DESIGNING ENGLISH INTRUCTIONAL MATERIALS FOR EFL SENIOR HIGH SCHOOL STUDENTS BASED ON SCHOOL CURRICULUM

MERANCANG BAHAN AJAR BAHASA INGGRIS UNTUK SISWA SMA BERDASARKAN KURIKULUM SEKOLAH

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PERYATAAN KEORISINALAN DISERTASI

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Menyatakan bahwa disertasi yang *berjudul Designing English Intructional Materials for EFL Senior High School Students Based on School Curriculum.* Merupakan karya asli. Seluruh ide yang ada dalam disertasi ini, kecuali yang saya nyatakan sebagai kutipan, merupakan ide yang saya susun sendiri. Selain itu, tidak ada bagaian dari disertasi ini yang telah saya gunakan sebelumnya untuk memperoleh gelar atau sertifikat akademik.

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ABSTRACT
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ENY SYATRIANA. Designing English Instructional Materials For EFL Senior High School Students Based On School Curriculum. (Supervised by Promoter Hj. Djamiah Husain, as well as Copromoters Haryanto and Baso Jabu)

The purpose of this study is to design instructional materials or a course book based on the school curriculum with the main teaching procedures: presentation, practice, and production for EFL students. What instructional materials that appropriate for the students? Are the instructional materials effective to improve the English language skills of the students?, What is the students' perception about the materials, and what is the teachers' perception about the instructional materials?

This developmental research consisted of need analysis, design, development, implementation, and evaluation. The need analysis through deep discussion presents a model of English teaching and instructional prototype which was tried out to get appropriate instructional materials with pretest and posttest design at three secondary schools. The instructional materials and instruments used were validated by the experts in their field. At every stage of development the materials were discussed and validated.

The result indicated that instructional materials based on the school curriculum and the procedures of presentation, practice and produce improve the students' English achievement. Instructional materials with different strategies and various materials improve the English achievement of the students. Both teachers and students argue that the good instructional materials are enough to be used in the teaching and learning process to increase the English achievement of the EFL students.

Key words: development; teaching model; English for secondary school students; competence; presentation, practice, and production procedure.

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ABSTRAK

ENY SYATRIANA. Merancang Bahan Ajar Bahasa Inggris Untuk Siswa SMA Berdasarkan Kurikulum Sekolah (Dibimbing Oleh Djamiah Husain, Haryanto, dan Baso Jabu)

Tujuan dari penelitian ini adalah untuk merancang bahan ajar yang didasarkan pada kurikulum sekolah dengan prosedur pengajaran yakni presentasi, praktek, dan produksi. Bahan ajar ini diperuntukkan bagi siswa pengguna Bahasa Inggris sebagai bahasa asing. Pertanyaan yang akan dijawab melalui penelitian ini adalah Apa bahan ajar yang sesuai untuk siswa?, Apa materi pembelajaran yang efektif untuk meningkatkan kemampuan bahasa Inggris siswa?, Apa persepsi guru dan siswa tentang materi bahan ajar?

Penelitian pengembangan ini terdiri dari analisis kebutuhan, desain, pengembangan, implementasi, dan evaluasi. Analisis kebutuhan melalui diskusi mendalam yang menyajikan model pengajaran Bahasa Inggris dan prototipe yang mencoba untuk mendapatkan bahan ajar yang sesuai dengan desain pretest dan posttest pada tiga sekolah menengah. Materi pembelajaran dan instrumen yang digunakan telah divalidasi oleh para ahli di bidangnya. Pada setiap tahap perkembangan materi, telah melalui proses pembahasan dan validasi oleh tim ahli.

Hasil penelitian menunjukkan bahwa bahan ajar yang disusun berdasarkan kurikulum sekolah dan menggunakan prosedur presentasi, praktek dan produksi, mampu meningkatkan prestasi Bahasa Inggris siswa. Bahan ajar dengan berbagai strategi yang berbeda dan beragam materi, dapat meningkatkan prestasi Bahasa Inggris para siswa. Para guru dan siswa berpendapat bahwa bahan ajar yang baik akan cukup efektif digunakan dalam proses belajar mengajar untuk meningkatkan prestasi siswa pengguna bahasa Inggris sebagai bahasa asing.

Kata Kunci: Pengembangan, Model Pengajaran, Bahasa Inggris untuk siswa sekolah menengah, Kompetensi, Presentasi, Praktek, dan Mengembangkan prosedur belajar

CHAPTER I
INTRODUCTION

This chapter deals with the background, problem statement, research questions, objective of the research, significance of the research, and scope of the research.

A. BACKGROUND

English in Indonesia is a foreign language. In the class room, it is not used completely; it is used with Indonesian language. In addition, it is not used in everyday communication. This condition makes it difficult for students to master the language. Students have a very limited time in the classroom to practice and increase the language skills, and they do not have much time in the classroom to practice all skills intended by the school curriculum to acquired, that is the school curriculum. This situation needs attention of teachers or educators to find the solution of the mentioned problem (Syatriana, 2011).

Many research results argue that Indonesian students' English proficiency is low (Syatriana, 1998; Mardiana, 1993; Hamra, 1993, 1996; Kwelju, 2003). The Ministry of Education and Culture has conducted many efforts such as workshops and education and training for English teachers to increase the professionalism of teachers at all levels of education for the purpose of teacher qualification. Increasing the

English proficiency should be the main objective of every teacher, educator, or the stakeholder. It is a primary need for Indonesian people or parents of students.

Based on the observation to the schools where the research was conducted almost all of the students have low English proficiency (Sikki, E. A. A., 2013: Rumaedah, 2013: Syukur, H., 2013) which comes from various aspects. These include: The monotonous teaching strategies implied by the teachers in the classroom, the lack of teaching facilities or media, the linguistics competence, the learning habits, interest, attitude, and ineffective instructional material (Hamra, 2005).

Not many teachers facilitate their teaching with appropriate teaching media; they are not aware of using of the teaching media. They teach totally based on the commercial textbooks, such "Fossil Advance English" and "Look a head". The content of these course book does not in a good order, course books prepare syllabus and lesson plans so that teachers are not necessary to design syllabus and lesson plans anymore compare to the course books prepare by the government. Most teachers implement the commercial book books although they do not match the school curriculum. Nearly all of them are reluctant to prepare appropriate media in their teaching and learning process. They know the importance of the media, but they are not aware of them. This is a real situation that happens at almost all schools. From all possible handicaps mentioned, the instructional materials may contribute the main cause of low learning outcome of the students since they do not match the school

curriculum. Therefore, the present research plans to design English instructional materials to improve the students' English proficiency.

The present study designs effective instructional materials or course book based on the school curriculum that is expected to improve students' proficiencies. The design will be based on the school curriculum, purpose of material writing, and the applications of various learning strategies. The school curriculum is designed by the school that can be helped by the experts in the field from universities. Every teacher is expected to develop syllabi, lesson plans, instructional materials based on the school-based curriculum (KTSP, 2006). In reality, not all English teachers are able to develop instructional materials. This is also the reason why this research was conducted. The schools have to design syllabi that have components of competency standards, basic competency, instructional materials, learning objectives, indicators, evaluation, allotted time, and learning resources for each subject at a school.

Instructional materials or coursebooks should provide teachers and learners with the arrangement of professionally developed materials, allowing teachers to spend their valuable time more on facilitating learning materilas (O'Neil,1982); Hutchinson and Torres (1994); Edger and Wharton (1998) say that coursebooks are used flexibly, and they can be adapted and suplemented to meet the needs of spesific classes. Brady & Kennedy (1999) state the following disadvantages for the use of coursebooks:

1. Coursebook fulfills a wide range of practical needs, particularly in a context where English is being taught in a non-English-speaking environtment.

2. The coursebook helps to provide a route map for both teacher and learner, making it possible for them to look ahead to what will be done in a lesson as well as to look back on what has been done.

3. Coursebook provides structure and predictability, which help participants in social interactions like lessons, a safe base, a platform for negotiation and exploration.

4. By dealing with a certain amount of routine work for teachers, the coursebook frees them to attend to more important aspects of lesson planning (including materials adaptation and supplementation) and to concentrate on using their creative skills.

5. The coursebook is expected to meet the students needs, specifically to the instruction, mastering, and understanding its content. The book will be designed to make learning for the students as easy as the students use it in learning. Later, it is hoped that the course book may help the students to reach the Standard Point Criteria among various of school group levels.

Chou (2010) presented some disadvantages of English course books, among others: (1) the large number of activities of "questions and answers" in the course books may cause many students find the learning process boring and uninteresting. The reading selections mostly international level which do not touch the local context (Tomlinson, 1998).

Based on the previous description, this research intends to design English instructional material for high school students based on the school curriculum for the purpose of students learning English effectively so that they have good English language skills in accordance with the school curriculum. The proposed study has some steps: need analysis where the existing student English proficiency and the instructional materials were analyzed, what the students' want, and what the students' lack, and what the students wish to learn? (Nation & Macalister, 2010).

B. Problem Statement

The present study wants to develop instructional materials for secondary school students based on the appropriate practice, effective presentation, and good production in order to obtain the English school curriculum objectives.

English as a foreign language in Indonesia should be based on the principles of language learning as a foreign language. Learning English as a foreign language in Indonesia cannot be equated with learning the Indonesian language. English can be as a second, third, or fourth language for the learners. Therefore, English requires a special treatment of learning that needs to be understood by teachers and leaners from many concepts: curriculum, syllabus, and the lesson plans.

Syllabus design, the lesson plan, and the presentation require the preparation of good teaching skills, so that learning outcomes can be achieved perfectly. Good syllabus, materials, and lesson plans can guide the students to master the subject. It

may create motivation to learn English. With students' motivation to learn, the habits will be formed in the self-discipline study. The design of instructional material will be based on the main strategy: Presentation, Practice, Production (PPP). This present study tries to use the appropriate strategies that support the principle of language learning, and these strategies are prepared for achieving a particular end, controlling and manipulating certain information, Brown (2007).

C. Research Questions

Considering the previous description, the main research problem is designing the appropriate instructional materials to be used for the students of secondary school to improve their English proficiency. Therefore, the research questions are:

1. What instructional materials meet the secondary school students' needs in learning English?

2. Are the instructional materials effective to improve the students' English achievements?

3. What are the students' perceptions to the use of the instructional materials?

4. What is the teacher's perception toward the instructional materials?

D. The Objective of the Research

The primary objectives of this study include:

1. To find out appropriate instructional materials that meet the students' needs in learning English.

2. To find out the effectiveness of the developed instructional materials.

3. To find out the students' perceptions of the use of intructional materials.

4. To find out the teachers' perception toward the use of the instructional materials.

E. Significance of the Research

The appropriate instructional materials will be the most important and useful aspects in obtaining the language achievement or knowledge skills of students and for teachers in the teaching and learning process. The integrated strategy used in the teaching and learning process can be an optional strategy to make learning activities more informative, interesting, and relevant for high school students. In addition, this study will produce suitable teaching materials which contain many various exercises that needed by students. The instructional materials contain subjects that have been written on content standard in curriculum and meet the students needs in learning English. Therefore, the outcome of this study may help teachers in the learning process from the old design into the new design of the instructional material in terms

of the course design, content and organization. In addition, the major finding of this study provides instructional design with systematic analysis.

F. Scope of the Research

This research is under the umbrella of applied linguistics and focuses on the materials development. Teachers from different schools are involved and the needs of students in the teaching and leaning process are described for developing instructional materials. They become a basic consideration to design instructional materials based on the school curriculum and the syllabus for secondary school students with appropriate integrated approach: presentation, practice, and production.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the previous related research findings, some pertinent ideas, English competency, school curriculum, the approach of presentation, practice and production procedure, instructional model design, and theoretical framework,

A. Previous Related Research Findings

This research is related to many studies conducted before. Firstly, the study of (Syatriana, 2011) presented the model of English teaching, mainly focusing on the oral and written proficiency of the students. The model considers other aspects; including the classroom managements, the authentic materials, learning environments, teaching techniques and strategies, students' characteristics, and evaluations which result in instructional design for English teaching at secondary schools. Secondly, the study of (Hamra, 2009; 2010) presents the process of writing teacher-produced material that is started from the identification of material in the need analysis, investigating the students' need, considering contextual material, thinking of pedagogical principles,

presenting of how to develop instructional materials, students use of materials, and the evaluation of the materials.

Many other research results show that almost all of the Indonesian students still have difficulty in comprehending English texts. Hariana in Rugayyah (2005) reported that reading materials in various ways could improve their reading interest. It means that they still need the teaching and learning process to be good readers. Abraham (2005) stated that "Reading ability does not appear to correlate directly with reading interest." Syatriana (1998, p.23) discussed the levels of reading comprehension of the fifth semester students of STKIP-YPUP Ujung Pandang. She found that almost all of the students were at frustration level.

Montague, Wulfrek and Ellis (1993) highlights that the best design does not compensate for the lack of skill needed to develop quality instruction. An instruction is a set of events that facilitate learning while design means a creative pattern or a rational, logical, sequential process expected to solve problems as the systematic process of translating principle of learning and instruction into plans for instructional materials. Russel (1981) states that personal interest refers to emotions such as love from one's inside leading to being intrinsically motivated to join in an activity.

A number of researchers have discussed good strategies in designing instructional materials to be effective in promoting learners' interest, Stewner Manzanares, Chamot, O'malley, Krupper & Russo, 1985; Weden & Rubin, 1987;

Oxford, Talbott & Halleck, 1990). In addition, strategy in designing instructional materials helps teachers become more aware of their students' needs and improves the relationship between the instruction and students styles and strategy.

B. Some Pertinent Ideas

1. Concept of Learning

Learning as a tool to get information, knowledge, science, and technology is an old concept since it is based on stimulus and response activities (Gagne, 1985:5). It was stated that a learning takes place when the stimulus situation affects the learner, and his performance changes from a time before being in that situation to a time after being in it. The change in performance is what leads to the conclusion that learning has occurred.

The description clearly states that learning occurs when there is a change of behavior or attitude after interaction with learning resources. The changes can be caused by the experience or learning environment. Interacting with learning resources results in behavioral modification caused by the experience. Therefore, it can simply be stated that learning is a change in behavior through experience from not knowing to knowing something.

Learning description as assessment tool used for identfying an individual students strength and more in various content and development areas. These descriptions, which consist of listing ability and accomplishment that are developmentally appropriate indicate where children begin in their learning and the

stage trough which their progress as they active propiciency.Using these description, it can ducument students pattern of growth overtime in reading, writing, science, and emotional development and physical skill. Teacher can also use learning description to communicate with parents and families. By providing information on the full spectrum of development on any area, learning description provide it with valuable info.

Siemens (2004), Brown (2007) consider behaviorism, cognitivism, constructivism, humanistivism, as the board theorist of learning and may help shape and define the outcome of the instructional materials.

a. Behaviorism

The earliest learning theory for instructional design is the Behavioral Theory of Learning developed by Skinner (1993). Behaviorist theory states that learning is a mechanical process of habit formation and proceeds by means of the frequent reinforcement of stimulus-response sequences. It provides audiolingual methods based on the assumption that teaching a language should reflect and imitate the perceived process of mother tongue learning. The precepts are: never translate; new languages should always be dealt with in the sequence of listening, speaking, reading and writing; frequent repetition is essential to effective learning; and all errors made by the learners must be immediately corrected. The basic exercise technique in this theory is pattern practice. From the behavioral perspective, learning is viewed as the acquisition of responses and achieved through frequent responding and immediate reinforcement of appropriate behavior (Mayer 1992), in other words, Learning is believed to occur

when desired behavior is consistently reinforced. Thus, the primary focus of this perspective is on the study of observable behavior; stimuli and responses. Behaviorists are concerned with behaviors of influences on the external environment so as to predict and control behavior. Instruction is the arrangement of contingencies under which learning takes place. (Kang, 2000). Contigencies are environmental conditions that shape the individuals behavior, including antecedents and consequences. All components of contingency must be measurable and observable. "Learning is as certained by objective measures in which behavior is operationally defined and measured according to some behavioral indicators" (Shambaugh & Magliaro, 1997, p.27)

b. Cognitivism

Cognitive learning theory, which is dominated by cognitive approaches, emphasizes design based on characteristics of individual learners. Cognitive theorists look beyond behavior to explain brain-based learning. Cognitivists consider how human memory works to promote learning. This perspective, as the name suggests, focuses on the cognitive process as the source of learning and it is exemplified by the early work of the developing a continuum of cognitive development (Sims & Sims, 1995). It holds that cognitive learning means knowledge learning, which includes not only the knowledge itself but also its application. Knowledge includes declarative knowledge (knowing what), procedural knowledge (knowing how) and conceptual knowledge (the acquisition of the knowledge of "when and how").The generalizations

from this perspective have been incorporated into curriculum development or program design. Model of teaching developed from this perspective include concept attainment, concept development, and advanced organizer (Joyce & Weil, 1992). Instructional system design has adopted many of its assumptions to design and evaluate instruction (Sheal & Glasgow, 1998) and their implications are still and will be applied further in educational practice. In cognitive theory, the learners are as the thinking being. It takes the learner to be an active processor of information learning and using a rule requiring learners to think, the basic teaching technique with a cognitive theory of language learning is the problem-solving task. Kramlinger and Huberty in Smith (2009, 47) suggested, the cognitivistic approach is an academic approach based on the principle that learning occurs primarily through exposure to logically presented information.

c. Constructivism

Constructivism holds that knowledge is not passively received but actively built up by the cognizing subject (Jonassen,1996). According to Simons (1993) constructive learning is active (i.e., learning process information meaningfully), cumulative (i.e., learning is develop or built on prior knowledge or past experience), integrative (i.e., learner elaborate and interrelate new knowledge with their current knowledge), reflective (i.e., learners subscribe to goals of learning).

Constructivist view emphasizes that learning is process that must necessarily involve a collection of person in order construct knowledge. Proponents of constructivism maintain that learning environments should be designed to facilitate the

construction of knowledge (Jonassen,1996; Newby et al., 1996) Some key principles of constructivist theory include the emphasis on learning rather than teaching. It calls for the creation of innovative practices to promote personalized education, role playing, and various forms of cooperative learning through authentic tasks.

By comparison, "behavioral theory is restricted to external, observable behaviors, attempting to explain why certain behaviors occur while cognitive theory attempts to determine how learning takes place, based on processes believed to occur within the learner (Hannafin & Peck, 1998, p.47).

Classification of learning type that deals with behavioral changes is based on the theory of behaviorism. This theory includes theoretical propositions relates to measurable and observable aspect of human behavior, stimulus and response and the rules that define the establishment of links between components of the observed behavior (Lefrancois, 1995). In the field of language teaching, Richards & Rodgers (1992:35) apply the theory of "behaviorist-habit learning" by focusing more on process rather than learning conditions. Learning activities are equipped with some exercise habit formation.

d. Humanism

Human beings are emotional creature. Affect refers to emotion or feeling. The affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side. The development of affective states or feelings involve a variety a personality factors, feelings both about ourselves and about others with whom we

come into contact. Benjamin Bloom and his colleague Brown (2007) provided a useful extended definition of the affective domain that is still widely used today.

1. At the first and fundamental level, the development of affectivity begins with receiving persons must be aware of the environment surrounding them and be conscious of situation, phenomena, people, objects; be willing to receive-to tolerate a stimulus, not avoid it- and give a stimulus their controlled or selected attention.

2. Next, person must go beyond receiving to responding, committing themselves in at least some small measure to a phenomenon or a person. Such as responding in one dimension may be in acquiescence, but in another higher dimension, the person is willing to respond voluntary without coercion, and then receives satisfaction from the response.

3. The third level of affectivity involving valuing: placing worth on a thing, a behavior, or a person. Valuing takes on the characteristics of beliefs or attitudes as value are internalized. Individuals do not merely accept a value to the point og being willing to be identified with it but commit themselves to value to pursue it, seek it out, and want it, finally, to the point of conviction.

4. The fourth level of the affective domain is the organization of value into a system of belief, determining interrelationships among them, and establishing a hierarchy of value within the system

5. Finally, individuals understand themselves in terms of their value system. Individuals act consistently in accordance with the value they have internalized and integrated beliefs, ideas, and attitudes into a total philosophy.

C. English Competency

Atkinson (1985) shared four basic competencies that must be mastered by the learner of languages, namely: listening, speaking, reading and writing. Writing and speaking is the output while reading and listening are inputs that must be trained to produce to obtain good output. Writing as a skill in languages is absolutely always to get more attention in terms of improving the quality of the writing. .

The ability of students to communicate can be seen from two aspects, namely: communication verbal and written communication. In oral communication, teachers must equip the students with good pronunciation; on written personal communication, teachers must equip the students with knowledge of correct writing and spelling. Errors in pronunciation and spelling may cause misunderstanding.

In learning some languages, there are two main skills that need to be controlled, namely: (1) Skills of receptive and productive skills. Receptive skill: listening skills and reading skills, (2) productivity skills consist of: speaking skills and writing skills. Here is the explanation of each skill:

1. **Listening**

Listening means an effort to gain understanding of the hearing. As with reading, there are several important aspects or skills which need to be in listening, namely: (1) to understand the subject matter which presented by the speaker, (2) to understand in details the basic thoughts that is expressed by the speaker. A good observer uses records retrieval skills (note taking) while listening to a description.

a. The process of listening

Listening is not just to hear what someone said, but heard by Lyman K. Steil in Ehninger et al. (1982:28) has three important components, namely: (1) Interpretation of what someone said, the interpretation of the listener can really be incorrect but could also depend on how far he has knowledge of the hearing, (2) evaluation is to weigh the information and decide how to use it, and (3) responding based on what is heard, understood, and evaluated.

In the process of listening, audiences are sometimes unable to process the sound is heard from speakers such as rooted in physiological processes (hearing), the basic tendency of psychological (perception) and idiosyncrasies (listening habits) listener itself (Ehninger et al. (1982:30). At the hearing, we must strive to hear the message which is delivered, so conversation can be evaluated, responded. The perfect understanding can be obtained properly.

b. Listening Skills

Many learners cannot understand or comprehend what is heard; therefore, they cannot use techniques or listening skill well. Listening skills can be enhanced or repaired through the exercise with good technique. Hearing is not without purpose or just passive. Whether hearing aims to enjoy what was said or how to say something, get a sense of a message, or to evaluate what the facts, hear the good requires a positive attitude (Andrew & Carolyn (1980). People listen well as they want to, not because they have to. Listening to the understanding or evaluation is more complex than the hearing to enjoy. The speaker does sometimes not convey his ideas in a complete format, they would beg the listener to complete it based on knowledge and experience. The expectancy completes the speaker's information or ideas to a barrier to the listener's understanding.

In learning English, students are expected skilled in listening to the words, phrases, sentences, simple oral text, a conversation between two people or more and can give a precise meaning. The precision gives the meaning that a lot depends on the basic knowledge students possessed. Students who listens to a description of the supermarket and know a lot about the supermarket probably because he lives in the city, then it will be easy to answer questions about the supermarket.

2. Speaking

Speaking is a skill in conveying information, ideas or concepts to the listener. To understand the review easily by the listener, the speaker usually uses a certain procedure in conveying his ideas. Speakers always strive to present the information

that can be easily understood by listeners. There are some important things to pay attention for speakers of English in order to make the message can be understood that was delivered, by his audience well, namely:

1. The utterance or pronunciation of speaker should be clear, and accurate. Mastery of language is not only determined by how many or large the mastery of grammar but also how accurate and clear the speaker say the words, phrases, or sentence by sentence in the speech of information.

2. To states the ideas in complete sentences. Main ideas are the most important information to be conveyed by the speaker.

3. To develop ideas by providing explanations, descriptions or examples.

4. To use sentences which are easy to understand by his audience. The sentences are to be used should be adapted to the level of student ability.

5. To use the appropriate sentences intonation and gestures (body movements or eye contact) is to help listener's understanding.

3. Reading

Reading is a complex cognitive activity that is indispensable for adequate functioning in society. To enter the present literate society, students must know how to learn from reading. Successful reading, especially in the higher grades, includes critical thinking and studying. Students are required to understand the meaning of text, critically evaluate the message, remember the content, and apply the new found knowledge flexibly (Brown & Campione, 1990; Pressley, 2000). As students advance

in their studies, they need to be able to rely on their ability to independently understand and use information gleaned from text. Text becomes the major, if not the primary, source of knowledge; reading is a mediating process that involves composition of meaning (Smagorinsky, 2001).

Reading is one of the four language skills that is necessary to be owned by anyone who wants to improve science. Mikulecky & Jeffries (1996) states that reading is an appropriate tool to promote life-long learning. By teaching students to read, it means to give them the skills to obtain or increase their knowledge so that he can be full of students with the large insight.

a. Meaning of Reading

Reading is a process of language and communication, which is a process which provides the opportunity for readers to make contact and communication with various ideas (Dechant,1980). Therefore, reading always involves interaction between writer and reader. Reading is an act of communication processes that starts from the mind of the writer that is expressed on paper through symbols. Without a reader, communication through writing on paper might not happen.

Reading requires thought and creative activity. These activities require knowledge and skills essential for reading which held by the reader. Ability and skill in question is the ability and skill to recognize words, to understand the meaning of the word, to understand what is being read, to organize and remember, to associate information, and to read aloud to be understood by the listener. Therefore, reading

requires high order thinking. Reading requires the communication of the message and understanding which consists of several levels of understanding. They start from the level of verbal understanding to the level of interpretive concrete understanding to the abstract, and from the simple level of evaluation to the level of complex evaluation. It involves interaction between reader and text characteristic, which work on each other to form meaning.

In general, the definition of reading consists of two categories. The first category views reading as a decoding process, where readers are taught to write the words. The second category is to read to find meaning (reading for meaning), where the emphasis is on reading for comprehension. The comprehension in reading is very difficult to give restrictions, as proposed by Robinson (1980) state that there is no certain definition of reading comprehension. Vacca and vacca (1986) states that to read "involves the comprehension and interpretation of ideas symbolized by the written or printed page." Smith & Dechant (1961:23) provides a definition of reading as an "interpretation of the printed page." In the process of interpretation, the reader is often difficult to communicate the symbol graphic to their experience. In addition, the interpretation also requires recognition and perception. Both Vacca & Vacca and Smith & Dechant agree that reading requires a prediction, decision, analysis, synthesis, selection, and evaluation of the public. In this connection, the reader is challenged by the author, but on the contrary, he is authorized to give meaning or significance to the author's writing based on their opinion.

Although many differences about the definition of reading, most reading experts agree that the reading process include: (1) letter and word recognition, (2) understanding of the text, and (3) reaction and assimilation of new knowledge from reading texts with experience / knowledge possessed reader. In general, lecturers reading (reading lecturers) have argued that reading is the interaction between writer and reader. To understand the message text, the reader must observe, interpret, and evaluate reading materials. This process varies in each reader relies on reader knowledge of the content of the text and purpose of reading. The process of observation, interpretation, and evaluation occurs quickly in the mind of the reader. The amount of time spent is not an essential element, but the important thing is active participation from readers.

b.   Reading Comprehension

In general, reading comprehension is text information acquisition. If the information is not prepared or processed means of understanding does not occur. Therefore, the reading means understanding. Comprehension in reading involves the relationship between meaning and symbol of the word, the selection of the precise meaning according to context, the organization of meaning, and the ability to give arguments as well as capturing the idea. Therefore, reading in the sense understood in essence is thinking. Understanding is a process of thinking through reading. Understanding that rely on basic cognitive and intellectual ability, background

experience, including mastery of vocabulary, knowledge about concepts and ideas, and language skills including knowledge of morphology and structure of sentences.

Many activities in reading comprehension is based on three levels of reading comprehension; third level of understanding is usually called literal level of understanding (on the lines), inferential comprehension (Between the lines, and critical understanding (beyond the lines). It can be argued that all three levels of this sequential hierarchical; literal comprehension is easier than inferential comprehension and inferential comprehension easier than a critical comprehension. Next Lapp & Flood (1986) suggested three levels of comprehension, namely:

1) Literal comprehension

Uunderstanding based on facts that exist in the text where the reader can be expected to mention or remember the facts in the text . Thus, the literal comprehension questions are easy to answer because the answers are stated by the writer.

2) Inferential comprehension

On this understanding the reader is expected to integrate information and draw conclusion (inference). Readers are expected to know not only what the authors say, but also what the author intended from being said.

In the literal comprehension the readers read on the line, in inferential comprehension readers read between the lines. At literal comprehension readers

identify the important information, at inferential level readers look at the link containing information and make inference based on that relationship.

3) Critical comprehension

At a critical comprehension of the reader is expected to use the information to express opinions and form new ideas. At this level, readers are invited to read on the other side of the line (beyond the lines). Therefore, at this level of understanding the reader should be able to find new ideas based on existing information, as expressed by (Longman, 1985) stated that the discovery of an idea or concept "is in its essence a matter of rearranging or transforming evidence in such a way that one is enabled to go beyond the evidence so reassembled to additional new insights"

4. Writing

Writing that cannot be separated from human life is a form of communication where a person can express ideas, feelings, or knowledge. Learning to write is an important activity throughout the learning process experienced by learners.

As in the skills of reading, learner in writing also need to think of thought (main idea) that will be delivered, how the basic thoughts of supporting (supporting details) is formulated, and how details are disclosed in supporting these basic thoughts in conveying the message or information. In general, writing component of the mechanism consists of: content's organization, grammar, vocabulary, and mechanics of writing.

a. Factors Supporting Learning

Mastery of English language skills and ability to consider a number of important aspects, such as: affective aspects (motivation, habits, attitudes, interests), learning strategy, the creation of classroom interactions that build an atmosphere of learning, and knowledge about the concept of language by students.

1. Affective aspects of learning

2. Motivation and study habits

Witt & Wheeles (2006) states that "a habit is a link between a stimulus and a response. Habits are acquired through contiguity." Further, Durkin (1993) stated that" habits are formed through the repetition of some act that satisfies a motivating condition." From this restriction can be argued that the habit is an action that formed by repeated to meet the conditions motivated or personal needs. Therefore, the learners motivated by personal needs. Students learn to speak without realizing that the analytical process involved in it. Adults no longer remember the stages of language learning. Reading habits are formed from activities that are repetitive, conducted since the child began to read. Therefore, the linguistic patterns that exist in adults are the linguistic patterns that form on the child in the past that is almost entirely occurs in nature or habits. This is in line with that put forward by (Hall, 1964:17) state that "Languages are systems of habit."

3. Learning Attitudes

School Dictionary (1987) states that the attitude is "a manner of thinking, acting, or feeling." Ruch in Syatriana (1998) defines attitude as "a relatively stable, learned,

emotionalized some predisposition to respond in consistent way toward one or a group of objects, persons, or situations."Furthermore, From the restrictions mentioned above can be argued that the attitude is a tendency of thoughts, opinions, feelings, or actions consistently to one or group of objects / goods or people. The attitude is due to the interaction between people with people, between people with either an abstract object or a concrete. Person's attitude that a lot depends on the feelings, thoughts, or behavior. If someone has good feelings, good thoughts, and pleasant attitude towards someone or something the object, it will show a good attitude as well. He will approach the person or object with a pleased too; even he can give its full support of people or goods. Attitude or an act of someone who is different is the realization of behavior. Therefore, a person's attitude can be observed through behavior. Students' learning attitude and learning motivation are influenced both by their perceptions of teachers and directly by teachers' actual behaviors (Allen et al., 2006). When students perceive their teachers are providing clear expectations, contingent response, and strategic help, they are more likely to exert more effort and be persistent. In other words, they are more motivated to learn. The students feel happier and more enthusiastic in class if they experience teachers 'warmth and affection. When teachers focus their attitudes and actions upon this concept of teaching, they begin to see themselves differently. They become instruments, dynamic and influential, whereby the conditions develop to maximize the likelihood that motivation and learning will

occur (Russell, 1971). Indeed, the teacher is a manager who leads and controls the class and tries to bring out the best out in students

Epstein (1980) gives some characteristics of attitudes, as follows:

1. Attitudes involve the relationship of subject and object. The subject is a human being, while the object is anything in which humans interact with him.

2. Attitude has a direction. This means that a person has control over the object, he may agree or disagree, like or dislike to the object in which it interacts.

3. Attitude contain intensity factor. These factors include the weak intensity of the strong attitude toward the object of the subject. For example, five students may have also five different attitudes towards how the presentation of the material of the courses taken.

4. Attitudes can be obtained. Attitudes can be obtained from the integration between new experiences and long experience (past experience) through a process of thoughts and feelings. For example, a student has a negative attitude towards the course lecturers or professors because the students have little experience on that subject, and he also has little experience of other professors

5. That attitude is stable and consistent. That attitude is formed when the perpetrator has reached interpretation attitude, reaction, or a stable and consistent answers to the object in which it interacts. That attitude is based

on the stability of behavior (behavior); therefore, the attitude cannot happen spontaneously.

6. Learning Interests

Webster's New World Dictionary (1984) states that "interest is the feeling of concern, curiosity, etc. About something. Interest is arousing and sustaining the learners's curiority and attention. "Attitudes and interest are closely related. "The attitude of a portrait of a general trend, while interest operate in a more general. Sometimes the interest is classified as a positive attitude toward the object of interest. A trait or an attitude May favor activity of a given sort without involving the clear awareness and concentrated activity involved when we are 'paying attention' to something.

The term interest is used psychologists to express feelings of fun to activities that took place. In the daily activities of interest addressed to something valued or preferred. Selection of work and the satisfaction gained in the workplace is usually dependent on interest. Zhang (2002) said that five characteristics of interest (interest), namely: (1) interest that can be obtained, (2) interest was sustained (persistent), (3) there is a much stronger interest from other interests, (4) interest causes us to reject or accept, and (5) The interest shown by the readiness to do. In relation to reading, reading interests play an important role in improving reading skills. Cox & Guthrie (2001) argues that "the amount students read for enjoyment. Sonnenschein & Munsterman (2002) states that "the affective quality of the reading interaction was the

most powerful predictors of student's motivation for reading." Preservation of reading interests is necessary that the reading interest remains in self-learners by providing materials/teaching materials that can stimulate interest of students to improve reading comprehension skills textbooks. Teachers are identified as a key factor in making learning effective (Nasr, Booth & Gillett, 1996), even more so in an English classroom where students learning relies so much on teachers' teaching (Wen & Clément, 2003). As those of us who have learned a foreign language know well, learning the target language effectively requires a supportive atmosphere. In order to facilitate learning, a learning environment in which the students do not feel threatened or intimidated is needed (Boyle, 2000). In a supportive classroom climate where a teacher creates an atmosphere of warmth, safety, acceptance, and genuineness with his or her students, the student becomes a more self-initiated, self-confident, self-directed, and less anxious learner (Rogers, 1983). As a result, students experience the comfort and enjoyment of learning and much more, positive instructional outcomes are likely to occur (Sorensen & Christophel, 1992; Banfield, Richmond & McCroskey, 2006).

D. Class Interaction

In general, the learning model applies two different kinds of learning interactions, namely: (1) group activities: teacher-students, students-students, students-teacher, and (2) individual activity in which students are given the opportunity to do

the exercise itself. Thus, the interaction of learning can be done in groups and individually.

E. School Curriculum

The school curriculum was designed based on Education National Standards consisting of content Standard, process standard, graduation standard, education workforce standard, infrastructure standard, management standard, financing standard, and assessment standard. Two of the eight standards: competency standards and content standard are the main reference for developing curriculum. Law of the Republic of Indonesia Number 20, in 2003 (UU 20/2003) about National Education System and Indonesian Government Regulation Number 19, in 2005 (PP 19/2005) about Education National Standards has mandated the curriculum in elementary and secondary levels of education. Curriculum is generally interpreted as' sylabus' or a course.

However, curriculum is a very general concept, involving consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an education program. According to Nasution (1995) curriculum is a set of plans and arrangements on the objective, content and teaching materials, and method used, to guide the implementation of instructional activities to achieve certain educational goal. Objective includes the national education goals as well as conformance to specification, state and regional potential, education unit and learners.

It is generally understood that curriculum development comprises three main stages: design, implementation, and evaluation (Brown, 1995;   Richard, 2001). "Sylabus is most often defined as specification of content to be taught in a course; and is concerned with course objective. (Dubin &Olshtain,1986; Jordan,1997; Nunan,1998; Richard, 2001). Curriculum treats teachers as facilitators and mediators who help keeping students' learning process goes well. The main attention is on students' learning, not on discipline or the teacher. The function of a facilitator or a mediator are (1) to provide learning experiences that enable students to responsible to make design and process; (2) to provide activities that stimulate students' curiosity and help them to express ideas, to stimulate students to think productively, provide opportunities and experiences of conflict, (3) to monitor, evaluate, and indicates whether the student thought the road or not. Teacher watches and tests whether students apply knowledge to deal with new problems. Teacher helps students to evaluate hypotheses and conclusions.

Curriculum is designed by each school. It is a product that shows peculiarities or advantages of each school. Therefore, before preparing the respective levels of school education units or entering into any study or analysis of the potential, weaknesses, opportunities and challenges faced both in the present and future. Center for Research and Curriculum Development (Depdiknas, 2008) stated that the curriculum was developed in each level of education unit with the following characteristics:

1. Curriculum has the vision and mission that are developed based on potential, condition and needs of schools.

2. Student-learning centered, developing creativity, create conditions that are fun, challenging and contextual.

3. Classroom-based assessments that are internal as part of a process-oriented learning, competence and mastery learning benchmarks obtained through a variety of ways: port polio, works, assignment, and performance of a written test.

4. Education Unit Management is more school-based management to: achieve the vision and mission of the school, by school curriculum device development, empowerment of staff and other resources, in horizontal collaboration with other schools and schools committee and professional organizations, and also collaboration vertically with Ministry of Education and Culture.

Curricular variables may include the length of the instructional activity, the difficulty of the content, the types of materials, the organization of the task, and/or the relevance of the information presented (Dunlap, Kern, & Worcester, 2001). Planning the learning process which based on curriculum includes preparation of the syllabus and lesson plan , which contains at least the purpose of learning, teaching materials, teaching methods, learning resources, and assessment of learning outcomes. Under this provision, country and schools have space to make modifications and to develop a

variety of education provision based on the circumstances, potential, regional needs and conditions of students.

It has been mentioned above that the school curriculum lets the schools create their own curriculum based on the school's potensial, condition and needs. It is clear to explain us that one school is possible to be different on designing curriculum with others. It may also let the different in determining the Standard Point Criteria among the schools in Makassar. The school with general level group will be lower than medium and even to favorite level group. By this condition, it is necessary to find the way to compare the Standard Point Criteria in entire high schools in Makassar. As Cunningsworth (1995:1) has noted, that the wealth of cousebook fulfills a challanging task, requiring teachers to make informed and appropriate choices when selecting coursebook and supporting materilas.

The development of a diverse curriculum that refers to the National Standards to ensure the attainment of education in national education goals. National educational standards include: (1) content standards, (2) standard process, (3) competency standards, (4) the standard of education personnel, (5) the standard of facilities and infrastructure, (6) management standards, (7) financing standards, (8) assessment standards. Standard content and competency is a basic reference for the unit elicits education in the curriculum.

School Curriculum (SC) is an operational curriculum developed and implemented by each educational unit in this case refers to the law school is the

educational unit (Sutrisno, 2008). In developing the SC is done by each group or the education unit and school committee/Madrasah under the coordination and supervision of Department of Education and Culture, Ministry of Religious Affairs office of district/ for Secondary Education and Special Education.

SC emphasis is on developing the ability to do (competence) and tasks with specific performance standards so the results can be felt by students in the form of mastery of a set of specific competencies. This educational program standard device should be able to deliver students to have a competency of knowledge, and values used in various fields of life.

SC is a curriculum that reflects the knowledge, skills and attitudes which refers to the concept of education as suggested by Bloom, which in turn can improve students' potentials optimally. Accordingly, the curriculum is prepared to foster the learning process in schools oriented mastery competencies that have been determined by integrative. Thus, this curriculum is the development of knowledge, understanding, abilities, values, attitudes and interests, to perform a skill or task in the form of skills and sense of responsibility. Furthermore, this curriculum is a curriculum design that was developed based on a number of specific competencies, so that after completing a certain educational level, students are expected to master a series of competencies and apply them in later life. The curriculum implementation in Indonesian education system does not just change the curriculum, but it involves fundamental changes in the education system. Application of SC requires a paradigm shift in teaching and

schooling, because the application of SC   not only caused changes in concepts, methods and strategies of teachers in teaching, but also concerning the pattern of thought to carry away, philosophically, the commitment of teachers, schools and education stakeholders.

In SC, teachers are as facilitators and mediators who help to keep students' learning process run well. The function of a facilitator or mediator that means, namely: (1) to provide learning experiences that enable students are responsible to make design and process; (2) to provide activities that stimulate students' curiosity and help them to express ideas, provide the means that stimulating students to think productively, provide opportunities and experiences of conflict, (3) to monitor, evaluate, and indicates whether the students' thought on the road or not. Teacher shows and gives questions whether students apply knowledge to deal with new problems. Teachers help students to evaluate hypotheses and conclusions. Curriculum is designed by each school as a product that shows peculiarities or advantages of each school. Therefore, before preparing the respective levels of school education units or entering into any study or analysis of the potential, weaknesses, opportunities and challenges faced both in the present and future. SC states the development principles as follows:

1. Centered on the potential, progress, needs and interests of learners and their environment. The curriculum is developed based on the principle that learners has a central position to develop their competence in order a human

2. Being faithful and obedient to God's compassion, morality, healthy, knowledgeable, capable, creative, independent and becomes citizens of a democratic and accountable. To support the achievement of these goals competence, development is adjusted for potential learners, progress, needs, and interests of learners as well as environmental demands.

3. Diverse and integrated. The curriculum is developed with attention to diversity learner characteristics, local conditions, and levels and types of education, without distinction of religion, ethnicity, culture and customs, as well as socioeconomic status and gender. The curriculum includes substance mandatory component of curriculum content, local content, and development an integrated personality, and have been prepared in the relevance and sustainability.

4. Response to the development of science and art. The curriculum is developed on the basis of the awareness that science knowledge, technology and art will be growing dynamically, therefore the spirit and content of the curriculum encourages students to follow and properly utilize the development of science knowledge, technology and art.

5. Be relevant to the needs of life. Curriculum development is conducted by involving stakeholders interests (stakeholders) to ensure the relevance of education with needs of life, including life community, business world and

the world of work. Therefore, development of personal skills, thinking skills, social skills, academic skills, and skills are vocational necessity.

6. Comprehensive and continuous. The substance of the curriculum covers all dimensions of competency, field scholarly study and subjects who are planned and presented for all sustainable levels of education.

7. Long Life Learning. The curriculum is directed to the development process, acculturation and empowerment of learners that lasted a lifetime. The curriculum reflects the links between the elements of education formal, nonformal and informal to conditions and demands an environment, that is always evolves the development direction of human beings.

8. Balance between national interests and regional interests. The curriculum is developed by taking into account the national interests and local interests to build a social life, state and nation. National interests and the area interests must be complement and empower in line with the motto Unity in diversity within the framework of the Unity of Republic of Indonesia.

F. New role of Indonesian language teaching in the 2013

The curriculum 2013 in Indonesia is integrated science and social studies into Indonesian language classes. Indonesia language learning system in the Indonesia n National Education program is entering a new era by being given a tougher role in the new curriculum starting from next July 2013. This change would be a result of an

experimental effort as the Indonesian government through its Ministry of Education and culture is attempting to tackle the problem of declining education quality in the country and preparing students to keep pace with global challenging by restructuring the curriculum for elementary and secondary schools, one of the change is to remove science and social studies from the list of separate subject and incorporate them as a part of Indonesian language class for the first, second and third year of elementary school. According to the minister, school children of the first, second and third grade do not have the ability yet to learn things which are abstract, such as the materials of Science and social subject. Hence it would be better to integrate those subject as a part of the language class, which bridges all contents in form of reading materials and vocabulary

G. Instructional Design Model

The literature review provide some models for instructional design which are (a) ADDIE model; (b) the Dick and Carey model, (c) Hanaffin and Peck design model, (d) The Knirk and Gustafson design model; (e) Jolly and Bolitho model; (f) Borg and Gall model.

An intructional system may be defined as an arragement of resources and procedures used to facilitate learning. According to Gagne et al. (2005) the theory of instructional design is that learning can be more effective if it carefully planned to meet the characteristics of learner.Instructional design is a system of procedures for developing education training programs in a consistent and reliable fashion.

Instructional design is a complex process that is creative, active, and interactive Smith (1980)

The idea of presenting an ID model at different levels of detail formed the basis for a teacher training package known as the Instructional Development Institute (IDI) that was created by the National Special Media Institute (1971). The model could be considered as having five phases**: Analyse, Design, Develop, Implement, and Evaluate (ADDIE). ADDIE** is a product development concept. The ADDIE concept is being applied here for constructing performance based learning. Creating product using ADDIE process is one of todays most effective tools, because ADDIE is merely a process that serves as a guiding framework for complex situation. Its appropriate for developing educational product and other learning resources.

Thus, for many instructional developers, the Gagne et al. (1992) has defined learning as consisting of a variety of different types, each of which has some specific preferred (but not necessarily required) conditions associated with its acquisition. Implicit also to this perspective is that learning can be analyzed, categorized, and means Instructional development paradigms are manifested through conceptual and procedural models. Because paradigms are manifested through modeling. The contribution of ID to designing effective and efficient instruction. Description og highly successful ID efforts include report written by Bowsher (1989), Mager (1977), Markle (1991), and Mogan (1998) , it is important to understand the process by which models are derived and the variety of functions process models serve. Process models

are constructed upon theory and philosophy. The theory and philosophy that applies ID models vary in quantity and quality, however, the more compatible the theory and philosophy are, to the context in which the model is to be applied, the greater the chances that the original instructional purpose will be satisfied. People using ID models should be aware of the constructs that form models of conceptual paradigms used in some reasonably consistent and stable way. ADDIE is an intructional design model which comes into use after World War II by the United States Armed Forces in the mid 1970's (Molenda, 2007). Ggne, et al., (2005) define instructional design (ID) as the arranging of resources and procedures using the five process phases. Leading into the five phases of the ADDIE model.
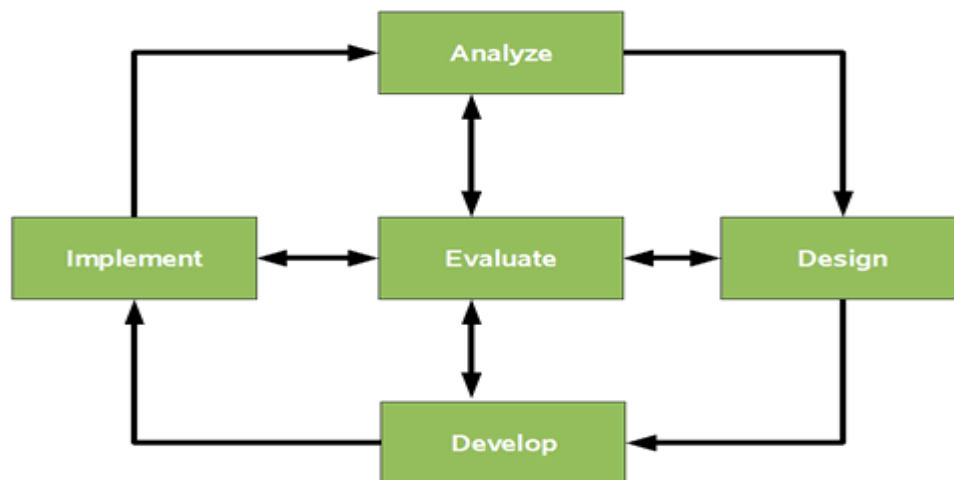

Figure 1. ADDIE Instructional Design Model

Dick and Carey model also involves all of the phrases describe previously in the ADDIE concept starting with stage 1 until 9 stage, as follows:

Stage 1. Instructional Goals

Instructional Goal: Desirable state of affairs by instruction
Needs Analysis : Analysis of a discrepancy between an instructional goal and the present state of affairs or a personal perception of needs.

Stage 2. Instructional Analysis

Purpose : To determine the skills involved in reaching a goal
Task Analysis (procedural analysis) : about the product of which would be a list of steps and the skills used at each step in the procedure
Information-Processing Analysis : about the mental operations used by a person who has learned a complex skills
Learning-Task Analysis : about the objectives of instruction that involve intellectual skills

Stage 3. Entry Behaviors and Learner Characteristics

Purpose : To determine which of the required enabling skills the learners bring to the learning task
Intellectual skills
Abilities such as verbal comprehension and spatial orientation
Traits of personality

Stage 4. Performance Objectives

Purpose : To translate the needs and goals into specific and detailed objectives
Functions : Determining whether the instruction related to its goals.
Focusing the lesson planning upon appropriate conditions of learning
Guiding the development of measures of learner performance
Assisting learners in their study efforts.

Stage 5. Criterion-Referenced Test Items

To diagnose an individual possessions of the necessary prerequisites for learning new skills
To check the results of student learning during the process of a lesson
To provide document of students progress for parents or administrators
Useful in evaluating the instructional system itself (Formative/ Summative evaluation)
Early determination of performance measures before development of lesson plan and instructional materials

Stage 6. Instructional Strategy

> Purpose : To outline how instructional activities will relate to the accomplishment of the objectives
> The best lesson design : Demonstrating knowledge about the learners, tasks reflected in the objectives, and effectiveness of teaching strategies

Stage 7. Instructional Materials

> Purpose : To select printed or other media intended to convey events of instruction.
> Use of existing materials when it is possible
> Need for development of new materials, otherwise
> Role of teacher : It depends on the choice of delivery system

Stage 8. Formative Evaluation

> Purpose : To provide data for revising and improving instructional materials
> To revise the instruction so as to make it as effective as possible for larger number of students
> One on One : One evaluator sitting with one learner to interview
> Small Group
> Field Trial

Stage 9. Summative Evaluation

> Purpose : To study the effectiveness of system as a whole
> Conducted after the system has passed through its formative stage
> Small scale/ Large Scale
> Short period/ Long period
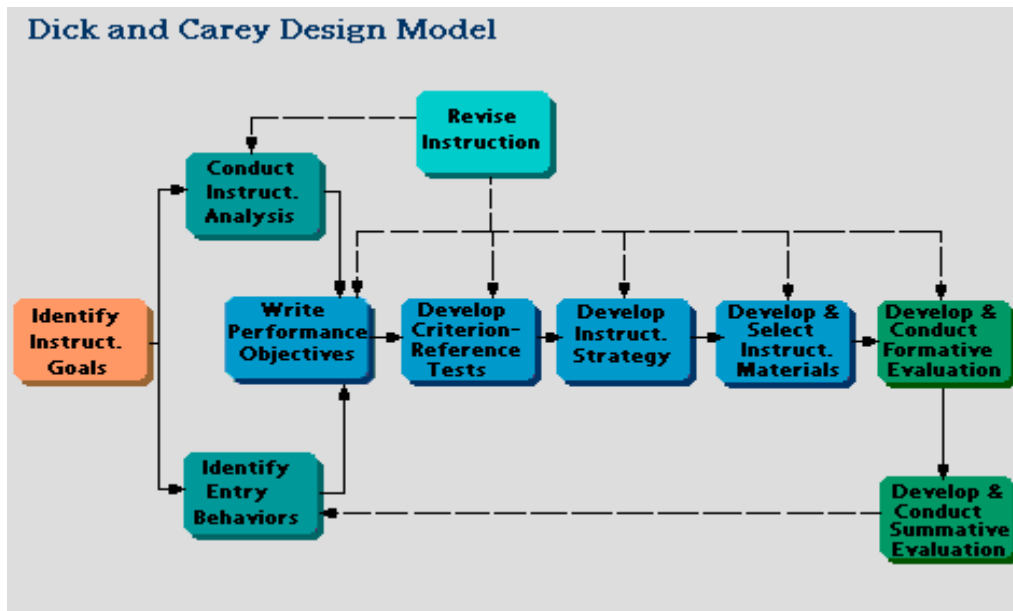
Figure 2: Dick and Carey Model

The Hannafin Peck Design Model is a three phase process. In the first phase, a needs assessment is performed. This phase is followed by a design phase. In the third phase, instruction is developed and implemented. In this model, all of the phases involve a process of evaluation and revision.
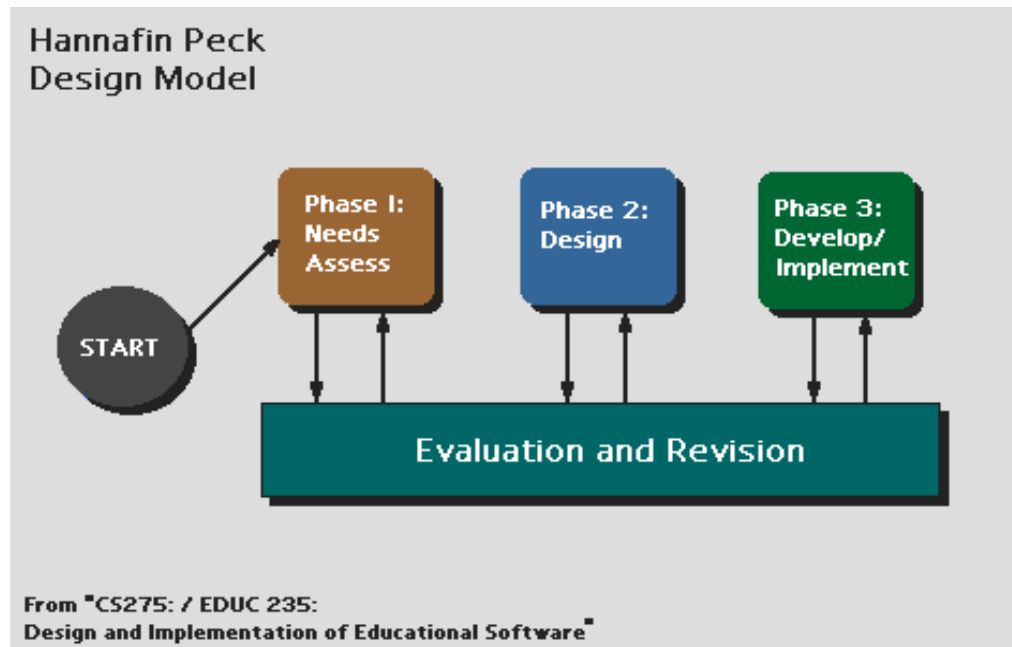
Figure 3: Hannafin Design Model

The Knirk and Gustafons design method and model is prescriptive stage model for instructional designers.
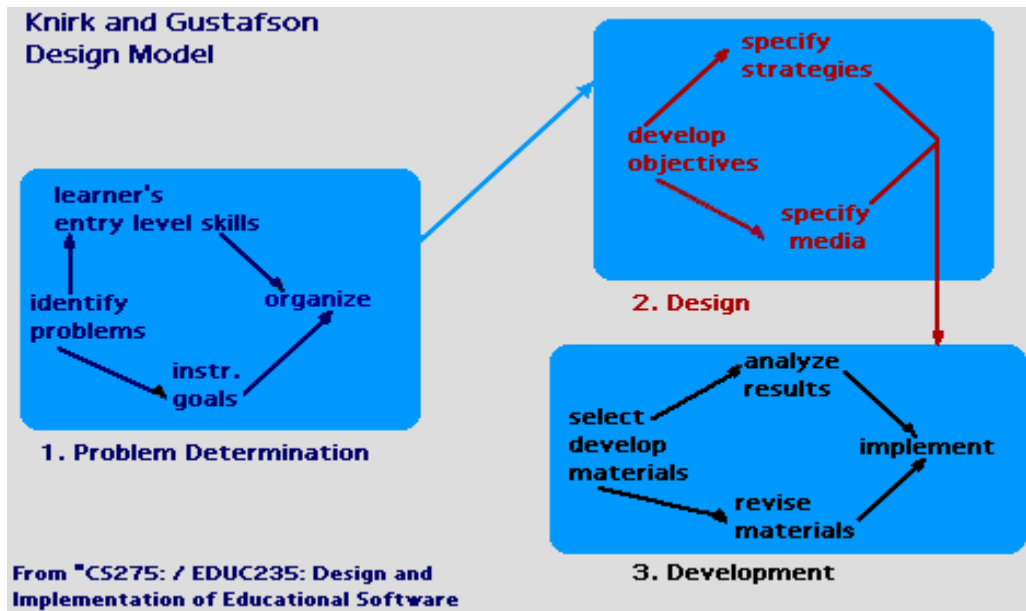
Figure 4: Knirk and Gustafson Model

Knirk and Gustafson (1986) designed three stage process which includes problem determination, design and development.

1. The problem determination stage includes identification of the problem, definition of the pedagogical goals and identification of what the learners can do (knowledge, skills, learning styles, affect, etc.)

2. The design stage includes developing objectives and specifying strategies.

3. The development stage includes development of materials, testing and revision.

In the model development, Borg and Gall systematic guide contains the steps performed by the products he designed so that researchers have eligibility standards. Thus, it is necessary in the development of the procedure is a reference

product to be developed. Description of the model development Borg and Gall,

described as follows.

Educational research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle , which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it wil be used eventually, and revising it to correct the deficiencies found in the field testing stage. In indicate that product meets its behaviorally defined objectives. (Borg & Gall, 1983:772).

The procedure of research and development are: research and

information collecting, planning, develop preliminary form of product,

preliminary field testing, main product revision, main field testing,

operational product revision, operational field testing, final product

revision, and dissemination and implementation.
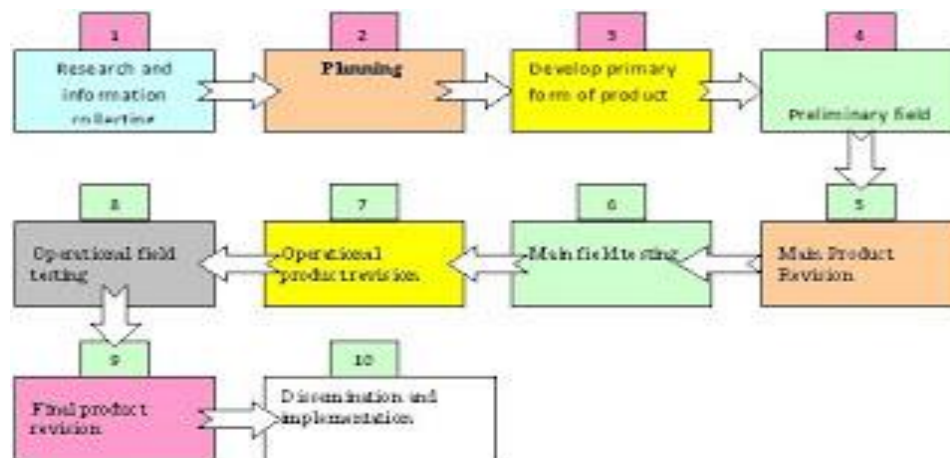
Figure 5 : Borg and Gall design Model (1983)

Borg and gall present the stages in designing instructional materials with 10 steps:

a. Research and information collecting, include review literature, classroom observation, and preparation of report of stage of the art.

b. Planning, include defining skills, stating objectives determining course sequence, and small scale feasibility testing.

c. Develop preliminary form of product, include preparation of instructional material, handbook, and evaluation devices.

d. Preliminary field testing, conducted in form 1 to 3 schools, using 6 to 12 subjects, interview, observational and questionnaire data collected and analyzed.

e. Main product revision, revision of product as suggested by the preliminary filed-test result.

f. Main field testing, coin 5 to 15 schools with 30 to 100 subjects. Quantitative data on subject pre course and performance are collected. Result are evaluated with respect to course objective and compared with control group data, when appropriate.

g. Operational procedure revisions, revision of product as suggested by main filed-test result

h. Operational field testing, conducted in 10 to 30 schools involving 40 to 200 subjects.

i. Final product revision, revision of product as suggested by operational field-test result

j. Dissemination and implementation, report on product at professional meetings and in journal.

From the above explanation it can be summarized into four step; (a) exploration, b. (development step), (3) filed testing and (4) desimination.

In this research ADDIE concept was used to develop the instructional materials for EFL students. ADDIE model is the most common model to create instructional materials. ADDIE means Analyze, Design, Develop, Implement, and Evaluate .The researchers choose ADDIE model for the development result because of this approach seems more complete, systematic and clear; involving an expert assessment so that teaching materials have been revised based on the assessment, advice and input of expert before conducting try out in the field

H. Materials Development Model

Material development relates to all activities or processes of creating instructional materials used by teachers in the teaching and learning process; they may be in any forms of teaching media, flash cards, video, diagram, etc. Tomlinson (2012, p.1-2) stated that "materials development refers to all the process made use of by practitioners who produce and/use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research". Material

development can be in the form of a course book and a set of teaching materials for specific use. The present study presents a course book secondary school students based on the need analysis and school curriculum.

Material development model deals with a set of procedure to create effective result (Hannafin & Peck, 1988). These procedures recommended by some expects in developing instructional materials, among others:

A. ADDIE Model

It is very usual way that many researchers follow in developing instructional materials for teaching and learning (Ratna, 2013; Endang, 2013). An intructional system may be defined as an arragement of resources and procedures used to facilitate learning. According to Gagne et al. (2005) the theory of instructional material design is that learning can be more effective if it carefully planned to meet the characteristics of learner. Instructional design is a system of procedures for developing education training programs in a consistent and reliable fashion. Instructional design is a complex process that is creative, active, and interactive Smith (1980)

The idea of presenting an instructional model at different levels of detail formed the basis for a teacher training package known as the Instructional Development Institute (IDI) that was created by the National Special Media Institute (1971). The model could be considered as having five phases: Analyse, Design, Develop, Implement, and Evaluate (ADDIE). ADDIE is a product development concept. The ADDIE concept is being modified here for constructing performance based learning.

Creating product instructional materials using ADDIE process is one of today's most effective tools, because ADDIE is merely a simple process that serves as a guiding framework for complex situation. It is appropriate for developing educational product , such as instructional materials and other learning resources.

Thus, for many instructional material developers, the Gagne et al. (1992) has defined learning as consisting of a variety of different types, each of which has some specific preferred (but not necessarily required) conditions associated with its acquisition. Implicit also to this perspective is that learning can be analyzed, categorized, and means Instructional development paradigms are manifested through conceptual and procedural models. Paradigms are manifested through modeling of contribution of ADDIE to designing effective and efficient instructional materials. Description of highly successful IDI efforts include report written by Bowsher (1989), Mager (1977), Markle (1991), and Mogan (1998) , it is important to understand the process by which models are derived and the variety of functions process models serve. Process of models is constructed upon theory and philosophy. The theory and philosophy that applies ADDIE models vary in quantity and quality, however, the more compatible the theory and philosophy are, to the context in which the model is to be applied, the greater the chances that the original instructional purpose will be satisfied. People using ADDIE models should be aware of the constructs that form models of conceptual paradigms used in some reasonably consistent and stable way. ADDIE is an intructional design model which comes into use after World War II by

the United States Armed Forces in the mid 1970's (Molenda, 2007). Ggne, et al., (2005) define instructional design (ID) as the arranging of resources and procedures using the five process phases. Leading into the five phases of the ADDIE model as modified in the following figure.
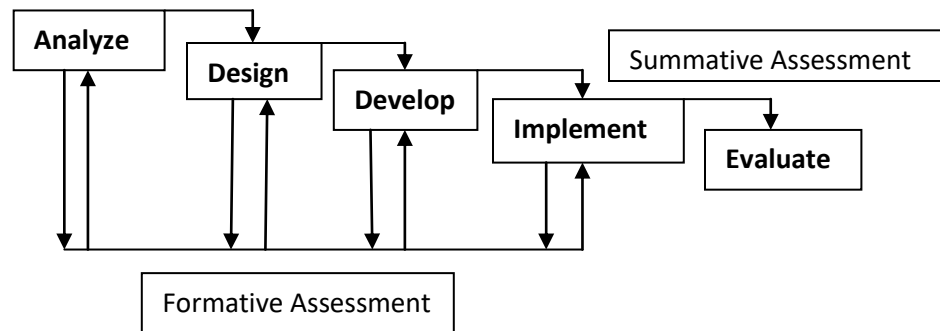
Figure 6. ADDIE model in Ampa (2013)

B. Jolly and Bolitho Model

Jolly & Bolitho's Model in Tomlinson (1998, p.98) present the steps of instructional material development, as follows:

Notes:

_____ Dynamic path

………. Optional steps and feedback loops
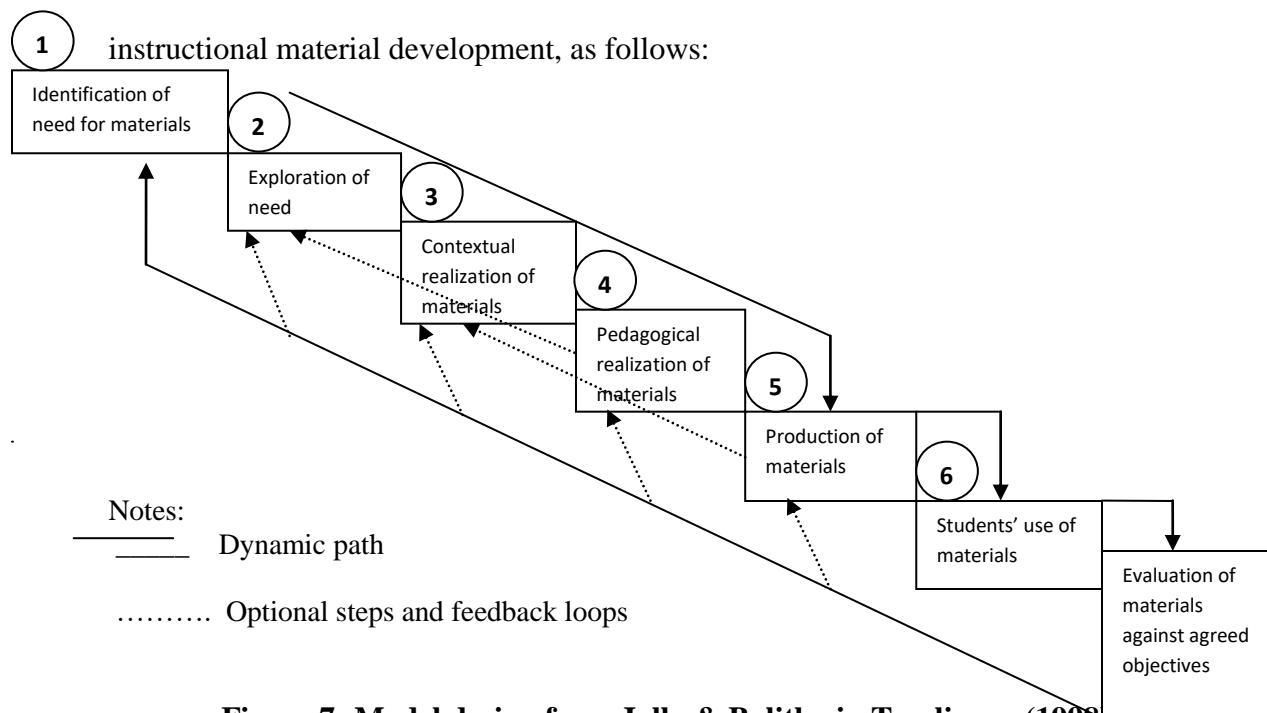
Figure 7: Model design from Jolly & Bolitho in Tomlinson (1998)

In the identification, the material developer: the teachers and learners need to identify the current phenomena of the teaching and learning process and they are expected to create new teaching materials. In the next step, material developers need to explore the area of problem in the case of language forms and functions, Then, they have to prepare contextualization of the materials, that is the local content area of the materials to be involved in reading, writing, listening, and speaking resources. Next, pedagogical realization involve the use of instruction and appropriate exercises and activities, and the last the physical production of the materials in the form of course books including the layout, visual, and size of the books.

I. Procedure of Designing a Course Book

This study aimed to design an English Instructional Material for Indonesian Senior High School Students. It started from analysing the need and characteristics of the learners.

In this present study, the researcher meets the teachers and discuss the course material which relates to the students' achievement on National Examination, specially for first grade material. After having more informations, researcher then arranges the prototype of the material based on content based. The subjects have been divided as the grade's need.

The next step is to develop the prototype into instructional materials. Then researcher has to consider to the technique that more possible used in teaching and

learning. The appropriate teaching procedure is Presentation, Practice, Production (PPP) approach which is from the cognitive learning theory . Based on the procedure, the instructional materials were then set up. After it had been validated then researcher tried out the material then revised for the improvement of the instructional materials.

The revised instructional materials first implemented in one school for improvements in terms of procedure, the size of instructional materials, the allotted time, and gradation of the materials. In the process of treatment, the instructional materials will have some revisions. The tried out will followed by formative test to see the teaching and learning process. The formative test will given to see the result of teaching and learning process and the implementation to the procedure and the instructional materials. Tried out II will be conducted in two schools to see the effectiveness of the procedure and instructional materials.

The two described models : ADDIE & Jolly & Bolitho) have some weaknesses, among others the involvement of school curriculum that divides all English functions and linguistic form in the curriculum. The material design in this study is the modification between ADDIE and Jolly & Bolitho in Tomlinson (1998). The main procedure is based on ADDIE model and some details of developing instructional materials are based on Jolly & Bolitho.

J. Criteria of a Good Course Book

There are many issues to state the good model of a course book. But actually, there is no good course book yet, since it should meet what students need and help

them to improve their performance on language learning. It is said that a course book should have the content, assessment, and teaching and learning approaches in the course materials to support the aims and learning outcomes; the materials are accessibly presented; there is an identified process of development and evaluation of course materials. Penny Ur (1999) suggested some criteria of a good course book design, among others: Objective explicitly laid out in an introduction and implemented in the material, approach educationally and socially acceptable to target community, interesting topic and task, varied topics and tasks, so as to provide for different learners level, learning styles, interest, etc., plenty of authentic language, encourage learners to develop own learning strategies and to become independent in their learning.

K. Conceptual Framework

Designing instructional materials as described before consists of many procedural concepts that are related, as in following framework:
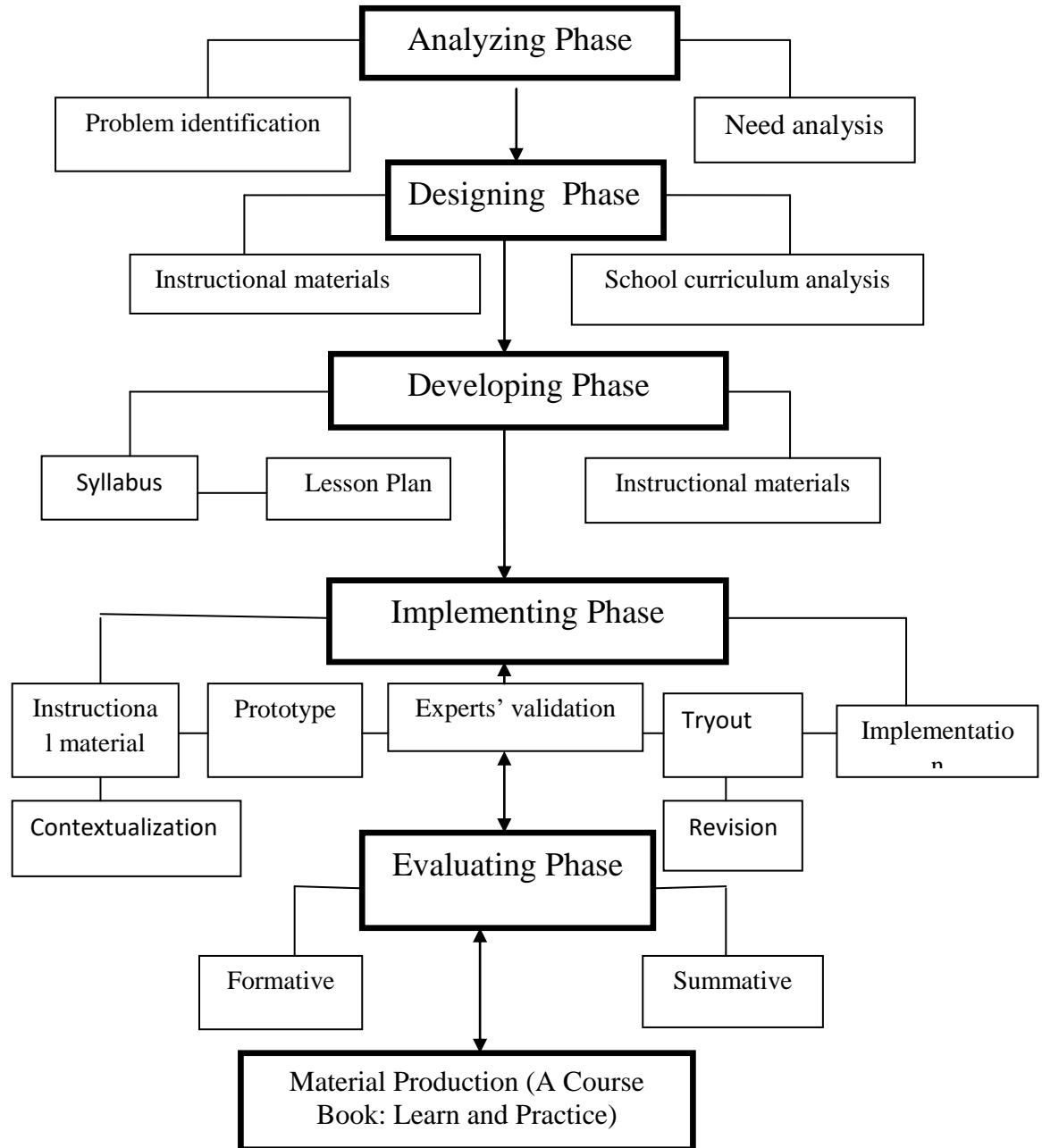
Figure 8: Conceptual framework

This framework contains the steps of developing instructional materials which was adapted from Gustafson (1981). The step of writing consist need analysis, design, development, and evaluation. Need analysis, which is meant to find information relates to the design of instructional materials. It begins from an analysis of field such as finding out about students needs by studying the curriculum, indentifying book courses design, interviewing teachers' opinion about learning materials, syllabus and lesson plans. Contextualization is defined as the learning process that involves students to study English from their environment. The aim is to bring the students to recognise their own culture and environment.

The students' characteristics, instructional materials, learning objectives, learning strategies, steps of teaching, teachers' pedagogic and linguistic competences are important elements to be considered in designing the instructional materials. Students' characteristic consists of academic achievement for the National Examination, the result is meant to design a new instructional material with PPP procedure. Analysing instructional material involve to identify, define and to design systematically the instructional materials for students. The material design should be based on the school curriculum especially the competence standard and the basic competence designed by the Ministry of Education and Culture. In general this model of writing instructional material consists of five stages:

1. Analysis

The analyze phase is identifying the probable courses for a performance gap. The procedures in the analyzed phase are validated the performance gap. Determine instructional goals, confirm the intended audience, identify resources required to complete the entire ADDIE process. In practice this stage of analysis was based on the criteria of the process of writing (Tomlinson,1998:99) which consists of six steps. (1) Identification of need for materials, (2) Contextual realization of material, (3) Pedagogical realization of materials,(4) Production of material, (5) students use of materials, (6). Evaluation of materials. The first step in conducting a need analysis is therefore to develop exactly what its purpose are, for example, when need analysis of the students of high school, the purposes can be:

a. To design current material which suitable with the students needs and the regulation of school curriculum.

b. To identify the teachers perpective which relates to the book design.

c. To identify the learning process which relates to some strategies used.

2. Design

The second step in course design is planning goals and outcome based on the needs of the students. The researcher also examines some of the concepts in English language learning, such as basic English language skills (listening, speaking, reading, and writing) and the related concept of learning influence the learning process, such as habit, attitude, motivation. This study will design a secondary school syllabus, English

course books, and English lesson plans based on the school curriculum. The purpose of the design phase is to verify the desired performance and appropriate teaching method.

3. Development

Other researcher describes the process in designing a book which consists of designing prototypes: (1) designing phase, namely a draft design model, (2) development phase, which is developing a draft design of the first prototype, Then develop the instructional coursebook and validate the instruction to ensure it accomplishes all goals and objectives.

4. Implementation

This aimed to prepare the learning environment and engage the students. The main procedure often associated with the implement phase is preparing the teacher and preparing the students. The focus in this stage is on how the teaching process can be characterized and how the quality of the teaching process using the PPP procedure is effective. In language teaching programs, teaching model are often are based on the following particular methods or approaches that Richards (2001) stated

1. The communicative approach: the focus of teaching is authentic communication: extensive use is made of pair and group activities that involve negotiation of meaning and information sharing: the focus of teaching is authentic communication: extensive use is made of pair and

group activities that involve negotiation of meaning and information sharing. Fluency is priority.

2. The cooperative learning model: students work in cooperative learning situations and are encouraged to work together in common tasks and to coordinate their effort to complete tasks. Reward system are group oriented rather than individually.

3. The process approach: in writing classes, students take part in activities that develop their understanding of writing as a process. Different stages in the writing process (planning, generating ideas, drafting, reviewing, revising, editing) for the focus of teaching.

4. The whole-language approach: language is taught as a whole and not through its separate components. Students are taught to read and write naturally, and with a focus on real communication, authentic texts, and, reading and writing for pleasure.

5. Evaluate. The next point is to evaluate the performers, coursebook, and audit-trail throughout the five phases and in the working environment to ensure it is achieving the desired results.

Formative evaluations, which assess the prototype I, which includes an assessment or review of aspects: internal, content-based, instructional, accuracy & coordination. The stages in the formative assessment, namely: (one-on-one tryout, the individual trials, by experts regarding the validity of the content and construct of the

prototype through a consultative interview. Teachers of English implement that model in their school. At the end of this process, summative test will be given to see the effects or results of application of this model, followed by a discussion relating to the experiences, responses, scoring, and suggestions for improvement of teachers and pupils against the model. During the implementation of the design model, the research team holds a discussion on the problems and how to fix this, suggestions for improvement, and other comments to improve the model and the learning process. Review and evaluate each phase analyze, design, develop, implement, and valuate to ensure that it is accomplishing what it is supposed to perform such as external evaluations, observations the tasks that were trained can actually be performed by the learners in their working environment. Formative Evaluation is ongoing during and between stages. The purpose is to improve the instruction before the final version is implemented. Scriven (1967) defined formative evaluation as evaluation conducted for the purposes of improving educational programs that are still in the development process. Formative evaluation procedures are frequently used to identify potential improvements during pilot testing or field testing of new educational programs**.**

Summative Evaluation occurs after the final version of instruction was implemented. This type of evaluation assesses the overall effectiveness of the instruction. Data from the summative evaluation is often used to make a decision about the learning outcomes of the students.

The product for this study was assessed on the following parameters:

a. Content validity, based on the analysis and assessment by experts (expect judgments).

b. Acceptability, acceptance or receipt of aspects of design, language, format, and learning methods used in this model by the target users (teachers and students).

c. Feasibility of practically, can be seen from the aspect of the mechanism and procedures, completeness of components, teacher preparedness, nor conformity with the curriculum and policies in schools.

d. Affectivity, the desired effects that can be given to the development of learning English in high school.

L. Model of Teaching

Learning English with the structural approach presents a lot of criticisms. The students are only able to master the structure of the language but they are not able to use and understand to use in real communication. In class the students are just memorizing vocabulary and grammar rules repetition. Nowadays, there are some leaning approaches, strategies that can be applied in the classroom activities. One of general procedures or strategies as this study applied is referred to Presentation, Practice, Production (PPP) procedure. In each procedure a lot of strategies are applied based on based on the teaching materials. Thus, PPP is a general procedure in teaching and learning process. It is a kind of instructional sequence, or a model of lesson plan. This is a simple and effective approach for high school learners and useful for

teachers, this is a good way of structuring your lesson. The approach is based on the principles on language learning and teaching (Brown 2007)

1. **Presentation**

Presentation here refers to the introduction to a new subject or lesson. The teacher begins the lesson by setting up a situation, either eliciting or modeling some language that the situation calls for.

The presentation is the most important part of the lesson. Do not rush through this part of the lesson; this is where teachers ensure the students gain the confidence to speak and use the language. Without sufficient time spent drilling, students will be unable to do the practice exercises.

In the presentation section of the lesson it is necessary to show the meaning of the language, test the meaning of the language, drill the language, and make sure it is written up on the board, unless you are teaching very young children. There are some activities can be done during the presentation step:

a. Show the Meaning

Flashcards, mime and presenting the target language in a short conversation and in context, all help students to understand the meaning of language. Words are meaningless on their own, so always try and put your sentences into a simple, natural conversation.

b. Put your target language into a short conversation

Conversational language should be presented ideally in a short role-play; a question and answer scenario usually works well. It is not enough to write one short sentence on the board, when teaching a grammar-e.g. 'This is a dog'. This could mean anything to the student, who is presented with this sentence for the first time.

c. Using concept checking questions to check meaning.

To test the logic or meaning of these sentences, we could do the following:

Show a flashcard, and wait for your students to say 'This is a _____'. However, to double check whether students understand this sentence, we could show a flashcard of a cat and ask the question:

d. Drilling (repetition)

Drilling is simply getting the class to repeat together the sentence they are learning (target language). This can be done gradually over the presentation part of your lesson. Individual students may find it intimidating if you, the teacher expect students to say the sentence by themselves in front of the class, so if you hear students getting the sentence wrong, try getting the class to repeat the sentence a couple of times, rather than embarrass the student. This also gives the class additional practice! However, some students may relish getting the opportunity to perform.

e. **Showing how a sentence is structured**

So how can help students make sense of how a longer sentence and show its structure. Let's think about the following sentence: *Yesterday, Jean went to the park, with her friends.*

To show how a sentence is structured (or built up) teachers can write it up with key questions, to help students understand how the sentence is structured. There is no need for grammatical terms, to further puzzle students.

When?	Who did what?	with whom?
Yesterday	Jean went to the park	with her friends
Last week	I played tennis	with Eva
Last Saturday	Bob went shopping	with Jean

Now, the sentence is broken up into logical chunks, and there are keywords at the top of each chunk to help the students understand which part of the sentence goes where.

Presentation is a very important activity in the process of learning the language because it will affect the success of the learning activity or the next step. Presentation includes creating a situation that natural and logical use of the new language being taught. If the situation is known and understood by students so these students and build understanding of the concept and meaning behind the new language is taught so that the material will be relevant and beneficial to them.

2. **Practice**

Practice refers to practicing the new language in a controlled way. They drill sentences or dialogues by repeating after the teacher or the tape, in chorus and

individually, until they can say them correctly. To achieve maximum learning results, that students master the language spoken and written well on teaching and learning, the use of PPP procedure should be considered.

Practice or practicing activities to achieve targeted learning goals. Practice activities will work well if the presentation is presented with good learning materials. Please note that the practice is tailored to the language being studied and the child's ability level. Indeed the practice aims to measure and improve accuracy. In addition, to increase students's comprehension to language learning and both as remedial measures. The practice of repetition is intended primarily to the accuracy of the mastery of English phonology and syntax.

The practices need to be clear and easy to understand learners. Activities aimed at increasing confidence among learners. Therefore, activities should be attractive to increase learner motivation towards English languages. Activities should be challenging them to learn. Activities should be in their range. Making a smooth transition from presentation to the practice usually involves the movement of individual drill stage to work in pairs (pair chain-work, work and open-closed pair work). Communicative practices to guide learners towards production.

3. Production

The end point of the PPP procedure is production, which some trainers have called 'immediate creativity'. Here the students are asked to use the new language (in this case the present continuous) in sentences of their own. It can be a role play, a

simulation activity or a communication task. Stage production is an important stage in learning communicative. The success on producing / language well is an indicator that shows that language learners have made the transition from "students" of the key language to "users" of the language.

Production covers the language situation which was introduced on stage presentation. Speaking situation independently as a result of practice is the main purpose of this learning approach. At this stage, learners can express the meaning of written language and written independently. They can read and write according to ability and skill level that are targeted in school curricula, which designed the school. The four skills (listening, speaking, reading, and writing) are taught in an integrated way, but still there is an emphasis toward each skill.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with research approach, operational definition of terms, research participant, sources and data collection technique, and technique of data analysis.

A. Research Approach

The main objective of this research was to develop the instructional material based on school curriculum. The developing of the instructional materials is based on content standard. Since this research is a developmental research, the general stages are ordered into five phases : analysis, design, development, implementation, and evaluation (ADDIE), adapted from Gustafson (1981). Then modify into the process of writing by Tomlinson. It is usually used in education, and it is a general procedure for designing instructional materials.

B. Research Phase

The main goal of this phase is to identify the probable causes for performance gap as follow:

Phase 1 – Analyze

1. Problem identification

Problem identification is delivered by the researcher of a need to fulfill or a problem to solve by the creation of materials

The first step in conducting this phase is to explore the existing problem faced by senior high school students. The existing problem were analyzing the previous instructional materials and the newly design book. The activities in this step were 1) examine the previous book, 2) study the content standard, 3) examine the syllabus and lesson plan, 4) Teachers and students perception related to the instructional materials.

2. Developing and analyzing instruments

In this step, five kinds of instruments were developed, a) teacher's questionnaire b) students 's questionnaire, c) interview, d) formative test and e) documentation.

In this present study, the researcher conduct the analysis of instrument which was very important to deliver to measure the validity and reliability.

Phase 2 – Design

The main goal of this present study is to design instructional design compare the existing book. The step were taken; design the course book based on the analysis result, examine syllabus, arrange lesson plan which was based on the competency standards and prepare the instructional materials. The last step for this phase was designing instrument both teacher and students and instrument of practically, relevancy and effectiveness (Appendix….)

Phase 3 – Development

a. **Developing the instructional materials**

In this present step, the instructional materials were developed, 1) develop prototype 1, 2) collecting some materials from different resources, 3) designed prototype 2, 4) validate the instructional materials, 5) revise the instructional materials, 6) try out the instructional materials.

b. Reviewing the instructional materials.

The materials were reviewed in the area of content where consists of the number of exercises available, the instruction given on the tasks, the difficulties level of materials, the appearance of the book. Then the instructional materials validated by the expert, the result of expert validation were used in conducting the need identification, then the researcher arrange the sheet of learning materials, the validation sheet was used to have expert opinion consider to the validity and reliability, the result of analysis of the expert validation there was a revision for further improvement of the instructional materials. The revision for practically was determined with the criteria 1) can be used without revision, 2) can be used with minor revision, 3) can be used with major revision, 4) can not be used and still require consultation

Phase – 4 Evaluation

1. The evaluation was given to see the students competence using the newly design book, then the test was given to proved the students achievement through the instructional materials

2. There were three qualities to measure the students achievement, namely: practically, effectiveness and relevancy.

   a. Practically

   In this step the students were measured about the content of the book which is suit with the students need and the competence standard, whether the design book applied in a good order based on competences criteria in the senior high school. The teaching and learning materials suitable with the passing grade at school

   b. Effectiveness

   To see the effectiveness, the researcher find out the students and teachers perception through the instructional design, the quality of materials, method, technique, and learning strategies.

   c. Relevancy

   To measure the relevancy, the result of the expert judgment was compared to the content validation to see whether the instrument and the instructional design were match with the standard and have the relevant result.

The phase of instructional design described in the following figure.

```
                    ┌──────────────┐
                    │   Analysis   │
                    └──────────────┘
        ┌──────────────┐    ┌──────────────┐
        │  Formative   │    │    Design    │
┌──────────────┐  ┌──────────────┐
│Implementation│  │  Evaluation  │
└──────────────┘  └──────────────┘
        ┌──────────────┐
        │  Formative   │
        └──────────────┘
            ┌──────────────┐
            │ Development   │
            └──────────────┘
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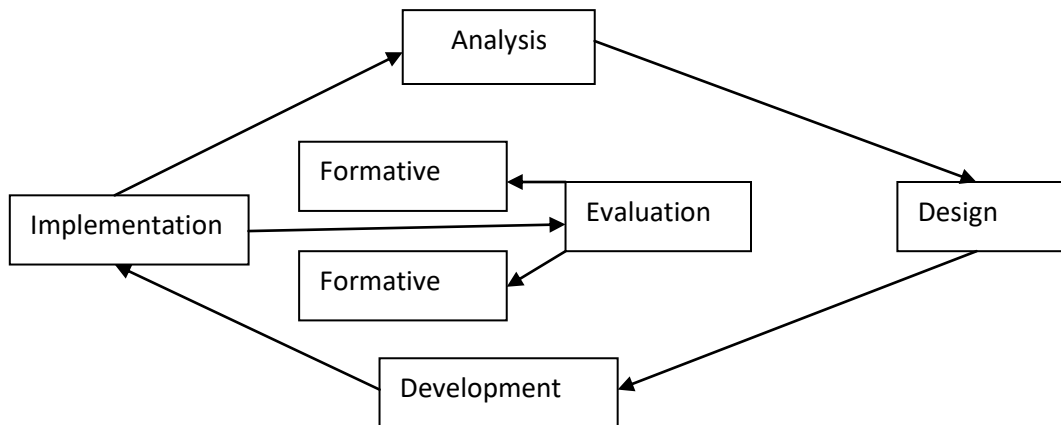
Figure 3: Steps of development
Adapted from Gustafson, 1981

This framework contains the steps of developing conducting this research which was

adapted from Gustafson (1981). The steps consist of need analysis, design,

development, implementation, and evaluation. **Need analysis** means to find

information relates to the design of instructional materials. It begins from a need

analysis of field such as finding out about the existing instructional materials, the

English proficiency of the students, and students needs in relating to what they want,

what they lack, and what they wish to learn. It also indentifies book courses and

interviews teachers' opinion about learning materials, syllabus and lesson plans.

Design relates to the formulation of learning objectives, learning indicators,

instructional material based on the school curriculum, syllabus, and lesson plan. **Development,** prototype development relates to creating new instructional materials by considering all related concepts such the language competence and performance, teaching strategies, and learning environments and contextualization of the materials. The aim is to bring the students to recognise their own culture and environment (the instructional material development based on the school curriculum, see figure 4). **Implementation** refers to the distributions of the instructional materials to students for the teaching purpose. In this phase, **formative** evaluation was administered to improve the process of teaching and learning, and **summative** evaluation to see the learning outcome of the students.

C. Operational Defenitions of terms

In order to avoid misunderstanding, the terms used in this research are defined as follows:

1. Instructional design model is a systematic approach consisting of analysis, design, development, implementation,and evaluation. The design model is contructed to conceptualize representations of reality. A model is a simple representation of more complex processes and functions of physical phenomenes or ideas. Conceptual models are thoughts and concept about ways of being that are abtract or generic and generalized from particular instances. The model is the design of procedures for learning activities that

serves as a guide in planning, organizing, and implementing the learning process.

2. An instructional design is a set of events that facilitate learning, design means a creative pattern or a rational, logical, sequecential process intended to solve problem. Thus, instructional design can be defined as the systematic process of translating principles of learning and instruction into plans for instructional material and activities. Siemens (2002) stated that insructional design can defined as a process of analysing learning needs and goals and the development of a delivery system to meet the needs, dicipline, instructional strategies and process for developing and implementing those strategies in science and practice.

3. A learning procedure is a sequence of procedures used in learning. PPP represents the introduction to a lesson and necessarily requires the creation of a realistic (or realistic-feeling) situation requiring the target language to be learned. This can be achieved through using pictures, dialogs, imaginations or actual classroom situations. The teacher determine whether the students understand the nature of the situation, then builds the "concept" underlying the language to be learned using small chunks of language that the students already know. Having understood the concept, students are then given the language "model" and engage in choral drills to learn statement, answer and question forms for the target language. This is a very teacher-orientated

stage where error correction is important. **Practice** usually begins with what is termed "mechanical practice" (i.e, open and closed pairwork) Students gradually move into more "communicative practice" involving procedures like information gap activities, dialog creation and controlled roleplays. Practice is seen as the frequency device to create familiarity and confidence with the new language, and it can be a measuring stick for accuracy. The teacher still directs and corrects at this stage, but the classroom is to becoming more learner-centered. Production is seen as the culmination of the language learning process, whereby the learners have started to become independent *users* of the language rather than *students* of the language. The teacher's role here is to somehow facilitate a realistic situation or activity where the students instinctively feel the need to actively apply the language they have been practicing. The teacher does not correct or become involved unless students directly appeal to him/her to do so. The PPP procedure is relatively straight forward and structured enough to be easily understood by both students and new or emerging teachers. It is a good place to start in terms of applying good communicative language teaching in the classroom. It has also been criticized considerably for the very characteristic that makes it the easiest method for 'beginner' teachers, that is; is far too teacher-orientated and over controlled".

4. Curriculum that emphasizes the formulation of educational goals at every level of educational units. Nasution (1995) stated that curriculum is a set of plans and arragement on the objective, content and teaching materials and methods used to guide the implementation of instructional activities to achieve certain educational goals. Objectives include the national education goals as well as conformance to specification, state, regional potential, education unit and learner. Therefore, the curriculum is should be prepared by the educational unit to allow adjustment of educational program to the needs and potential in the region.

D. Research Participants

The participants of the research were the tenth grade students in three different schools and teachers in Makassar. The researcher chose one class from each of the three different schools, during academic year 2012-2013. The subjects were 30 students from each school, and there were 15 teachers from three different schools. The teachers and researcher conducted deep discussion to get instructional design. This study used cluster random sampling in three secondary high schools in Makassar (SMA Negeri 2 Makassar, SMA Negeri 17 Makassar, and SMA Negeri 16 Makassar)

E. Sources and Data Collection Techniques

There are several techniques used in data collection. This study used the instruments:

1. Questionnaires: (Students' need analysis questionnaire and questionnaire for teachers.

(a) The questionnaire for need analysis was conducted to measure the students' self perceptions, prior knowledge of the content of the basic competencies of tenth grade students, and their expectations in learning English.

(b) The teacher's questionnaire was given to determine the instructional material or the course book they used in case of the quality, content, design, strategy use, the atrractiveness of teaching materials. The questionnaire also explored the extent of motivation, strategy use, conceptual knowledge, and learning interactions to improve the English skills. In addition, the questionnaire measure the attractiveness of teaching materials, teacher involvement, providing reinforcement, evaluation, and learning in the real world. Questionnaires were administered to teachers and students to measure the aspects of acceptability, feasibility, and affectivity.

2. Formative test was given to determine the students' ability in mastery the language skills.

3. Interviews and deep discussion were carried out to obtain details about English instruction and the teaching model development.

4. Document is used to find the information presented in the form of documents, such as a written document, about the delivery of learning, (syllabus, learning implementation plan, unit events, the source of learning materials, books). Documents used to design the course books are important to understand. Yin (1989) pointed out that documents play an explicit role in data collection when conducting studies. The most important use of document is to corroborate and augment evidence from other sources and to make inferences. For this study, numerous documents related to the research question are gathered, including course syllabi, lesson plans, field analysis, interview, observations and needs identification in terms of the students and the teachers' problem.

5. During the next step, observation, qualitative research were expected to ground their reflection in observed experience (Wolcott, 1994). Observation provided certain unusual opportunities for collecting data by actually participating in the study. This kind of evidence is often useful in providing additional information about the topic under investigation. Observation can range from formal to casual collection activities a filed visit such as meetings, classroom, (Yin, 1989, pp. 91-92). This current study used direct observation with a content analysis form (see Appendix 2).

5. Test summative. The test was delivered after students use the book in the classroom. The test is intended to measure students' skill such as listening, speaking, reading and writing, and to find out the students' competences and the mastery of subject content. The test consist of multiple choice, essay matching.

F. Techniques of Data Analysis

Erickson (1986) suggests, when conducting a study, the researcher should continuously and systematically read through the data as the data are collected. For Erickson, analysis starts with field work. Data analysis is ongoing process that start from the very beginning of a study to final compilations (Stake, 1995) stated that data collection "consisting of extensive reading, sorting, and, searching through materials; comparing with categories, coding, and adding key words concepts; and then writing mini summaries of categories".

In conducting the present study, research questions of the study should be answered:

1. *What the instructional material meets to the students needs in learning and teaching process in the classroom?*

   Instructional designers believe that the use of systematic design procedures can make instruction more effective, efficient, and relevant than less rigorous approaches to planning instruction (Briggs, 1992). To determine whether the instructional materials meet to the students need based on the curriculum, it is

assumed that the course book can improve the English proficiency of the students, so that, the researcher conducted a single semi structure interview. They were built around a core of structure question that allow the researcher to branch off and explore topics in depth(Isaac & Michael, 1981) and discuss the course material which relating to the students achievement in English, the strategies used by the teacher in the learning process. Interview questions are basically composed of demographic questions (to locate participants' background information related to the study), experience questions (to elicit description of experiences and activities), value questions (to understand the participants' opinions about the topic under study) and knowledge questions (to determine actual information about the research topic). However, not every set of questions was composed of all aspects. These semi structure interview used the following questions: (1) How many classes and students do you have in your school ? (2) How many English teachers are in your schools? (3) What kinds of English book do you have for X grade students? (4) What is your opinion about the course books you use for current teaching? (5) Do you think that the books which are available now, met to the students need based on the content standard in curriculum? (6) What is the average score rate for the National Examination ? (7) What language (skill, function, aspect) is required by the X grade students? (8) What languages (skill, function, aspect) are most difficult for the X grade students? (9) What kind of activities and instructional

strategies have you used/ do you plan to use for this course ? (10) How do you apply these strategies?

A sample of 15 teachers was asked to report their perspective about the instructional materials. In present study the researcher carried out the research and development design based on Jolly & Bolitho in Tomlinson (1998) and ADDIE ways of developing instructional materials. Bailey and Hahn (1999) used a generic five-step ISD approach, namely "analysis, design, development, implementation, and evaluation," as the organizational framework to present their process model, but this model presents several modification compared to Tomlinson process of writing. Determine the purpose is defined as the goal of the research to create book course, syllabus and lesson plan, contextualization is defined as the learning process that involves students to study English into environment. In designing the course book The researcher applied the concept of Educational Unit Level Curriculum with the application of various strategies in the Presentation, Practice and Production procedure. The researcher strengthened to the model from the need analysis which consisted of identify the problem identification about the content aspect, design and the layout of the present book in term of solution problem, teachers and students perception. Then designing the course book consisting of the syllabus and lesson plan. The next step developed the course book, designed prototype then tried out, revised the prototype and validated the course book

2. *What is the student's English achievement through the application of the instructional materials?*

This present study the researcher distributed the formative and summative test. The result of both tests were compared to the previous semester achievement to the current semester achievement. It was aimed to find out the student basic knowledge about their English competencies. The quantitative data as obtained through test were analyzed using descriptive statistical technique: Inferential statistical analysis by t- test for comparing two means data that were qualitative in nature were validated through triangulation technique. This requires the researcher to make ongoing interpretation through thick description Stake (1995). This is a general way and how this study was designed, namely, to explore and describe the instructional design processes used by EFL students of high school. Here are the analysis forms of validity, effectiveness and practically of the instructional materials.

The data was analyzed quantitatively and descriptively. The quantitative descriptive analysis conducted by using SPSS software. For the qualitative descriptive analysis, it was based on Likert Scale of 5 to 1, The scale in "Likert scale" refers to the total sum of all Likert items in the questionnaire, not the 1-5 range as you see for each item. with the criteria of interpretation; strongly agree (5), Agree (4), undecided (3), disagree (2), and strongly disagree (1).

3. *What is the students' perception toward the use of the instructional materials?*

In this present study, the questionnaire was also given to the students in terms of to see the students' perspective related to the instructional material and the researcher provided the content analysis form as one of the tool to observe the class condition during the course book is implemented. The content analysis is as follows:

Content Analysis form

Course Site ………………..

Date of review ……………

Criteria	Comments
Clarity of organizational and logical sequence	
Special/Unique features of the design	
Overally quality of the course design in terms of layout, simplicity, internal consistency, etc	
Appropriateness of the design of exercises/ activities in terms of relevance to the objective, competency based	
User friendliness	
Appropriate use of instruments for assessment	

4. *What is the teacher's perception toward the instructional materials?*

The data collection, from questionnaire will be analized by using frequency and percentage then desrcibed in the figure chart table. The researcher will figure out and

give description for each figure. The data collection from interview were interpreted qualitatively.(see Appendix 4).

Quantitative data as obtained through test were analyzed using descriptive statistical techniques: mean, mode, standard deviation, graphs, percentage. Inferential statistical analysis by t-test for comparing two mean data that are qualitative in nature were validated through triangulation technique. Assessment of data by using a qualitative approach was complemented with an analysis such as: looking for patterns, finds its important aspect to analyze, determine next steps, etc. For document data such as: syllabus, learning implementation plan, or a source of lessons were analyzed by content analysis techniques.

CHAPTER IV

RESULT AND DISSCUSSION

This chapter deals with the result and discussion of the research results. The result describes the need analysis, questionnaires both teachers and students' perception, the result of semi structure interview, documentation, summative and formative results.

A. The Result of Need Analysis

Many research activities were conducted to answer the research questions of the study. As noted in chapter two, the purpose of this research is to design the instructional materials for senior high school students based on the school curriculum, and the writing design was based on the process of writing instructional materials developed by Jolly & Bolitho in Tomlinson (1998), and the ADDIE procedures by identifying the existing problem, conducting the analysis of instrument, conducting survey of students' need.

1. Identifying the existing instructional materials

In the preliminary step this study is to find out what the English proficiency of the students by administering a pretest in order to function effectively, what they know and what they do not know, what they think they need by administering a questionnaire and deep discussion with the teachers.

The result of the need analysis in terms of instructional materials used by the teachers. Some existing problems faced by the teacher were identified through semi structure interview. Based on the interview, from 15 teachers in three different schools indicated that the existing books were far from the competency target the curriculum because they do not agree with the school curriculum, and they did not meet with the students' need which was based on the content standard of the school curriculum (see Appendix 7).

The English teachers choose the commercial books because they are completed with syllabus, lesson plans; so they do not necessarily design syllabus and lesson plans by themselves, and they are easy to get because of the kindness and help of the publishers; They do not use the required books published by the government. In reality, most of the students do not get the target of the school curriculum; they are not able to speak English well, to listen to the English news or English movies, to read English text books, and to write even English simple sentences /paragraph well. The commercial books lack of contextualization, the local contents are not presented appropriately.

The result of need analysis was taken from the interview which indicated that the existing book does not go with the competency standard of the school curriculum. The exercises content are not in the same line with the main lessons which are written in the curriculum. It does not create maximum target to be the main standard.

Some respondents stated that the vocabularies were too high for the students and this could affect the students' motivation to learn. Beside, some teachers gave their opinion that there was unsynchronized between the target curriculum and students comprehension. In other words, some materials on the existing books do not meet which the students need. The students studied unnecessary teaching items more often than the compulsory subjects.

2. The result of teachers' questionnaire toward the existing course book.

The result on the teachers' questionnaire consist of content, organization, and design aspects of the course book:

Need analysis finding: teachers questionnaire toward the existing book in SMA 16, SMA 2, SMA 17.

Chart 1 : The result of need analysis in 3 different schools..
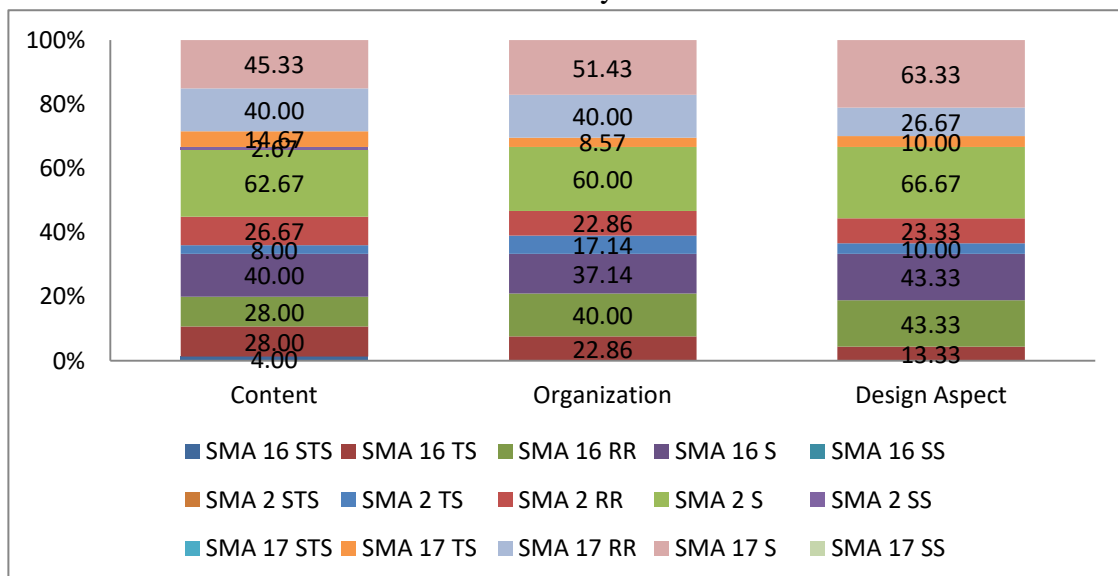
Chart 1 illustrate teachers perspective toward the existing book in three part of analyses, (1) content, (2) organization, (3) design aspect. **Content** relates to teaching materials, exercises, instruction, topic and the learning purpose. Almost all teachers in three different school agree 75 % , that content of the book should be related to content standard, the selected topics of the instructional materials should be consider to the use of the language and function, which is based on the school curriculum, the themes, and the vocabulary. Some materials does not meet the students levels. Not all teachers agree that the existing book can make the students learn independently.

Organization of the existing book still unsystematic arrangement, nearly all of the teachers responds the sequence of the organization instructional materials have not considered the standard of competence continually between one another skills 76%. The sequence of the materials do not match to the existing course book. There are number of exercises that are not necessary. The organization of the book must be support with the various exercises.

Design Aspect shows teachers perspective toward teaching materials prepared should be considered in accordance with the need of the students, teaching materials must be relevant to the materials, and the form and image of design sometimes is useless for the students. The school curriculum has sequenced the language functions in each semester. Almost all teachers agree that the design or appearance of the course book are good. The exercises are designed based on the curriculum, but they are colored so to make students interesting to study. The letter of the book is too small for

some of the students. The sequence of the instructional materials do not match the school curriculum completely.

Chart 2 : The result analysis of students questionnaires in SMA 17.SMA16, SMA 2
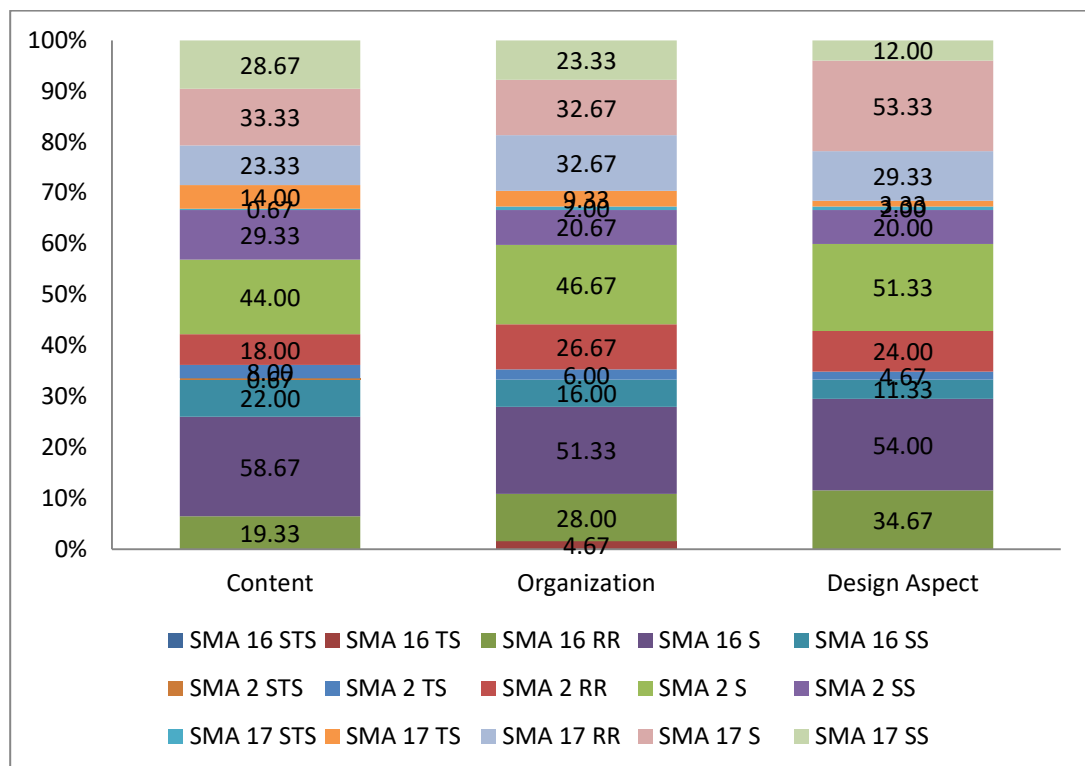
Chart 2 illustrate the result of analysis in three different school is aimed to know the students perspective toward the instructional materials, based on the data gathered it can be concluded that **content** 67% is needed by the students with appropriate topic, the various materilas is good for the students therefore it need

selected materials which is needed by the students and the most important thing according to the students view is the clear instruction help the students to learn.

Organization of the book should create the learning situation meaningful for the students to make learning independently and build the studentas characters (50%), the students also comment that the instructionalmaterila should improve the students creativity since the selected topis is appropriate for the students, like travelling, sport, entertaiment.

Design aspect is really affect the students motivation to learn, (55%) in three different school comment, therefore most of the students agree content of the book should be the same with the students levels, the materials selected is one of the students respond, nearly all of the students like to have travelling, sport, entertainment article to discuss during the learning process.

3. Analysis of the validity and reliability of instruments

In analyzing the data, instrument should present the validity and reliability. There are two aspects of instrument of this research, namely (1) the validity and reliability testing and (2) the instrument assessment by the experts in their fields.

Validity testing of this research instruments were conducted by applying out a questionnaire to 15 teachers and 30 students at SMA Negeri 16 Makassar. The validity test used SPSS statistical program version 16.0 for windows with Pearson product Moment Correlation technique to correlate the scores on each item with the total score

of questionnaire items. Based on the result of the instrument analysis, the students'
English proficiency was presented and teachers' perception about the instructional
materials was delivered to know the coefficient of Pearson product moment correlation
were then compared to the value of r table at 5% significance level and degree of
freedom (df) = n-2. Value r-count > r-table shows that items of questionnaire were
valid, if the value r count ≤ r table the item of questionnaires were invalid, the value
of r table for 28 15 respondents are the 5% significant level is 0,514. The reliability
testing in this research was done by calculating the reliability coefficient of Cronbach
Alfa using SPSS 16 for windows as follows:

a. The validity and reliability of teacher's questionnaire

All the items of the questionnaire are valid based on the t-test with two tailed, and
reliability according to Cronbach's Alpha based on standardized items is 0.95 (see
Appendix 4).

b. The validity of students' questionnaire

From 15 items there are three items are valid and the rest is valid based on the two
tailed test at the level of 0.05, and the reliability based on Cronbach's Alpha is
0.795. The analysis indicates that the Alpha value is 0.795 and r value is significant
at the level of 0.05 (two tailed) with 30 number of students is 0.361. It can be
concluded the items of the instruments are reliable, the calculated r is higher than
the r table (see Appendix 3).

4. Experts' validation of the instruments and dissertation product

The instruments used in this study and the dissertation product have been validated by two experts in their fields before administering the instruments: (1) Prof. H. Muh. Asfah Rahman, M. Ed., Ph.D and Prof. Dr. Ruslan, M. Pd. The improvements on the instrument and the product of the research had been done, and they were ready to use (see Appendix 12).

5. The current English proficiency of the students.

To know the current English Proficiency of the students the researcher administered an English test at two schools (SMA 16 and SMA 17). The mean score of the students at SMA 16 is 77.37 and the mean score of the students at SMA 17 is 76.47. Before administering t-test, F-test was administered to see homogeny of the test. The results state that the F-test, 0.1 is higher than 0.05 level of significant. So, the English proficiency is the same.

B. The Result of Design

In the teaching and learning process, an instructional model design should be considered. This present study applied the Model of Teaching English (MTE) presented by (Syatriana & Hamra, 2011), as in figure 1. The purpose of this teaching model is to get good oral and written English performance and competence. It considers the learning environments: the teachers, students, situation that has three circles: the first circle, oral and written competence, the second circle covers the four

language skills and the third circle covers the authentic materials, learning motivation, class interactions, team-based learning,

the use of learning strategies, individual activities, linguistic concepts, and reinforcement.
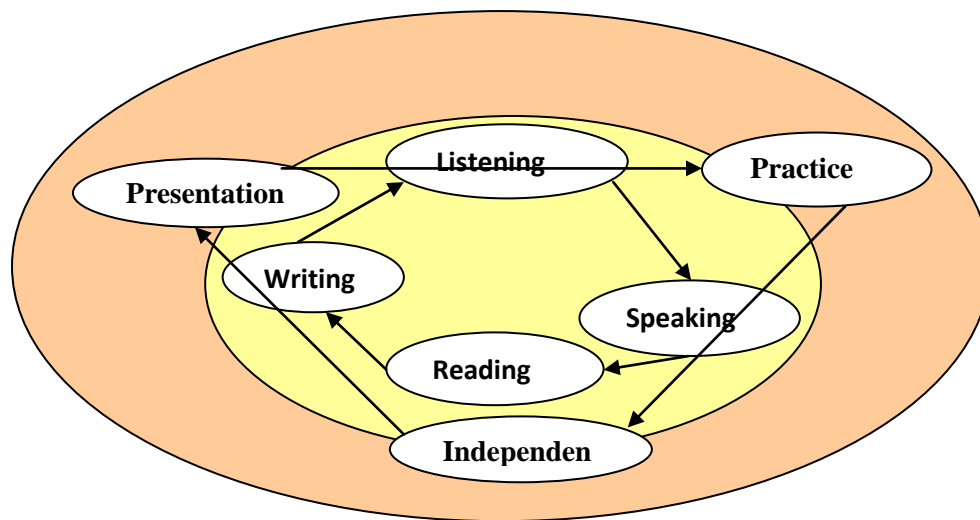
Figure 3. Model of Teaching English (Syatriana & Hamra, 2011)

Here are some learning strategies used in the newly designed text books (new course book: Listen and Practice) relating to PPP procedure.

1. Presentation (meaningful, memorable, and realistic examples, clear models, briefness), with various activities:

   a. Look, say, observe carefully

   This strategy asks the learners to see, say and observe the teaching materials are presented. The teacher gives an explanation as needed so that learners can understand so that they can practice the skills that the teaching materials.

2. Practice (attractive to generate motivation, Within the students' reach) with various activities as follows:

   a. Matching

   In implementing this strategy learners were asked to match a variety of ways, for example between the word with the object.

   b. Completing

   In learning, learners are asked to complete a sentence or an incomplete picture by providing / not providing complementary.

   c. Ask and answer

   In a pairing of learners asked questions and answers based on the training provided by teachers.

   d. Oral work

   Learning was asked to practice the exercises orally prepared in the learning material. Learners carry out an audible command or as instructed by the teacher or other students in working groups.

   e. Pattern drill

   Learners practice verbally about the word, Phrase, and sentence patterns are simple.

   f. Answering question

Learners are asked to practice answering questions orally and in writing from the description or simple writing.

3. Production (situational role play, Debates, discussions, problem solving, narratives, descriptions, Quizzes and games

   a. Role playing

   These activities provide opportunities for learners to play a role in group.

   b. Debates

   In this activity learners are given the opportunity to argue in accordance with situational phenomenon that is happening in society

   c. Discussion

   Learners are given the opportunity to discuss about the only thing that needs clarification or discussion.

   d. Problem solving

   Learners are involved in a variety of problem-solving activities of a particular case that exists in the community.

   e. Narratives

   Learners express or write the narrative of certain incidents or events.

   f. Descriptions

   In this activity the learners describe something in English, both written and spoken well

   g. Quizzes and games

Learners are involved in interesting quizzes and games in accordance with the ability and skill levels of learners.

C. The Result of Development

Since this study is developmental, deep discussion on creating a model of creating instructional materials was administered among the English teachers in the need analysis step of the study relating to the purpose of writing instructional materials, school curriculum, and the application of pedagogical aspects.

1. The instructional material development and instructional design

The Instructional Material Development Based on School Curriculum (IMDSC) is based on the components from ADDIE model, Dick and Carey, IDLS model, and Jolly and Bolitho in Tomlinson (1998). The main procedure is based on ADDIE model and some details of developing instructional materials are based on IDLS and Jolly & Bolitho, Dick and Carey, and the School Curriculum as in figure 4:

```
┌─────────────────────────────────────────┐
│   A MODEL OF CREATING INSTRUCTIONAL      │
│              MATERIALS                    │
└─────────────────────────────────────────┘
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Purpose

NEED ANALYSIS

Problem identification,.solution, Teachers and students perception, review the existing book

School Curriculum

DESIGNING
Syllabus, lesson plan, teaching model, strategies, contextualization

Aplication of pedagogical aspects

DEVELOPING THE COURSE BOOK
Instructional materials writing, prototype, validation

IMPLEMENTATION
Try out 1, revision 1, try out 2, revision2, etc.
Formative Evaluation course book production

EVALUATION
Summative Evaluation

FINAL PRODUCT: A COURSEBOOK

Figure 4: Instructional Material DevelopmentBased on the School Curriculum IMDSC

2. An example of instructional materials

An example of instructional material design based on the school curriculum and the model of teaching described before are presented in this study. The instructional materials have been proofread by Sarah Lindell and Reene Page (see Appendix 13 and 14), International Programs, Northen Illinois University on August 23, 2013. In the first teaching procedure, through the Lesson Map of each chapter teachers are expected to present the objectives of teaching that materials and explain the knowledge of that instructional materials. In the second procedure, the students are expected to practice that language through some exercises relating to the four skills of the English language and the other aspects such as the grammar, vocabulary. The students are guided to practice the exercises by the teachers. In the third procedure, some independent exercises such as role playing are presented in order the students can use

the language independently as in every day communication.

Lesson Map

Chapter 2

SUBJECT 1

- *FUNCTION : Introduction and Leave taking*
- *GRAMMAR FOCUS : Personal Pronoun*

The Students will learn to

- Introduce themselves, other people and leave taking
- Read an advertisement

SUBJECT 2

- *LISTENING : Listen to introduction and leave taking*
- *SPEAKING : Self introduction and leave taking*
- *READING : Read an advertisement*
- *WRITING : Write an advertisement*

SUBJECT 1   FUNCTION

Characters building : hard working, curiosity and discipline

A   Study the following dialogue.

1. Zaky   : Hi, how are you. What is your name?
    Anissa : I'm Anissa. How are you Zaky?

2. Adissa   : My name is Adissa. What is yours?
    Appank : My name is Zhafran, but call me Appank.

B   Give correct response to the following expression.

1. Rindu   : Hi, how are you?. I'm Rindu and you?
    Lisa   : Hello,…………………

2. Appank : Hello, my name is   Appank, what is yours?
    Anissa   : Hello, ………………...

3. Hendra : Hi, I'm Hendra, what is your name?
    Siti   : Hi, ………………

YOU KNOW WHAT

This lesson will train the students how they introduce themselves to others and the way of leave taking. Some common expressions are given as an example below.

Introduction

Hi !, How are you?. What is your name?
Hello, I'm Zaky and you are?
Hi! My name is Appank, what is yours?
Hello.. I'm Siti Nurahmah, you can call me Siti.

Leave taking

Good bye. Bye-bye ; Bye, Bye now; Take care of yourself
Well, it's time for me to leave

Example :

1. A : Good bye.
   B : Ok, see you then.
2. A : Well, it's time for me to leave.
   B : See you later.
3. A : See you soon- Okay.
   B : Good night.
4. A : I'd better be going now.
   B : Have a nice dream

C   Fill in the blank with leave taking utterances!

1. A : ………………….
   B : Have a nice day.
2. A : Good bye and give my regard to Mr./Mrs. ....
   B : ……………………..
3. A : …………………
   B : I look forward to seeing you again.

SUBJECT 1   GRAMMAR

I/me he/him they/them

Characters building : Responsive and Proactive

A   Study the following form

Subject			Object
I	I knowAnn	Ann knows me	me
We	We know Ann	Ann knows us	us
You	You knowAnn	Ann know you	you
He	He knows Ann	Ann knows him	him
She	She knows Ann	Ann knows her	her
They	They know Ann	Ann knows them	them

- I don't want **this book**. You can **have it.**
- I don't want **these books**. You can have **them.**
- Diane never drinks **milk**. She doesn't like **it.**
- I never go to **parties**. I don't like **them.**

We use me/her/them, etc. (object) after preposition (for/to/with. etc)

- This letter isn't for me. It's for **you.**
- Who is that woman? Why are you looking at **her**?.
- We're going to the cinema. Do you want to go **with us**?.
- Sue and kevin are going to the cinema. Do you want to go **with them**?.

Exercise

A. Complete the sentences. Use I/Me/He/Him.etc.

1. Who is that woman? Why are you looking at her?
2. Do you know that man? Yes, I work with ....
3. Where are the tickets? I can't find ....
4. I can't find my keys. Where are ....?
5. We're going out. You can come with.....?
6. Zaky likes music. .... plays the piano.
7. I don't like dogs. I am afraid of..........
8. I am talking to you. Please listen to...........
9. Where is Nisa? I want to talk to ....
10. My brother has a new job. ...... doesn't like ....very much.

B. Complete the sentences with correct personal pronounce.

1. I want that book. **Can you give it to me** ?
2. He wants the key . Can you give ....?
3. She wants the keys, Can you ....?
4. I want that letter. Can you ....?
5. They want the money. Can you ....?
6. We want the photographs. Can you .....?

C. Write sentences beginning with I like or I don't

1. I don't eat tomatoes. **I don't like them**
2. Dido is a very nice man. I like ....
3. This jacket isn't very nice. I don't .....
4. Mrs. Tini is not very friendly. I ....
5. This is my new car. Do you like.........?
6. These are my new shoes...........

**D. Write out these sentences again using pronouns
   instead of the words in Italics**

*Example: Sule is a dancer.
       He is a dancer*

1. *Heru* likes to drive a car. (he)
2. *Nehra* is my classmate. (she)
3. *Ratina* drinks a cup of milk. (She)
4. *Eny and Radit* are lecturers. (they)
5. *Rafi and Naruto* are college students. (they)

SUBJECT 2 LISTENING (KD 1.1)

Character building : curiosity, hard working and discipline

A. Listen to the radio commercial on track 7! Which is the odd one out (1, 2 , 3 ,4) Why ?........................... (track 19)

B. Complete the following phrases while you are listening to the radio commercial.

a. Help is …………………………………………………………..

b. Just one of the …………….. we have got for you.

c. ……………………….at any branch

d. Announcing the great Furniture Fanfare ………….

e. We have got everything …………………………………

f. ……………………….is the click of a mouse

g. The place everyone ………………………………………

C. How would you say the following slogans from the end of four radio commercials? Practice saying them as enthusiastically as you can.

a. The galaxy Pronto. The car everyone's talking about!

b. Come and see us at the Rialtho restaurant. We're here to serve you.

c. For a great day out visit the Russia Park.

SUBJECT 2   SPEAKING (KD 1.1)

Character building : cooperation and care

A. Look at the Dialog and practice

Zhafran : Hi, I am Zhafran. You may call me

 Appank.What is your name, please?

Zaky   : My name is Zaky.

 Where do you come from, Appank?

Zhafran   : I am from Surabaya. And how about you

 Zaky?

Zaky   : I come from Makassar. By the way,

 where do you go to school, Appank?

Zhafran :   I go to junior high school, And how

 about you, Appank?

Zaky   : Yeah, I go to SMP 3 Makassar.

Zhafran : Well, I have another activity, so, we must

 be off,Zaky.

Zaky   :   *Ok, Appank, thank you. See you next*

 time, bye.

Zhafran : bye.

B. Complete the conversation below with your own words.

    Rudy   : Hi, ………………?
    Amram : Hello, Rud. ……….?
    Rudy   : Where do you go to school?
    Amran : ……………….., and you?
    Rudy   : I work at the supermarket.
    Amran : What do you do there?
    Rudy   : I …………………..
    Amran : Well. nice talking to you. Bye
    Rudy   : …………………………….

SUBJECT 2   READING (KD 5.1)

Character building : hard working, curiosity and discipline

A. Read the following ads.

An advertisement

NOW, WHEN YOU PURCHASE A WIZARD FOREIGN LANGUAGE PROGRAM, WE'LL SEND YOU A FREE GIFT!

Order **a full wizard language program** and we'll send you a **portable stereo cassette player** absolutely for free. A great way to learn a new language and a fully portable way to take your lesson wherever you go. **What a great way to enjoy your new language** so, order now.

call 0411-859169 note : the words which the bold mark are the main   information of an ads.

B. Find some advertisement and notice the main information for each.

SUBJECT 2   WRITING (KD 6.1)

Character building : Togetherness and team work

A. Study these following information about an advertisement.

1. A luxury watch
2. Made in Paris
3. Buy 1 get 1 free
4. Discount 20 %
5. 0411- 4443211

B. Based on the information given, try to write a simple ads. in your own words!

3.   **Instructional design and strategy.**

The teaching design is based on the PPP approach. The Presentation of the

instructional materials are in the **Mapping** stage of the instructional materials or

course book. Thus, in this section. teachers are to explain what they are to teach; what cognitive aspects of the language skills that students need to know in order they are able to master the language proficiency. To get good language proficiency in terms of listening, speaking, reading, and reading students need to know knowledge of the skills. In stage of **Practice** students have to **Do** some exercises related to the language skills. In this stage, the students get a lot of guided exercises; in other words, students do the exercises dependently to able to achieve English performance completely. They can do the exercises individually or in group. Teachers' guidance plays an important role in this section. Next, in the **Production** stage, the students have to able to **Use** the language both in written or in oral form. In this case, a lot of independent exercises are presented to get the English achievement. The exercises can be in different forms, for example role-playing or oral presentation for dialogues and monologues. Thus, the procedures of teaching and learning process consist of Mapping the cognitive aspect of the language, Do some dependent exercises, and Use the language in the forms of written and oral (MDU).

C. The Result of Implementation and Evaluation

1. The effectiveness of the instructional materials

Tryout with pretest and posttest design at SMA Negeri 16 and SMA 17 was administered to see the effectiveness of the instructional materials. The tryout was conducted for six times including the pretest and posttest.

a. Tryout with pretest and posttest at SMA Negeri 16

The result of the pretest of English achievement indicates that the mean score of 30 students took the test is 77.37 and posttest is 79,73. This indicates that the score is increased with the new instructional materials, as indicated in the table 6:

Table 6. The result of achievement test from the tryout at SMA 16

	Mean	N	Std. Deviation	Std. Error Mean
Pair1 PRE	77.37	30	1.991	.364
POST	79.73	30	2.741	.500

The correlation before and after using the new instructional materials, between the two tests of 30 students is .897. The correlation is significant since .000 < 0.05 at the level of .05. as indicated in table 2:

Table 7. The correlation between pretest and posttest at SMU 16

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	30	.897	.000

P-value from the paired samples test is .000 is smaller than .05. It means that the different value of the test before and after using the new instructional materials for every student is not the same as null. Thus, the new instructional materials are effective to improve the English achievement of the students, as presented in table 3:

Table 8. The score before and after using the book at SMA 16

			Pair 1
			PRE – POST
Paired Differences	Mean		-2.367
	Std. Deviation		1.299
	Std. Error Mean		.237
	95% Confidence Interval of the Difference	Lower	-2.852
		Upper	-1.881
T			-9.976
Df			29
Sig, (2-tailed)			.000

b. Tryout with pretest and posttest design at SMA Negeri 17

The result of the pretest of English achievement indicates that the mean score of 30 students took the test is 78.47 and posttest is 82.10. This indicates that the score is increased with the new instructional materials, as indicated in table 4:

Table 9. The result of the tryout of SMA 17

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE	78.47	30	1.776	.324
	POST	82.10	30	1.918	.350

The correlation before and after using the new instructional materials, between the two tests of 30 students is .634. The correlation is significant since .000 < .05 at the level of .05. as indicated in table 5:

Table 10. The correlation of result of SMU 17

	N	Correlation	Sig.
Pair 1 PRE & POST	30	.634	.000

P-value from the paired samples test is .000 is smaller than .05. It means that the different value of the test before and after using the new instructional materials for every student is not the same as null. Thus, the new instructional materials are effective to improve the English achievement of the students, as presented in table 6. The table of paired samples correlations between SMA 16 and 17 indicates that SMA 16 is more effective in using the new instructional materials than SMA 17 as indicated that SMA gets .897 correlation while SMA 17 only gets .634 correlation.

Table 11. The test score before and after using the book at SMA 17

		Pair 1
		PRE - POST
Paired Differences	Mean	-3.633
	Std. Deviation	1.586
	Std. Error Mean	.290

	95% Confidence Interval of the Difference	Lower	-4.226
		Upper	-3.041
T			-12.546
Df			29
Sig. (2-tailed)			.000

Because of the negative t-value, it showed that the average score at SMA 16 is smaller than the score at SMA 17. The average difference is 2,367 (mean difference) and the difference is between 1,444 and 3,589 (see Appendix 5). Based on the data described before, the instructional materials meet to the students' needs in learning and teaching process in the classroom. In designing instructional materials, one consideration is to have the identification of needs to solve problem by the creation of new materials (Tomlinson, 1998).

c. Tryout with pretest and posttest at SMA Negeri 2

The result of the pretest of English achievement indicates that the mean score of 30 students took the test is 78.00 and posttest is 81,47. This indicates that the score is increased with the new instructional materials, as indicated in table 7:

Table 12. The result of the tryout of SMA 2

		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair 1	Pre	78.00	30	1.80	.329
	Post	81.47	30	2.209	.403

The correlation before and after using the new instructional materials, between the two tests of 30 students is .668. The correlation is significant since .000 < .05 at the level of .05. as indicated in table 8:

Table 13. The correlation of result of SMA 2

	N	Correlation	Sig.
Pair 1 PRE & POST	30	.668	.000

P-value from the paired samples test is .000 is smaller than .05. It means that the different value of the test before and after using the new instructional materials for every student is not the same as null. Thus, the new instructional materials are effective to improve the English achievement of the students, as presented in table 9 The table of paired samples correlations between SMA 16, 17, and 2 indicates that SMA 16 is more effective in using the new instructional materials than SMA 17 as indicated that SMA 17 gets r = .897 correlation while SMA 17 only gets r = .634, and SMA 2 gets r =.668

Table 14. The test score before and after using the book at SMA 2

		Pair 1
		PRE - POST
Paired Differences	Mean	-3.467
	Std. Deviation	1.676
	Std. Error Mean	.306

	95% Confidence Interval of the Difference	Lower	-4.093
		Upper	-2.841
T			-11.329
Df			29
Sig. (2-tailed)			.000

Because of the negative t-value, it showed that the average score at SMA 16 is smaller than the score at SMA 17. The average difference is 2,367 (mean difference) and the difference is between 1,444 and 3,589. Based on the data described before, the instructional materials meet to the students' needs in learning and teaching process in the classroom

2. The criterion for course book assessment and comparison between the existing and new designed book

Based on the criterion for course book assessment, the researcher tried to assess the instructional materials by comparing the existing and the new design instructional materials based on Ur Penny (1996), and it can be seen in table 15.

Table 15: Criterion for Course book Assessment and Comparison between Existing and Designed Book Used in High School

No	Criterion for course book assessment (Penny Ur, 1996)	Existing books	Designe d book	Comment
1	Objective explicitly laid out in an introduction and implemented in the material	√	√	
2	Approach educationally and socially acceptable to target community.		√	
3	Clear attractive lay out, print easy to read.	√	√	
4	Appropriate visual materials evaluable.	√	√	
5	Interesting topic and task		√	

No	Criterion for course book assessment (Penny Ur, 1996)	Existing books	Designe d book	Comment
6	Varied topics and tasks, so as to provide for different learners level, learning styles, interest, etc	√	√	
7	Clear instruction		√	
8	Systematic coverage of syllabus		√	
9	Content clearly organized and graded (sequenced by difficulty).		√	
10	Periodic review and test sections	√		
11	Plenty of authentic language		√	
12	Good pronunciation explanation	√		
13	Good vocabulary explanation and practice	√		
14	Good grammar presentation and practice		√	
15	Fluency practice in all four skills		√	
16	Encourage learners to develop own learning strategies and to become independent in their learning.		√	
17	Adequate guidance for the teachers, not too heavy preparation load.		√	
18	Audio cassettes	√	√	
19	Readily available locally		√	

Table 15 shows that the criteria in designing a course book which was adapted from Penny Ur shows 19 criteria based on the result of interview and survey conducted among teachers in 3 different schools and students perception, it was found that existing design book covered 16 criteria, thus the researcher concluded that new course book is the representative to improve the students skill in learning English. In this present study, the researcher also adopt the standard assessment for English language for senior high school students (2013) it stated that the appropriateness of the

materials should be related with the curriculum and the indicators content should be suitable with the competency standard.

3. The students' perception to the use the new design of the instructional materials

In designing the course book, need analysis for the students was given. It aimed to know the students perspective in the current course book compared to the new design course book. Based on the data analysis, the students' argued that the instructional materials improve the English skills of the students. The detail information can be seen in (appendix 5).

**Chart 1. Result of student's questionnaire of SMAN 16 to the existing book**
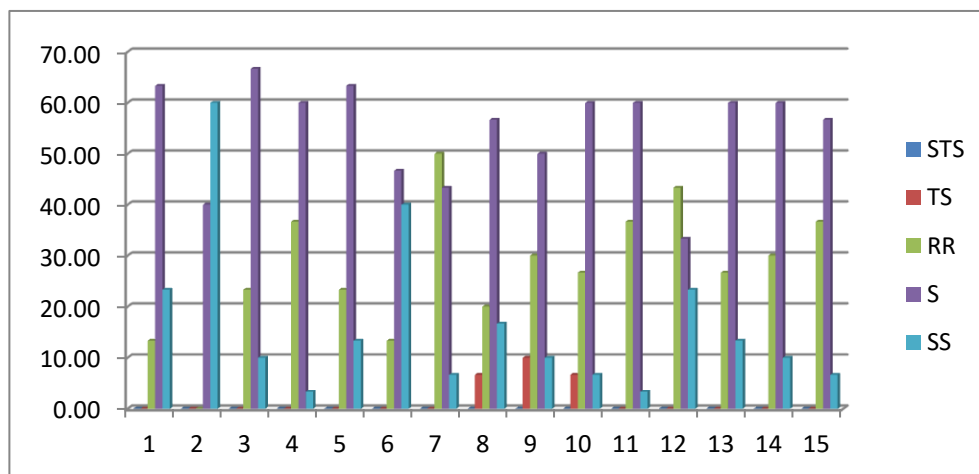
The first item of chart 1 shows that most students (63.33%) said the existing book has various materials, many students (23,33%) said strongly agreed about the

various materials, various materials in the book should help students more understanding to the subject, but since the materials are not written based on the syllabus, it can be said that they were useless. Some publishers add various materials only for economic purposes. The thicker the book the more expensive are. Item 2 stated the existing book has contains various vocabularies. Out of 14 students respond strongly agreed (3.33%) to add more vocabularies. Item 3 shows the existing textbook contain subjects/themes that meet the students' basic need, various materials (66.67%), 3 (10.00%) students said that the designed book only (56.67 %) agreed that the course book should meet with the students' basic need in learning English, and 2 students (6.67%) agreed that improvement is sill necessary for the students. Item 4 contains various exercises that were needed by the students to develop the student's English, most of the students (60%) stated that exercises were needed to improve the students' English skills. Item 5 points out that most of the students (63,33%) said that the instruction was easy to follow, and (13,33%) students strongly agreed about the instruction, while the design book 12 (40,00%) students agreed and 5 (16.67%) students strongly agreed that clear instruction was very useful for the students. Item 6 shows that 14 (46.67%) students and 12 (40 %) students said that the course book supported various pictures that helps students to master the current materials, design book had 13 (43.33%) students argued that pictures support the material and 5 (16.67%) students strongly agreed about the pictures that support the teaching materials. Item 7 states that most students said the course book help the students to

learn individually, 13 (43.33%) students agreed, 5 students said undecided and 6.67 % said strongly agreed, it was proved that motivation in learning has an important role in learning. Item 8 show shows that 17 (56.67%) students agreed that they got more advantages on learning. Item 9 shows that 17 (56.67%) students agreed that the course book build students' characters, 6 (20 %) students said undecided and 2 students said strongly agreed. Item 10 states that 18 (60 %) students helped students more creative in improving the students' skill in English; in addition, materials development are good implementation in the learning process, only 2 (6.67%) students said strongly agreed. Item 11 shows that 18 (60 %) students agreed that the course book helped students improve their listening skill. Item 12 shows that 13 (43.33) students said that electronic vocabulary help the student to find the difficult words, 10 (33.33%) students agreed that vocabulary is easy to find in electronic device. Item13 shows that 18 (60 %) students agreed that the materials can build the students' moral through reading comprehension of the texts. Item 14 states that 18 (60 %) students agreed about the course book can help the students' writing ability in learning and teaching process, 9 students said undecided and 3 students (10 %) said strongly agreed. Item 15 indicates that 17 (56.67%) students agreed that the course book helps students on particular subjects, 11 (36.67%) students comment undecided and 2 of the students said strongly agreed.

Chart 2. Result of Student's Questionnaire of SMAN 16 to the new design book
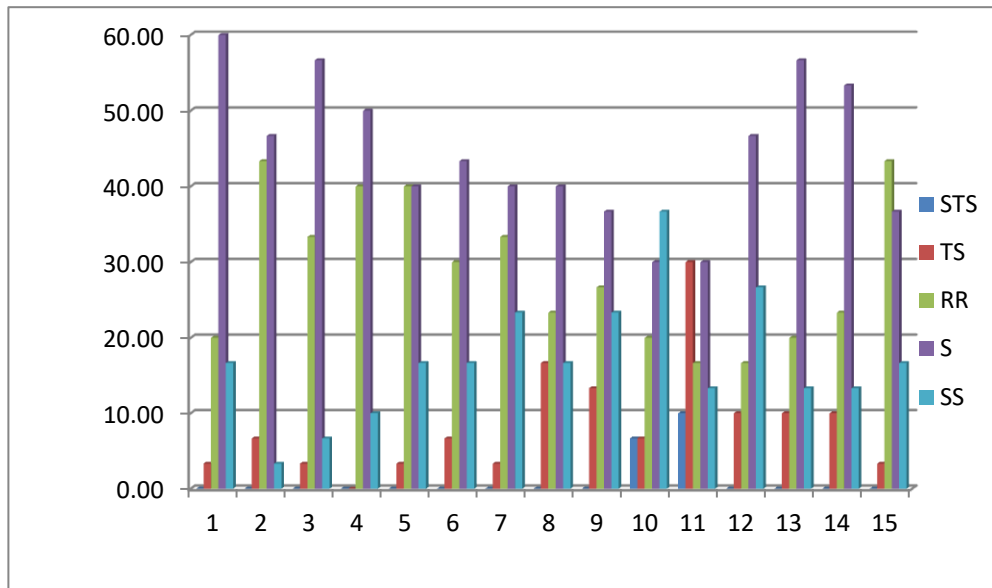
The first item of chart 2 shows that new design book result (16.67%) students strongly agree about the various materials. Various materials in the book should help students more understanding to the subject. But since the materials are not written based on the syllabus, it can be said that they were useless. Some publishers add various materials only for economic purposes. The thicker the book the more expensive is. Item 2 above shows that few of students (46.67) agree for the designed book out of 14 students respond strongly agreed (3.33%) add more vocabularies. Item 3 (10.00%) students said that the designed book (56.67 %) meet the students' basic need in learning English, and 2 students (6.67%) agreed that improvement is still necessary for the students. Item 4 show (50%) said that newly design book was a good thing to improve the English skills of the students. Item 5 it shows that 12 (40.00%)

students agreed and 5 (16.67%) students strongly agreed that clear instruction was very useful for the students. Item 6, shows 13 (43.33%) students argued that pictures support the material and 5 (16.67%) students had strongly agree with the pictures that support the teaching materials. Item 8 shows that 17 (56.67%) students agreed that they got more advantages on learning. Item 9 shows that 17 (56.67%) students agreed that the course book build students' characters, 6 (20 %) students said undecided and 2 students said strongly agreed. Item 10 states that 18 (60 %) students helped students more creative in improving the students' skill in English; in addition, materials development are good implementation in the learning process, only 2 (6.67%) students strongly agreed, while undecided 8 (26.7%) students. Item 11 shows that 18 (60 %) students agree that the course book helped students improve their listening skill, and 11 students said undecided. Item 12 shows that 13 (43.33) students said that electronic vocabulary help the student to find the difficult words, 10 (33.33%) students agreed that vocabulary is easy to find in electronic device. Item 13 shows that 18 (60 %) students agreed that the materials build the students' moral through the students' reading comprehension of the texts. Item 14 states that 18 (60 %) students agree about the course book can help the students' writing ability in learning and teaching process, 9 students said undecided and 3 students (10 %) said strongly agree. Item 15 shows that 13 (43.33%) students undecided about the content of the course book can improve their insight in learning English

Chart 3. Result of student's questionnaire at SMAN 2 Makassar to the existing
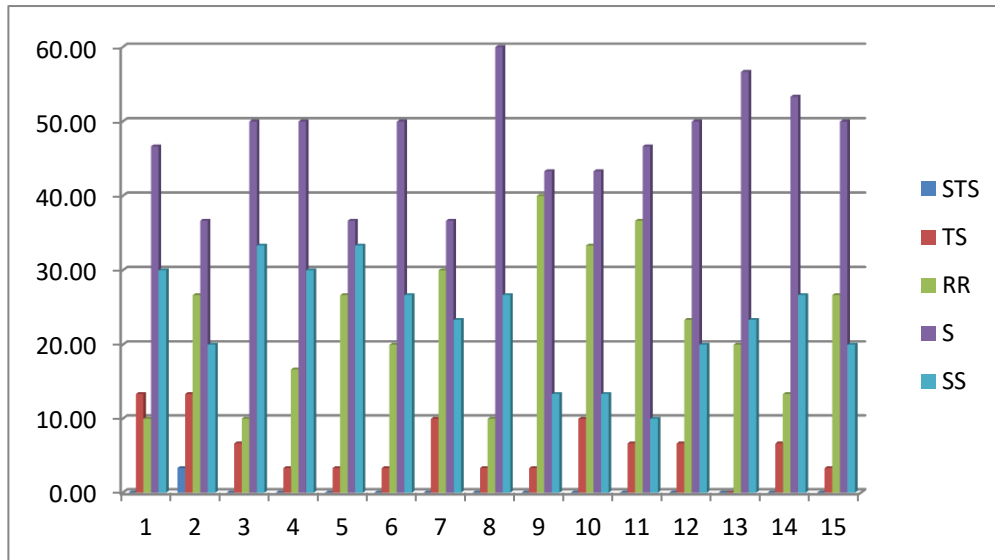
Chart 3 related to existing book shows that most students (46.67%) said the existing book has various materials, some students (30.00%) strongly agreed about the various materials, but since the materials are not written based on the syllabus, it can be said that they were useless. Some publishers add various materials only for economic purposes. The thicker the book the more expensive is. Item 2 of the existing book stated that the existing book indicated that most of the students (36.67%) agree that the book contain various vocabularies. Item 3 shows that the existing textbook contain subjects/themes that meet the students' basic need, 15 students (50.00%) agreed that the course book should meet with the students' basic need in learning English, and 2 students (6.67%) agreed. Item 4 contained various exercises that were needed by the students to develop the student's English, 15 students (50%) stated that

exercises were needed to improve the students' English skills. Item 5 pointed out that most of the 11 students (36.67%) said that the instruction was easy to follow, and 10 students (33.33%) strongly agree about the instruction, Item 6 shows that 14 (46.67%) students and 12 (40 %) students said that the course book supported various pictures that helps students to master the current materials. Item 7 shows that 11 (36.6%) agree and 7 (23.3%) strongly agreed the existing book help them to learn individually while 22 (73.3 %) agree and 1 (3.33%). Item 8 pointed out that 18 (60%) agree and 8 (26.6%) strongly agree that the existing book gave the students more advantages on learning. Item 9 explained that 13 (43.3%) students agree and 4 (13.3%) strongly agree to the existing book which build the students character, while 20 (66.6%) agree and 3 (10 %) strongly agreed that the design book would build students' character. Item 10 shows that 13 (43.3) agree and 4 (13.3 %) strongly agreed the existing book could help students more creative. Item 11 gave more description that 14 (46.6%) agreed and 3 (10%) strongly agreed that the existing book helped them more on listening. Item12 shows that 15 (50.6%) agreed and 6 (20%) strongly agree that the existing book helped them more on speaking. Item 13 pointed out that 17 (56.3%) agreed and 7 (10%) strongly agree that the existing book helped them more on reading. Item 14 gave more description that 16 (53.3%) agreed and 8 (26.6%) strongly agreed that the existing book helped them more on writing, while 25 (83.3%) agree and 2 (6.6%) students strongly agreed that the designed book gave more advantages on

writing. Item 15 pointed out that 15 (50%) agreed and 6 (20%) strongly agreed that the existing book helped them more on particular subject.

Chart 4. Result of student's questionnaire at SMAN 2 to the new design book
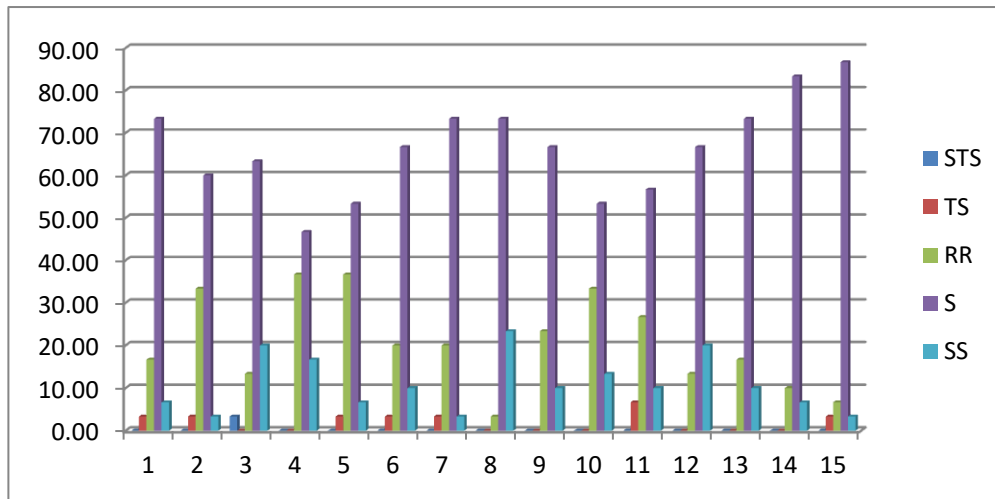
Item 1 of the chart 4 shows (73.33%) strongly agreed about the various materials. Various materials in the book should help students more understand to the subject. Item 2 present that design book (60.00%) agreed to add more vocabularies in the book. Item 3 shows that 19 students (63.33%) agreed that materials should meet with the students need. Item 4 contained various exercises that were needed by the students to develop the student's English, 15 students (50,%) stated that exercises were needed to improve the students' English skills. Item 5 shows that design book 16 (53.33%) students agree and 2 students (6.67%) students strongly agreed that clear instruction was very useful for the students. Item 6 shows that 14 (46.67%) students and 12 (40 %) students said that the course book supported various pictures that helps

students to master the current materials, design book 20 (63.3 %) students agreed and 3 (10%) strongly agreed that pictures helped them to understand the material. Item 7 shows the design book was useful to help them to study individually. Item 8 pointed that design book gave more advantages for 22 (73.3%) students agree and 1 (3.33%) strongly agreed. Item 9 shows that 20 (66.6%) students agree and 3 (10 %) students strongly agreed that the design book would build students' character. Item 10 shows that 16 (53.3%) agreed and 4 (3.33%) strongly agree 16 (53.3%) students agreed and 4 (13.3%) students strongly agreed about the content of the book help students creativity to improve the students skill in English.. Item 11 gave more description that 17 (56.6) agreed and 3 (10%) strongly agree that the designed book gave more advantages on listening. Item 12 shows that 20 (66.6) agreed and 6 (20%) strongly agreed that the designed book gave more advantages on speaking. Item 13 pointed out that 22 (73.3) agreed and 3 (10%) strongly agreed that the designed book gave more advantages on reading. Item 14 gave more description that 25 (83.3%) agree and 2 (6.6%) strongly agree that the designed book gave more advantages on writing. Item 15 pointed out 26 (86.6) agreed and 1 (3.33%) strongly agreed that the designed book gave more advantages on particular subject.

Chart 5. Result of student's questionnaire at SMAN 17 to the existing book.
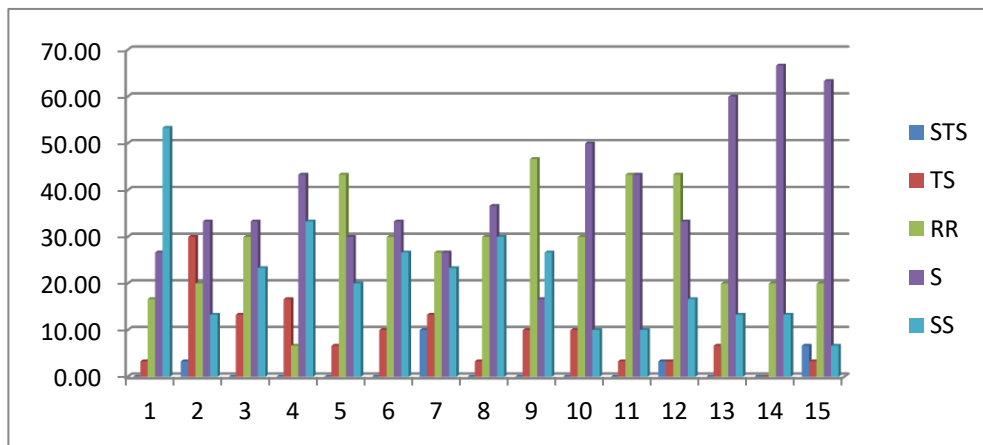
Item 1 of chart 5 shows that the book should contain various materials, 16 students (26.67%) comment strongly agreed. Teaching material should meet the learner need it is proven by 10 students comments (33.33%) agree about the statement. About the content of the exercises is the considerations in design a course book, 13 students (43.33%) show agree, the course book instruction is needed by the students, 13 students (43.33). Item 6 shows that 10 students 33.33% agreed picture can support the students. The existing course book 8 students (26.67%) and 8 students comment undecided. The next, the existing book give more advantages for students, 9 students (30.00%) said undecided and 11 students (36.67%) shows agreed that the book has advantages for the students. The course book helping students to build their characters most of students 14 (46.67%) comment that the course book does not support the students characters.

Chart 6. Result of student's questionnaire at SMAN 17 to the new design
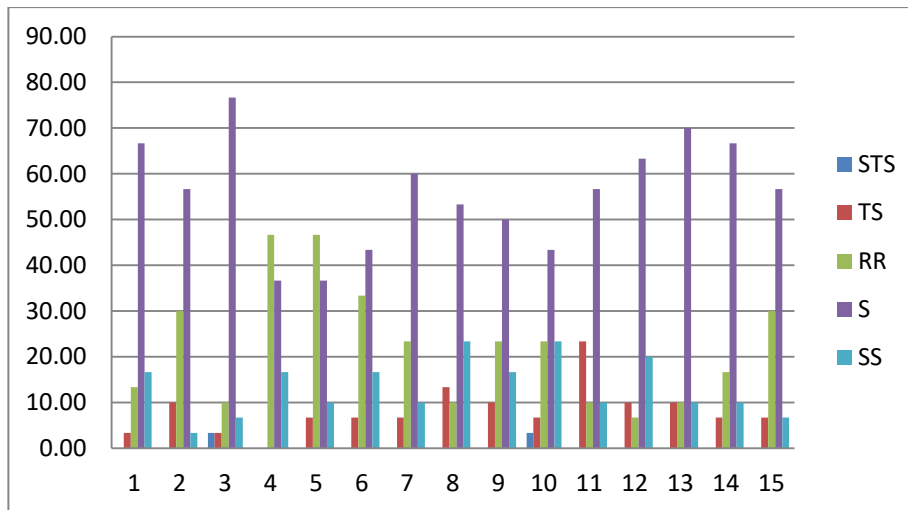
Chart 6 shows that the book should contain various materials, 4 students (66.67%) have no comment, 20 students (66.67%) agreed about the various materials. Teaching material should meet the learner need it is proven by 17 students comments (56.67%) agreed about the statement. About the content of the exercises is the considerations in design a course book, 23 students (76.67%) show agree, the course book instruction is needed by the students, 11 students (36.67%). Item 6 shows that 13 students (43.33%) agreed picture can support the students. Item 7 shows 18 students (60.00%) agreed that the design book help student to learn. Item 8 shows 16 students (53.33%) agreed design book increase the students insight. Item 9 shows 15 students (50.00%) agreed that the design book help students characters in the process of learning. Item 10 13 students (43.33%) agreed that design book help student to improve the creativity in leaning English. Item 11 shows 17 students (56.67%) agreed that new design book improve listening skill. Item 12 shows 19 students (63.33%)

agreed new design book improve the speaking skill of the students. Item 13 shows 21 students (70.00%) agreed that design book improve the reading skill of the students. Item 14 shows 20 students (66.67%). Item 15 shows 17 students (56.67%) agreed that design book improve the students horizon in learning English.

4. The teacher's perception toward the new instructional materials?

To know the teachers' perception toward the instructional materials is necessary to administer questionnaires. The questionnaires were used to determine the teachers respond about the existing and newly design book. The content of the questionnaires which was divided into parts namely (1) the content of the book, (2) the book organization, (3) the design aspect.

Based on the book judgment the researcher draws some conclusion as in chart 7:

Chart 7. Result of Teachers Questionnaire at SMAN 17 to the Existing Book
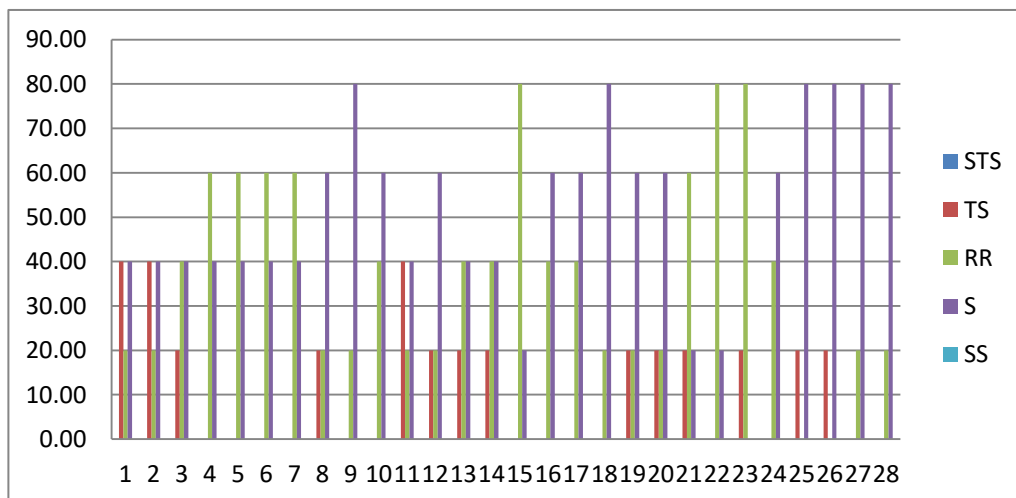
Chart 7 shows various exercises that students need to develop. Not many English teachers (40%) deals with the criteria based on Penny Ur, namely. Learning objective should implicitly implied, in listening, speaking, reading and writing suit with the content standard, the instruction and explanation easy to understand that was based on the teachers responds 3 (60%). Chart above shows that 4 teachers (80%) agree that course book organization should based on the function and the competence theme.

Some teachers disagree 2 (40%) that course book organization consider sustainability with other materials, 3 teachers agree (60%) that course book organization consider relationship between the other materials. The materials prepared in accordance with the needs of the students, 3 teachers (60%) agree with the statement, 2 teachers undecided (40%).

Teachers comment about the image on teaching materials help student understand the materials being taught, 4 teachers (80%) agree, the design of the course book is one of the consideration to attract students to learnt, 4 teachers (80%) agree. And the next point is the shape and size of the letter need to be considered in the learning process 4 teachers agreed.

Chart 8. Result of teachers questionnaires of SMAN 17 to the new design book.
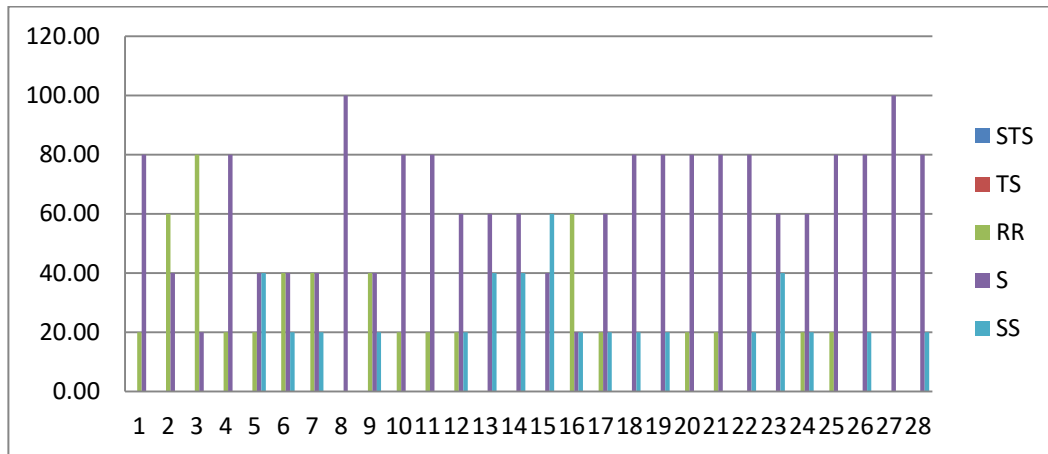
The overall comment from chart 8 shows that, the senior teachers at SMU 17 shows that the design book need to be creative in designing the materials should more various to fulfill the students need, the structure and function in every chapter it already in good category to apply in high school, 4 teachers (80%) comment that integrated skill should be the main consideration in design the English book at senior high school, and the materials should follow the content standard 2 teacher (40%) shows agreed.

Chart 9. Result of teachers questionnaires of SMAN 16 to the existing book
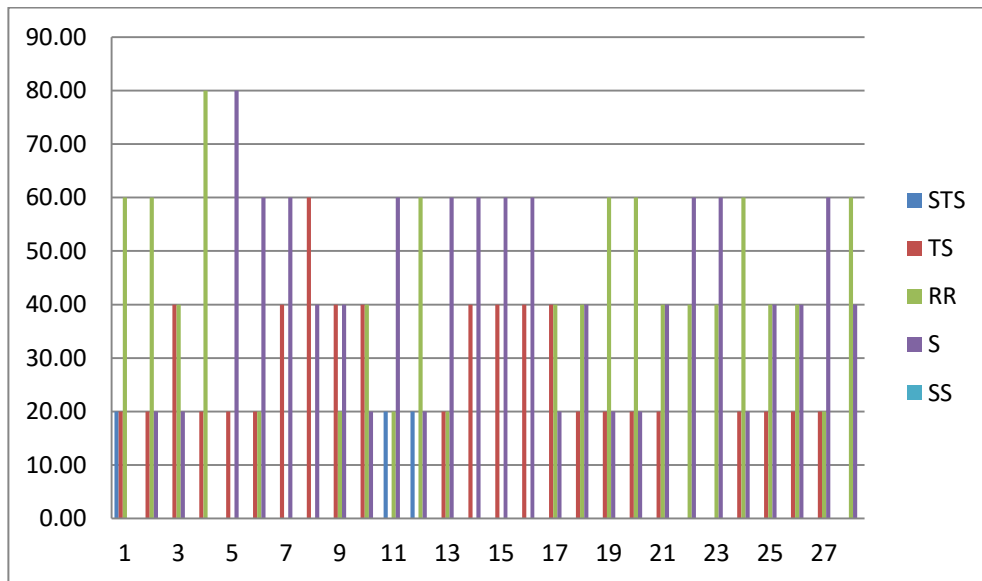
Chart 9 shows that various exercises need to develop to improve the English skills, the answer from respondent shows that the existing book 4 (80 %) teachers agree that various exercises is needed.

Item 2 shows that 2 teachers (40 %) agree the learning objective implicitly implied. Item 3 shows that 4 teachers (80 %) comment that the materials for existing book are suit with the content standard. Item 4 shows that the existing book 4 (80%) teachers undecided respond the exercises given is suitable with the content standard, 1 (20 %) teacher agree.

Item 5 shows that 4 teachers (80 %) said, in reading various test is provide based on the content standard. Item 6 shows that 3 (60 %) teacher, in writing exercises, various topic related to content standard. Item 7 presents that 4 (80 %) teachers, agree that course book organization support by various exercises. Item 8

present about 5 (100 %) teachers said agree that the instruction are easy to follow. Item 9 present 2 teachers disagree (20 %) and 2 teachers disagree (20 %) the example of the exercises is accordance with the students level, design book said 4 teachers (80 %), one teacher said strongly agree related to the statement. Item 11 present that 4 (80 %) agree that course book should provided cassette and CD. Item 12 show that 3 (60 %) teacher responds undecided, the vocabulary are easy to find in dictionary and in the electronic. While the existing book 3 teachers (60 %) agree, 1 teacher said (10.00%) strongly agree. Item 13 presents that 3 teachers (60 %), 1 said strongly agree that the content of materials provide social value.

Item 14 show that 3 teachers (60 %) agree that materials provide moral exercises,1 teacher said undecided and strongly disagree.

Item 15 present that 3 teachers (60 %) agree that materials have gradually review. Structure of The Book. Organization finding, Item 16 present 3 (60 %) teachers said that the course book is based on the content standard after applying the new design book 3 (60 %) , 1 teacher strongly agree and 1 comment from teacher undecided.

Item 17 shows 2 (40 %) teachers said that organization of the course book based on function that support the main topic, 2 (40 %) disagree, 1 agree, while the existing book 3 teachers agree about the book organization.

Item 18 presents 2 teacher (40 %) and 2 teachers said strongly agree that the course book organization based on the function, that suit with the competent standard.

Item 19 shows 3 teachers (60 %) that course book organization based on the function, and suit with the competence, 5 teachers (100 %) agree about the book organization based on the function.

Item 20 present 3 teachers (60 %) said that course book organization consider sustainability with the other materials, 5 teachers (100 %) agree that course book need sustainability.

Item 21 shows that 3 teachers (60 %) undecided course book organization consider sustainability between the competence standard (integrated skill), 2 teachers (40 %), comment the materials in writing varied based on the content standard. Item 22 presents that 3 (10.00%) teachers said that course book organization support by various exercises. **Design aspect** Item 23 shows that 3 teachers (60 %) said that course book organization is based on the learners need, Item 24 shows 3 teachers (60 %) comment that the materials prepared in accordance with the needs of students Item 25 presents 2 teachers (40 %) said undecided and agree that teaching materials have pictures that are relevant to the study, and the design book states 2 teacher comment undecided and 2 teachers agree about the picture. Item 26 shows 2 teachers undecided and 2 teacher (40 %) states that image on teaching materials help students understand being taught. Item 27 presents that 3 teacher (60 %) agree that teaching materials have color that attract the students to learn. Item 28 shows that 3 teacher (60 %) undecided that the shape and size of the letter fit comfortably with the teaching materials and 2 teacher agree about the statement.

Chart 10. Result of teachers questionnaires of SMAN 16 to the new design book
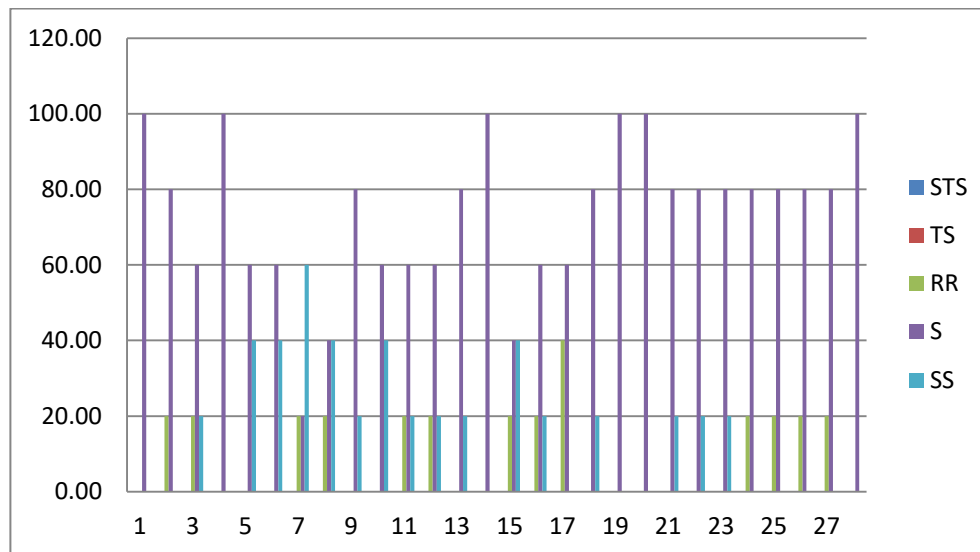
Chart 10 shows present the responds from the teacher about the various material help students to improve the English skill, 5 (100%) teacher agree, 5 teachers said agree that various exercises is needed. Item 2 shows that 4 teachers (80 %) agreed the learning objective implicitly implied. Item 3 shows that 3 teachers (60 %) agree that existing book have listening activities. Item 4 shows that the existing book 5 (100 %) teachers respond in speaking activities should have many activities, the exercises given is suitable with the content standard. Item 5 shows that 3 teachers (60 %) said that in reading, various test is provide based on the content standard. Item 6 shows that 3 (60 %) teachers, input in writing, various test is provide based on the content standard. Item 7 presents that 3 (10.00%) teachers, strongly agree that course book organization support by various exercises and the design book teachers. Item 8 present about 2 (100 %) teachers disagree that course book organization materials based on the learner need, Item 9 present 4

teachers disagree (80 %) agreed the example is accordance with the students level. Item 10 shows that all teachers gives 5 (100 %) through the new design book student can learn actively. Item 11 present that 3 (60 %) agree that course book should provide cassette and CD.

Item 12 shows that 4(80 %) teacher undecided that vocabulary easy to find in dictionary and in the electronic. Item 13 presents that 4 teachers (80 %), agree that the content of materials provide social value. Item 14 show that 5 teachers (100 %) agreed that materials provide moral exercises. Item 15 present that 5 teachers (100 %) agree that materials have gradually review . Structure of The Book, **Organization**, Item 1 present 3 (60 %) teachers present that the course book is based on the content standard after applying the new design. Item 2 shows 4 (80 %) teachers said that organization of the course book based on function that support the main topic. Item 3 presents 4 teacher (80 %) strongly agree that the course book organization based on the function. Item 4 shows 3 teachers (60 %) present hat course book organization based on the function, and suit with the competence. Item 5 present 2 teachers (40 %) said that course book organization consider sustainability with the other materials. Item 6 show that 4 teachers (80 %) agreed organization consider sustainability between the competence standard. Item 7 presents that 5 (100 %) teachers said that course book organization support by various exercises. **Design Aspect**. Item 1 shows that 4 teachers (80 %) said that course book organization is based on the learners need. Item 2 shows that 4 teachers (80 %) comment that the materials prepared in accordance with the needs of students and the design book states the

same as the existing book. Item 3 presents 5 teachers (100 %) said that image help students understand the materials. Item 4 shows 4 teachers (80 %) states that image on teaching materials help students understand being taught.

Item 5 presents that 2 teachers (20 %) agree that teaching materials have color to attract the students to learn. Item 6 shows that 4 teacher (80 %) agreed that the shape and size of the letter fit comfortably with the teaching materials.

Chart. 11: Result of teachers questionnaires of SMAN 2 to the existing book.
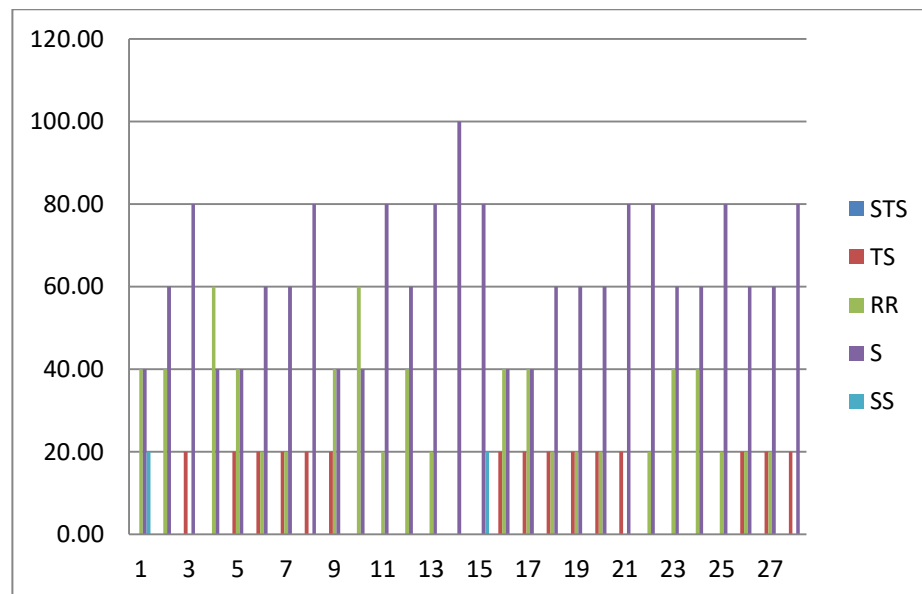
Chart 11 presents overall comment for the existing book used in SMU 2 based on content of the book most of the teacher agreed that good course book should contain various exercises where student need to develop their English the average was (62,67 %) teachers deals with the criteria based on Penny Ur, namely. Learning

objective should implicitly implied, in listening, speaking, reading and writing suit with the content standard, the instruction and explanation easy to understand that was based on the teachers responds 3 (60 %). Chart above shows that 4 teachers (80 %) agree that course book organization should based on the function and the competence theme.

Some teachers disagree (60 %) that course book organization consider sustainability with other materials, 5 teachers agree (100%) that course book organization consider relationship between the other materials. The materials prepared in accordance with the needs of the students, 3 teachers (60%) comment. Teachers comment about the image on teaching materials help student understand the materials being taught, 4 teachers (80 %) agree, the design of the course book is one of the consideration to attract students to learnt, 4 teachers (80 %) agree. And the next point is the shape and size of the letter need to be considered in the learning process 4 teachers agreed.

Chart 12: Result of teachers' questionnaires of SMAN 2 to the new design book
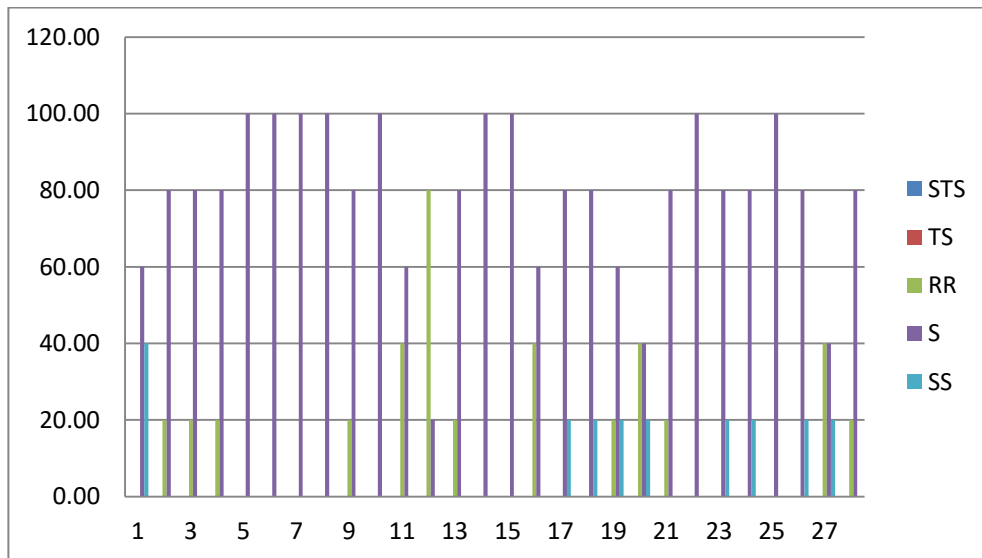
Chart 12 above shows that item 1 shows that good course book contain various exercises where students need to develop their English, responds from 2 (20 %), item 2 shows that 4 teachers (80 %) agreed the learning objective implicitly implied. item 3 shows that 4 teachers (80 %) agree that existing book have listening activities. Item 4 shows that the design book 4 (80 %) teachers respond that in speaking, the exercises given is suitable with the content standard. Item 5 shows that 5 teachers (100 %) said that in reading, various test is provide based on the content standard. Item 6 shows that 5 (100 %) teacher, input in writing, various test is provide based on the content standard. Item 7 presents that 5 (100 %) teachers, strongly agree that course book organization support by various exercises and the design book teachers. Item 8 present about 5 (100 %) teachers agree that course book instruction easy to understand. Item 9 present 4 teachers agree (80 %) the example given in the book based on the learners

need. Item 11 present that 3 (60 %) agree that course book should provided cassette and CD .Item 12 show that 3 (80 %) teacher said undecided vocabulary easy to find in dictionary and in the electronic. Item 13 presents that 4 teachers (80 %), agree that the content of materials provide social value. Item 14 show that 5 teachers (100 %) agreed that materials provide moral exercises. Item 15 present that 2 teachers (20 %) agree that materials have gradually review. **Organization of the Book**, Item 1 present 3 (60 %) teachers said that the course book is based on the content standard . Item 2 shows 4 (80 %) teachers said that organization of the course book based on function that support the main topic. Item 3 presents 4 teacher (80 %) agree that the course book organization based on the function. Item 4 shows 4 teachers (80 %) that course book organization based on the function, and suit with the competence. Item 5 present 2 teachers (20 %) said that course book organization consider sustainability with the other materials. Item 6 show that 4 teachers (80 %) agreed organization consider sustainability between the competence standard. Item 7 presents that 4 (80 %) teachers said that course book organization support by various exercises. **Design Aspect**. Item 1 shows that 4 teachers (80 %) said that course book organization is based on the learners need. Item 2 shows 4 teachers (80 %) comment that the materials prepared in accordance with the needs of students and the design book states the same as the existing book. Item 3 presents 5 teachers (100 %) said that image help students understand the materials. Item 4 shows 4 teachers (80 %) states that image on teaching materials help students understand being taught. Item 5 presents that 2 teachers (20

%) agree that colorful teaching materials attract the students to learn. Item 6 shows that 4 teacher (80 %) agreed that the shape and size of the letter fit comfortably with the teaching materials.

After conducting the need analysis of the instructional materials and the evaluation of material design step then the syllabus and lesson plan form as follows:

Syllabus In this research the syllabus were designed by the researcher with teachers consultation at school. The syllabus were design based on a) competency standard, 2) basic competence, 3) learning resources,4) learning activities, 5) indicators, 6) assessment, 7) time allocation, 8) sources, materials and tools.

5. The syllabus format

The table format is shown in table 15

Table 15:   The form of syllabus of X grade students of high school

Competence standard	Basic Competence	Learning resources	Learning activities	Indicators	Assessment	Time Allocation	Sources, Materials

6. The lesson plan format

The lesson plan format is shown in table 16.

Table 16: Lesson Plan, based on Curriculum at School

Competences Standard	Basic Competences	Main lesson	Procedures	Indicators	Time	Sources material and Tool

7. The lesson map of the course book

The map is presented in table 17

Table 17. Lesson Map of the new course book

Meeting	Chapter	Topic	Language and Text Function	English Skill	Basic Competencies
1	1	Greeting and Introduction	Good morning, Good afternoon, Good evening. Hi, how ar e you, my name is ....what is your name?	Listening and speaking	and 3.1
2		Short monolog and announcemen t text	Introduction text and Australian Development scholarship	Reading and Writing	5.1 and 6.1
3		Formative test	Fill in the blank: A: Good morning, how is life? B : .... (5 items) Oral test/interview A: Good morning, how is life? B : .... (5 items) Essay test based on the announcement test (5 items) Composing an announcement text. The topic is" meeting at school"	All skill	1.1, 3.1, 5.1 and 6.1

Lesson Map of the Course Design for High School Students as Follow:

Meeting	Chapter	Topic	Language and Text Function	English Skill	Basic Competencies

	3	Offering to do something	A: can I give you a hand for the bag? B; Thanks	Listening and Speaking	1.1 and 3.1
	4	Short monolog and invitation text	Oral invitation text on the phone and composing an invitation letter	Reading and writing	5.1 and 6.1
	5	Formative test	Fill the blank: A: may I help you with the bag? B: ….(5 item) Oral test/interview Composing an invitation letter. The topic is "inviting someone"		

8. An example of a lesson plan

School   :   SMA …. MAKASSAR

Class / semesters   :   X/ I

Subjects   :   ENGLISH

Time allocation   :   4 HOURS (2 X Meeting)

I. Competency Standards
LISTENING
1. To understand the meaning of transactional and interpersonal conversation in everyday life   context.

SPEAKING

2. To express the meaning of transactional and interpersonal conversation in daily life.

READING

5.1. To understand the meaning of a simple functional text and essay in form of recount, narrative and procedure in the daily life context and to gain the knowledge.

SPEAKING

6.1. To find the meaning in a written simple functional text and essay in form of recount, narrative and procedure in the daily life context.

II. Basic Competence

1.1. To respond to the meaning contained in transactional (to get things done) and interpersonal conversation (socializing) formally and informally, using a variety of simple spoken language accurately, fluently and acceptable in the context of everyday life and involving speech acts such as: introduction, meeting/leave taking, accepting the offering/ invitation, accepting and canceling appointments.

3.1. To find the meaning in transactional (to get things done) and interpersonal conversation (socializing) formally and informally, accurately, fluently and acceptable by using a simple spoken language in the context of daily life and involving speech acts such as: introduction, meeting / leave taking, accepting offering / invitation, accepting and canceling appointments.

5.1. To respond the meaning of the simple functional text (etc. Announcement, advertisement and invitation) formally and informally, accurately, fluently and acceptable in daily life context and to gain the knowledge.

6.1. To find the meaning in the simple written functional text (etc. Announcement, advertisement and invitation) formally and informally, using a simple written spoken language accurately, fluently and acceptable in daily life context.

III. Indicators

Listening

- To identify the expression of introduction.
- To understand the expression of introduction.
- To express the utterance of introduction.

Speaking

- To identify the expression of introduction.
- To understand the expression of introduction.
- To respond the expression of an introduction.

Reading

- To identify the meaning for each words in the announcement text.
- To find the meaning of the announcement text.
- To find the main idea of the announcement text.

Writing

- To identify the form of an announcement text.
- To understand the generic structure of an announcement text.
- To compose an announcement text.

IV. Main Subject

Listening (students will fill the blank as the teachers' clue)

A : Hi, how are you, my name is.....

B : Hi, I'm......, what do you do?

A : I am a ...., do you work?

B : Yes, I do. I am a...........

A : Where do you live?

B : ....

Speaking (students will practice the complete dialog with their own partner)

 A : Hi, how are you, my name is.....

B : Hi, I'm......, what do you do?

A : I am a ...., do you work?

B : Yes, I do. I am a...........

A : Where do you live?

B : ....

Reading

Condolences

We wish to express our deepest condolences on the passing of

AMIR DAUD

The first chief editor of The Jakarta Post (78 years of age) on Saturday, Sept. 9, 2006.

His body is laid out at Sawo Raya no.2 Rawamangun, East Jakarta.

Burial will be in Tanah Kusir Cemetery, South Jakarta on Sunday, Sept. 10, at 10 a.m.

May God Almighty bless and keep him always.

The management and staff of The Jakarta Post.

(Taken from: Look Ahead for X)

Writing (students will compose an announcement text based on the frame below)

There is a meeting after school hours.
It is in the OSIS room.
The topic is about PENSI.
It is addressed to all OSIS committee.
The sender is PENSI committee.

VII. Meeting 1 and 2

Learning Objective

Listening

- Students are able to identify the expression of introduction.

- Students are able to understand the expression of introduction.

- Students are able to express the utterance of introduction.

Speaking

- Students are able to identify the expression of introduction.

- Students are able to understand the expression of introduction.

- Students to respond the expression of an introduction.

Reading

Students are able to identify the meaning for each words in the announcement text.

Students are able to find the meaning of the announcement text.

Students are able to find the main idea of the announcement text.

Writing

Students are able to identify the form of an announcement text.

Students are able to understand the generic structure of an announcement text.

Students are able to compose an announcement text.

Learning Strategic.

Approach : Presentation, Practice and Produce.

Method : Listening :   Repetition

Speaking   :   Role Play

Reading   :   Reading loud

Writing   :   LINK

Learning Media.

Text paper, hand out, and a printed book.

Learning Steps

Activities	Description	Time a located

Opening	The first Meeting
	    Teacher greets the students.
	    Teacher enrolls the students' name.
	    Teacher explains the subject briefly by using brainstorming strategic.
		15

	Listening
	    Teacher gives example of greeting and self introduction.
	    Teacher distributes a text paper.
	    Teacher reads the other paper.
	    Teacher corrects the students task.
	    Teacher concludes the lesson.
		30

	Speaking
	    Teacher explains the expression of greeting and self introduction.
	    Teacher asks the students to practice the dialogue on the paper.
	    Teacher goes around to correct the students' mistake.
	    Teacher asks the students to create their own dialogue.
	    Teacher discusses the students task.
	    Teacher asks the students to practice the dialogue.
	    Teacher corrects the students' mistake.
	    Teacher concludes the subject.
		30

Closing	Teacher gives students score.
	    Teacher gives HW.
	    Teacher ends the meeting.
		15

Activities	Description	Time a located
Opening	The second Meeting Teacher greets the students. Teacher enrolls the students' name. Teacher explains the subject briefly by using brainstorming strategic. Teacher explain the advantages of an announcement.	15
Main Activity	Reading Teacher gives example of an announcement text. Teacher distributes a text paper of announcement. Teacher asks the students to read the text. Teacher corrects the students task. Teacher explains every single words on the text. Teacher discusses the content of the text with students. Teacher gives question the students to answer based on the text given. Teacher corrects it. Teacher gives score. Teacher concludes the lesson.	30
	Writing Teacher explains the announcement text. Teacher guides the students to make a frame of a text. (pre-writing) Teacher asks the students to compose an announcement text. Teacher goes around to correct the students' mistake. Teacher discusses the students's task. Teacher corrects the students' mistake. Teacher guides the students to revise the subject.	30
Closing	Teacher gives students score.	

	Teacher gives HW. Teacher ends the meeting.	15

Learning Tools and Resources

Tools   :   A tape recorder/a printed text paper, a white board, a boardmarker, a laptop, LCD

Resources :   Internet, the design book, and any other resources.

Learning Assessment

Technique :   inquiry, quiz, interview and test.

Forms   :   Essay, multiple choice, fill the gap and matching.

Scoring

Listening :   1 correct = 10

Speaking :   Accuracy, understanding, fluency and vocabulary choice.

Writing   :   Mechanic, organization, vocabulary and understanding.

C. The Consistency of Expert Judgment for the Content Validity

Review on point with specific dimensions and indicators, this research involved three experts to validate the concepts that have affected the instrument. The first expert was Prof. Dr. H. Ruslan, M.Pd as the head of Evaluation study at Pasca Sarjana who validated the instrument of the research, and the second expert was Prof H. Muh. Dr. Asfah Rahman. M.Ed., Ph.D as senior lecture at State University of Makassar, who validate the content. The scoring system for content validity was developed by Martuza (1977) , Hambleton (1884), and Braussell cited by Gregory (2010). The newly design book is proofread first by Sarah Lindel one of the staff of

International program, Northern Illinois University, on August 23,2013. Second the design book was proofread by Reene Page the administrative Assistant to the dean of College of Liberal Arts and Sciences.

The approach can be used as a model for a common perspective for inter-rater consistency as a basis for validation of the content (Ruslan, 2010) frameworks used in reviewing concepts, dimensions and items that each expert was asked to fill correct grains with dimensions as well representation with the existing theoretical constructs. The assessment scale start from 1 until 4, score 4 is strongly relevant, score 3 relevant, score 2 less relevant, score 1 no relevant. Result of the consistency model as follows : Result of the analysis between the two expert for content validity

Expert Evaluation

The first expert

Less relevant (item 1 or 2)

Strongly relevant (item 3 or 4)

Less relevant (item 1 or 2)

The second expert

Strongly relevant (item 3 or 4)

A	B
C	D

$$\text{Content validity} = \frac{D}{(A+B+C+D)}$$

$$= \frac{30}{(0+3+2+30)}$$

$$= 0,857$$

The result of the instrument and the content of newly design book showed that there is a strong consistency between the two evaluator, related to the content validity of the instrument

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with some conclusions and suggestions of the research.

A. Conclusions

Conclusions of this research are presented in the following:

1. The need identification result shows that the existing/previous books do not match well with school curriculum. It does not follow the functions and competence as stated in the school curriculum; although the curriculum has divided them in each semester.

2. The content of the book are difficult for the students to understand, unsystematic orders that make the students confused and influence the students motivation, interest to study and the course book that contain various material that is not necessary for the students. It is only a matter of business oriented.

3. The existing books completed with pictures that have not yet been representative the material which being discussed. Otherwise, they should be the ones that help students to understand the material much easier. Pictures ought to explain the subject before students get into the main

topics. In other word, students should have understood the subject before learn the chorus. The analysis result for students show that most of the` students comment about the existing books contain too many exercises which are difficult to understand also the vocabularies do not meet the students need in learning English. The comprehension failure also shows that the previous course book offered at three different schools in Makassar such as structure, vocabulary, etc. do not give significant contribution the students.

4. The students also present their opinion about the materials of the newly design book is easy to understand, and it has good grammar presentation and practice for students to improve their English learning skills.

5. The overall analysis result shows that the contribution of the previous design course book does not help the students to comprehend the content of the learning materials totally, in other words the materials are still far from the students' expectation.

6. The test result shows that the average score at SMU 17 is higher than the result of SMU 16, the average score for SMU 17 is 82.10 while the average score result of SMU 16 is 79.73. It can be said that the t-test result shows that the best school applied the newly design book was SMU 17 Makassar

7. The newly design book is relevant to the contend standard, and it provides the relevancy with the competency standard at school. The course book could improve the students English achievement because it was designed based on the students' need.

8. The newly course book improve the students' English skills.

9. Both teachers and students agree that the use of the course book is very important in improving the English language skills of the students.

B. Suggestions

Based on conclusions above, the researcher put forward some suggestions as stated in the following:

1. In designing an English course book teachers should consider the students' need so they can encourage themselves to develop their own learning strategies and to become independent learners without afraid of making mistake.

2. It is suggested that the newly designed course book be an alternative teaching materials for English teachers since it is based on the students' need.

3. It is suggested that competency-based curriculum be fully in accordance with the demands of function and purpose of national education

4. It is suggested that instructional materials based on the students' need meet the learning outcome of the students and the basic and the standard competence of language learning. That is why, this English course book which entitles Learn and Practice may be useful for English students.

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APPENDIXES

Appendix 1. Analisis Lapang

Instrument penilaian bahan ajar yang ada (Lama) berdasarkan persepsi guru.

A.Pengantar

Sehubungan dengan penyelesain tugas akhir/disertasi pada program studi Pendidikanbahasa Inggris aaya mohon kesedian siswa/siswi untuk mengisi angket ini untuk mendukung pene;itian saya yang berjudul "Designing English Instructional Materials For Efl Students based on School Curriculum"

 B. Petunjuk
1. Bacalah setiap pernyataan sebelum memberi tanda (√) pada pilihan jawaban anda.
2. Mohon kiranya agar semua pernyataan terjawab.
3. Jawaban diberikan berdasarkan kriteria berikut;
   1. sangat tidak setuju   **4. setuju**
   2. tidak setuju   **5. sangat setuju**
   3. ragu-ragu

No	Pernyataan A.Aspek bahan/isi materi ajar	1	2	3	4	5
1	Bahan ajar memuat bermacam latihan yang yang sesuai dengan materi yang di ajarkan					
2	Tujuan belajar tersirat secara implisit					
3	Pada kegiatan menyimak, Contoh Materi ajar cocok dengan yang termuat pada standar isi.					
4	Pada kegiatan berbicara, di berikan latihan yang sesuai dengan standar isi					
5	Pada kegiatan membaca, berbagai teks yang diberikan sudah sesuai dengan standar isi					
6	Pada kegiatan menulis, berbagai topik yang diberikan sudah sesuai dengan standar isi					
7	Contoh dan latihan pada bahan ajar membantu siswa menemukan/merasakan pengalaman belajar sesuai dengan lingkungannya					
8	Instruksi dan penjelasan mudah dipahami					
9	Pemberian contoh sesuai dengan tingkat pemahaman					

		1	2	3	4	5
	siswa					
10	Siswa belajar dengan aktif	☐	☐	☐	☐	☐
11	Bahan ajar dilengkapi kaset dan CD	☐	☐	☐	☐	☐
12	Kosa kata dapat dengan mudah ditemukan dalam kamus (cetak ataupun elektronik)	☐	☐	☐	☐	☐
13	Materi memuat berbagai hal yang berkaitan dengan penegembangan moral dan budaya	☐	☐	☐	☐	☐
14	Memuat nilai-nilai sosial dalam masyarakat	☐	☐	☐	☐	☐
15	Mempunyai review materi secara bertahap	☐	☐	☐	☐	☐
	B. Aspek susunan materi	①	②	③	④	⑤
1	Bahan ajar Bahasa Inggris kelas X sesuai dengan standar isi	☐	☐	☐	☐	☐
2	Pengorganisasian bahan ajar berdasarkan keterampilan dan fungsi, membentuk materi pembelajaran baru yang mendukung materi utama	☐	☐	☐	☐	☐
3	Pengorganisasian bahan ajar berdasarkan keterampilan dan fungsi, disesuaikan dengan tuntutan standar kompetensi	☐	☐	☐	☐	☐
4	Pengorganisasian bahan ajar berdasarkan keterampilan dan fungsi sudah tersusun sesuai dengan tema kompetensi	☐	☐	☐	☐	☐
5	Pengorganisasian bahan ajar sudah mempertimbangkan kesinambungan antar materi pembelajaran satu dengan yang lain	☐	☐	☐	☐	☐
6	Pengorganisasian bahan ajar sudah mempertimbangkan kesinambungan antara standar kompetensi satu dengan yang lain (integrasi antar skill)	☐	☐	☐	☐	☐
7	Pengorganisasian bahan ajar didukung oleh latihan yang bervariasi	☐	☐	☐	☐	☐
	C. Aspek desain	①	②	③	④	⑤
1	Materi Bahan ajar disusun sesuai dengan kebutuhan siswa	☐	☐	☐	☐	☐
2	Bahan ajar membantu guru menyiapkan alat bantu	☐	☐	☐	☐	☐

	lebih mudah					
3	Bahan ajar mempunyai gambar yang relevan dengan materi yang di pelajari	☐	☐	☐	☐	☐
4	Gambar pada bahan ajar membantu siswa memahami materi yang sedang di ajarkan	☐	☐	☐	☐	☐
5	Bahan ajar memiliki warna yang menarik minat siswa untuk belajar	☐	☐	☐	☐	☐
6	Bentuk dan ukuran huruf pada Bahan ajar membuat siswa nyaman dalam belajar	☐	☐	☐	☐	☐

D. Penilain umum terhadap bahan ajar.

1. Kelebihan bahan ajar Bahasa Inggris kelas X ini menurut saya adalah:

....

....

....

2. Kekurangan bahan ajar bahasa Inggris kelas X SMA menurut saya

adalah:...

....

....

Appendix 2. Angket untuk siswa

A.Pengantar.

Sehubungan dengan penyelesain tugas akhir/disertasi pada program studi Pendidikanbahasa Inggris aaya mohon kesedian siswa/siswi untuk mengisi angket ini untuk mendukung penelitian saya yang berjudul "Designing English Instructional Materials For Efl Students based on School Curriculum.

Petunjuk ;

Jawablah pertanyaan angket berikut ini dengan jujur. Berilah tanda **(√)** pada pilihan yang tersedia.
Jawaban diberikan berdasarkan kriteria berikut:

1 sangat tidak setuju   3 ragu – ragu
2 tidak setuju   4 setuju
**   5 sangat setuju**

No	Pernyataaan	1	2	3	4	5
1.	Menurut saya buku pelajaran BI memiliki materi yang bervariasi	☐	☐	☐	☐	☐
2	Menurut saya buku pelajaran BI kelas X mempunyai byk kosakata	☐	☐	☐	☐	☐
3	Menurut saya buku pelajaran BI kelas X memuat materi yang sesuai dengan kebutuhan dasar saya sebagai siswa	☐	☐	☐	☐	☐
4	Buku pelajaran BI kelas X memuat banyak latihan yang saya butuhkan untuk mengembangkan keterampilan berbahasa Inggris	☐	☐	☐	☐	☐
5	Buku pelajaran BI kelas X mudah saya pahami instruksi dan petunjuknya	☐	☐	☐	☐	☐
6	Buku pelajaran BI kelas X memuat banyak gambar yang sesuai dengan topik yang sedang dibicarakan	☐	☐	☐	☐	☐
7	Buku pelajaran BI kelas X membantu saya bisa belajar dengan mandiri	☐	☐	☐	☐	☐
8	Buku pelajaran BI kelas X menambah wawasan saya dalam belajar bahasa Inggris	☐	☐	☐	☐	☐
9	Buku pelajaran BI kelas X membantu membentuk karakter siswa melalui berbahasa Inggris	☐	☐	☐	☐	☐
10	Buku pelajaran BI kelas X membantu saya lebih kreatif	☐	☐	☐	☐	☐

	mengembangkan materi dalam pelajaran bahasa Inggris	☐	☐	☐	☐	☐
11	Buku pelajaran BI kelas X meningkatkan kemampuan menyimak saya dalam berbahasa Inggris	☐	☐	☐	☐	☐
12	Buku pelajaran BI kelas X meningkatkan kemampuan berbicara saya dalam berbahasa Inggris	☐	☐	☐	☐	☐
13	Buku pelajaran BI kelas X meningkatkan kemampuan membaca saya dalam berbahasa Inggris	☐	☐	☐	☐	☐
14	Buku pelajaran BI kelas X meningkatkan kemampuan menulis saya dalam berbahasa Inggris	☐	☐	☐	☐	☐
15	Buku pelajaran BI kelas X menambah wawasan saya terhadap satu bidang ilmu tertentu	☐	☐	☐	☐	☐

APPENDIX 3

VALIDASI INSTRUMENT SISWA

Correlations	Pearson Correlation	Sig. (2-tailed)	Status
Item01	0.30074746	0.106331042	Valid
item02	0.011152233	0.953358759	Valid
item03	0.603005458	0.000420409	Valid
item04	0.584480322	0.000694728	Valid
item05	0.19096892	0.312075413	Valid
item06	0.570558798	0.000993948	Valid
item07	0.573603893	0.000920296	Valid
item08	0.645041749	0.000118956	Valid
item09	0.655614748	8.40139E-05	Valid
item10	0.64463864	0.000120513	Valid
item11	0.60989251	0.000346036	Valid
item12	0.624593917	0.000224882	Valid
item13	0.426389812	0.01879276	Valid
item14	0.676102709	4.11666E-05	Valid
item15	0.374131719	0.041672733	Valid

Reliability Statistics	
Cronbach's Alpha	N of Items
0.795538588	15

UJI T (SMA 16) sampel berpasangan

Kognitif

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	OLD	3.84447	30	.534186	.097529
	NEW	3.90003	30	.298732	.054541

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 OLD & NEW	30	-.227	.228

Paired Samples Test

		Pair 1
		OLD – NEW
Paired Differences	Mean	-.055567
	Std. Deviation	.668576
	Std. Error Mean	.122065
	95% Confidence Interval of the Difference Lower	-.305217
	Upper	.194084
T		-.455
Df		29
Sig. (2-tailed)		.652

Psikomotorik

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	OLD	3.90667	30	.534940	.097666
	NEW	3.91333	30	.373920	.068268

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	OLD & NEW	30	-.242	.198

Paired Samples Test

		Pair 1
		OLD – NEW
Paired Differences	Mean	-.006667
	Std. Deviation	.722989
	Std. Error Mean	.131999
	95% Confidence Interval of the Lower	-.276635

			Difference	Upper	.263302
T					-.051
Df					29
Sig. (2-tailed)					.960

Afektif

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	OLD	3.87500	30	.571409	.104325
	NEW	3.73333	30	.420044	.076689

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	OLD & NEW	30	.099	.604

Paired Samples Test

		Pair 1
		OLD – NEW
Paired Differences	Mean	.141667
	Std. Deviation	.674931
	Std. Error Mean	.123225
	95% Confidence Interval of the Difference Lower	-.110357
	Upper	.393690
T		1.150
Df		29
Sig. (2-tailed)		.260

UJI T (SMA 2) sampel berpasangan

Kognitif

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	OLD	3.70553	30	.405107	.073962
	NEW	3.60553	30	.557955	.101868

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	OLD & NEW	30	-.027	.887

Paired Samples Test

			Pair 1
			OLD - NEW
Paired Differences	Mean		.100000
	Std. Deviation		.698312
	Std. Error Mean		.127494
	95% Confidence Interval of the Difference	Lower	-.160754
		Upper	.360754
T			.784
Df			29
Sig. (2-tailed)			.439

Psikomotorik

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	OLD	3.76000	30	.443808	.081028
	NEW	3.77333	30	.505783	.092343

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	OLD & NEW	30	.112	.556

Paired Samples Test

		Pair 1
		OLD - NEW
Paired Differences	Mean	-.013333
	Std. Deviation	.634488
	Std. Error Mean	.115841
	95% Confidence Interval of the Difference Lower	-.250255
	Upper	.223588

T	-.115
Df	29
Sig. (2-tailed)	.909

Afektif

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	OLD	4.21667	30	.363966	.066451
	NEW	3.70000	30	.510240	.093157

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	OLD & NEW	30	.084	.661

Paired Samples Test

		Pair 1
		OLD - NEW
Paired Differences	Mean	.516667

Std. Deviation	.601483
Std. Error Mean	.109815
95% Confidence Interval of the Lower Difference	.292069
Upper	.741264
T	4.705
Df	29
Sig. (2-tailed)	.000

Hasil uji-t 1 sampel
Kognitif

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
new	60	3.7528	.46790	.06041

One-Sample Test

	Test Value = 3.606					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
new	2.430	59	.018	.14678	.0259	.2677

Psikomotorik

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
new	60	3.8433	.44659	.05766

One-Sample Test

	Test Value = 3.773					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
new	1.220	59	.227	.07033	-.0450	.1857

Afektif

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
new	60	3.7167	.46365	.05986

One-Sample Test

	Test Value = 3.7					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
new	.278	59	.782	.01667	-.1031	.1364

APPENDIX 4

T-TEST FOR TEACHER

Uji Validitas

Correlations	Pearson Correlation	Sig. (2-tailed)	Status
item1	0.733155913	0.001871462	Valid
item2	0.669145001	0.006370034	Valid
item3	0.8563917	4.59145E-05	Valid
item4	0.386599639	0.154602853	Valid
item5	0.581378743	0.023015935	Valid
item6	0.803384945	0.000309017	Valid
item7	0.855590866	4.75083E-05	Valid
item8	0.704842059	0.003341466	Valid
item9	0.648996974	0.008850615	Valid
item10	0.679387102	0.005339678	Valid
item11	0.317762535	0.248439217	Valid
item12	0.604644951	0.016950772	Valid
item13	0.522241074	0.045820124	Valid
item14	0.680069332	0.005276048	Valid
item15	0.748321482	0.001331919	Valid
item16	0.486226029	0.066098133	Valid
item17	0.616352496	0.014408021	Valid
item18	0.570384456	0.026399844	Valid
item19	0.636918267	0.010665113	Valid
item20	0.75850012	0.001046166	Valid
item21	0.809692479	0.0002541	Valid
item22	0.693561535	0.004136042	Valid
item23	0.510708441	0.051728628	Valid
item24	0.523724533	0.045098011	Valid
item25	0.516280465	0.048807993	Valid
item26	0.585186969	0.021924479	Valid
item27	0.729486873	0.00202529	Valid
item28	0.696682944	0.003902565	Valid

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.753965448	0.951940924	29

Appendix 5

STATISTICS RESULT OF FORMATIVE TEST OF SMA 16

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE	77.37	30	1.991	.364
	POST	79.73	30	2.741	.500

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE & POST	30	.897	.000

Paired Samples Test

			Pair 1
			PRE - POST
Paired Differences	Mean		-2.367
	Std. Deviation		1.299
	Std. Error Mean		.237
	95% Confidence Interval of the Difference	Lower	-2.852
		Upper	-1.881

T	-9.976
Df	29
Sig. (2-tailed)	.000

SMA 17

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE	78.47	30	1.776	.324
	POST	82.10	30	1.918	.350

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE & POST	30	.634	.000

Paired Samples Test

		Pair 1
		PRE - POST
Paired Differences	Mean	-3.633

Std. Deviation		1.586
Std. Error Mean		.290
95% Confidence Interval of the Difference	Lower	-4.226
	Upper	-3.041
T		-12.546
Df		29
Sig. (2-tailed)		.000

UJI-T INDEPENDEN UNTUK MENGETAHUI DIMANAKAH

BUKU NEW DESIGN LEBIH BAIK DIGUNAKAN

Group Statistics

	Sekolah	N	Mean	Std. Deviation	Std. Error Mean
Formative	SMA 16	30	79.73	2.741	.500
	SMA 17	30	82.10	1.918	.350

Independent Samples Test

			Formative	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		2.803	
	Sig.		.100	
t-test for Equality of Means	T		-3.875	-3.875
	Df		58	51.910
	Sig. (2-tailed)		.000	.000
	Mean Difference		-2.367	-2.367
	Std. Error Difference		.611	.611
	95% Confidence Interval of the Difference	Lower	-3.589	-3.592
		Upper	-1.144	-1.141

Appendix 6

THE ANALYSIS OF STUDENTS QUESTIONNAIRES

Exsiting book.

SMA 16

SOAL	JUMLAH					%				
	STS	TS	RR	S	SS	STS	TS	RR	S	SS
Item01	0	0	4	19	7	0.00	0.00	13.33	63.33	23.33
item02	0	0	0	12	18	0.00	0.00	0.00	40.00	60.00
Item03	0	0	7	20	3	0.00	0.00	23.33	66.67	10.00
Item04	0	0	11	18	1	0.00	0.00	36.67	60.00	3.33
Item05	0	0	7	19	4	0.00	0.00	23.33	63.33	13.33
Item06	0	0	4	14	12	0.00	0.00	13.33	46.67	40.00
Item07	0	0	15	13	2	0.00	0.00	50.00	43.33	6.67
Item08	0	2	6	17	5	0.00	6.67	20.00	56.67	16.67
Item09	0	3	9	15	3	0.00	10.00	30.00	50.00	10.00
Item10	0	2	8	18	2	0.00	6.67	26.67	60.00	6.67
Item11	0	0	11	18	1	0.00	0.00	36.67	60.00	3.33
Item12	0	0	13	10	7	0.00	0.00	43.33	33.33	23.33
Item13	0	0	8	18	4	0.00	0.00	26.67	60.00	13.33
Item14	0	0	9	18	3	0.00	0.00	30.00	60.00	10.00
Item15	0	0	11	17	2	0.00	0.00	36.67	56.67	6.67

New Design
SMA 16

SOAL	JUMLAH					%				
	STS	TS	RR	S	SS	STS	TS	RR	S	SS
Item01	0	1	6	18	5	0.00	3.33	20.00	60.00	16.67
item02	0	2	13	14	1	0.00	6.67	43.33	46.67	3.33
Item03	0	1	10	17	2	0.00	3.33	33.33	56.67	6.67
Item04	0	0	12	15	3	0.00	0.00	40.00	50.00	10.00
Item05	0	1	12	12	5	0.00	3.33	40.00	40.00	16.67
Item06	0	2	9	13	5	0.00	6.67	30.00	43.33	16.67
Item07	0	1	10	12	7	0.00	3.33	33.33	40.00	23.33
Item08	0	5	7	12	5	0.00	16.67	23.33	40.00	16.67
Item09	0	4	8	11	7	0.00	13.33	26.67	36.67	23.33
Item10	2	2	6	9	11	6.67	6.67	20.00	30.00	36.67
Item11	3	9	5	9	4	10.00	30.00	16.67	30.00	13.33
Item12	0	3	5	14	8	0.00	10.00	16.67	46.67	26.67
Item13	0	3	6	17	4	0.00	10.00	20.00	56.67	13.33
Item14	0	3	7	16	4	0.00	10.00	23.33	53.33	13.33
Item15	0	1	13	11	5	0.00	3.33	43.33	36.67	16.67

xisting book

SMA 2

SOAL	JUMLAH					%				
	STS	TS	RR	S	SS	STS	TS	RR	S	SS
Item01	0	4	3	14	9	0.00	13.33	10.00	46.67	30.00
item02	1	4	8	11	6	3.33	13.33	26.67	36.67	20.00
Item03	0	2	3	15	10	0.00	6.67	10.00	50.00	33.33
Item04	0	1	5	15	9	0.00	3.33	16.67	50.00	30.00
Item05	0	1	8	11	10	0.00	3.33	26.67	36.67	33.33
Item06	0	1	6	15	8	0.00	3.33	20.00	50.00	26.67
Item07	0	3	9	11	7	0.00	10.00	30.00	36.67	23.33
Item08	0	1	3	18	8	0.00	3.33	10.00	60.00	26.67
Item09	0	1	12	13	4	0.00	3.33	40.00	43.33	13.33
Item10	0	3	10	13	4	0.00	10.00	33.33	43.33	13.33
Item11	0	2	11	14	3	0.00	6.67	36.67	46.67	10.00
Item12	0	2	7	15	6	0.00	6.67	23.33	50.00	20.00
Item13	0	0	6	17	7	0.00	0.00	20.00	56.67	23.33
Item14	0	2	4	16	8	0.00	6.67	13.33	53.33	26.67
Item15	0	1	8	15	6	0.00	3.33	26.67	50.00	20.00

New Design

SMA 2

SOAL	JUMLAH					%				
	STS	TS	RR	S	SS	STS	TS	RR	S	SS
Item01	0	1	5	22	2	0.00	3.33	16.67	73.33	6.67
item02	0	1	10	18	1	0.00	3.33	33.33	60.00	3.33
Item03	1	0	4	19	6	3.33	0.00	13.33	63.33	20.00
Item04	0	0	11	14	5	0.00	0.00	36.67	46.67	16.67
Item05	0	1	11	16	2	0.00	3.33	36.67	53.33	6.67
Item06	0	1	6	20	3	0.00	3.33	20.00	66.67	10.00
Item07	0	1	6	22	1	0.00	3.33	20.00	73.33	3.33
Item08	0	0	1	22	7	0.00	0.00	3.33	73.33	23.33
Item09	0	0	7	20	3	0.00	0.00	23.33	66.67	10.00
Item10	0	0	10	16	4	0.00	0.00	33.33	53.33	13.33
Item11	0	2	8	17	3	0.00	6.67	26.67	56.67	10.00
Item12	0	0	4	20	6	0.00	0.00	13.33	66.67	20.00
Item13	0	0	5	22	3	0.00	0.00	16.67	73.33	10.00
Item14	0	0	3	25	2	0.00	0.00	10.00	83.33	6.67
Item15	0	1	2	26	1	0.00	3.33	6.67	86.67	3.33

Existing book

SMA 17

SOAL	JUMLAH					%				
	STS	TS	RR	S	SS	STS	TS	RR	S	SS
Item01	0	1	5	8	16	0.00	3.33	16.67	26.67	53.33
item02	1	9	6	10	4	3.33	30.00	20.00	33.33	13.33
Item03	0	4	9	10	7	0.00	13.33	30.00	33.33	23.33
Item04	0	5	2	13	10	0.00	16.67	6.67	43.33	33.33
Item05	0	2	13	9	6	0.00	6.67	43.33	30.00	20.00
Item06	0	3	9	10	8	0.00	10.00	30.00	33.33	26.67
Item07	3	4	8	8	7	10.00	13.33	26.67	26.67	23.33
Item08	0	1	9	11	9	0.00	3.33	30.00	36.67	30.00
Item09	0	3	14	5	8	0.00	10.00	46.67	16.67	26.67
Item10	0	3	9	15	3	0.00	10.00	30.00	50.00	10.00
Item11	0	1	13	13	3	0.00	3.33	43.33	43.33	10.00
Item12	1	1	13	10	5	3.33	3.33	43.33	33.33	16.67
Item13	0	2	6	18	4	0.00	6.67	20.00	60.00	13.33
Item14	0	0	6	20	4	0.00	0.00	20.00	66.67	13.33
Item15	2	1	6	19	2	6.67	3.33	20.00	63.33	6.67