materials on the internet. Those forms of teaching materials can be created by the teachers that simply called as created teaching materials. The created teaching materials serve some advantages for teachers as pointed out by Richards (2002: 253). The advantages of the use of created teaching materials are: (1) created materials can be motivating for learners, (2) created materials do not contain difficult languages, and (3) created materials can be superior to authentic materials because they are generally built around a graded syllabus.

The teaching materials can also arise from non-instructional environment that are called as the authentic teaching materials. According to Richards (2002: 252) authentic teaching materials are any teaching resources that were not specifically designed for the learning and teaching purposes. Using authentic teaching materials has been proved to be helpful and advantageous. Recently, it has been preferred over created teaching materials because they contain authentic

language and reflect real-world use of language. Richards also listed the advantages that these kind of teaching materials bring. Those are: (1) the authentic materials have a positive effect on learner motivation, (2) the authentic materials provide authentic culture information about the target culture, (3) the authentic materials provide exposure to real language, (4) the authentic materials relate more closely to the learners' needs, and (5) the authentic materials support a more creative approach in teaching.

From the explanation above, it can be concluded that based on its appearance, teaching materials are grouped into three forms: printed teaching materials, nonprinted teaching materials, and teaching materials that comprise both printed and nonprinted form. Furthermore, based on its sources, teaching materials are grouped into two forms: created teaching materials and authentic teaching materials.

#### **4. The Nature of Good Teaching Materials**

One of the concerns of any teachers in teaching language is to find, or create a body of materials that particularly would be found interesting by the students. However not every interesting teaching materials are comprehensible and teachable either for students or teachers. The role of teachers to solve this problem is to choose good materials that will meet the needs of the class as well as interesting.

In making decision about choosing whether teaching materials are good and appropriate or not, there are several principles that should be considered. The principles that are proposed by Crawford in Richards and Renandya (2008) are:

(1) language is functional and must be contextual, (2) language development requires learners' engagement in purposeful use of language, (3) the language use should be realistic and authentic, (4) classroom materials will usually seek to include an audiovisual component, (5) learners need to develop the ability to deal with written as well as spoken genres, (6) effective teaching materials foster learners' autonomy, (7) materials need to be flexible enough to allow for individual and contextual differences, and (8) learning needs to engage learners both affectively and cognitively. Those principles raise the nature that teaching materials should have.

The nature of good and appropriate teaching materials has been listed from Rowntree (1997) by Richards (2002: 263). He lists the nature of good materials: (1) good materials should arouse the learners' interest, (2) should remind them of the earlier learning, (3) should be able to tell students what they will be learning next, (4) explain new learning content to students, (5) should relate these ideas to learners' previous learning, (6) should be able to get learners to think about the new content, (7) should help learner to get feedback on their learning, (8) should be able to encourage students to practice, (9) should be able to make sure they know what they are supposed to be doing, (10) should enable learners to check their progress, and (11) should help learners to do better.

In addition, Richards (2002: 264) also lists several criteria for good teaching materials. He said that good teaching materials have to: (1) give learners something they can take, (2) teach something that learners can use, (3) give learners sense of achievement, (4) be interesting for learners to practice, (5) be



pleasurable for learners to experience, (6) succeed learners, (7) give opportunities for individual practice, (8) provides opportunities for personalization, and (9) provides opportunities for self-assessment.

Furthermore Tomlinson (2003: 21-22) also summarized some other characteristics that have been established by other experts in materials development. Those characteristics are: (1) materials should achieve impact; (2) materials should help learners feel ease; (3) materials should help learners to develop confidence; (4) what is being taught should be perceived by learners as relevant and useful; (5) materials should require and facilitate learner self-investment; (6) learners must be ready to acquire the point being taught; (7) materials should expose the learners to language in authentic use; (8) the learners' attention should be drawn to linguistic features of the input; (9) materials should provide the learners with opportunities to use the target language to achieve communicative purposes; (10) materials should take into account that the positive impact of instruction are usually delayed; (11) materials should take into account that learners have different learning styles; (12) materials should take into account that learners differ in affective attitudes; (13) materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulate both right and left brain activities; and, (14) materials should provide opportunities for outcome feedback.

Even though Tomlinson agrees with those characteristics, he proposes his own characteristics of teaching materials. These characteristics are: (1) materials should help learners to develop cultural awareness and sensitivity, (2) materials

should reflect the reality of language use, (3) materials should help learners to learn in ways similar to the circumstances in which they will have to use the language, (4) materials should help to create readiness to learn, and (5) materials should achieve effective engagement (Tomlinson, 2003).

Based on these characteristics of good and appropriate teaching materials, it can be concluded that, in most of language teaching, teaching materials have the basic characteristics that almost all experts agree to it. These characteristics are explained in more detailed by Cunningsworth (1995):

- 1) Teaching materials should be realistic and authentic. The realistic and authentic teaching materials should be able to create authentic responses from students. It also should enable students to get information. Moreover, realistic and authentic materials should challenge and stimulate students in learning the language. Finally, the realistic and authentic materials should enrich students' knowledge and experiences.
- 2) Teaching materials should arouse learners' interest that they will be pleased to learn the language. The interesting teaching materials will create effective engagement between learners and the language they learnt. The interesting teaching materials do not have to have heavy and intellectual topics in order to be worthwhile. The real and common topics usually create greater responses. Moreover, the language that can make students learn not only the target language but also other things can create more interest from the students.
- 3) Teaching materials should help learners to develop cultural awareness and sensitivity. Teaching materials should be able to communicate the social

functions and social setting to learners. It should show the portrayed of the real life in where the language is used.

- 4) Teaching materials should provide opportunities for personalization and practicing the language. Teaching materials should enable learners to seek their language needs and to learn independently. In this way, teaching materials should be provided by some features that enable learners to learn more about the language, such as a section for discussion, a section for skills activities, a referent section, and so forth; and,
- 5) Teaching materials should fulfill students' needs. Students' needs will be different based on the level of understanding and cognition of each student. That is why; teaching materials should be provided by enough examples of the language uses and functions, referent section for students who wish to learn more about the language, and exercises features that can be done independently outside the classroom.

These, based on his opinion each of the characteristics have to have aspects that should be fulfill by every teaching materials that will be used in teaching and learning the language. The following table is the aspects that are proposed.

*Table 1*  
*Indicators and sub-indicators of good and appropriate teaching materials' characteristics*

<b>Good and Appropriate Teaching Materials</b>	<b>Criteria</b>
<b>Authentic teaching materials</b>	1. It provides real topics
	2. It provides an immediate common topic
	3. It is taken from the non academic environments
	4. It explain the materials in the form of real life environment
	5. It provides the example in where language use in

	the real form
<b>Interesting teaching materials</b>	1. Students engage in the learning process
	2. It can be used to learn about other knowledge apart from the language itself
	3. It is provided with pictures
	4. It is provided with games, role-play, and/or other relevant activities
	5. It creates good attention from the students
<b>Teaching materials that help learners to develop cultural awareness and sensitivity</b>	1. It communicates sets of social and cultural values
	2. the characteristics contain in the teaching materials exist in some kind of social setting
	3. It shows the portrait of the social relationship realistically
	4. It includes the explanation of functional interaction
	5. It includes the explanation of personal interaction
<b>Teaching materials that help learners to practice the language</b>	1. It is provided with exercises
	2. It is provided with speaking practice section
	3. It is provided with discussion section
	4. It is provided with independent reading section
	5. it is provided with good layout of guided writing practice
<b>Teaching materials that fulfill students' need</b>	1. It provides the explanation of language content appropriate to the text being taught
	2. It is provided with the vocabulary list
	3. It provides with enough example of the use of the language
	4. It provides opportunities for students to explore the language independently
	5. It provides relevant contain materials as proposed by the cuiculum used

The characteristics and also the aspects for each characteristic will be used as indicators in this research. The indicators will be used as the standard to value the quality of teaching materials that students used in Micro Teaching class.

### **C. Review of Previous Studies**

There are several studies found related to the teaching materials. Suherniwita (2008) conduct a research about the analysis of the materials that are used in Intensive Course class in English Department of State University of Padang. In her research, Suherniwita described the appropriateness of the IC materials with the purpose of the IC and the theory of materials development. Based on the research, Suherniwita found that in general, the IC materials that were used are appropriate to the purpose of the IC class and the theory of materials development. However, she also found that there were some aspects that should be developed more, for example the design of the handbooks and the workbooks.

Other research that took teaching materials as the main discussion also conducted by Handika (2008) that in his research he examined the effect of using authentic teaching materials in teaching English for elementary school students. The research was conducted based on the quantitative research method where required two group of sample: the experiment and control. The authentic teaching materials were used to teach English in experiment class while in control class the authentic teaching materials were not used. From the result it was concluded that the use of authentic teaching materials increased the result of learning process.

Another study was conduct by Rahmadhani (2008) which examined the problem faced by senior high school students in acquiring language through authentic materials. He found that students in senior high schools had several difficulties in understanding authentic materials used by their teachers in learning. Those difficulties dealt with many problems, for example the lack of the

background knowledge to the culture of the native language, the unfamiliar to the topic that were brought by the materials, and the limitation of vocabulary.

Referring to those studies, another research about teaching materials is needed to be conducted. In this occasion that research will be about the students' understanding to the characteristics of good and appropriate teaching materials based on the theory of teaching materials development.

#### **D. Conceptual Framework**

One of the supports in language teaching program is teaching materials from where teachers get almost all the content knowledge about language. Teachers as the educators also have to take account in language teaching materials design. Teachers can adopt materials from any sources then use it classrooms. In another occasion, teachers may also develop their own materials that fulfill the characteristics of good teaching materials. Furthermore, teachers can also adapt materials to meet students' needs and to be more flexible. All teaching materials that teachers use in teaching language have to fulfill the characteristics good and appropriate teaching materials.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

The result of this research showed that most of students' written teaching materials did not fulfill the characteristics of good and appropriate teaching materials. So, it could be concluded that students' understanding in choosing good and appropriate teaching materials was poor. The students had knowledge about the characteristics of good and appropriate teaching materials, but their understanding was too shallow that they faced difficulties in applying the knowledge. Furthermore, the quality of teaching materials that they used in Micro Teaching class was average. Theoretically, students had knowledge about the characteristics of good and appropriate teaching materials as was proved by the result of the interview. Unfortunately, when it came to the application of the knowledge they had, they failed.

#### **B. Suggestions**

There was some suggestions proposed dealing with the problems summarized above:

1. In the subjects that teach and discuss about teaching competency, the lecturers should discuss more issues about good and appropriate teaching materials and give more chances and also tasks for students to practice.
2. In the subject skills such reading and listening, it is better for lecturers to explain that the reading or listening materials that they used would be good or not good to be used for teaching in schools.



3. For students or teachers read this research are hoped to apply the knowledge proposed.

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