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MATERIALS DEVELOPMENT

On English Language Teaching

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PREFACE

This book presents and discusses materials development on English Language Teaching as a foreign/second language. It provides some examples for the English teachers of how to develop language teaching materials.

It should be realized that most of the language teachers today are very dependent on textbook in teaching the language rather than the curriculum. Otherwise, most of the textbooks were not developed based on the institutional curriculum. This fact will force the teachers' energy to develop their own teaching materials. Therefore, it is important for the teachers to have wider insight of how to select, to decide, and to develop their teaching materials; and those are the reasons why this book was written. Also, it is crucial for the teachers as it can assist them in developing their teaching materials by providing theoretical frame and some implementations on the development of English language teaching materials.

In organizing materials and determining the sources of learning, teachers can take several things into account, namely the coverage of materials based on the meaningfulness for the learners, the sequence of materials from easy to difficult, and the depth of materials according to the ability required for the class. Another important issue in developing the materials is the use of authentic materials. These kinds of materials are those originally used in real situations and not designed for use in language teaching. Such materials are used in the classroom to expose the learners to language in real use, to overcome the typical problem that students cannot transfer what they learn in the classroom to the outside

world, and to expose students to natural language in a variety of situations.

Hopefully, this book would encourage teachers' insight and performance in organizing their teaching in the classroom.

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Djuwairiah Ahmad

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PART ONE

Chapter *1*
INTRODUCTION

Description of the teaching method here is based on the Richards and Rodgers' point of view (1986: 28). They framed the teaching method into three kinds of elements and some sub-elements. The elaboration of the teaching method using the integrated skills approach (ISA) is under that framework. Those elements and sub-elements are:

A. *Approach.*

Approach refers to the theories about the nature of language and language learning, which serve as the source of practices and principles in language teaching.

1. **Theory of Language**

   Language consists of skills –listening, speaking, reading, and writing, which can be developed through integrated materials and activities based on the learner's strengths and weaknesses.

2. **Theory of Learning**

   Activities in language learning involve learners' different strengths and weaknesses in terms of their perceptual modalities. Learners will learn better if they are taught in a way that comforts their perceptual modality preferences (visual, auditory, or either combination of them).

B. *Design*

Design is the level of method analysis in which the objectives, syllabus, types of learning and teaching activities, learner roles, teacher roles, and the role of the instructional materials become the major consideration.

1. **Objectives**

   The objectives are formulated in terms of proficiency levels covering the four skills that the students are expected to achieve at the given time to fulfill the need of real life communication.

2. Syllabus

The syllabus emerges from the interaction between the students' topically expressed communicative intentions and the teachers' reformulations of these into suitable target language utterances.

3. Types of Learning and Teaching Activities

The types of activities vary in the mode of presentation, depending upon the students' perceptual modality preferences (visual or auditory).

4. Learner Roles

Learner may play various kinds of roles in the classroom depending upon the types of the tasks or activities, the degree of control the students have over the content of learning, the patterns of students groupings adopted, and the degree to which students influence the learning of others. The learners' roles can be a processor, an initiator, an introducer, a role-player, a discussion participant, an informant, information gap filler, an information seeker, etc.

5. Teacher Roles

The roles of teacher may vary to play in the classroom. His managerial and investigating roles are as equally important as his instructional

roles. The teacher will play some kinds of roles, such as: an instructor, a facilitator, an assessor, a consultant, an advisor, a monitor and corrector, or a co-communicator.

All these roles are parts of the 'resource person' role that a teacher should improve all the time.

6. **The Role of the Instructional Materials**

The materials should have twin aims: On the one hand the instructional materials should offer information and data about the language being studied, and in particular about the social context and culture within which communication takes place and derives much of its meaning and value. In this sense, the materials should be authentic in terms of communication and to the world outside the classroom at the same time; the materials have a role to promote learning and language learning in particular.

C. *Procedure*

At the procedure level, the tasks and activities are integrated into lesson and used as the basis for teaching and learning. The stages to go through are presentation, practice to production, and feedback.

1. **Presentation Stage**

   This presentation is the stage where the teacher introduces meaning and uses in some contexts either provided by the materials the class is using, or created by the teacher. The students listen or read to try to understand. The presentation may be executed in different models: visual presentation, oral presentation, or the combination of the two.

2. **Practice to Production Stage**

   At this stage, the students do most of the talking, urged by the communicative tasks or activities, which are within the students' control of information. Here, students learn how to use the language rather than how to analyze it. They will do this best if they themselves practice the language they need.

3. **Feedback Stage**

   This stage provides the students with information about how successful their performance has been. The success is determined by the focus or purpose of a task or an activity. Success is in terms of being able to communicate the message in the target language and in terms of being able to produce correct linguistic forms to convey the message.

The methodology of the teaching English using integrated skills approach allows the use of all four-language skills (listening, speaking, reading, and writing) to present and practice language forms and functions. Practice in one skill supports the development of other skills. This book presents the methodology of the teaching English by implementing this approach.

Chapter *2*
THE TEACHING METHODOLOGY

The main focus here is the procedures of the teaching method. These procedures go through the stages of presentation, practice to production, and feedback.

A. *The Teaching Program*

1. Theme   : Computers
2. Sub-theme   : Purchasing Compute
3. Level   : The students of Junior High School
4. Time   : 2 x 45 minutes (90 minutes)
5. Objectives : 1) Students are able to express the way to find out information

about computer sale stated on the newspaper's ad.

2) Students are able to express a phone appointment with the ad's owner.

3) Students are able to make a bargain about the computer price.

4) Student are able to write a receipt of purchased computer.

6. Materials : Advertisement about computer (an authentic material taken from *USA TODAY, Tuesday, February 2, 1999 p.11*)

B. *The Teaching-Learning Procedures*

1. Presentation

This is a computer advertisement from "USA TODAY (Tuesday, February 2, 1999, p.11)." Before you read, find the possible answers for the questions below:

a. Why do people want to buy a computer?

b. Do you agree that computer is one of our basic needs today?

c. Mention some jobs where the computers are very needed to be used!

2. Practice to Production

Task 1: *Observe the computer ad below. Make sure that you understand the content then answer the questions:*

    a. What are the characteristics of the computer?

    b. How is the price?

    c. How can you find the ad residence?

Task 2: *Your teacher will demonstrate this dialog. Pay attention to your teacher then practice it with your classmate. You play for the student's role and your friend for Mr. Rahmat's role. Do this in turn.*

    A student, Herman, is going to buy a computer. He is reading an advertisement stated in the foreign

newspaper. His father, Mr. Rahmat, is sitting close to him. Herman is telling his father about the ad. They decide to call the ad's phone number.

Herman	:	Look here, there is a computer ad on this newspaper.
Mr. Rahmat	:	What are the characters of the computer?
Herman	:	It is 96 MB Ram and Windows 98. This kind of computer that I want to have.
Mr. Rahmat	:	How is the price?
Herman	:	There isn't the price written on the ad instead the phone number.
Mr. Rahmat	:	Well, we should know the price. Why don't you call the number?

Task 3: *In this task, you are going to practice a phone conversation as the next phase of your previous task. Your teacher will demonstrate first. Do this in turn of the roles with one or two, or more of your classmates. You can walk around the class.*

Herman	:	Hallo, is that (619) 908-5296?
A man	:	Yes, who's speaking?
Herman	:	This is Herman speaking. I am interested in your ad on USA

		TODAY, Tuesday, February 2, 1999, but I still need information about the price. Can you tell me right now?
A man	:	It's two hundred dollars.
Herman	:	Well, I'm very pleased if I can come and see the computer.
A man	:	You can come any time you like. Just let me know.
Herman	:	Can we possibly come tomorrow morning?
A man	:	Sure, with all my pleasure.

Task 4: *Practice this dialog. Your teacher will demonstrate first. Do it in turn of this roles as the Task 3 above.*

Herman and his father are now at the ad's residence. They are in the computers' showroom.

Herman	:	The computer is Asus production
Mr. Rahmat	:	Yes, and the monitor is the product of Samsung. But, … the price is still expensive for us. Can we make a bargain?
A man	:	That's a fixed price.
Mr. Rahmat	:	Well, we can have it then.
A man	:	Thank you.

Task 5: *Form a group of three and discuss the activities that you have done before, then complete the sale receipt below based on your discussion!*

No: 01501029
Received money from : ....
....

Total : ....
....

For : ....
....

........., ...

$ .... _____

---

3. Feedback

Task 6: *You have bought a set of computer. Tell your friends about the computer by using your own words/sentences. You can give information about:*
a. The way you get it.
b. The characteristics of the computer.
c. The price.

Chapter 3

THE ANALYSIS OF
THE TEACHING PROCEDURES

A. *Presentation (10 minutes)*

This presentation is executed in oral presentation model. The focus is speaking skill with individual interaction model.

First, teacher introduces the theme/sub-theme and the objectives of the lesson. Since the theme is computers, the teacher asks students some questions related to the theme. The objectives of this activity are:

1. as an introduction for entering the material;
2. to arouse the students' interest to the topic;
3. to open the students' mind for the topic to be learnt;

Then, the teacher distributes the copy of the computers advertisement to the students and asks them to read it.

B. *Practice to Production* (*70 minutes*)

1. Task One:
Language skill : Reading
Interaction : Individual
Time : 10 minutes

The activity on this phase is reading advertisement. Students read the ad individually. The objective of this activity is to develop the skill of reading carefully for detailed information.

2. Task Two:
Language skill : Speaking
Interaction : Pairs/Role play
Time : 15 minutes

After reading the ad, students are prepared for role play activity. They are formed into pairs. One student acts as a child/student who needs a computer for his/her study in advance, and the other acts as a father who is going to buy a computer for his child. Before the students demonstrate the dialog, the teacher demonstrates first by himself/herself. In one side, the teacher roles as the child and the other

side he/she acts as the father (*teacher-teacher demonstration*). When the students seem well appreciate, the teacher invites one of the smart students in the class to demonstrate the dialog with him/her. The student's role is a child and the teacher is a father (*student-teacher demonstration*). The last demonstration is where the student performs the dialog with one of his/her friends. First, they just do it in their desk then demonstrate it in front of the class.

The objective of this activity is to enable the students to express the way of finding out information about computer sale stated on the newspaper's advertisement.

3. **Task Three:**
   Language skill : Speaking
   Interaction   : Interpersonal/Role play
   Time   : 15 minutes

This activity is the next step of the previous one. After finding out the information needed from the advertisement, he/she is going to call the ad's owner for more confirmation and it is done, of course, by his father agreement. The information needed is the price since it is not stated on the ad.

Teacher gives a model of how to do the phone conversation then demonstrates the dialog by acting two different roles of people at that time, namely

Herman and a man in the ad's residence. After giving this model, the teacher asks students to practice the dialog with their friends and they are free to interact with other students they feel like interacting with.

By doing this activity, students are hoped to be able to express a phone appointment.

4. Task Four:
Language skill : Speaking
Interaction : Interpersonal/Role play
Time : 10 minutes

The most possible one to be done after making an appointment is to fulfill it. That is why this activity is really important to be done. The procedure of this practice is the same as the previous phases. The interaction model here is also for interpersonal activity where the students are free to interact with other students they feel like interacting with.

This activity is aimed at enabling the students to make a bargain about the computer price.

5. Task Five:
Language skill : Writing
Interaction : Group
Time : 15 minutes

The activity on this phase is writing a computer purchasing receipt. Teacher asks students to form

groups of three and gives a bit explanation of how to do this task. Students, then, discuss the activities, which they have done before to complete the receipt form. So they complete the receipt based on their discussion. The objective of this activity is to give students experience on writing a computer purchasing receipt.

C. *Feedback* (*15 minutes*)

6. Task Six:
Language skill : Speaking
Interaction   : Individual
Time   : 15 minutes

Since it provides the students with information about how successful their performance have been, the activity in this stage will cover the sense of their performance on those production activities. Here, teacher asks students to tell their friends about the computer that they have bought. They can give information about the way they get it, the characteristics, and the price. The better they can perform this activity, the more success they are in term of being able to convey the message in the target language, particularly for the computer topic.

To sum up, the integrated skills approach (ISA) is a means of providing natural context for language

use where the language skills are introduced and established naturally or as natural as possible within a classroom context. For this assumption, the materials chosen here are everyday life situation-based. Language skills are developed through these materials by applying a basic methodological model, namely presentation, practice to production, and feedback. This methodological model is actually the same as the three-phase activity model: pre-activity, whilst-activity, and post-activity. The pre-activity is an attempt to link the students' relevant mental maps with subject matters, ideas, concepts or notions they are about to deal with in the main activity; the whilst-activity helps learners to develop communicative competence as a goal of the language classroom; and the post-activity is a phase where learners do a follow up activity or task related to written or spoken language as input providers they have been exposed to in the whilst-activity.

Through this method (presentation, production to practice, and feedback), the series of activities in this paper (Task 1 until Task 6) are sequenced and related through the topic (Purchasing Computer). The important feature of the sequences is the interlocking nature of the activities. The students' interaction is managed into four models: individual, pairs, interpersonal, and group. Each task is developed from

those that have come before and prepared for those that are to follow. The skills are thus not practiced in isolation but in closely interweave series of tasks that mutually reinforce and build on each other.

PART TWO

Chapter *1*
COMMUNICATE LANGUAGE

One of the main purposes in teaching English is to make the student to use the language appropriately. Language users have a number of different abilities. They will be able to speak on the telephone, write letters, listen to the radio, or read books. In other words they possess the four basic language skills of speaking, writing, listening, and reading. Speaking and writing involve language production those are called productive skills. On the other hand, listening and reading involve receiving messages those are called receptive skills.

Very often of course, language users employ a combination of skills at the same time. Speaking and listening usually happen simultaneously and people

may well read and write at the same time when they make notes or write something based on what they are reading. It is impossible to speak in a conversation if we do not listen as well, and people seldom write without reading. Someone who listens to a teacher may take notes and then write a report of the teacher. Another case would be that of a person who reads about a concert or play in the paper and invites a friend to go to it.

Beside the four language skills, there are language elements that should be learnt which are called structure. In communicate language we have to know which the language is grammatically and which is ungrammatically. If you ask the average speakers of a language what they know about grammar they may remember the odd lesson from school, but beyond that they will say that they have forgotten what grammar they once knew. This is the reason to incorporate language forms (structure) in teaching language skills through integrated skills approach.

Integrated skills approach simply means that one activity flows into another in a way which gives variation, prevents boredom, engages interests, promotes interaction, and allows practice and use in one skills to enrich and support the development of another.

In these cases and in many more, the same experience or topic leads to the use of many different skills, and in the teaching we will try to reflect this. Where student practice reading we will use that the reading as the basis for practicing other skills. Even in incorporating the structure, when the student learns structure we will use that the structure as the basis for practicing other skills. Students involved in an oral activity will have to do some writing or listening, or reading in order to accomplish the task, which the activity asks them to perform. Students will be asked to write, listen, read, but on the basis of structure.

The following procedures elaborate the tasks and activities by integrating them into lesson and used as the basis for teaching and learning. The tasks and activities are for the students of Junior High School level.

Chapter 2
THE TEACHING METHODOLOGY

A. *The Teaching Program*

    1. Theme   : Human Body

    2. Sub – Theme : Parts of the body

    3. Level   : Second year students of SLTP

    4. Time   : 2 x 45 minutes

    5. Objectives : The students are expected to be able to:

        a. Identify the words, which are related to the topic.

        b. Pronounce the words

        c. Use those words in the sentences

B. *The Teaching Procedures*

Phases in teaching vocabulary:

1. **Presentation Stage (10 minutes)**
   Starting point : Speaking
   a. Teacher tells the topic of the lesson.
   b. Teacher asks some questions orally to arouse the student's interest to the topic.

2. **Practice to Production Stage (65 minutes)**
   a. Students write down the parts of human body based on the given picture.
   b. Students classify human body into two main parts: head and body.
   c. Students pronounce the words of the parts of human body.
   d. Students complete sentences using the given words.
   e. Students ask and answer pairly about the health that related to the parts of human body.

3. **Feedback Stage**
   Games (15 minutes): *Simon says*
   Teacher asks students to stand up. Teacher asks students to touch their body according to the teacher's instruction, while teacher touches another part of the body. Students who are wrong in doing it will be punished.

C. *The Teaching Materials*

1. Presentation.

Answer the question below orally! (10 minutes)

a. Can you write completely without hand?

b. Can you walk completely without foot?

c. Can you see completely without eye?

d. Can people hear completely without ear?

e. Can people eat without mouth?

f. Why do you use glasses?

2. Practice to Production.

Task 1 : **(15 minutes)**

Observe the picture below and write down the names of parts of human body.
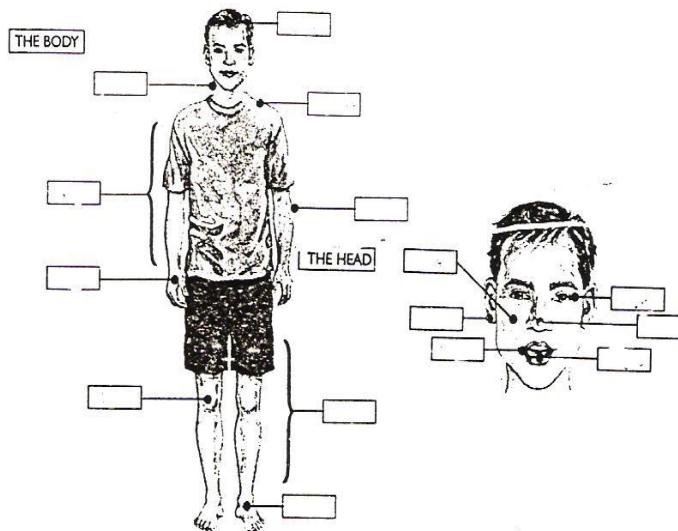
THE BODY

THE HEAD

Task 2: (10 minutes)

Classify the parts of human body into two parts, the head and the body.

a. The Head:

1. . . . .   6. . . . .
2. . . . .   7. . . . .
3. . . . .   8. . . . .
4. . . . .   9. . . . .
5. . . . .   10. . . . .

b. The Body:

1. . . . .   6. . . . .
2. . . . .   7. . . . .
3. . . . .   8. . . . .
4. . . . .   9. . . . .
5. . . . .   10. . . . .

Task 3 : (10 minutes)

Your teacher will pronounce the words above. Listen carefully and repeat after your teacher.

Task 4 : (15 minutes)

Complete the sentences below based on the given vocabulary!

foot   face   eye   tooth

tongue   ears   hand   hair

1. Since his home is close to school, Rudi goes there on ……… everyday.
2. Asep cannot see anything although he has ……
3. He has broken one of his ……, so he cannot hold anything.
4. The dentist writes a prescription for her ……. ache.
5. Ani has …….... but she is not able to hear anything.
6. Your …….. is long. Why don't you go to the barbershop?
7. What a beautiful her …….. is.
8. Keep your ……. Don't tell others bad.

Task 5 : **(15 minutes)**

Ask your friend to express "how do they care the part of the human body's health"

Example:

1 : How do you care your teeth health?

2 : I brush my teeth every twice a day.

    a. hand

    b. face

    c. foot

    d. body

    e. hair

3. Feed Back

Games (15 minutes) : Simon says

a. Simon says touch your . . . .
b. Simon says touch your . . . .
c. Simon says touch your . . . .
d. Simon says touch your . . . .
e. Simon says touch your . . . .

Chapter 3

THE ANALYSIS OF
THE TEACHING PROCEDURES

This part will give comments on the teaching phases presented on the previous part (The Teaching Phases).

A. *Presentation*

In this phase, teacher introduces the theme/sub-theme and the objectives of the lesson. Some questions are given to the students. The aims of this activity are:

1. to arouse the student interest to the topic.
2. to open the students' mind for the topic to be learnt.

B. *Practice to Production*

This phase provides students to do some activities. Here, students learn how to use the language rather than to analyze it. The activities are formulated into several tasks.

Task 1 : Students write down the parts of human body based on the given picture. This activity is intended to make students interest in writing the parts of human body.

Task 2 : Students classify human body into two main parts: head and body. This step is to make students see the parts of the body easily (head and body) and they can recognize one by one.

Task 3 : Students pronounce the words of the parts of human body. It is aimed to make the students have good pronunciation on the given words.

Task 4 : Students complete sentences using the given words. This activity is to make students practice in using the words in the sentence, after practicing to pronounce the words.

Task 5 : Students ask and answer pairly about the health that related to the parts of human body. This step is to improve the students' performance in conversation. It is done with their own friends to make the students easy in communicate their idea. The more they

speak, the higher ability in conveying their ideas they have.

C. *Feedback*

Giving the game in closing the subject is to change the negative attitude to the language and to show it that language is not difficult to be learnt but it is enjoyable one.

As in Psychology of learning, there are three condition of learning, 1) simple conditioning or contiguity emphasized that response appear by giving stimulus. This condition appears in introduction. 2) Practice as a external condition and reinforcement. 3) Feedback that emphasized informational aspect (known of result).

PART THREE

Chapter 1

INTEGRATED SKILLS OF LANGUAGE

One of important tasks for the English teachers to be possessed is the knowledge of how to develop instructional materials. It is certainly a complex and skilled task, and not an easy job to do. The teachers need a thorough background knowledge of basic concepts and principles underlying the development. When they start to develop materials, they need to be creative, imaginative, resourceful, organized, and patient. This is where a teacher's experience in teaching the course is very useful.

According to Graves (1996:1), one of many ways in developing the teaching materials is through

the teachers' own experiences as well as from the experiences and theories of others. She further states that course development is a grounded process because it is about a specific course in a given time and place with a given set of people. It is not an orderly sequence of events but rather a complex, unpredictable, and individual process. The teacher herself is the most important variable in the process. A teacher develops a material in ways that reflect her experience and the values and priorities that are products of her experience as well as the prevailing wisdom around her.

Furthermore, Graves (1996:13) states that there are several components of course development process which should be taken into account, namely:

1. need assessment: *What are my students' need? How can I assess them so that I can address them?*;
2. determining goals and objectives: *What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?*;
3. conceptualizing content: *What will be the backbone of what I teach? What will I include in my syllabus?*;
4. selecting and developing materials and activities: *How and with what will I teach the*

*course? What is my role? What are my students'
roles?*;

5. organization of content and activities: *How will I
organize the content and activities? What
systems will I develop?*;

6. evaluation: *How will I assess what students have
learned? How will I assess the effectiveness of
the course?*; and

7. consideration of resources and constraints: *What
are the givens of my situation?*

The material itself is an important component
within the curriculum, and is often the most real and
visible component of pedagogy.

Nunan (1988) identifies some principles of
designing and developing materials such as:

1. materials should be clearly linked to the
curriculum they serve;

2. materials should be authentic in terms of text
and task;

3. materials should be stimulate interaction;

4. materials should allow learners to focus on
formal aspects of the language;

5. materials should encourage learners to develop
learning skills, and the skills in learning;

6. materials should encourage learners to apply their developing language skills to the world beyond the classroom.

While Richard and Rodgers (1995:25) state that the role of instructional materials within a method or instructional system will reflect decisions concerning:

1. the primary goal of materials, e.g. to present content, to practice content, to facilitate communication between learners, or to enable learners to practice content without the teacher's help;
2. the form of materials, e.g. text book, audiovisuals;
3. the relation of materials to other sources of input, i.e. whether they serve as the major source of input or only as a minor component of it;
4. the abilities of teachers, e.g. their competence in the language degree of training and experience.

Integrating the skills of language, which is the teaching aim of this material development, is an approach where its learning activities flow from one activity into another in a way which gives variation, prevents boredom, engages interests, and promotes interaction. It allows practice and use in one skills to enrich and support the development of another.

Byrne in Rasyid (1997: 50) states that integrated skills activities are important because:

1. they provide for using language naturally, not just for practicing it;
2. many pair and group work activities call for a variety of skills, sometimes simultaneously in order to involve all the learners;
3. students seem to learn better when they are engaged in activities which involve more than one skill, because this is what happens in real life: the students talk, read or write in order to get something done.

Therefore, involving the use of many different skills develops the materials in this part.

Chapter 2
MATERIALS DEVELOPMENT

The example of the materials developed here is everyday life situation-based and for the second year students of SLTP level.

Phase One : Input – Listening a dialog.

Listen carefully the following dialog!

Ical   : Look, aren't they basketball champions, O'Neil and Johnson?

Ainun : Yes. They're both tall, aren't they?

Iin   : Yes, but O'Neil is taller.

Ical   : Yes, but Johnson is stronger than O'Neil.

Ainun : And he's faster than O'Neil, isn't he?

Ical   : Yes. Johnson is shorter, but he is stronger and faster.

Phase Two: Individual Task.

You are going to give a tick mark (√) in front of the true statements and rewrite the false statements into the right one based on the dialog above.

1. …………… Johnson is taller than O'Neil

   ……………………………………………

2. …………… O'Neil is stronger than Johnson.

   ……………………………………………

3. ……………. Johnson is faster than O'Neil.

   ……………………………………………

Phase Three: Pair Task – Comparing students

In this pair task you are to ask one of your classmates about the tall/short/strong/young/old/fast students in your class. Do this in turn, and the example below will give you a model.
Example:

1. A : Lucy and Carol are both tall, but Carol is taller.

   B : Carol is taller than Lucy.

2. X : Malik and Paul are both short.

   Y : Paul is shorter than Malik.

3. P : Luis and Maria are both young.

   Q : Maria is younger than Luis.

4. R   : Sarah and George are both old.
   S   : George is older than Sarah.
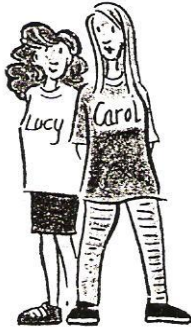
1. tall – taller

2. short – shorter

4. young – younger

5. old – older

Phase Four: Group Task

Group the students (four to five members). Ask the group to identify the animals and trees/fruits, and compare them using higher/shorter/ faster/bigger. (Teacher gives more explanation about the use of higher)

Example:
- A horse can run faster than a buffalo
- Apple is bigger than grapes.

Animals:

1. …………………………………………………
2. …………………………………………………
3. …………………………………………………
4. …………………………………………………
5. …………………………………………………
6. …………………………………………………
7. …………………………………………………
8. …………………………………………………
9. …………………………………………………
10. …………………………………………………

Trees/Fruits:

1. …………………………………………………
2. …………………………………………………
3. …………………………………………………
4. …………………………………………………
5. …………………………………………………
6. …………………………………………………

7. …………………………………………………

8. …………………………………………………

9. …………………………………………………

10. …………………………………………………

Phase Five: Group Report

A spokesman from each group reads out the report. Comments and questions from other groups are welcome.

Chapter *3*

THE ANALYSIS OF
THE DEVELOPED MATERIALS

The materials developed here try to integrate the four language skills in their activities. The analysis of the skills integration and activities are:

A. *Phase One : Listening (individual)*

Phase One uses a recorded dialog provided by the teacher, which presents the use of *taller, stronger,* and *faster* (comparative). The aim of the material in this phase is to give input to the students about comparative subject. This material is enclosed by a picture for helping the students to catch the situation of what is the dialog about. Listening the dialog while looking at the picture, of course, will enhance the

students' ability to understand at least the topic and the core of the subject. Also for this purpose, the teacher presents the recorded dialog for about three times since the SLTP students are assumed to be not directly can understand well in listening the recorded material for only one time.

These listening activities put in phase one to give students opportunity to absorb the information naturally. They will not get the materials from teacher's explanation first on the forms and rules of comparative, but through the real use of them. Children always get much knowledge about their language by listening other people use it (not from their explanation), especially when they are playing with their friends. The more they listen, the more they understand. So, in this phase, the teacher is allowed to turn on the recorded material more than three times, it depends on the level of students' comprehension on the given topic.

B. *Phase Two : Writing (individual)*

Phase Two contains the next natural step activities which flow from phase one. After listening such information, then it is hoped that the students are able to understand what is the information about. In this case, they are given a task to check their comprehension. The task consists of three sentences

for which the students state true for the true statement and rewrite the false statement into the right form. Why this kind of activities are given to the students, because if they can state false for any information, it is hoped that they can also give the rue one. This is one of indications that the students are really understand of what they have listened.

C. *Phase Three: Speaking (pairs)*

Because the core of this material is comparative, the students are invited to continue their activities by comparing the students in their classroom. This is the next flow activity from previous phases. Students can only do phase Three after having the previous phase. That is why; these activities are put in the third step. In this phase, students apply their knowledge and provide them to produce more aspects to compare, like *strong, young, old* and *fast.* This phase is designed for pair activity because the skill focused in this phase is speaking. Students are allowed to ask and answer based on the real situation in their classroom. This activity can also be done in group, but it seems that it is more effective to be done in pairs.

D. *Phase Four : Speaking/Listening, and Writing (group)*

Phase Four provides wider objects to compare. At the third phase, it only provides human to compare, but in this fourth phase, it also provides animals and plants/fruits as well. The purposes of this phase are to give students other models of comparison. This phase is needed because there are several differences in comparing between human and beyond the human. For example, we use the word '*tall*' to compare human but for others except human, we use '*high*'.

This phase is also designed for group activities because all activities here need observation and identification. The observation and identification activities can be well done by a group work of students rather than by individual work. Students should observe and identify animals and plants/fruits, then compare them in written form. The language skills covered in this phase are speaking/listening and writing. As long as observation and identification activity, students speak and listen among them.

E. *Phase Five : Reading/Speaking/Listening, (Group/Class)*

The results of the observation and the identification (phase four) are going to be reported in

front of the class by each group. This activity (reporting) can cover many skills. The first is reading, where the students/spokesman read out their report to the class. The second is listening, where the audience/class listen to the spokesman reads the report. When listening, of course, teacher and students should not only pay attention on the observation and identification results, but also on the way the spokesman reads the report, e.g. intonation and pronunciation. The third is speaking. Speaking will be the busiest activity in this phase if the teacher manages well the debate. Students will have more chance to improve their speaking skill under the teacher's direction.

As a conclusion, I would like to emphasize that the main important thing in developing materials using integrated skills approach is the natural flow of activities from one activity into another. Activities are not performed in isolation but are closely related and depend on each other. Also, all the phases of activities should be based on logical reasons. One activity is not merely a task that should be done by the students, but there are pedagogical objectives beyond that.

PART FOUR

Chapter 1

HINTS OF READING

The knowledge of materials development is very important to be possessed by people who are involved in the teaching area. According to Graves (1996:1), one of many ways in developing the teaching materials is through the teachers own experiences as well as from the experiences and theories of others. She further states that course development is grounded process because it is about a specific course in a given time and place with a given set of people. It is not orderly sequence of events but rather a complex, unpredictable, and individual process. The teacher herself is the most important variable in the process. A teacher develops

a material in ways that reflect her experience as well as the prevailing wisdom around her.

The material developed in this part is focused on reading but it is started from speaking, while the method used is *Communicative Language Teaching (CLT)* method, and the technique is the *Three-Phase Techniques (TPT)*. CLT method views language as a system for the expression of meaning. Therefore the activities engage learners in communication, involve processes such as information sharing, negotiation of meaning and interaction. The primary role of the material itself is to promote the communicative language use, which is in the form of authentic material.

Three-Phase Techniques (TPT), which is the most popular technique in teaching English (particularly in teaching reading), consists of three phases as the name given. They are Pre-Reading, Whilst-Reading, and Post-Reading. ***Jemma*** (14-17:2000) elaborated the techniques as follows:

A. *Pre-Reading*

Pre-reading activity usually done by teacher is asking some questions related to the topic will be learnt. This is done just to arouse the students' interest and to lead them to the topic, to activate the students'

knowledge about the topic, to help students to overcome keywords and some difficult structures on the text, and also to set the goal of the reading activities.

Some examples of learning activities that can be adapted to the pre-reading activities are such as follows:

1. Teacher writes down some key words on the blackboard and explains to the students by using the words into context.

2. Teacher shows a picture related to the topic and asks the students some questions based on the given picture.

3. Teacher writes down some key words of context in the board and asks students the meaning of the words. Students are allowed to use dictionary in finding out the meaning of the words.

4. Teacher writes such themes (e.g. Transportation) in the board, and then asks students to generate the theme into a list of some topics. Teacher, further, asks the students to predict the title of the reading text material.

5. Teacher asks students some questions orally. The questions should tend to the topic of the reading material.

6. Teacher writes down such topic (e.g. Health) in the board, and then asks students to predict some vocabularies that will be used in the reading text material.

7. Teacher writes down some key words of the reading text in the board, and then asks students to predict the topic of the text.

B. *Whilst-Reading*

Whilst-Reading is the main phase, where most of the learning activities are focused on here. In this phase, students try to understand or comprehend the content of the reading text material. This comprehension activity can cover some activities such as:

1. Reading quickly in order to gain:
   - general ideas (skimming)
   - specific ideas (scanning)

2. Reading intensively in order to gain:
   - detailed information
   - inferences information

- words, phrases, and sentence reference (referencing)
- the meaning of certain words, phrases, and sentences based on the context (deducing meaning from context)

Some other kinds of activities that can be used in developing reading skills based on GBBP Bahasa Inggris of the 1994 Curriculum are:

- determining whether the content of the text contains suggestion, announcement, attention, invitation, flattery, etc.

- making some true-false questions based on the text by some groups and be answered by other groups.

- classifying some jumbled words or phrases based on their groups. For example: car, bowl, lorry, disk, bus, basket, box, bicycle, bag, train, bin. After classifying, they will be: car, lorry, bus, bicycle, train; and bowl, disk, basket, box, bag, bin.

- identifying the main or the key words are in the text.

- finding out synonym or antonym of some words are in the text.

- matching some pictures with their appropriate words or phrases.

- reading sentences with good intonation and pronunciation.

C. *Post-reading Activities*

While in Post-Reading, the material has not been tied to the text anymore, but extends to the theme. It is also the phase for presenting the language elements, which are difficult to be understood by the students, e.g. grammar and vocabulary, referring to the theme discussed. Some others activities that can be used in this phase are:

- finding out the meaning of certain symbols (e.g. the symbol of PON, symbol of the scout, abbreviations, and technical terms related to the text.

- identifying advantages or disadvantages of something (e.g. the advantages and disadvantages of traveling by sea, or by road)

- telling folk story (in Culture theme).

MATERIALS DEVELOPMENT

A. *The Teaching Program*

Theme : Hobbies
Sub-theme : Modern Camera
Subject Area : Focus on Reading
Starting Point : Speaking
Level : First Semester of University Students.
Time : 2 x 45 minutes
Objectives : Students are expected to be able to:
    1) express their idea orally;
    2) practice a short conversation using the given clues;
    3) write the missing words in the text;
    4) find detailed information;

5) express their opinion by asking and answering questions;

6) find the letter-words in the grid.

B. *The Teaching-Learning Procedures*

1. Pre-Reading (15 minutes)

- Teacher asks some questions orally to the students.
- Students answer the questions or give any comments related to the aim of the questions.

2. Whilst-Reading (70 minutes)

Task 1 : (10 minutes)

- Teacher asks students to practice the conversation in pairs.
- Students use the pictures provided as the cues in practicing the dialogue.

Task 2 : (25 minutes)

- Teacher asks students to listen carefully to the trext he/she is going to read.
- Students write the missing words of the text while listening to the teacher reading the complete text.
- Teacher leads the class discussion for the students' answers before giving the

correct ones. (The correct answer can be written on board).

Task 3 : (20 minutes)
- Teacher asks students to form groups of four.
- Teacher asks the group to read the text of Task 2.
- Teacher asks the groups to answer the questions.
- After doing the task, teacher asks the groups to compare their work with other group, before checking the correct answers.

Task 4 : (15 minutes)
- Teacher shows pictures to the students.
- Teacher asks students to make questions relating to the pictures.
- After making the questions, teacher asks students to use the questions in interviewing their classmates.

3. Post-Reading (15 minutes)
- Teacher asks students of what they are going to do.
- Students find out the letter-words hidden in the grid.

C. *The Teaching Materials*

1. Pre-Reading (15 minutes)

a. What you know about camera?

b. How many types of camera do you know?

c. Do you know how to use camera?

d. Have you ever seen a modern camera?

2. Whilst-Reading (70 minutes)

Task 1 : Practice the following model conversations in pairs.

A : My I help you?

B : Yes, please. I want to buy a cheap camera.

A : I think you will like this one. It's very cheap.

B : Don't you have a cheaper camera?

A : Here is a cheaper one.

B : How much is it?

A : Thirty-eight dollars.

Now use the picture below to practice the dialogues like the example above.

Task 2 : Write the missing words of the following text.

Listen to the teacher reading the complete text!

Three Main Types of Modern Camera

a. Compact Cameras: These are the . . . (1) . . . type of camera you can get. They are very . . . (2) . . ., . . . (3) . . , and . . . (4) . . . to use with most functions (such as focus) being automatic. A good . . . (5) . . .

camera will take perfectly good pictures of buildings and landscapes but they are not the . . . (6) . . . choice if you want to shoot portraits.

b. SLR (Single Lens Reflex) Cameras: These are generally more . . . (7) . . . than compact and require more skills on the part of the user. Their . . . (8) . . . advantage is that you can change the lens to suit . . . (9) . . . applications. An SLR is best if you wish to take portrait photographs and . . . (10) . . . the cheapest SLR can take good . . . (11) . . . portraits.

c. Medium Format Cameras: Medium format cameras are used mostly by professionals. They are also the most . . . (12) . . . kind of cameras in use. You'll not need a . . . (13) . . . format model for any of the . . . (14) . . . project in this guide, but if you wish to buy one in the future then you'll find that the sky really is the limit.

The Complete Text:

Three Main Types of Modern Camera

a. Compact Cameras: These are the *cheapest* type of camera you can get. They are very *small*, *light*, and *easy* to use with most functions (such as focus) being automatic. A good *compact* camera will take perfectly good pictures of buildings and landscapes

but they are not the *best* choice if you want to shoot portraits.

b. SLR (Single Lens Reflex) Cameras: These are generally more *expensive* than compact and require more skills on the part of the user. Their *main* advantage is that you can change the lens to suit *different* applications. An SLR is best if you wish to take portrait photographs and even the cheapest SLR can take good *quality* portraits.

c. Medium Format Cameras: Medium format cameras are used mostly by professionals. They are also the most *costly* kind of cameras in use. You'll not need a *medium* format model for any of the *business* project in this guide, but if you wish to buy one in the future then you'll find that the sky really is the limit.

Task 3 : Form group of four and read again the text above. Then answer the following questions according to the text, and write down your answers at the given spaces provided. After that, compare your answer with other group.

1) Which camera is the cheapest among the three? And which one is the most expensive?

……………………………………………….

2) How is a good compact camera?

………………………………………………….

3) What kind of camera does need certain skill in its using?

………………………………………………….

4) What is the main advantage of using Single Lens Reflex camera?

………………………………………………….

Task 4 : Interpersonal activity Look at the picture below:
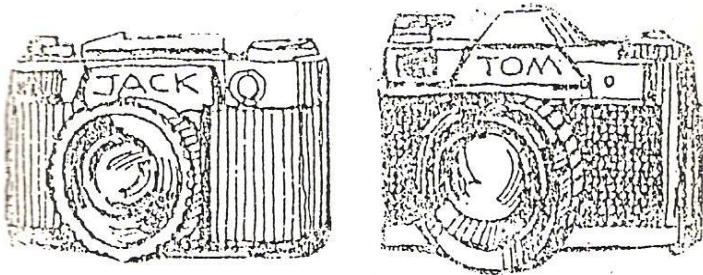
a. *Write five questions about camera. You may begin your questions with 'do'. Write down your question at the given spaces provided.*

Example:
- *Do you have a camera?*
- *Do you know how to use camera?*

1) …………………………………………………

2) …………………………………………………

3) …………………………………………………

4) …………………………………………………

5) …………………………………………………

b. *Use the questions above to interview one or two, or more of your friends. You can walk around the class!*

c. *Post-Reading (15 minutes)*

Find the letter-words hidden in the grid. The letters forming the letter-words can appear horizontally (left to right), vertically, or diagonally. The words are all taken from the text. The first one is for you.

D	F	G	R	Z	K
C	M	O	D	E	L
A	L	O	C	Q	B
M	E	D	I	U	M
E	S	L	E	N	S
R	M	P	A	J	K
A	Y	K	S	O	Y

T	B	U	Y	R	W
P	D	V	N	W	A

Answer:

1. Camera.
2. ……………..
3. ……………..
4. ……………..
5. ……………..

6. ……………..
7. ……………..
8. ……………..
9. ……………..
10. ……………..

Chapter *3*
THE ANALYSIS OF THE DEVELOPED MATERIALS

The materials developed here are focused on Reading. Firstly, asking students to practice a dialogue based on the provided pictures develops the material of Task 1 in Whilst-Reading. They are given a model of conversation first, before instructing them to imitate it in practicing the dialogue in pairs.

The material of Task 2 is taken from a journal, which belongs to the authentic materials. It is, then, developed by omitting several adjectives and the students have to listen to than complete text read by the teacher for about three times, to write out the missing adjectives of their text.

For Task 3, the complete material of the second material (in Task 2) is become a material of the task. Making some questions taken from the material develops the reading material, and students are required to answer the questions by skimming the material to find out the answers.

The material of Task 4 that is for interpersonal activity is developed by asking students to make at least five questions related to the material (camera). They, then, use their questions in interviewing other students they feel like interacting with.

The material in Post-Reading is developed further by putting emphasis on vocabulary. Students are asked to find the letter-words hidden in the grid, where all those words are taken from the text. This can be a very interesting activity for the students since they are challenged to think hard in finding the hidden-words.

PART FIVE

Chapter **1**

PREPARATION IN DEVELOPING MATERIALS

Developing materials requires a lot of patience and concentration. Beside that, we have to take into consideration of some points before conducting the material development. They are as follows:

1. we have to consult the syllabus, identify the theme, sub-theme, and the objectives. Then we select some resources related to these, which are in the forms of authentic materials;

2. the material should suit the students' needs and interest;

3. the material should be workable (for the students), and teachable (for the teacher);

4. the material should be relevant to the students' level and their real world;

5. the material should suit to be developed for the language skills or language elements.

In developing materials here, this writer try to consider the points above by applying and involving integrated skills approach in its activities. It is an approach where the learning activities flow from one activity into another in a way, which gives variation, prevents boredom, engages interest, and promotes interactions. It allows practice and use in one skill to enrich and support the development of another. The activities are linked up or related in such a meaningful way to bring linguistic skills and communicative abilities into close association with each other in language teaching that reflect the real use of the language.

Chapter 2

MATERIALS DEVELOPMENT

A. *The Teaching Program*

Theme   :   Health
Sub-Theme   :   Medicine, Disease, and Healthy Life
Level   :   First Semester of University Students
Time   :   2 x 50 minutes
Objectives   :

    Students are expected to be able to:

1. develop writing skill for expressing ideas;
2. develop listening skill for specific information;
3. develop the reading skill for detailed information;
4. develop the oral production skill of making description.

B. *The Teaching-Learning Procedures*

Task 1 :

Skill   : Writing
Interaction   : Individual
Time   : 25 minutes

- Students observe the leaflet of a medicine.
- Students write a short composition by considering the points they are asked to include in it.
- After writing their composition, teacher asks students to exchange their work each other (one student reads and comments on the composition of other student.

Task 2 :

Skill   : Listening
Interaction   : Group
Time   : 20 minutes

- Teacher ask students to form groups of four and to listen carefully the conversation they are going to be heard.
- Teacher ask the groups to give a tick mark in the suitable column while listening to the cassette.
- Teacher plays the cassette for the first time in a normal speed.
- Teacher plays the cassette for the second time with several pauses of every two men has talked (the pause is for about 30 second).

- Teacher plays the cassette for the last time in a normal speed again.
- Teacher leads the class discussion for the groups' answers before giving the correct ones (the correct answers can be written on the board).

Task 3:

Skill   : Reading
Interaction   : Individual
Time   : 30 minutes

- Students read the text carefully and to answer the questions that follow.
- Students do the task in twenty minutes.
- After doing the task, teacher asks the students to compare their work each other before checking the correct answers.

Task 4 :

Skill   : Speaking
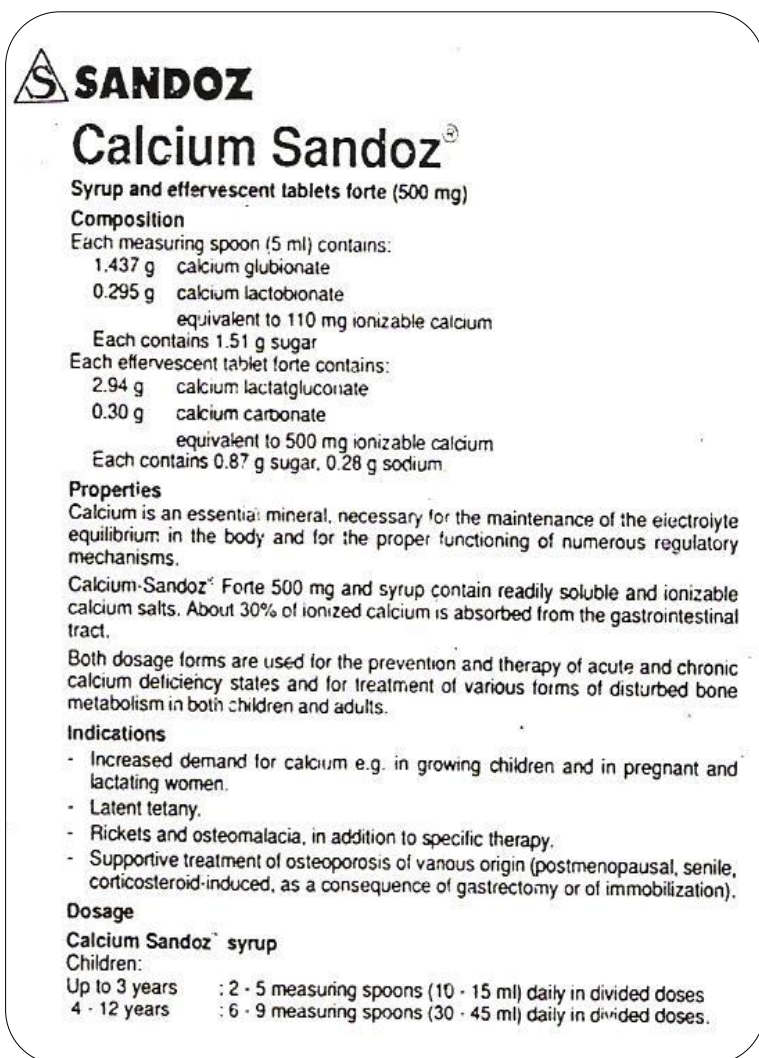Interaction   : Group
Time   : 25 minutes)

- Teacher shows a picture to the students, and gives a description of the picture.
- Teacher asks students to form new group of the picture showed and to tell other groups about their description.

C. *The Teaching Materials*

Task 1 :

1. Observe the leaflet of the a medicine below. Do you know the name of the medicine, and what is the medicine for?

SANDOZ

Calcium Sandoz®

Syrup and effervescent tablets forte (500 mg)

Composition

Each measuring spoon (5 ml) contains:

   1.437 g   calcium glubionate

   0.295 g   calcium lactobionate

              equivalent to 110 mg ionizable calcium

  Each contains 1.51 g sugar

Each effervescent tablet forte contains:

   2.94 g   calcium lactatgluconate

   0.30 g   calcium carbonate

              equivalent to 500 mg ionizable calcium

  Each contains 0.87 g sugar, 0.28 g sodium

Properties

Calcium is an essential mineral, necessary for the maintenance of the electrolyte equilibrium in the body and for the proper functioning of numerous regulatory mechanisms.

Calcium-Sandoz² Forte 500 mg and syrup contain readily soluble and ionizable calcium salts. About 30% of ionized calcium is absorbed from the gastrointestinal tract.

Both dosage forms are used for the prevention and therapy of acute and chronic calcium deficiency states and for treatment of various forms of disturbed bone metabolism in both children and adults.

Indications

- Increased demand for calcium e.g. in growing children and in pregnant and lactating women.
- Latent tetany.
- Rickets and osteomalacia, in addition to specific therapy.
- Supportive treatment of osteoporosis of various origin (postmenopausal, senile, corticosteroid-induced, as a consequence of gastrectomy or of immobilization).

Dosage

Calcium Sandoz⁺ syrup

Children:

Up to 3 years   : 2 - 5 measuring spoons (10 - 15 ml) daily in divided doses

4 - 12 years   : 6 - 9 measuring spoons (30 - 45 ml) daily in divided doses.

2. Now, write a short composition about the disease you used to suffer, how long you have it, and the way you do to recover from it. After writing your composition, ask your friend to read and to comment on that.

Task 2:

Form groups of four and listen to the recording carefully. You are going to hear a conversation of some facilities provided in two fitness centers, that TOTAL and SPORTIF. Give a tick mark (√) in the suitable column based on the information you have heard. You will hear the conversation for three times.

NO.	TOTAL	SPORTIF
1	AC	
2	Doctors	
3	Less expensive	
4	Near their office	
5	Swimming pool	
6	Well-known instructors	
7	They choose…	

Tape script:

Adi   : So, which fitness center are we going to join?

Rudy   : Well, I'm sure. But I've got a couple of brochures here. One's for a place called the TOTAL fitness center, and the other one's called the SPORTIF.

Adi   : TOTAL? Isn't that just down the road from our office?

Rudy   : That's right. We could go there straight after work.

Adi   : That's good. Anyway, what does their brochure say?

Rudy   : Well, it says they have famous instructors, people like Tono Suhendra, Tackie Tumewu, and so on.

Adi   : Really? But with big names like that, they must be very expensive. What's the membership fee?

Rudy   : It's Rp. 60.000. With SPORTIF, it's only 40.000, TOTAL's also more expensive because all the rooms are fully air-conditioned.

Adi	:	Well, I don't think it's good to exercise in air - conditioned rooms. It isn't healthy.
Rudy	:	Yes, that's what doctors say in the SPORTIF brochure.
Adi	:	Oh, they have their own doctors, do they? It sounds as if they really look after their costumers.
Rudy	:	And there's one more thing about the SPORTIF. I know how much you like swimming.
Adi	:	They have a pool? Great. Well, that settles it.
Rudy	:	Yes, I Agree. Let's go there tomorrow and register…

Task 3 :

Read the text below carefully to answer the questions that follow. After doing the task, compare your answers with your neighbour.

WHY SOME PEOPLE PREFER TO BE VEGETARIAN

If you are thinking of becoming a **vegetarian**, you should know that you need not be any less well-fed for that. Vegetarian diets are also cheaper than meat diets.

There are several types of vegetarians. The pure vegetarian or **vegan** eliminates all meat and animal products like cheese, butter and eggs from his/her diet. It is harder to be a vegan than any other vegetarian because you have to constantly monitor your diet and watch what dinner invitations you accept. You also have to make sure that your diet consists of **abundant** quantities of nuts, dried fruit and beans to make up your protein requirements.

Another kind of vegetarian **excludes** meat but not animal products from his diet. This is an easier diet because you can include cheese, milk and eggs for your protein requirements. Besides, **eating out** is also more possible.

Then there are "vegetarians" who do not eat red meat like **mutton** and beef but will eat chicken and fish. Others forego meat but will eat fish and other seafood.

Vegetarian diets can be as well-balanced if not better than meat diets. Eat plenty of beans, grains and nuts for an adequate supply of vegetable protein if you are a vegan.

If you are not cutting out animal products, milk, cheese and some eggs will supply more than sufficient protein along with the sources of vegetable protein.

- Studies have established that a diet centred on meat, especially red meat, tends to create problems with cancer of the **colon** and **rectum**. In countries where meat is less commonly eaten, as in Asia and Africa, cancer of the colon and rectum is less common. Cancer of the breast and **prostate**, too, is more common among meat eaters.

- The fat that red meats supply in abundance may be a factor in certain cancers plus the fact that meat eaters tend to have less fibre in their diet.

Another point is that meat takes longer to digest and studies show that the more quickly food passes through your digestive system, the better it is for you.

Animals, too, **absorb** larger share of chemicals. Meat, fish and poultry contain more pesticides than grain and vegetables.

Many animals are also intensively **reared** and are fed hormones, antibiotics and other artificial chemicals.

And another reason why meat may not be good for you is that before an animal is killed, its body is subjected to a heavy dose of adrenalin from fear. When we eat meat, we are also consuming this stress hormone.

Well, after reading this article, do you still want to go for steak or mutton curry?

a. Answer the following questions:
1) What diets are cheaper than the meat diets?
2) Explain several types of vegetarian!
3) What is the hardest vegetarian? Why?
4) What is the main idea of the second paragraph?
5) Why is it said that meat may not be good for us?

b. Circle 'T' if the statement is True according to the text, and 'F' if it is False!
1) (T – F) A vegetarian has to make sure that his/her diet consists of abundant qualities of nuts and beans to make up his/her protein requirements.
2) (T – F) Some vegetarian exclude milk and eggs from their diet.
3) (T – F) Another kind of vegetarian will eat chicken and fish.
4) (T – F) Cancer of rectum is the problem created by a diet centered on meat.
5) (T – F) Vegan tends to create problem with cancer of breast and prostate.
6) (T – F) Meat may not be good for us because it contains pesticides.
7) (T – F) A diet centered on meat is safer than vegetarian.

Task 4 : Look at the following picture:
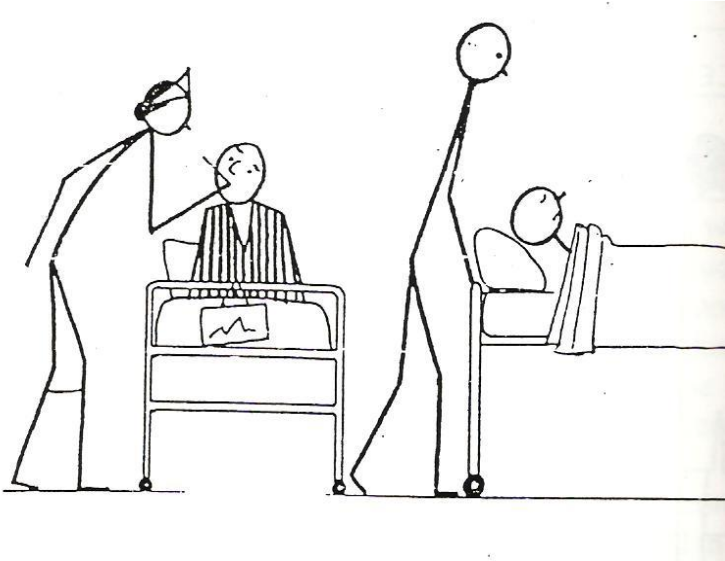
Here is a picture in a hospital. A nurse is checking the body temperature of one patient. He is on well condition now, and will leave the hospital soon. The other patient is seriously ill for the other nurse takes him to the operation room. The patient has to undergo a serious operation today.

Now, form new groups of four then observe the picture below. There are several patients sitting in a doctor's waiting room. Describe the picture in your groups, and then tell other groups about your description.
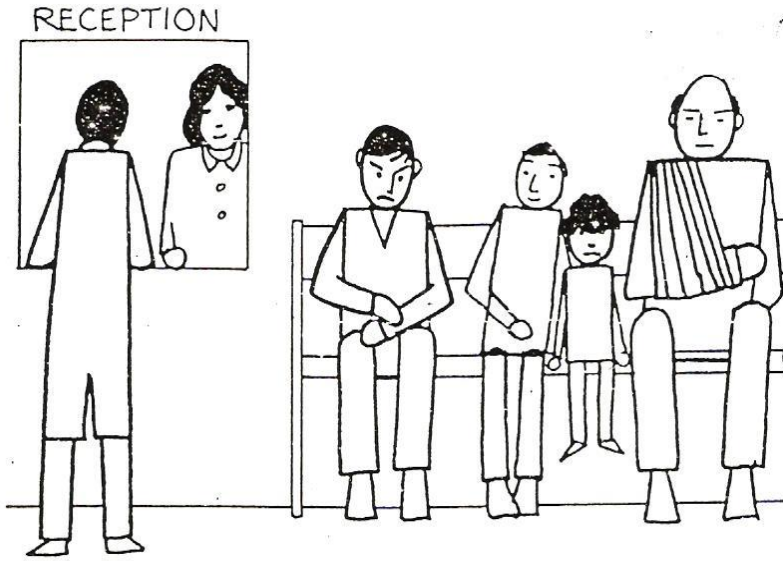
Chapter 3

THE ANALYSIS OF
THE DEVELOPED MATERIALS

The materials developed here try to integrate the four language skills in their activities. Task 1 uses a leaflet of medicine as the material, which belongs to the authentic material. Giving students an activity of writing their own experience in using medicine develops it. They are asked to write a short composition about the disease they used to suffer, and the way they do to recover from it.

In Task 2, the material is taken from a recording conversation about some facilities provided in two fitness centers. It is, then, developed by making a list form, which must be given a tick mark by the students in the suitable column, based on the information they

have heard. The activity is aimed at developing the listening skill of the students for specific information.

Making some questions taken from the material itself develops the material in Task 3. The students are required to answer all the questions by skimming the material to find out the answers. It is accordance with the objective of this activity that is to develop the students' skill of reading carefully for detailed information.

Task 4 is for group activity, where asking the groups of four students to describe the situation showed in the picture develops the material. They are firstly given an example of the illustration of one picture, which can be made as a model for doing this task. After that, the groups are asked to tell other groups about the description they make.

PART SIX

Chapter 1

FOREIGN LANGUAGE TEACHING

This part presents comments on the methods in language teaching presented by ***Diane Larsen-Freeman*** through her presentation on video compact disc (VCD). There are six well-known language-teaching methods that are in use today, which are presented and discussed on the VCD, namely:

1. The Audio-Lingual Method
2. Community Language Learning
3. The Total Physical Response Method
4. Suggestopedia
5. The Silent Way
6. The Communicative Approach.

On her presentation, she explains briefly about these methods. Professional and experienced teachers from the *School for International Training (S.I.T)* also demonstrate the methods. The purpose of the presentation is to provide information to the teachers and teacher trainees about six methods of foreign language teaching. By watching the presentation, they will gain an understanding of the principles on which these methods are based and of the techniques associated with each method. The other purpose is to encourage teachers to examine their own beliefs about teaching and learning and how they put these into practice. In relation of this, she stated:

> "… how, then, teachers can adopt these techniques to their own circumstances and what other ways can they put these principles into practice."

Teachers who watch the VCD presentation will need to evaluate each method in the light of their own beliefs and experiences.

Chapter 2

PRINCIPLES AND COMMENTS ON THE LANGUAGE TEACHING METHODS

These principles of the language teaching methods are summarized from Larsen-Freeman's presentation and also from her book: *Techniques and Principles in Language Teaching (1986).*

A. *Audio-Lingual Method*

1. Principles

The principles underlying the Audio-Lingual Method are:

a. Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning.

b. It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors occur, the teacher should immediately correct them.

c. Students should "over learn" the sentence patterns of the target language.

d. Language forms do not occur by themselves; they occur most naturally within a context.

e. The native language and the target language have separate linguistic systems. They should be kept apart so that the students' native language interferes as little as possible with the students' attempts to acquire the target language.

f. One of the language teacher's major roles is that of a model of the target language. Teachers should provide students with a native-speaker-like model. By listening to how it supposed to sound, students should be able to mimic the model.

g. The purpose of the language learning is to learn how to use the language to communicate.

h. Particular parts of speech occupy particular 'slots' in sentences. In order to create new sentences, students must learn which part of speech occupies which slot.

i. Students should respond to both verbal and nonverbal stimuli.

j. Each language has finite number of patterns.

k. The teacher should be like an orchestra leader-conducting, guiding, and controlling the students' behavior in the target language.

l. The major objective of language teaching should be for students to acquire the structural patterns; students will learn vocabulary afterward.

m. The learning of a foreign language should be the same as the acquisition of the native language.

n. The major challenge of foreign language teaching is getting students to overcome the habits of their native language.

o. Speech is more basic language than the written form.

p. Language cannot be separated from culture. Culture is not only literature and arts, but also the everyday behavior of the people who use the target language.

2. Comments

a. The good points:

1) This method can be implemented in the intermediate classroom.

2) It gives more exercises and practices on listening and speaking aspects.

3) It seems that this method is suitable with the students' linguistic level.

4) It tries to make language learning is understandable for lower level learners.

5) It has simple techniques and various practices.

b. The weak points:

1) Since the skilled teachers are limited, it is very difficult to be implemented.

2) Repetition sometimes makes students feel boring.

3) It gives less attention on the spontaneous speech.

B. *Community Language Learning* (*CLL*)

1. Principles:
   a. Teacher and students are whole persons.
   b. People learn best when they feel secure.
   c. Students should have the opportunity to generate the language they wish to learn.
   d. The teacher should 'understand' what the students are feeling.
   e. Building a relationship with and among students is very important.

f. Language is for communication.

g. The teacher should be sensitive to students' limitations and not overwhelm them with more than they can handle.

h. Students feel more secure when they know the limits of an activity.

i. The students' native language is used to make the meaning clear. Students more secure when they understand everything.

j. The teacher should take the responsibility for clearly structuring activities in the most appropriate way possible for successful completion of an activity.

k. Learning at beginning stages is facilitated if students attend to one task at a time.

l. The teacher encourages students' initiative and independence.

m. Students need quiet reflection time in order to learn.

n. Students learn best when they have a choice in what they practice.

o. Developing a community among the class members builds trust and can help to reduce the threat of the new learning situation.

p. Learning tends to take place when the material is too new or, conversely, too familiar.

2. Comments:
   a. The good points:
      1) Language is used in terms of personal interaction.
      2) Teachers assist the learners precisely.
      3) It is in humanistic context.
      4) It has corrective feedback.
      5) It has tight social context.

   b. The weak points:
      1) Conversation is socially awkward.
      2) It can only be implemented on the small class.
      3) Structure is not improved well.

C. *The Total Physical Response Method*

1. Principles:
   a. Meaning in the target language can often be conveyed through actions.
   b. Retention is enhanced when learners respond physically.
   c. Feelings of success and low anxiety facilitate learning.
   d. Listening comprehension comes first. Students will speak when they are ready.
   e. Language learning is more effective when it is fun.

f. The students' understanding of the target language should be developed before speaking.

g. Students can initially learn one part of the language rapidly by moving their body.

h. The imperative is a powerful linguistic device through which the teacher can direct students behavior.

i. Students can learn through observing actions as well as by performing actions themselves.

j. Students should not be made to memorize fixed routines.

k. Correction should be carried out in an unobtrusive manner.

l. Spoken language should be emphasized over written language.

m. Students will begin to speak when they are ready.

n. Students must develop flexibility in understanding novel combinations of target language chunks. They need to understand more than the exact sentences used in training.

2. Comments:

a. The good point:
Comprehension on spoken language is improved through "speaking" activities.

b. The weak point:
Students can only speak when they are ready.

D. *Suggestopedia*

1. **Principles:**
a. Learning is facilitated in a pleasant comfortable environment.
b. The more confident the students feel, the better they will learn.
c. Communication takes place on "two planes". When there is a unity between conscious and sub-conscious, learning is enhanced.
d. The means of activating the material should be varied and playful.
e. Teaching should be subordinated to learning.
f. The dialog that the students learn contains language they can use immediately.
g. When their attention is off the form of the language, and on the process of communicating, students will learn best.
h. The teacher should present and explain the grammar and vocabulary, but not dwell on them.
i. One way that meaning is made clear is through mother tongue translation.
j. The fine arts (music, art, and drama) enable suggestions to reach the subconscious. The

arts should, therefore, be integrated as much as possible into the teaching process.

k. The teacher should help the students "activate" the material to which they have been exposed. The means of doing this should be varied so as to avoid repetition as much as possible.

l. Music and movement reinforce the linguistic material.

m. Errors are to be tolerated, the emphasis being on content, not form. The teacher should use the form a little later so the students will hear it used correctly.

2. Comments:
a. The good points:
1) Accelerate the teaching process.
2) It emphasizes on the language skills improvement.
3) It is enjoyable both to the learners and teacher.

b. The weak points:
1) It needs high cost.
2) It can only be implemented to small class.
3) The kind of music used in Suggestopedia (classic music) cannot be enjoyed by all students.

E. *The Silent Way*

1. Principles:

a. Teaching should be subordinated to learning.

b. Language is not learned by repeating after a model. Students need to develop their own 'inner criteria' for correctness.

c. Errors are important and necessary to learning. They show the teacher where things are unclear.

d. It is the students who should be practicing the language, not the teacher.

e. The teacher should start with something the students already know and build from that to the unknown. Languages share a number of features, sounds being the most basic.

f. Language learners are intelligent and bring with them the experience of already learning a language. The teacher should give only what help is necessary.

g. Students' actions can tell the teacher whether or not they have learned.

h. Students should learn to rely on each other and themselves.

i. The teacher works with the students while the students work on the language.

j. The teacher makes use of what students already know. The more the teacher does for

the students what they can do for themselves, the less they will do for themselves.

k. Learning involves transferring what one knows to new contexts.

l. Reading is worked on form the beginning but follows from what students have learned to say.

m. Silence is a tool. It helps to foster autonomy, or the exercise of initiative.

n. Meaning is made clear by focusing students' perceptions, not through translation.

o. Students can learn from one another. The teacher's silence encourage group cooperation.

p. Students need to learn to listen to themselves.

q. Students should receive a great deal of meaningful practice without repetition.

r. The elements of the language are introduced logically, expanding upon what students already know.

s. Students gain autonomy in the language by exploring it and by making choices.

t. Language is for self-expression.

u. The teacher can gain valuable information from student feedback.

v. The skills of speaking, reading, and writing reinforce one another.

2. Comments:

a. The good point:

   The students are encouraged throughout each lesson to cooperate with one another.

b. The weak points:

   1) The teacher should be silent as much as possible in the classroom.

   2) It is difficult to provide the color-rods.

F. *The Communicative Approach*

1. Principles:

a. The primary goal of language teaching is enabling students to use the language to communicate. Communication involves using language functions as well as grammar structures.

b. Language is used in a social context and should be appropriate to setting topic and participants.

c. Students should be given an opportunity to negotiate meaning, i.e. to try to make themselves understood.

d. Student should be able to express their opinions and share their ideas and feelings; i.e. learn to communicate by communicating.

e. "Authentic language" should be introduced.

f. The target language is a vehicle for classroom communication, not just the object of study.

g. Errors are tolerated and seen as a natural outcome of the development of communication skills. Students' success is determined as much by their fluency as it is by their accuracy.

h. One of the teacher's major responsibilities is to establish situations likely to promote communication.

i. Communication interaction encourages cooperative relationship among students. It gives students an opportunity to work on negotiating meaning.

j. The social context of the communicative event is essential in giving meaning to utterances.

k. Learning to use language forms appropriately is an important part of communicative competence.

l. The teacher acts as an advisor during communicative activities.

m. In communicating, a speaker has a choice not only about what to say, but also how to say it.

n. The grammar and vocabulary that the students learn follow from the function,

situational context, and the roles of the interlocutors.

2. Comments:

a. The good points:
1) It can improve students' motivation.
2) It allows natural learning.
3) It improves both functional communication and social interaction activities.

b. The weak points:
1) It is quite difficult to find authentic materials, which are suitable with the theme to be taught.
2) It needs skilled and creative teachers

Chapter 3
CONCLUSION

As a language teacher, we must make decision all of the time. Some of the decisions are relatively minor ones. Other decisions have more profound implications. That is why, in adopting these techniques, we should always take considerations based on our teaching circumstances.

The presentation of the six methods on VCD will encourage the teachers to examine their own beliefs about teaching and learning on which they can base their methodological decision. Teachers have to sift through what have been presented on the VCD and weigh them against the evidences of scientific research and their personal experiences. If they play the "doubting game", they try to objectively assess

each method while looking for the weaknesses of it. If they play the "believing game", they take each method one at a time and try to believe in it in order to understand it.

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Selain sebagai Tenaga Pengajar, penulis juga merupakan fasilitator kegiatan-kegiatan yang diselenggarakan oleh USAID PRIORITAS dan SILE/LLD Project, sejak tahun 2014 s.d. 2016, serta pembicara dalam beberapa konferensi nasional dan internasional.