**A CONTENT ANALYSIS ON SPEAKING MODULE OF BILINGUAL**

**FACULTY OF ISLAMIC EDUCATION AND TEACHER TRAINING**

**FACULTY IN IAIN SURAKARTA**

**THESIS**

Submitted as a Partial Requirements for Undergraduate Degree in Islamic

Education and Teacher Training Faculty



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*Assalaamu'alaikum Wr. Wb*

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Thank you for the attention.

*Waasalaamu'alaikum Wr. Wb*

Surakarta, July 7th, 2017

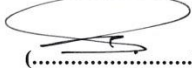Advisor,

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# DEDICATION

This graduating paper is whole heartedly dedicated to:

1. My most beloved parents; the late father, Saguh Pudjo Astoni, SE and my dearest mother Siti Fatimah, S.Pd. Indeed, no appropriate words can describe your struggle to me. To my sincere Mom and Dad, all of my cried hot tears will not be enough to say thank you for your immolation, integrity, pleasure, and great affection. This paper is dedicated for both of you.

2. My beloved Grandmother Suparti and Hartini, my beloved Grandfather Ngatiyo Prasojo and Darsum.

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Nur Syarifah, Izzun Khoirunnisa', and Fatimah Azizah who inspires the researcher.

# MOTTO

أَمَّنْ يُجِيْبُ الْمُضْطَرَّ إِذَادَعَاهُ وَيَكْشِفُ السُّوَءَوَيَجْعَلُكُمْ خُلَفَآءَ الْأَرْضِّ أَءِلَهٌ مَّعَ اللهِّ قَلِيْلاًمَّا تَذَكَّرُنَ﴿٦٢﴾

*Is not He (best) who answered the wronged one when he cried unto Him and removed the evil, and hath made you viceroys of the earth? Is there any Allah beside Allah? Little do they reflect!*

{QS. 27: 62}

فَبِأَيِّءَالَآءِرَبِّكُمَا تُكَذِّ بَانِ ﴿١٣﴾

*Then which of the Blessing of your Lord will you both deny?*

{QS. 55: 13}

قَالَ أَبُوالْعَتَاهِيَة: تَرْجُوْالنَّجَاحَ وَلَمْ تَسْلُكَ مَسَلِكَهَا فَإِنَّ السَّفِيْنَةَ لاَتَجْرِى عَلَى الْيَبَسِ

*Kau menginginkan kesuksesan tapi tak pernah mau menapaki jalan jalannya*
*Sungguh, sebuah bahtera tidak berjalan di daratan {Mahfudzot}*

*If you wish, be patient and you will have Paradise*
{Uknown}

*Kesuksesan seseorang tidak diukur dari mahalnya sepatu yang ia pakai*
{Nadia Asma'}

*Eat failure, and you will know the taste of success*
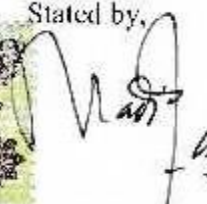
## PRONOUNCEMENT

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Study Program   : English Education

Faculty          : Islamic Education and Teacher Training


I hereby sincerely stale that the thesis titled *"A Content Analysis on Speaking Module of Bilingual Faculty of Islamic Education and Teacher Training Faculty in IAIN Surakarta"* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the references.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.


Surakarta, August 24th, 2017

Stated by,

Nadia Asma'

SRN. 133221106

# ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, for all blessings and mercies so the researcher was able to finish this thesis entitled A Content Analysis on Speaking Module of Bilingual Faculty of Islamic Education and Teacher Training Faculty in IAIN Surakarta. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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be enough to say thank you for your immolation, integrity, pleasure, and great affection.

6. All my beloved friends in ASOKA family of MTsN Surakarta 1.

7. All my beloved friends in Gridzeft Generation of MAPK MAN 1 Surakarta.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, August 24th, 2017

The researcher

Nadia Asma'

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# ABSTRACT

Nadia Asma'. 2017. *A Content Analysis on Speaking Module of Bilingual Faculty of Islamic Education and Teacher Training Faculty in IAIN Surakarta*. Thesis. English Education Department. Islamic Education and Teacher Training Faculty. State Islamic Institute of Surakarta.

Advisor : Dr. Imroatus Solikhah, M. Pd.

Key words : Module, Speaking Skill, Bilingual Faculty, Content Analysis Design.

Module is an alternative teaching media which is in the form of autodidact learning and design systematically to help students in learning activity (Mulyassa as cited in Nugroho, 2014:16). Bilingual Faculty is a program in Islamic Education and Teacher Training Faculty of IAIN Surakarta where students in this faculty hopefully be able to speak more than one foreign language. The aim of this study is to know how the quality of materials of *Guided Speaking* used for $4^{th}$ semester and *Public Speaking* used for $6^{th}$ semester teaching materials that released in the first implementation of Bilingual Faculty of Islamic Education and Teacher Training Faculty (FITK) in IAIN Surakarta in the academic year of 2015/2016 based on criteria of materials evaluation proposed by Jocelyn Howard.

The researcher used content analysis with descriptive qualitative approach. The data was collected by documenting the content materials on the module. The data were analyzed by reducing the data, presenting the data, analyzing the data by using Howard theory and taking the conclusion and verification. This research used theoretical triangulation to get an appropriate data in order that the result of the study is credibility, transferability, dependability and confirm-ability.

There are four findings of this research. **First**, *Guided Speaking* and *Pubic Speaking* modules are not categorized as a module. **Second**, looking at the quality of materials, the result showed that *Guided Speaking* module fulfilled the criteria proposed in Howard theory concerning the materials evaluation with the summative score 24% and *Public Speaking* module fulfilled the criteria proposed in Howard theory concerning the materials evaluation with the summative score 25%. **Third**, there is a consistency of poor teaching materials in each lesson in both modules. **Fourth**, the materials in *Guided Speaking* module used for $4^{th}$ semester is more difficult than *Public Speaking* module used for $6^{th}$ semester. From those findings, the modules were categorized as a poor teaching materials and not suitable to use as media in teaching and learning process in Bilingual Faculty of Islamic Education and Teacher Training Faculty (FITK) in IAIN Surakarta. Based on those findings, the researcher has suggestion for Bilingual Department Team and forthcoming researcher to evaluate the quality of standardized materials based on experts.

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**CHAPTER 1**

**INTRODUCTION**

A. **Background of the Study**

Language is fundamentally a mean by which men communicate with each other and with themselves and by which they express themselves (Markman, 1971). Nowdays, human live dynamically in a modern era. Technology, knowledge, science, and language develop rapidly and create many innovations in all aspects of life. To balance with this condition, people need to interact with other people. One of way to make interaction with other people is communication. One of way to communicate with other people is language. Thus, the role of language is very important. Crystal (2002: 212) said that a language is a systematic, conventional use of sound, sign in human society for communication and self-expression. Language is a mean to communicate with each other in delivering meaning of the speaker.

By language, people can deliver the messages, express people's feeling, deliver ideas, and etc. Language has an important role in keeping people's connection. No body disclaims that language is important. Science and technology are transfered by language. Teaching learning process is hardly possible without the role of the language. Interactions with foreigners in all aspects are also using language, especially international language. All societies of human being use language as the medium for communication. It is clearly stated by Sanggam

Siahaan (in Kurniawan, 2014: 1) that language is unique human inheritance that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with others. It constitutes a set of principles into which its usage its native speakers are subject. The similarities refer to the set of the rules that every language possesses, while the difference deals with the deviation of every language in it is rules in it is chronological development that is influenced by the different regions, times, cultures, religions, politics, etc. The similarities of the languages can be identified structurally in the level of their linguistic aspects, such as in the phonemes, morphemes, phrases, and sentences. In addition to that, they can also be been in their social usage.

Mydans (2007) states that English language is classified into Germanic language family that is the first time spoken in early Middle Age of language. Now, English language has already used by people around the world. It is also used as means of maintaining relationship with other nations. As an International language, English plays very serious role in every aspects of life such as communication, economics, politics, educations, science, and technology (Pei, 1971: 282). English has becoming used in every country of the world. Every progress in all aspects of modern life can not be separated from it. It is clearly stated by John Milne that:

> "In most countries of the world, sign of English can be found in hotels, in restaurants, in airports, on electrical goods, on packaged food and drink of all sorts, on radios and television, magazine stall (Milne, 1984: 21)"

English now is becoming essential needs for human being. People have dynamic movement in all aspect by language aid. People in the world are connected each other by using English for communication. According to Ramelan (1992: 6) English is important to communication which is used in many countries in the world. In the field of education, English is potentially required in university. There are many subjects of English learned in university by the students. Generally English language is classified into language skills such as: listening, speaking, reading, and writing. These four language skills enable students to take part in information exchange, to establish interpersonal relationship, and to obtain knowledge as well as to enjoy the language esthetic of English (Nurhadi, 2004: 200). For communication purpose, the skill need is speaking skill and writing skill. Both of skills should be taught intertwined because they are connected each other. Therefore, the language skills and language components should be taught concurrently.

In the field of education, teaching and learning process is instructional process through organization and direct instruction of teacher, learner, and material in the classroom (Richards and Roger, 1998:22). There are many aspects in teaching and learning process that could affects the result of learning for the student. These aspects are pre-teaching preparations, while the teaching and learning is on progress or after teaching and learning took place. Gino (in Wulandari, 2010:28) stated there are seven components in teaching and learning process. They are students, teacher, goal, material, method, media and evaluation.

There are many factors influencing the success in achieving the goals of teaching learning process. According to Idris and Jamal (in Intan Riadhul Hasanah, 2001: 1) the factors that influence the effort to gain the purpose are human such as the teacher, counselor, administrator, and instructional materials such as expression of introduction, invitation, offering something, narrative text, recount text, etc. Instructional material has function to carry out the process of teaching and learning process in order to be more interesting and varied. According to Imroatush (2016: 1) *secara umum bahan ajar disebut juga materi ajar, bahan pembelajaran, atau materi pembelajran. Istilah bahan ajar dalam kaian literat memiliki kedekatan makna dengan* subject matter, *bahan mata pelajaran dan* instructional materials.

As mention before one of component in teaching and learning process is media. Media or learning aid can be classified into many forms. Heinich (2002:6-10) stated that there are many form of learning aids that it can be easy to be used for learning activity or non-projected media, projected media, audio, video, computer based media and multimedia kits. In spite of there are many kinds of learning aids that support teaching and learning processes but many schools remain use a module as a media in teaching and learning process. As a media, module helps in teaching and learning process. Thus preparing the teaching materials for classes will not consume lots of time. In arranging a module, aims, goals and preparation in teaching materials are needed to be a good consideration before deciding to use the module in a course. An inappropriate module could possibly make the class dull with uninteresting exercise or too expensive for students or

even does not match with the learner's rights in achieving their needs in learning. Those reasons make the selection of module used become relatively crucial. The module has to fit with the current curriculum, college syllabus along with student's needs and also the aims and goals of teaching. Then, the teacher should focus on the teaching material of the module. Richards (2001: 251) states that teaching materials are a key component in most language programs. They generally serve as the basis for much of the language input that learners receive and language practice that occurs in the classroom. It means that module has a big portion in achieving the goal of English instruction.

Teaching material in a course book is a central feature of much teaching, controlling at least some of the language that is presented and the activities that are used (Cook, 1998: 11). Teacher materials helps students and teachers develop more critical thinking and construct misconception, and ideas about language and its linguistics communities. Teaching materials are significant not only for teachers but more for students. Then, when teaching materials are arranged in a certain course book or module, the module should then be self-instructional one. It really should guide the students to learn the module individually by themselves where they can learn without teacher's help. It should also explicitly include learning purposes, indicators of learning, and suitable materials. When the use of other media supporting materials included is needed, the module should provide them too.

According to Nasution (in Imroatus, 2016: 13) *modul ialah suatu unit yang lengkap yang berdiri sendiri atau suatu rangkaian kegiatan belajar yang disusun untuk membantu siswa mencapai sejumlah tujuan yang dirumuskan secara khusus dan jelas.* According to Wardani (2012: 29), modules is a book which is designed to help the student to learn autodidact, with or without the teacher's help. Thus, the function of module is for students' learning autodidact. They can explore their own knowledge by reading the module, doing some exercise, and etc. Thus, a design of a module should consist of materials and exercises where the students can learn by themselves. Dick and Carey (1996: 74) define modules as types of instructional materials which are typically used in systematically designed instruction. It contains many of the features of programmed learning that are considered beneficial. It is flexible and uses mediated instruction adapted to individual or group learning situations. It has many purposes, such as: (1) to individualize instruction, (2) to provide conceptual model for learning, (3) to enable teachers analyzing learning process, (4) to improve instruction through improved evaluation, (5) to maximize effective use of instructional media and group exercises, and (6) to permit learning to occur outside the presence of the teachers. By knowing how important a module or course book in the teaching learning process, the teacher should learn how to design a good module by using the criteria from some experts. The suitability issue of a textbook ever stated by Cunningsworth (1995:5) that no single textbook or course book that been released to market will be completely ideal for particular group of learner. Instead of

looking for the ideal that will be rather hard to find, we should find the best possible fit that fits the potential in adapting and supplementing where its inadequate or unsuitable. Similarly with the Speaking Module of Bilingual Faculty of Islamic Education and Teacher Training Faculty in IAIN Surakarta.

IAIN Surakarta is one of Islamic states institute which has many departments in Islamic Education and Teacher Training Faculty. Several years later even now, the students of Islamic Education and Teacher Training Faculty in IAIN especially and people around the world generally will face AEC (ASEAN Economic Community). The more popular abbreviation is MEA (*Masyarakat Ekonomi ASEAN*). There will be global market among countries and also increasingly fierce business competition. Not only EAC but also AFTA (ASEAN Free Trade Area) is the same concept with AEC. ASEAN countries should prepare creative, competitive, and quality human resources. The skill of English language especially speaking will be used in wider range of education. It can be used to encourage job development or career.

Before the researcher done the research, she had done pre-research while Bilingual Faculty is going on. She is also one of the mentors of Bilingual Faculty at that time. Bilingual Faculty of Islamic Education and Teacher Training Faculty should have specific curriculum or standard for the specific goal. This program refers to some rules and government rules as follows;

1. UU Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional

2. UU Nomor 14 Tahun 2005 tentang Guru dan Dosen

3. Government Rules Nomor 60 Tahun 1999 Tentang Pendidikan Tinggi

4. Government Rules Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan

5. Government Rules Nomor 74 Tahun 2008 Tentang Guru

6. Government Rules Nomor 23 Tahun 2013 Tentang Perubahan Standar Nasional Pendidikan

7. Government Rules Nomor 1 Tahun 2011 Tentang IAIN Surakarta

8. Permendiknas Nomor 41 Tahun 2007 Tentang Standar Nasional Pendidikan

9. Permendiknas Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik dan Kompetensi Guru

10. Rector Rules of IAIN Surakarta Nomor 113 Tahun 2014 Tentang Standar Kompetensi Lulusan Program Sarjana S1 IAIN Surakarta

11. Surat Keputusan Dekan (Draft Panduan Perkuliahan Bilingual FITK IAIN Surakrta, 2016: 1)

Bilingual Faculty has purpose to increase the quality of education organization through language mentoring program to be an excellent institute. The next purpose is to fulfil the globalization needs through ability in speaking in range of education. Bilingual Faculty is a program for fourth and sixth semester in order to provide a place for learning English in facing globalization era. This program is for non-English Department students such as Arabic Education Department (*PBA*), Islamic Education Department (*PAI*), Children Education Department (*PGRA*), and Elementary Teacher Education Department (*PGMI*).

The preparations are not only management and human resources. The material design is also important to support the program. The goal of speaking will be achieved from the curriculum, method, and the process of teaching and learning. Then, bilingual team conduct a module used for the students. The module are 'Guided Speaking' and 'Public Speaking. Bilingual faculty is formed because some reasons. This program is formed because of serious cause. The first reason is because of those AEC and AFTA. The second reason is for preparing students to have skills in English especially speaking. That can make students have communication with other students from different country. It just can not be ignored that there are so many students exchange coming from other country. The third reason is students' low competence in English skill. Knowing this condition, FITK as a faculty of teacher training should prepare skillful students to be a good teacher.

Based on those explanations, the researcher concludes that Bilingual Faculty can not be run well without any elements work well too, including teaching material. Bilingual Faculty is one kind of a new program in FITK. It is still in the process of development. The management of time, management of mentors, curriculum are needed to be evaluated. Therefore, evaluation is needed to give some suggestions, critics, and support to make Bilingual Faculty better than before. There are several reasons why the researcher chooses to analyze the module; first, the researcher may the first researcher who conducts analyzing for this module since she didn't find the same research toward the module. Second,

Guided Speaking and Public Speaking module is the first module used in Bilingual Faculty of Islamic Education and Teacher Training Faculty in IAIN Surakarta in academic year of 2015/ 2016. Third, Guided Speaking and Public Speaking module used for teaching English to fourth and sixth semester students in Bilingual Faculty of Islamic Education and Teacher Training Faculty in IAIN Surakarta. They are the first modules used by the mentors. Fourth, the researcher used this module to know the quality of speaking skill's material on Guided Speaking and Public Speaking module of Bilingual Program.

In this research, the researcher chooses to evaluate and analyze the curriculum of Bilingual Faculty by doing a content analysis on the speaking module of Bilingual Faculty. Based on the problems stated previously, the writer intended to study about **"A CONTENT ANALYSIS ON SPEAKING MODULE OF BILINGUAL FACULTY OF ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY IN IAIN SURAKARTA"**.

## B. Identification of the Study

By the considering of background of study above, there are some problems related with Module of Bilingual Faculty:

1. How is the appropriateness between the Module Content Material of Bilingual Faculty and the syllabus of speaking material for level 4th and 6th semester of Islamic Education and Teacher Training Faculty in Academic Year of 2015/2016?

2. How is the readability of the Module Content Material of Bilingual Faculty and the syllabus of speaking material for level 4th and 6th semester of Islamic Education and Teacher Training Faculty in Academic Year of 2015/2016?

3. How are the exercises in the Module Content Material in Bilingual Faculty of Islamic Education and Teacher Training Faculty in Academic Year of 2015/2016?

4. Can module used in Bilingual Faculty help the tutors/ mentors to teach English commutatively?

5. Does the module facilitate language skill development for the fourth semester and sixth semester students of Islamic Education and Teacher Training Faculty of IAIN Surakarta to master the language skill especially communicative skill?

## C. Problem Limitation

Based on the identification of the study, there are many problems related to speaking module of Bilingual Faculty. In this research, the researcher limits the problems as follows: the research only concern on the speaking module that is used for 4th and 6th semester students of Islamic Education and Teacher Training Faculty in IAIN Surakarta in the first implementation in the academic year of 2015/2016. The module for 4th semester is Guided Speaking: Practical Guide to Speak English. The author is Drs. Suparman, S.S. The other one is used for 6th semester, Public

Speaking: Practical Guide to Speak English in Public compiled by Bilingual Department of Islamic Education and Teacher Training Faculty in IAIN Surakarta.

Therefore, the researcher analyzes speaking module of Bilingual Faculty of Islamic Education and Teacher Training Faculty in IAIN Surakarta by using Howard theory on assessing a module. Thus, the researcher only focuses on the principles of good material in module by using Howard theory.

## D.  Problem Formulation

By considering of background of study above, the problem formulation is: How is the quality of material in Speaking Module of Bilingual Faculty of Islamic Education and Teacher Training Faculty in IAIN Surakarta?

## E.  The Objective of the Study

Based on the research problem above, the aim of the study is to describe the quality of materials in Speaking Module "Guided Speaking" by Drs. Suparman, S.S, and Public Speaking" compiled by Bilingual Department of Bilingual Faculty of Islamic Education and Teacher Training Faculty in IAIN Surakarta.

**F.  The Benefit of the Study**

By doing this study, it is expected to provide many benefits. The result of the study, hopefully can give positive contribution for general and especially for educational world. The benefit of the study is theoretically and practically.

1.  Theoretically

    a.  Enriching research in the education field, especially the theory about analyzing the quality of module.

    b.  Giving specific knowledge concerning the analysis on module as a media in learning and teaching process.

2.  Practically

    a.  Bilingual Faculty Management

       The organization of Bilingual Faculty will know a good module of teaching communicative skill and have more preparation in module or textbook used by the tutor/ mentors to teach the students. So, this research will help to conduct a module with good quality of content with the suitable curriculum and student's need in order to improve students' English competence especially speaking. .

    b.  Mentors

       Mentors will be more helpful by good quality of module content. The module is covered by communicative skill of English and also the suitable exercises that can help the mentors to teach the students. It will really help the mentors in delivering the materials.

c. Students

Students will be motivated since they know and understand that the module is quite understandable and readable, have many exercises not only contain of speaking skill but also writing skill. By support of the module, students have interesting in communicative English skills. In addition, the tutor can also give many methods, techniques, or media, suitable with the material. This research is also to provide future researcher whom interested in similar issue some information about analyzing textbook.

## G. Definition of Key Terms

To avoid misunderstanding, the writer explains some words used in the title of this thesis.

1. Content Analysis: Neundorf (202: 10) offer six part definition of content analysis: "Content analysis is a summarizing, quantitative analysis of messages that relies on the scientific method including attention to objectivity, intersubjectivity, a priori design, reliability, validity, generalizability, replicable, and hypothesis testing."

2. Module: Mulyasa as cited in Nugroho (2004: 16) defines module as a material, in the form of book, which is designed systematically to help the students in autodidact learning by using learning experiences. As what Winkel (in Nugroho, 2014: 16) mentions, module is a simple material, so that it is easy

to studied or taught autodidact by student. Module is the students learning activity which is planned and designed to help the students for solving the learning problems.

3. Speaking: Polland (2008: 33) Speaking is one of the most difficult aspects for students to master. One considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. it requires that learners not only know how to produce specific point of language such as grammar, pronunciation, or vocabulary (linguistics competence), but also understand when, why, and what ways to produce language (sociolinguistics competence). Speaking skill is the art of communications and one of four skills that must be mastered in learning foreign language. Good speaking skill is the act of generating words that can be understood by listener. A good speaker is clear and informative.

4. Bilingual: Bilingual means "mampu atau biasa memakai dua bahasa dengan baik" in KBBI. According to Henry (1989: 2), bilingual is two languages. While bilingualism is the use of two languages (such as regional languages in addition to national language) and a bilingual is people who can speak in two languages, such as national languages and foreign languages, regional and national language. Bilingual Faculty is the name of program in Islamic Education and Teacher Training Faculty of IAIN Surakarta.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter discusses review of some related literature around the theory of curriculum, syllabus, teaching materials, module, speaking, content analysis and previous related study.

## A. Review on Curriculum and Syllabus

### 1. Definition of Curriculum

Curriculum is the subjects that are taught by school, college, etc. or the things that are studied in a particular subject; language are an essential part of the school curriculum (Longman, 2004:384). Nunan (1998:14) states that curriculum is usually used to refer a particular program of study. With the major objective of education in Indonesia which is to educate people as it is stated clearly in Pembukaan Undang- Undang Dasar 1945, the new UU RI No 20 Tahun 2003 about education in Indonesia released. It defines "Curriculum is seen as sets of plans within that include the purposes, content, and teaching materials that will be used as the guideline to achieve the objective of educational institution."

On the other hand, Richards (2001:2) states that curriculum development focuses on determining what knowledge, skills, and values students learn in school, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or

educational system can be planned, measure and evaluated. Curriculum is the most essential or basic of teaching learning process. In education, the curriculum is closely related to the development of learner. A teacher should know the curriculum before teaching their students. Curriculum is a plan that gives guidance in teaching learning process activities (Sukmadinata, 1999:5). Feez stated that curriculum is a general statement of goals and outcomes, learning arrangement, evaluation, and documentation relating to the management of program within an education institution (Feez, 2009:9).

Based on those definitions above, it concludes that curriculum is a particular program of the study which the goal is to achieve general skills and knowledge in the school. It is a set of plan that is developed to make teaching learning process. Along with the times, the curriculum will be reconstructed based on the development of education quality. Thus, curriculum is vital instrument to develop education process.

2. **Objectives of Curriculum**

Nurgiyanto (1988:6) states that curriculum also has some functions that can be observed from three aspects. The first function is curriculum for the school. The second function is curriculum for higher-level school. Then, lastly curriculum is for society. The first function is curriculum for the school. It can be divided again into two, there are as a tool to gain educational goals and as a guidance to arrange educational activities implemented in school.

Second function is for the higher-level school. Curriculum in teaching learning process can be defined as teaching program. The teaching program is a system that contains of several components, which are intended to get the teaching learning goals. If the instructional goals achieved, it is expected that the result can be measured from teaching learning process. So that, the goals at the higher level can be reached. The third function, curriculum is for society. It is supposed to give advantages and useful for the better educational program.

3. **Syllabus**

Syllabus is a formulation of linguistics content that is arranged into teachable and learnable units as well as arranged in a rational sequence (Richards, 2013). Additionally, Ur (1991:176) state that a syllabus is a document which consists essentially, of a list. This list specifies all the things that ate to be taught in the course for which the syllabus was designed. It means, the target learners consider the content selection of the syllabus: Syllabus design is seen as being concerned essentially with the selection and grading of content, while methodology is concerned with the selection of learning tasks and activities (Nunan, 1988:5). Thus, it can be conclude that syllabus is an organized components of teaching-learning matrix of a certain course.

**B. Review on Teaching Materials**

**1. Teaching Materials**

a. Definition of Teaching Materials

Materials exist in order to support teaching and learning, so they should be design to suit the people and the process involve. Material is defined as any systematic description of the techniques and exercises to be used in classroom teaching (Brown, 1995: 139). The materials must be variety, it should be managed and it will based on the students need, so the teacher must be creative to choose which the material is good for their students. It basically describes the knowledge, values, attitudes, actions, and skills that contain messages, information and illustrations in the form of facts, concepts, principles, and processes associated with a particular language that is directed to achieve learning objectives.

b. The Kinds of Teaching Materials

1) Visual materials, namely materials that its use with the sense of sight. Consists of printed materials (printed) such as, among others, handouts, books, student worksheets, module, brochure, leaflet, wall chart, photos or images, and non-print (non-printed), such as model or scale.

2) Audio materials, i.e. materials that work with the use of the senses of hearing that is captured in the form of sound. Examples include radio, cassette, vinyl record, compact disc, and audio.

3) Audio visual materials, namely materials that can be apprehended by the senses of hearing and the sense of sight. Examples include video compact disks, and movies.

4) Interactive multimedia learning materials (interactive teaching material) as CAI (Computer Assisted Instruction), compact disk (CD) multimedia interactive learning, and web-based materials (web based learning materials).

c. The Development of Teaching Materials

A teacher always must be developing the materials to improve or make the students more understand with the topic materials that will be learned. The developing materials is very important, because it is a process to attainment the goals of teaching learning. Based on argument from Graves that materials development is the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course (2000: 149).Teachers can be involved in materials development from the moment they pick up the textbook and teach from it.

The design to developing material usually the teachers do these steps, such as; creating, choosing or adapting, and organizing materials and activities. So, the students can achieve the objectives and help them reach the goals easily. For example the real material includes textbook, text, pictures, worksheets, video, and so on. On strength of the steps of

materials development above, there are some considerations for developing materials. There are the fifteen considerations which divided become six sub- divisions (Graves, 2000: 156):

1) Learners

   a) Make relevant to their experience and background.

   b) Make relevant to their target needs (outside of class).

   c) Make relevant to their affective needs.

2) Learning

   a) Engage in discovery, problem solving, and analysis.

   b) Develop specific skills and strategies.

3) Language

   a) Target relevant aspects (grammar, functions, vocabulary, etc.).

   b) Integrate four skills of speaking, listening, reading, and writing.

   c) Use or understand authentic texts.

4) Social Context

   a) Provide intercultural focus.

   b) Develop critical social awareness.

5) Activity or Task Types

   a) Aim for authentic tasks.

   b) Vary roles and groupings.

   c) Vary activities and purposes.

6) Materials

a)   Authentic (texts, realia).

b)   Varied (print, visuals or pictures, audio, etc.).

2.  **Teaching Material Used in University**

There are many kinds of common teaching material used in the university among others like: textbook, diktat, and module. There should be more several kinds of teaching materials, but the writer only focus on those three teaching materials. They are as follows:

a.  Textbook

According to Thomson (2000: 175), the English textbook is a stimulus or instrument for teaching and learning. A teacher usually uses some media to make him or her easier in explaining the teaching materials. According to Richards & Schmidt (in Imroatus, 2016:64) a textbook is arranged by an expert in certain studies as a learning material used at schools and universities to support the teaching program. Textbooks are books that contain learning material to a specific lesson in the different disciplines that are used as guidelines for learning and teaching in schools.

One media which is ordinarily used is a textbook. The textbook is easy to buy, to carry, and to study. Even though, there are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school. It is a book giving instruction in

English subject, used especially in schools. So, textbook is arranged to add students' ability understanding materials contained in the textbook. It is also provided for teachers to help them in giving more exercise and material to students.

b. Dictate

According to Solikhah (2016: 57) *diktat* is teaching material arranged based on curriculum and syllabus, consist of chapters, contain of detail explanation, references, have standard of page total and usually prepared or developed as a book. Teaching materials is written concisely and compendious by putting down all the theories or references quoted from experts. Diktat is one of kind written teaching materials that is usually used in school and university (Utomo, 1994: 219). This kind of teaching material is usually used to teach university students by a lecturer.

c. Module

According to Nasution (in Imroatus, 2016: 13) *modul ialah suatu unit yang lengkap yang berdiri sendiri atau suatu rangkaian kegiatan belajar yang disusun untuk membantu siswa mencapai sejumlah tujuan yang dirumuskan secara khusus dan jelas.* According to Wardani ( 2012: 29), modules is a book which is designed to help the student to learn autodidact, with or without the teacher's help. Thus, the function of module is for students' learning autodidact. They can explore their own knowledge by reading the module, doing some exercise, and etc.

C. **Review on Module**

1. **Definition of Module**

Mulyasa as cited in Nugroho (2014: 16) defines module as a material, in the form of book, which is designed systematically to help the students in autodidact learning by using learning experiences. It means that module is a student learning media which is used to achieve the learning objective by exploring the students' ability. As what Winkel (in Nugroho 2014: 16) mentions, module is a simple material, so that it is easy to studied or taught autodidact by student. Module is the students learning activity which is planned and designed to help the students for solving the learning problems. According to Wardani (2012: 29), modules is a book which is designed to help the student to learn autodidact, with or without the teacher's help. Therefore, a module should consist of learning guideline, competence that will be achieved, the content of the material, additional information, task and instruction, instruction, and feedback.

Module is defined as an instructional materials/ teaching materials which consist of several units used for once or more meeting. Generally module contains of materials or activity framework and learning source for understanding the materials (Corbin, 2015). Module is one of teaching and learning program, which is learned by students individually (self-instructional) (Winkel, 2009: 472). Module has some functions as: (1) Instructional materials, (2) Supplementary of teacher's role, (3) Evaluation

tools, (4) Reference for the students (Prastowo, 2011: 107-108). Learning module is a packet of teaching materials consisting of behavioral objectives, a sequence of learning activities, and provisions for evaluation (Robinson and Crittenden, 1972: 36). Meanwhile, Dick and Carey (1996: 74) define modules as types of instructional materials which are typically used in systematically designed instruction. Module is also flexible and uses mediated instruction adapted to individual or group learning situations. It has many purposes, such as: (1) to individualize instruction, (2) to provide conceptual model for learning, (3) to enable teachers analyzing learning process, (4) to improve instruction through improved evaluation, (5) to maximize effective use of instructional media and group exercises, and (6) to permit learning to occur outside the presence of the teachers.

Learning modules can individualize instruction because they provide mediated (teacher free) activities for learners simultaneously. They permit students to work at their own rate of learning and provide immediate feedback to the learners and educator. The both are due to the fact that modules are usually teacher designed materials. Modules also use intrinsic interesting materials and enhance learners' chances of successful achievement. The condition individualizes instruction, too. A simple but significant question to answer is whether the average educator has skills needed to manufacture modules. The appropriate answer is both yes and no (Robinson and Crittenden, 1972: 37). Training and experiences have equipped teachers to

know the needs of learners and thus modules to fit the unique needs of learners. Nevertheless, the creation of learning modules requires more time than is readily available to most educators.

From the theories above, it can be conclude that module is an innovative teaching medium which is in the form of autodidact learning and designed systematically to help students in learning activity and achieving their learning objectives by exploring the students' ability. A module should consist of learning guideline, competence that will be achieved, the content of material, additional information, task and instruction, instruction, and feedback.

2. **Module Content Framework**

According to Solikhah (2016: ) the following framework of module content, developed based on how modules are naturally developed and the theory underlying a module should be packaged so it fulfills the elements of learning objectives, competencies/ learning outcomes, and teaching learning activities, and other elements that support so that a module fulfills the feasibility of a teaching material.

The contents of the modules contain at least four main parts: (1) The beginning, (2) Introduction, (3) Learning Activity, and (4) References. Introduction includes: (1) general description of the module, and (2) learning indicators. Learning activities include: (1) description of instructional content,

(2) summary, (3) tests, (4) answer key, and (5) feedback. In the table of contents format, the contents of the module are described as follows:

**THE BEGINNING**

1. Cover Page

2. Title

3. Preface

4. Table of Contents

5. List of Tables

6. Module Overview

7. Glossary

**INTRODUCTION**

1. Basic Competency and Competency Standards

2. Description

3. Time

4. Prerequisites

5. Module Use Instructions

6. Final Goal

**LEARNING ACTIVITY**

1. Goal

2. Description of materials

3. Exercises/ Task

4. Summary

5. Formative Test

6. Answer Key

7. Feedback and Follow Up

8. Worksheet

**BIBLIOGRAPHY**

a. The beginning of the module

1) Preface contains information about the module's role in teaching learning process.

2) A table of contents contains the module framework and comes with page numbers.

3) A module overview that shows the module's position in the overall learning program.

4) A glossary contains explanations of the meaning of each term, difficult words and aliases used in alphabetical order.

5) Introduction that contains the basic competency and competency standards that will be studied in the module.

6) Learning

b. Introduction

Introduction contains the substantially basic competency and competency standard that will be studied in the module. Introduction should fulfill the criteria of: 1) Give and stimulate students' curiosity, 2) Provide logic material in certain order, 3) understandable.

c. Learning Activity

1) Objectives, contains the competencies that must be mastered after studying the module.

2) Description of the material, contains knowledge and scientific concepts being studied.

3) The task or exercise, contains the task of strengthening the understanding of the material being studied. Each task is equipped with a worksheet, observation instrument, or other instrument.

4) Summary, contains a summary of knowledge and concepts on the material description.

5) Formative test, contains a written test to determine the learning outcomes that have been achieved.

6) Practical worksheets, if any, contain instructions or practical experimental procedures to be performed in the context of mastery of psychomotor abilities. The contents of the worksheet among others: the tools and materials used, the instructions on the security

of work safety that must be considered, work steps, and working drawings (if necessary) in accordance with the objectives achieved.

7) Answer keys for formative tests, containing test questions in each learning activity and achievement of competencies, supplemented by assessment criteria on each test item.

8) Feedback and follow-up, contains information on activities that should be done by the learners based on formative test results.

d. Bibliography

Bibliography contains all references/ libraries used as references at the time of module preparation. The bibliography refers to APA (American Psychological Association) and MLA (Modern Language Association). The bibliography has its own rules and styles in its writing system, from books, papers, theses, dissertations, journals, online journals, websites, etc.

The principle of reference (citation) refers to aspects of purity and only the cited references are included in the bibliography. Both APA and MLA agree that the reference of the literature should refer to the last 10 years of writing at least 80%. The technique of writing the name according to APA and MLA starting with the last name then followed by the first name. It is the international rules in writing bibliography of someone's book, journal, theses, dissertation, online journals, and etc.

**3. Component of the Module**

       The component of the module means the parts that must be developed to form a good and standardized module. The section has the features and scope that the module developer must be considered in order to ensure the material content and technical requirements are fulfilled. This part is developed through the description of Sunyono (2015).

**a. Course Overview**

       Course Overview is a general description of the material to be presented. This description includes:

1) Course description

2) Function of subjects

3) Basic competence

4) Other supporting materials (tapes, kits, etc.)

5) Learning Instruction

6) Introduction

       The introduction receives important. The introduction has an important position in delivering the contents of the module and is generally required in all major types of scientific papers modules, dictates, teaching materials, and textbooks. The introduction contains an explanation of the substance that the author must write carefully. The introduction should be packaged in order to: (a) satisfy and confuse the reader's curiosity, (b) serve a logical ordering order, and (c) easily

understood and readable. Sungkono (2015) describes the scope of the introduction contents as follows:

1) Coverage of module contents in the form of short description.

2) Indicators to be achieved through material presentation and module activities.

3) Description of the entry behavior containing the knowledge and skills previously acquired or already owned as anchoring.

4) Relevance: (a) the relevance of the material and module activities to the material and module activities in other modules, the relevance of the subjects of the module in other subjects of other module (cross reference), and (b) the importance of learning the module material in the development and execution of professional teacher duties.

5) The logic sequence of module serving items (learning activities).

6) The learning instruction contains a technical guide to learn the module to be successfully mastered.

b. **Learning Activity**

Learning Activity is the essence of what will be presented in a module. Learning activities explain the concepts, principles, theories, and the understanding of a theme that is packaged into a logical and neatly arranged explanation following the principle of development of teaching materials. To provide reinforcement, after the presentation of the concept is evaluated by an exercise for exploring the material content.

This section is divided into several sub-sections called Learning Activities that contain subject matter that must be mastered by students. The material is arranged systematically so that the targeted learning objectives and competencies can be achieved. According to Sunyono's (2015), the material should be described in detail, followed by concrete examples. As far as possible, this description is followed by pictures, charts or graphs. The order of presentation begins with an explanation, followed by an example or starting with examples and non-examples, or cases then followed by an explanation of the concept in question.

The principle of writing this section is to make a description and include an example. The material description is the exposure of the lesson materials in the form of: facts / data, concepts, principles, generalizations/ theories, values, procedures / methods, skills, laws, and problems. Exposure is presented in narrative to stimulate and form the growth of learning experience. The learning experience seeks to show the variety of processes that enable students to gain concrete experience, reflective observation, abstract conceptualization, and active experimentation.

The principle of description presentation shall meet the following conditions:

1) The material must be relevant to the essence of competence.

2) The material is within the scope of the core topic.

3) The presentation is logical, systematic, communicative, interactive, and not rigid.

4) Pay attention to background condition of learners.

5) Using techniques, methods of presentation that are interesting and challenging.

Furthermore, Sunyono (2015) describes the example is objects, illustration, figures, drawings, and others that represent/ support the concept presented. Examples aim to strengthen readers' understanding of facts, data, concepts, principles, generalizations, propositions, laws, theories, values, procedures, methods, skills, and problems. The principle of the presentation of the sample should be: (1) Relevant to the content of the description, (2) The consistency of terms, concepts, propositions, and roles, (3) The number and types are adequate, (4) Logical (reasonable), and (5) Meaningful.

c. **Exercise**

Exercise is a learning activity that must be done by students after reading the previous description. The purpose is to establish knowledge, skills, values, and attitudes about facts, data, concepts, principles, generalizations, propositions, theories, procedures, and methods. The purpose of this exercise so that students really learn actively and ultimately master the concept that is being discussed in the learning

activities. Exercises are presented creatively according to the characteristics of each subject. Exercises may be placed on the sidelines of the description or at the end of the description.

The principles of drafting exercises include:

1) Relevant to the material presented

2) In accordance with the ability of students

3) The shape varies, such as tests, tasks, experiments

4) Meaningful (Useful)

5) Challenge students to think and be critical

6) Presentation according to the content characteristics of each subject.

**d. Guideline for Training**

Guidelines for training are guidelines on how the learner should answer the questions correctly and achieve the maximum score. The answer signs guide the learners' understanding of the expected answers to the questions or tasks in the exercise in support of the competence of learning. Thus, this component is very important to guide the students' answering the exercises provided in the module.

**e. Summary**

The summary is the core of the description of the material presented in the learning activities. Its function is to conclude and consolidate learning experiences (content and processes) to acquire new

concepts or schemata for learners. The summary should meet the following elements:

1) Contains the main idea that has been presented

2) Presented in sequence

3) Expressed briefly

4) It is conclusive

5) Can be understood easily (communicative)

6) Strengthening the reader's understanding

7) The summary is placed before the formative test on learning activities

8) Using standard Indonesian language and not using obscure words.

**f. Formative Test**

Formative tests should be compiled for each module. Formative test aims as an evaluation tool to measure the level of student mastery f the material in accordance with predetermined indicators. Formative test results are used as a basis to proceed to the next subject. Formative tests in principle must meet the requirements:

1) Measuring the competencies and indicators that have been formulated

2) The test material is correct and logical, both in terms of the subject matter raised and the choice of answers offered

3) The subject matter is quite important

4) The test item shall comply with the requirements of writing the item.

**g.   Answer Key**

Answers key is generally placed at the end of a module. The goal is that learners really try to do the test without seeing the key answer first. Test answers are known to be true or incorrectly matched with an answer key. This section also contains instructions on how students value their own results.

**h.   Feedback and Follow Up**

In the key to formative test responses, there is a follow-up section that contains activities that students should do on the basis of formative tests. Students are given instructions for follow-up activities, for example: 1) If the achievement reaches 80% continue to the next chapter, 2) If achievement is less 85% students repeat.

**4.   Characteristics of Good Module**

Module has characteristics as instructional materials. By those reasons, modules should complete six criteria as stated by Anwar (2010: 1) below:

a.   Self-instructional., means that module can make students learn by themselves, without any help or guide from teachers.

b.   Self-contained, all the learning materials from a unit of competence should be provided in the module. The aim of this concept is to give

opportunity to the students learn the materials totally, because the materials are covered completely in one unit.

c. Stand alone, module which developed should not need another media of learning.

d. Adaptive, module should have high adaptive capacity toward knowledge and technology development.

e. User friendly, module should fulfil the criterion of intimate, friendly, or friendly with the user. Every instruction and information have characteristics of user friendly, including the easy of user to respond, and access appropriate with the desirability. The use of simple language, easy to understand, and use common terminology are kinds of user friendly.

f. Consistent, consistent in the using of font, space, and position order.

Based on the content, module should fulfil the criteria of a good module. Anwar (2010: 2) said that there are five criterion of good module, as follows:

a. Help students to prepare self-learning.

b. Have learning activity plan and can be responded maximally.

c. Contains complete learning content and it is able to provide learning opportunities.

d. Able to monitor learning activities of the learner.

e. Able to provide instructional guidance, instruction, and feedback of students' ability to learn.

The contents of the module, according to Sanjaya (2012: 156) should contain:

a. Objectives to be achieved

b. Module usage instruction

c. Learning activities, contains about the materials that should learn

d. Summary, the outline of subject matter

e. Task and exercises

f. Source of reading, such as books that must be learned for developing the material.

g. Formative test to measure mastery of subject matter.

h. Success criteria, namely the students' success signs in studying the module.

i. Answer key

The teacher should consider some component to design a good module or teaching materials to the students in which the students can use the module individually without teacher's help. The complete series of steps giving outline to teachers who design a learning module is described as follows:

a. Thinking about the rationale for the module

b. Deciding the aims and learning outcomes for the module

c. Thinking about the module content

d. Exploring learning and teaching strategies and the appropriateness learner support

e. Focusing on assessment

f. Considering learners support

g. Planning a module evaluation strategy (adopted from Donnelly and Fitzmaurice, 2005: 103).

The sequence of steps to process making a module explicitly shows us that some important elements or components to consider before the design process are: learner needs, goals, learning outcomes, resources, learning and teaching strategies, assessment criteria, and evaluation (Toohey 1999, Biggs 1999 in Donnelly and Fitzmaurice, 2005: 100). Thus, the teachers can follow this steps giving outline who design a learning module.

5. **Scope of Materials**

The scope of material is used to find out whether the material being studied is too much, little or sufficient enough to fit the basic competencies to be achieved (Mudlofir, 2012: 134). The scope of the material is the depth and breadth of the overall material, activities and experiences that will be presented to the students (Arifin, 2011: 90). While Suyatman (2013: 26) in determining the scope needs to pay attention to the depth, breadth and adequacy of material aspects.

It can be concluded that the scope of the material covers the depth, breadth, and adequacy.

a. Depth means how much detail the concepts that must be mastered by students and material descriptions support the achievement of minimum basic competencies and suitable with the educational level of the learners.

b. The breadth means how much material is contained in the textbook. The material presented reflects the explanation that supports the achievement of all basic competencies and suitable with the educational level of learners.

c. Adequacy means that materials can help the achievement of defined competencies.

## 6. Standard Analysis of Materials

In designing a module, the writer must ensure to make the materials of a module stay in context and close to the goals and objectives of the overarching curriculum as one of variables significantly influence the decision of materials. Teacher must also be realistic about what they require and obtain related to the limited availability of resources and facilities. Personal confidence and competence as factors determining teacher's willingness of the material development is influenced by teacher's level of teaching experience or teacher's perceived creativity and understanding of principles of material design and production. The last two factors- copyright compliance

and time- are particularly important because of restriction in law and manageable aspect. Some factors to consider when a module is designed for learning are: curriculum and context, resources and facilities, personal confidence and competence, copyright compliance and time (Howard, 2005: 103-104).

Teaching materials of a module should cover goals, content, method, and guidance. Providing design and material of speaking module that enhance the learning experience, according to Howard (2005: 104-107), teachers need to follow the guidelines that material should provide some principles as follows:

a. Be contextualized

English language teaching materials should be contextualized. Firstly, the materials should be contextualized to the curriculum they are intended to address (Nunan, 1988, pp. 1–2). It is essential during the design stages that the objectives of the curriculum, syllabus or scheme within the designer's institution are kept to the fore. This is not to suggest that materials design should be solely determined by a list of course specifications or by large inventories of vocabulary that need to be imparted, but these are certainly among the initial considerations.

Materials should also be contextualized to the experiences, realities and first languages of the learners. An important part of this involves an awareness on the part of the teacher-designer of the "socio-

cultural appropriacy" (Jolly & Bolitho, 1998, p. 111) of things such as the designer's own style of presenting material, of arranging groups, and so on. It is essential the materials designer is informed about the culture-specific learning processes of the intended learners, and for many groups this may mean adjusting the intended balance of what teachers may regard as more enjoyable activities and those of a more serious nature. Materials should link explicitly to what the learners already know, to their first languages and cultures, and very importantly, should alert learners to any areas of significant cultural difference.

In addition, materials should be contextualized to topics and themes that provide meaningful, purposeful uses for the target language. Wherever possible, these should be chosen on the basis of their relevance and appropriateness for the intended learners, to ensure personal engagement and to provide motivation for dipping further into the materials. For some ages and stages the topics may well be 'old faithful', such as money, family and holidays. Part of the mission for the materials designer is "to find new angles on those topics" (Bell & Gower, 1998, p. 123) and having done that, to develop activities which will ensure purposeful production of the target language or skills. When producing materials for one-off use with smaller groups, additional student engagement can be achieved by allowing students to 'star' in the passages and texts that have been designed specifically for them.

b.   Stimulate interaction and be generative

Materials should stimulate interaction and be generative in terms of language. Hall (1995) states that "most people who learn to communicate fluently in a language which is not their L1 do so by spending a lot of time in situations where they have to use the language for some real communicative purpose" (p. 9). Ideally, language-teaching materials should provide situations that demand the same; situations where learners need to interact with each other regularly in a manner that reflects the type of interactions they will engage in outside of the classroom. Hall outlines three conditions he believes are necessary to stimulate real communication: these are the need to "have something we want to communicate", "someone to communicate with", and, perhaps most importantly, "some interest in the outcome of the communication" (p. 9). Nunan (1988) refers to this as the "learning by doing philosophy" (p. 8), and suggests procedures such as information gap and information transfer activities, which can be used to ensure that interaction is necessary.

Language learning will be maximally enhanced if materials designers are able to acknowledge the communication challenges inherent in an interactive teaching approach and address the different norms of interaction, such as preferred personal space, for example, directly within their teaching materials. Effective learning frequently

involves learners in explorations of new linguistic terrain, and interaction can often be the medium for providing the 'stretch' that is necessary for ongoing language development. Materials designers should ensure their materials allow sufficient scope for their learners to be 'stretched' at least some of the time, to build on from what is provided to generate new language, and to progress beyond surface fluency to proficiency and confidence.

c.  Encourage learners to develop learning skills and strategies

English language teaching materials should encourage learners to develop learning skills and strategies. It is impossible for teachers to teach their learners all the language they need to know in the short time that they are in the classroom. In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn, and that they help them to take advantage of language learning opportunities outside the classroom. Hall (1995) stresses the importance of providing learners with the confidence to persist in their attempts to find solutions when they have initial difficulties in communicating. To this end, strategies such as rewording and using facial expressions and body language effectively can be fine-tuned with well-designed materials.

In addition, materials can provide valuable opportunities for self-evaluation by providing the necessary meta-language and

incorporating activities which encourage learners to assess their own learning and language development. This can utilize the learners' first language as well as English. Some EFL course books, such as Ellis & Sinclair (1989), also build in exercises for students to explore their own learning styles and strategies.

d.  Allow focus on form and function

English language teaching materials should allow for a focus on form as well as function. Frequently, the initial motivation for designing materials stems from practitioners 'desires to make activities more communicative—often as "an antidote to the profusion of skills- based activities and artificial language use pervasive in the field of ESL instruction" (Demetrion, 1997, p. 5). Sometimes, though, in the desire to steer a wide berth around this more traditional approach, materials are developed which allow absolutely no scope for a focus on language form.

The aim of Guideline 3 is to develop active, independent language learners. To help meet this goal, materials also need to encourage learners to take an analytical approach to the language in front of and around them, and to form and test their own hypotheses about how language works (Nunan, 1988).

Well-designed materials can help considerably with this by alerting learners to underlying forms and by providing opportunities for regulated practice in addition to independent and creative expression.

e.   Offer opportunities for integrated language use

Language teaching materials can tend to focus on one particular skill in a somewhat unnatural manner. Some courses have a major focus on productive skills, and in these reading and listening become second-rate skills. With other materials, reading or writing may dominate. Bell & Gower (1998) point out that, "at the very least we listen and speak together, and read and write together" (p. 125). Ideally, materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factors also.

f.   Be authentic

Much space has been devoted in language teaching literature to debating the desirability (and otherwise) of using authentic materials in language teaching classrooms and, indeed, to defining exactly what constitutes genuine versus simulated texts (e.g., Harmer, 1998; Hedge, 2000; Nunan, 1988, 1991). It is the authors' view that it is imperative for second language learners to be regularly exposed in the classroom to real, unscripted language—to passages that have not been produced specifically for language learning purposes. As Nunan points out, "texts written specifically for the classroom generally distort the language in some way" (1988, p. 6).

When the aim for authenticity in terms of the texts presented to learners is discussed, a common tendency is to immediately think of written material such as newspapers and magazines. Materials designers should also aim for authentic spoken and visual texts. Learners need to hear, see and read the way native speakers communicate with each other naturally.

Arguably more important than the provision of authentic texts, is authenticity in terms of the tasks which students are required to perform with them. Consideration of the types of real-world tasks specific groups of learners commonly need to perform will allow designers to generate materials where both the texts and the things learners are required to do with them reflect the language and behaviors required of them in the world outside the classroom.

g.  Link to each other

English language teaching materials should link to each other to develop a progression of skills, understandings and language items. One potential pitfall for teacher-designed materials mentioned in the first part of this article relates to the organization within and between individual tasks. There is a very real danger with self-designed and adapted materials that the result can be a hotchpotch of unconnected activities.

Clearly stated objectives at the outset of the design process will help ensure that the resultant materials have coherence, and that they

clearly progress specific learning goals while also giving opportunities for repetition and reinforcement of earlier learning.

h.  Be attractive

Criteria for evaluating English language teaching materials and course books frequently include reference to the 'look' and the 'feel' of the product (see, for example, Harmer, 1998; Nunan, 1991). Some aspects of these criteria that are particularly pertinent to materials designers are discussed below.

1) Physical appearance: Initial impressions can be as important in the language classroom as they are in many other aspects of life. Put simply, language-teaching materials should be good to look at! Factors to consider include the density of the text on the page, the type size, and the cohesiveness and consistency of the layout.

2) User-friendliness: Materials should also be attractive in terms of their 'usability'. Some simple examples: if the activity is a gap-fill exercise, is there enough space for learners to handwrite their responses? If an oral response is required during a tape or video exercise, is the silence long enough to allow for both thinking and responding?

3) Durability: If materials need to be used more than once, or if they are to be used by many different students, consideration needs to be given to how they can be made robust enough to last the required distance.

4) Ability to be reproduced: Language teaching institutions are not renowned for giving their staff unlimited access to color copying facilities, yet many do-it-yourself materials designers continue to produce eye-catching multi-colored originals, and suffer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.

i.  Have appropriate instruction material

This guideline applies as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners. It seems to be stating the obvious to say that instructions should be clear, but, often, excellent materials fail in their "pedagogical realization" (Jolly & Bolitho, 1998, p. 93) because of a lack of clarity in their instructions. For instructions to be effective, they should be written in language that is appropriate for the target learners, and the use of the correct metalanguage can assist with making instructions more concise and efficient.

j.  Be flexible (Howard, 2005: 104- 107)

This final guideline is directed primarily at longer series of materials rather than at one- off tasks, but has pertinence to both. Prabhu (cited in Cook, c. 1998) maintains that much of a student's language learning is "mediated by the materials and course books the teacher uses in terms of both language content and teaching technique" (p. 3). He

proposes constructing materials that allow teachers and students to make choices—at least some of the time. He suggests the materials designer may offer flexibility in terms of content by providing "a range of possible inputs . . . [that] are not themselves organized into lesson units" (cited in Maley, 1998, p. 284), and that teachers or, indeed, students, could then choose which of these to use and which "procedure" (e.g. comprehension exercise, grammar awareness exercise, role play, etc) to apply to them.

Maley (2003) takes this idea a stage further, acknowledging the benefits of diversity in the areas of content, roles and procedures for both teachers and students, and proposing that flexibility is also possible in approach, level, methodology, logistics, technology, teaching style, evaluation procedures and expected outcomes. He concludes with this challenge for materials designers: "Those involved . . . could greatly extend and diversify the range of what is offered to students with relatively little effort. Will they make that effort?" (p. 7). The process of constructively designing a module includes three elements: defining learning outcomes, choosing learning and teaching methods, assessing student learning outcomes (Donnelly and Fitzmaurice, 2005: 102).

There are three things that need to be analyzed on teaching materials are: material suitability with competence standard and basic competence,

material accuracy and learning support materials (Muslich, 2016: 292). Muslich takes the theory from *Badan Standard Nasional Perbukuan* (BSNP) has released an evaluation process in *Pusat Kurikulum dan Perbukuan (Puskurbuk).* The rubric assessment from BSNP is designed to qualitatively describe and assess any content related items and materials in the module then quantitatively coding it.

According to Puskurbuk (2013: http://www.Puskurbuk.net), these are instruments in evaluating a feasibility of content of a module. This feasibility of content is a group of assessment about the content of the module. The feasibility content includes three measurements which are compatibility of materials with KI and KD, the accuracy of materials, and the last supporting materials.

a.  The Compatibility of materials with KI and KD.

In this criteria of feasibility of content which is compatible with KI and KD the criteria was divided into two sub criteria which is Completeness and In-Depth.

1)  Completeness

In completeness criteria, textbook is expected to expose students to understand and produce both interpersonal and interactional conversation whether in spoken or written to help them interact in contextual and themed situations along with many other characteristic, religious and aesthetic values included.

2) In-Depth

In this criteria, textbook are expected to fulfil several point of In-Depth or. The first is exposure which means that the textbook are expected to expose student with as many kinds of text that relevant with students' daily life in order to help them get used to any kinds of texts as possible. Then, text retention means that textbook should guide students in understanding the social function, structure of text, and linguistic features. The last is production textbook which should be able to guide students in every step in producing both verbal and written text.

b. The Accuracy of the Materials.

In this criteria of feasibility of content which is the accuracy of the materials, the criteria was divided into three sub criteria which is Social function, Generic structure and Linguistic feature.

1) Social Function

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to have values in social function in its relation with students daily life either in interpersonal or interactional.

2) Generic Structure

In this criteria, the text provided in the textbook or the exercises given from the textbook that have been done by the students are

expected to give the students an insight and ideas to think systematically in doing exercise or producing it in daily life

3) Linguistic Feature

In this criteria, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to be understandable and fulfil the norm and characteristic values of a good communications in students daily life.

c. Supporting materials.

In this criteria of feasibility of content which is supporting materials, the criteria was divided into three sub criteria which are Up-to-Datedness, Development of life skills and Development of Diversity Insight.

1) Up-to-Datedness

In this criteria, every item in supporting the materials and exercise provided within the textbook (Tables, Pictures, Texts, References) should be taken from a relevance and newest sources available.

2) Development of Life Skills

In this criterion, every text and communicative exercise and task available within textbook should motivate students toward a good personalities that concern about social, academic and vocational life.

3) Diversity Insight

In this criterion, every text and communicative exercise and task available within textbook should motivate students toward a good citizen that concern, understand and appreciate the multicultural diversity.

## 7. Using Module in Language Teaching

As what Cunningsworth (in Rahimi, 2008: 6) mentions, course books or learning modules serve some multiple roles in English language teaching as a source for presentation material, a source of activities and communicative interaction, a reference source, a source of stimulation and ideas, and a syllabus. Using course books is the widely accepted by language teachers because it offers advantages for teachers and also students. Course books constitute useful resources for both teachers and students. Since learning modules are teachers' self-designed materials while course books are commercially published ones, the minimum expense of money is one of benefit, while other benefits of an exploitation of learning modules like what mentioned in the above section will be obtained. Module is self-contained or self-instructional unit of instruction that has an integrated theme providing students with information needed to acquire specified knowledge and skills (Dick and Carey, 1996: 75). The important advantages of using it is firstly contextualization (Block in Howard, 2005: 101- 102).

Designing modules enables teachers to take into account their particular learning environment and to overcome the lack of "fit" of course books. Another advantages of using modules in English language teaching is the individual needs. Teachers can select texts and activities at exactly the right level of particular learners, also ensure appropriate challenge and level of success. The last two advantages of using learning modules are personalization and timelines. Teachers can personalize teaching touches that students appreciate because they fit their learning styles. Thus, the teaching learning process will be more interesting and based on students' need. The timeline is also can be longer because learning module can be individually learned by the students. The students can do the exercises or learn the materials from the module without teacher's help in a classroom or teaching learning process in the school.

Here are other possible benefits of teacher designed learning modules:

**Table. 2.1**

**Benefits of designed learning modules**

| 1 | Diversity | Materials can be designed to cater to a wide range of learning styles |
|---|---|---|
| 2 | Cultural sensitivity | Materials can be adapted to their local context |
| 3 | Intra-linking | Materials can promote other materials on offer |
| 4 | Adaptability | Materials can be updated to keep them relevant |
| 5 | Teacher interest | Materials can display an interest in teachers' helping their students |
| 6 | Variety | With a range of developers comes a range of beliefs, styles, and content |
| 7 | Teacher development | Materials development can help teacher learn about the needs of self-access learners and develop interest in self- access learning. |

Adapted from Richard Allen, 2009: 213

Teachers are learners' guide in learning process with the support from learning modules. Teachers can monitor students' progress and correct errors at the time those are useful for the process itself. Cunningsworth adds that teaching and learning are not predictable activities and even teachers, no matter how well they know their classes, they often need to make adjustments to their planned lessons so as to provide somewhere to stay an unexpected difficulty faced while teaching an item, or to respond to the mood of a class on a particular day (in Deghan and Afshar, 2011: 56). Students' feedbacks are the teachers' reasons to make decisions to adjust. Then, learners would benefit from the adjustments.

From the students' perspective, textbooks, course books, or learning modules are regarded as mediational tools (Thorne in Allen, 2008: 7). They serve as to mediate everyday activities in different culture contexts as well as to provide new vocabularies and models of foreign language communicative functions. Allen has a research finding that textbook, course book, or learning module inform participants' teaching and students' learning as reference tool, anchored learners' acquisition of foreign language vocabularies and grammar, and provide images, readings and audio materials for classroom instruction (2008: 21).

Learning to use the module is very useful, students can be responsible for their own learning activities, learning with module highly appreciate individual differences, so that students can learn according to the level of ability, then the more effective and efficient learning. Richards (2001: 1) also states and mentions some advantages of textbooks or learning modules in language program clearly.

The advantages of using learning modules are:

a. They provide structure and syllabus for a program; without textbooks a program may have no central core and learners may not receive a syllabus systematically planned.

b. They help standardized instruction: textbooks can ensure that students in different classes receive the same content.

c. They maintain quality; students are exposed to materials that have been tried and tested if a well-developed textbook is used.

d. They provide a variety of learning resources; they provide accompaniers like workbooks, CDs, and cassettes, videos, CCD ROMs, and comprehensive teaching guides providing a rich and varied resource.

e. They are efficient; they save time.

f. They provide effective language models and input; this is actually for teachers whose first language is not English.

g. They train teacher whose experiences are limited.

h. They are visually appealing.

## 8. Evaluate Module

The suitability issue of a textbook ever stated by Cunningsworth (1995:5) that no single textbook or course book that been released to market will be completely ideal for particular group of learner. Instead of looking for the ideal that will be rather hard to find, we should find the best possible fit that fits the potential in adapting and supplementing where its inadequate or unsuitable. This statement can be used to suitability issue of a module also.

Speaking material within "Guided Speaking" and "Public Speaking" module of Bilingual Faculty of FITK in IAIN Surakarta can be evaluated by using the criteria of Howard theory. Then, it also can be evaluated with the theory of Muslich in assessing the teaching materials of a module.

The form of rubric assessment to evaluate the quality of material in speaking module of Bilingual Faculty are below.

**Table 2.2**

**Howard's Module Material Assessment**

| No. | Aspect | For example | Score |
|-----|--------|-------------|-------|
| 1 | Contextualized | Curriculum objectives, prior knowledge and learning experience of students, topics and themes meaningful and relevant for learners | |
| 2 | Stimulate interaction and generative | Real-life topics, sufficient scope of challenges, and language progress | |
| 3 | Encourage learners to develop learning skills and strategies | Learning strategies essential for lifelong learning and language learning opportunities outside the classroom | |
| 4 | Allow focus on form and function | Closer look at how language works from a linguistic point of view | |
| 5 | Offer opportunities for integrated language use | Integration of all language skills and coverage of extra-linguistics factors (e.g., non-verbal aspects) | |
| 6 | Authentic | Wide range of texts and media representing a variety of English in use and tasks appropriate for facilitating authentic language use | |
| 7 | Link to each other (Progression) | Coherent materials which are interlinked, have clear underlying learning objectives, and facilitate language acquisition | |
| 8 | Attractive (Visual Appeal) | Appropriate density of text, type size, spacing, layout, durability, and capability | |

**Table 2.2**

**Howard's Module Material Assessment**

| No. | Aspect | For Example | Score |
|---|---|---|---|
| 9 | Have appropriate instruction material | Complexity of instructions appropriate for target learners (e.g., age, grade, level of language proficiency) | |
| 10 | Flexible | Teaching approach, methodology, language level, logistics, technology, evaluation, Outcomes | |

Another evaluation of material of speaking module of Bilingual Faculty of FITK in IAIN Surakarta is from Muslich which provides BSNP in depth evaluation. The speaking material within the module will be analyzed by using the standard analysis of Muchlis theory.

**Table 2.3**

**Muslich's Module Material Assessment**

| No. | Criteria | Score |
|---|---|---|
| 1. | The compatibility of materials with core competence and basic competence | |
| | a.  Completeness | |
| | b.  In-Depth | |
| 2. | The accuracy of the materials | |
| | a.  Social Function | |
| | b.  Generic Structure | |
| | c.  Linguistic Feature | |
| 3. | Learning Supports Materials | |
| | a.  Relevance | |
| | b.  The Development of Life Skills | |
| | c.  The Development of Diversity Insight | |

## D.  Review on Learning Theory

According to Darmadi (Assessed in July 3, 2017), learning is the result of an interaction between the stimulus and the response. A person is considered to have learned something if he can show any changes in his behavior. According to this theory, the important thing in learning is the input in the form of stimulus and output in the form of response. Stimulus is anything that the teacher gives to the learner, while the response in the form of reaction or the learner's response to the stimulus provided by the teacher. The process that occurs between the stimulus

and the response is not important to be observed because it can not be measured. The stimulus and response that can be observed.

Another factor considered by behavioristic theory is the reinforcement factor. When reinforcement is added (positive reinforcement) then the response will be stronger. Similarly, if the response is reduced /eliminated (negative reinforcement) then the response is also getting weaker. Entering the 19th century, some experts conducted experimental research on learning theory, although at that time the experts used animals as the object of his research. The use of animals as the object of research is based on the idea that if animals of low intelligence can experiment with learning theories, it is certain that experiments can work even more successfully in humans, because humans are smarter than animals.

Based on the various writings that discuss the development of learning theory such as (Atkinson, et al. 1997, Gledler Margaret Bell, 1986) describes learning theories that can generally be grouped into four groups or theory include: behavioristic, cognitive, humanistic, and cybernetic. In the behavioristic theory, there are some experts that have literary work about this theory, include: Thorndike (1911), Wathson (1963), Hull (1943, and Sknner (1968). According to Hull, the important thing in the learning process are incentive motivation and drive reduction (the reducing of stimulus). The application of this theory is for class activity, they are:

a.   Learning theory is based on drive reduction or drive stimulus reduction.

b. Instructional objective must be formulated specifically and clearly.

c. The classroom should start from such a way as to facilitate the learning process.

d. Lesson should start from simple (easy) to more complex (difficult).

e. Anxiety must be generated to encourage the willingness of learning.

f. Exercises should be distributed carefully to avoid inhibition. In other words, tiredness should not intrude learning.

g. The order of the subjects is arranged in such a way that the former subject does not inhibit but it must be a stimulus to encourage learning in the next subject.

## E. Review on Speaking

### 1. Definition of Speaking

Many experts define about speaking depending on their perception. The first definition is according to Ladouse (in Nunan, 1991: 23). He says that speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. It is also clearly stated that speaking is productive skill in the oral mode. It is like the other skills, speaking is more complicated than it seems at first and involves than just pronouncing words, British Journal of Arts and Social Sciences (2011: 38). From the theory of Ladouse, it can be conclude that speaking could not

be separated from pronunciation as it encourages learners to learn English sounds then pronounce those words correctly.

Richards (2008) states that effective oral communication wants the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal message.

Speaking is the action of conveying information or expressing one's feelings in speech, Oxford Dictionary (2009: 414). Tarigan (1990: 3-4) defines that speaking is language skill that developed in child life, which is produces listening skill, and at that period speaking skill is learned. From definition of speaking, we know that speaking is one of productive skill. It could not be separated from listening. Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

a.  Introducing new language

b.  Practice

c.  Communicative activity

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clak and Clark (in Nunan, 1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of speaking teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991: 39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language.

We confess there are many proponent factors that influence teaching speaking success and there are many obstacles factors why it is not running well. Furthermore, Tarigan (1990: 8) said that "Berbicara adalah cara untuk berkomunikasi yang berpengaruh terhadap hidup kita sehari-hari." It means that speaking as the way of communication influences our individual live strongly. It has effects in people's communication. When someone speak to other person, there will be a relationship connected each other. The relationship itself is communication. Furthermore, Wilson (1983: 5) define speaking as development of relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communication situation. It means

that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand well any principle that based his speaking either in general or individual.

Wallace (1978: 98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. They can develop their ideas in choosing good and suitable vocabulary based on the situation and context. Speaking ability is the students; ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56- 57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in the study of language, naturalize many case to language teachers.

From the explanation above, the researcher concludes that speaking is the ability to utter words or sound with ordinary voice; or the ability to deliver what we think, see, and feel to communicate with people vocally or to have conversation through practices, training, or talent. Speaking is one way to communicate which ideas and thought a message orally to enable people

communicate, we need to apply the language in real communication. Speaking is to communicate and it generally becomes the main goal for most people in learning a language. People who learn the language certainly intend to speak it. The first language skill he wants to acquire is speaking ability.

2. **Component of Speaking**

According to Weir (Sae-Ong, 2010: 18) an examiner of speaking skill should make detail assessment of oral communication skill in the term of fluency, appropriateness, accuracy, and range. According to Brown (1994: 1) there are three components of speaking skill. They are as follows:

a. Preparation: show the learners a picture of two people convers in a familiar casual setting. It means that the teacher asks the learners to brainstorm what the people might be discussing. For example, the learners discuss about the topic and vocabulary.

b. Presentation: present several video clips of small talk in casual situations. After learners complete a worksheet in which they describe or list the topics discussed, the students discuss about the topic and typical phrase in small talk.

c. Practice: give learners specified information about the participants and the setting of a scenario where small talk will taka often used speaking activities in language classroom; a teacher can select activities from a variety of tasks.

It means that the components of speaking like preparation that gives brainstorm to the people related topic discussion. Then, present some of videos as complete a worksheet. After that, teacher asks the learners to practice in classroom in small talk. Meanwhile, Syakur (1987: 5) state that there are five components of speaking skill. They are as follows:

a. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phoneme can be extremely difficult for a speaker from another language community to understand. In other word, pronunciation is a way for someone in appropriate utterance and how sounds vary and pattern in a language.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. The students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. It means that, grammar is the structure of a correct sentence in oral and written form.

c. Vocabulary

One can not communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other word, vocabulary means the appropriate diction which is used in communication.

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluently include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message. So, it is a speakers' skill in the speed of speaking and he does not spend a lot of time to convey his idea.

e. Comprehension

It is a subject to respond to speech as well as to initiate it. When someone speaks with other he/she has to comprehend the messages that are produced by his/her interlocutor, but they have to know that the interlocutor to tell him/her. In other word, take of a point about message and it used to response of interlocutor.

### 3. Micro Skill of Speaking

Brown. H. (2001: 271) says that the micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, phrasal, and unit. Micro skills of oral production are as follows:

a. Produce differences among English phonemes and allophonic variants.

b. Produce chunks of language of different lengths.

c. Produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and intonation contours.

d. Produce reduced forms of words and phrases.

e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

f. Produce fluent speech at different rates of delivery.

g. Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.

h. Use grammatical word classes (nouns, verbs, adjectives, etc.) systems (tense, agreement and pluralisation), word order, patterns, rules, and elliptical forms.

i. Produce speech in natural constituents: in appropriate phrases, pause group, breathe groups, and sentence constituents.

j. Express a particular meaning in different grammatical forms.

k. Use cohesive devices in spoken discourse.

4. **Macro Skill of Speaking**

According to Brown. H. (2001: 271), here is some of the macro-skills involved in speaking. The macro skills imply the speaker's focus on the larger elements: communicative functions, fluency, discourse, function, style, register, cohesion, nonverbal communication, strategic option, and etc. Brown. H. (2001: 271) explains clearly about it below and the speaker has to:

a. Appropriately accomplish communicative functions according to situations, participations, and goals.

b. Use appropriate styles, register, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistics features in face-to-face conversation.

c. Convey link and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification.

d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

5. **Types of Classroom Speaking Performance**

There are many types of classroom speaking performance that can be applied by teachers. Brown (2001: 271-274) explains six of classroom performances.

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learners practice an intonation contour or try to point a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but focusing on some particular element of language form.

b. Intensive

Intensive speaking goes on one step beyond imitative to include any speaking performances that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated even from part of some pair work activity, where learners are "going over" certain form of language.

c. Responsive

A good deal of students' speech in the classroom is responsive: short replies to the teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

d.   Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example may have more of a negotiate nature to them than does responsive speech.

e.   Interpersonal (Dialogue)

The other form of conversation is interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of information. Learners would need to learn how such feature as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in this conversation.

f.   Extensive (Monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

## F.   Public Speaking

### 1.   Definition of Public Speaking

According to Andy Schmitz, public speaking is the process of designing and delivering a message to an audience. Effective public speaking involves understanding your audience and speaking goals, choosing elements

for the speech that will engage your audience with your topic, and delivering your message skillfully. Good public speakers understand that they must plan, organize, and revise their material in order to develop an effective speech. In oxford dictionary, public speaking is the action or practice of addressing public gatherings; the making of speeches. Another definition of public speaking comes from Merriam Webster (in Widayanto Bintang, 2014:7), public speaking is the act or process of making speeches in public. It is also defined as the art of effective oral communication with an audience. Public speaking is a process of speaking to a few or many people with the purpose of informing, motivating, persuading, educating, or entertaining the listeners.

2. **Kinds of Public Speaking**

   a. Job Interview

   Basically, an interview is a conversation between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee. The word interview can stand for different things. For example a reporter interviews a celebrity for television. This kind of interviews can be one-on-one but usually when it comes to television there are many reporters from different channels. There are also job interviews where a person has to go through in order to get a job he wants. Job interviews are usually face-to-face interviews and it includes paperwork.

b.  Presentation

A presentation is a form of public speaking and sometimes the two terms are interchanged. Presentation is a means of communication that can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team.

c.  Speech

A speech simply means a spoken expression of ideas or opinion presented in front of a group of people in order to achieve certain purpose. There are four kinds of speeches:

2)  Informative Speech

3)  Persuasive Speech

4)  Impromptu Speech

5)  Extemporaneous Speech

d.  Debate

Hooley (2007: 18-19) stated that "debate is a course for future and an investment in our children as productive and strong world citizens. Debate is an advanced civics and political science class because the debaters must learn exactly how our governance system can help us in securing and maintaining and maintaining a better life." Students can practice their speaking skill through debate. They also sharpen their personal thinking to make an idea. Quinn (2005:1) stated in his book, debating, "debating gives you the chance to meet new people and new

ideas. Best of all, you have the opportunity to stand up and argue with someone in public, in a stimulating and organized dispute about real issues." According to Nuraeni (2014), debate is a more communicative interaction that involves opposite point of view and builds critical and strong characteristics.

There are many kinds of debate which used in the world. All forms of debate, whether consciously or not, make certain assumptions about argumentation theory. The kinds of debate have been proposed by Oxford Style Debate Guidelines 2013, are:

6) Parliamentary (Parli Debate)

7) Mace Debate

8) Public Debate

9) Policy Debate

10) Classical Debate

11) Australia Debate

12) Karl Popper Debate

13) Lincoln-Douglas Debate

## G. Content Analysis

### 1. Definition of Content Analysis

Cole (in Elo and Kyngas 2007:107) states that content analysis is a method of analyzing written, verbal or visual communication messages. It is

known as a method of analyzing documents. Krippendorff (2004:13) defines

the concept of content analysis as follows:

> "Content analysis is potentially one of the most important research
> techniques in the social sciences. The content analysis views data as
> representation not of physical events but of texts, images and expression
> that are created to be seen, read, interpreted and acted on for their meanings,
> and must therefore be analyzed with such use in mind. Analyzing text in
> the contexts of their uses distinguishes content analysis from other method
> of inquiry."

Cavanagh (in Elo and Kyngas 2007:108) states that content analysis

allows the researcher to test theoretical issues to enhance understanding of the

data. Through content analysis, it possible to distil words into fewer content

related categories. It is assumed that when classified into the same categories,

words, phrases and the like share the same meaning. Neundorf (2002:10)

offers six part definition of content analysis: "content analysis is summarizing,

quantitative analysis of messages that relies on the scientific method

(including attention to objectivity, inter subjectivity, a priori design,

reliability, validity, generalizability, replicable, and hypothesis testing). From

the definitions above, the writer summarizes that content analysis is research

technique that is valid, reliable, replicable, objective, and systematic for

gathering and analyzing the content of text.

2. **Purposes of Content Analysis**

Barelson (1952) suggested five main purposes of content analysis, as

follows:

a. To describe substance characteristics of message content;

b. To describe form characteristics of message content;

c. To make inferences to producers of content;

d. To make inferences to audiences of content;

e. To predict the effect of content on audiences.

Carney (in Neunendorf, 2002:52) broadly agrees with these main purposes of content analysis as descriptive, hypothesis testing, and facilitating inference.

3. **Function of Content Analysis**

Neuman (2007:228) argues that content analysis is useful for three types of research problem:

a. It is helpful for problems involving a large volume of text

A research can measure large amounts of text. For example, years of newspaper articles.

b. It is helpful when a topic must be studied "at a distance"

Content analysis can be used to study historical documents, the writings of someone who has died, or broadcasts in a hostile foreign country.

c. It can reveal messages in a text that are difficult to see with casual observation

4. **Implementing Content Analysis**

Krippendorf (1980) states that there are six questions that must be addressed in every content analysis:

a. Which data are analyzed?

b. How are they defined?

c. What is the population from which they are drawn?

d. What is the context relative to which the data analyzed?

e. What are the boundaries of the analysis?

f. What is the target of the interference?

5. **Steps in a Content Analysis**

Borg and Gall in Adibatul (2006:15-17) argue that there are five steps in planning a content analysis study:

a. Specifying Objectives

Content analysis is usually aimed at achieving one of the following kinds of objectives:

1) Producing descriptive information

Most content analysis in education is aimed at producing descriptive information.

2) Cross-validate research finding

Content analysis is useful tool to check research finding obtained from studies using other methods, such as the interview.

3) Text by hypothesis

Content analysis can be used to explore relationships and to test theories.

b. Locating Relevant Data

Anything connected with the phenomenon that interests the writer can be qualified as data for content analysis. In most content analysis studies in education, the relationship between the content to be studied and the writer's objective is clear and direct. However, the writer should prepare well to provide relevant information to his or her hypotheses.

c. Gathering Contextual Evidence

The writer should establish an empirical link between the data selected and inferences she plans from the data. In other words, the writer should create a rationale that the content analysis data are really related to her objectives. The usual ways of providing this contextual evidence including presenting a theory or model, reviewing previous research, or selecting some expert opinion that support the relationship between the data and objectives of the study.

d. Developing a Data Sampling Plan

The next step is developing a plan to obtain a representative sample of possible data that have been identified. Content analysis can be irrelevant if the writer does not use appropriate methods for selecting the sample of content to be studied. In many content analyses, all content especially relevance to the research problem is studied.

e.  Developing Coding Procedure

If the content has been selected using appropriate techniques, a coding or classification system needs to be developed for analyzing the content.

## H.  Previous Related Study

The research is related to the previous research done by several people. The related research is taken from some thesis. Each study will be discussed as follow:

a.  Thesis by Ariawati Susiandari, English Education Department, Teacher Training and Education Faculty, Sebelas Maret University (2016) entitled "Developing an English Speaking Module: Task-Based Language Teaching in Vocational School Context". In her thesis, she found that the existing course book used in Guiding class of Tourism Department did not match well with the students' need toward Guiding Material. The course book was quite general for Guiding class for Tourism Department in twelfth grade. The finding showed that the organization of content was based on KTSP, whereas the school implemented the 2013 curriculum. There was no example of the dialogue between guide and tourists. There was no language function, pronunciation practice, and vocabulary. It was conducted into two steps namely exploration and development. Stages in exploration were literature review, field study, need analysis, and product planning. Stages in development were prototype development, field testing, and final product.

This research designed a prototype of a new speaking module referring to Task-Based Language Teaching (TLBT) method and English for Vocational School (EVP). The designing and development of the module were validated by two experts. Expert validation is conducted to obtain advices and suggestions for the improvement of prototype. Then, the researcher revise the draft. The module was tried out three times in order to validate the feasibility. The final try out, class observation, questionnaire and Focus Group Discussion (FGD) approved the module's feasibility and appropriateness for teaching and learning speaking skill in *Guiding class*.

b. Thesis by Puryanti, English Education Department, Teacher Training and Education Faculty, Sebelas Maret University (2014) entitled "Designing Task- Based Module for Teaching Speaking". This research analyzed about task-based module for teaching speaking. In her thesis, she found that there was no specific learning module for teaching speaking in High School of Cilacap, Central Java. The two course references were nor specifically built for speaking class. The finding of her research showed that there was a need of a new speaking module in SMA Negeri 1 Kroya. The researcher started doing the documentary study to see the real model of the existing learning sources and reveal whether there were still some weaknesses as speaking guidance books. The designing and development of the module were validated by the two experts who categorized it very good for being use as guiding

module for teaching learning speaking. The final try out, class observation, interviews approved the module's feasibility and appropriateness for teaching learning speaking process.

c.  Thesis by Ima Okvita Ningrum, English Education Department, Islamic Education and Teacher Training Faculty, IAIN Surakarta (2017) entitled "The Difficulties Faced by Non-English Department Students to Acquire Speaking Skill of IAIN Surakarta in the Academic year 2016/2017 (An Analysis Study in The Bilingual Program)". This research analyzed about the difficulties faced by Non-English Department students. In her research, she takes two groups that have been represented every subject in bilingual program of IAIN Surakarta. There are two findings of this research. It consist of the process of teaching and learning process in the bilingual program and the students' difficulties in achieving speaking skill in bilingual program. The process of group interaction between mentor and mentees in bilingual program is using two languages between Indonesia and English and all the materials had done explained by the mentor. The difficulties faced by group 18 are worry of making mistakes, mother tongue use, nothing to say, and low participation. Then the difficulties faced by group 37 are mother tongue use, worry of making mistake, nothing to say, and low participation.

# CHAPTER III

## RESEARCH METHODOLOGY

This chapter explains the research methodology. This chapter presents the description of the type of research, design of the study, object of the study, data and source data, technique of collecting data, and technique of analyzing data, data coding, and technique of data trustworthiness.

## A. Type of the Research

Related to the object of this study, the researcher uses a descriptive qualitative design with descriptive method as the proper method. Arikunto (1996: 29) says that descriptive qualitative is the research to clarify or explain the phenomenon. This research is also non-hypothesis research that collects data, analyzes them and draws a conclusion based on the data only without taking general conclusion. It means that the result of analysis is just valid for the data used in this research (Handi, 1983: 3). The study on "A Content Analysis on Speaking Module of Bilingual Faculty of Islamic Education and Teacher Training Faculty in IAIN Surakarta" has focused on how a module material of Bilingual Program fulfilled the criteria of good material of Bilingual Program. As stated by Best and Kahn (1989:90) a descriptive research involves the activity that may be classified as a descriptive research: problem identification, hypothesis formulation, sampling, and systematic observation of variable relationship that may lead to generalizations.

As a part of qualitative, descriptive research is mainly document analysis which provides a valuable source of information which consists of

public and private record that is used by qualitative researchers in collecting data. The researcher used descriptive qualitative method in analyzing, interpreting and reporting the data that is described in the module. This kind of analysis is done with the help of words to describe any detailed conclusion or interpretation in a less biased and subjective manner. This method found out to be suitable with the purpose of the research in examine the materials in a written data provided in module of Bilingual Faculty. The first book is for the fourth semester using a book entitled "Speaking" by Drs. Suparman, S.S, and the second book is a module for sixth semester entitled "Public Speaking" compiled by Bilingual Department.

## B. Research Design

In conducting the research, the design used in this research was content material analysis of document analysis to gather the textual and written documents that are provided within the module that was researched. It is qualitative descriptive research and more concerned with the content in a module material. To be specific, a content analysis, as a part of document analysis, is an analytical approach that attempts to quantify content in terms of predetermined categories and in a systematic and replicable manner (Bryman, as cited in Liamputtong, 2009).

Cole (in Elo and Kyngas 2007:107) states that content analysis is a method of analysing written, verbal or visual communication messages. It is

known as a method of analysing documents. Krippendorff (2004:13) defines the concept of content analysis as follows:

> "Content analysis is potentially one of the most important research techniques in the social sciences. The content analysis views data as representation not of physical events but of texts, images and expression that are created to be seen, read, interpreted and acted on for their meanings, and must therefore be analyzed with such use in mind. Analyzing text in the contexts of their uses distinguishes content analysis from other method of inquiry."

Content analysis is the systematic examination of written or recorded communication in order to break down, identify and analyze the presence or relations of words, words sense, characters, sentences, concepts, or common themes. The focus of analysis should be a critical examination, rather than a mere description of the content. Examples of content include students' journals, essays, online discussion, or any form of written, visual, or oral communication (Weber: 1990: 12). Qualitative content analysis is large part of work in literary criticism and intellectual and cultural history, rhetoric, and almost all other fields that require close reading of texts followed by summary and interpretation. Cavanagh (in Elo and Kyngas 2007:108) states that content analysis allows the researcher to test theoretical issues to enhance understanding of the data. Through content analysis, it possible to distil words into fewer content related categories. It is assumed that when classified into the same categories, words, phrases and the like share the same meaning.

Based on the definition above, the researcher concludes that the content analysis is a method that can be used for analyzing the document

which appropriate with the phenomenon. It needs more critical examination. Considering the purpose of the research design, content analysis is to identify, enumerate, and analyze occurrences of specific messages and message characteristics embedded in text. The research focuses on material analysis of speaking module of Bilingual Faculty of Islamic Education and Teacher Training Faculty (FITK) in IAIN Surakarta. Thus, the researcher only focuses on the principles of good material in module by using Howard theory.

## C. Object of the Study

The object of the study is speaking module, *Guided Speaking* used for 4th semester and Public Speaking used for 6th semester of Bilingual Faculty of Islamic Education and Teacher Training Faculty (FITK) in IAIN Surakarta.

## D. Data and Source of the Data

Arikunto (1996: 107) stated that source of the data are a subject from which the data are obtained and from which data can be found. Moreover, Sutopo (2002: 49) says that source of data perhaps in the form of human beings and their social behavior, event, document, article, and so on. Another statement comes from Lofland and Lofland (in Moeloeng, 1984:47). He states that the main data source in a qualitative research are words, and the other things are the addition data such as document and the others.

In this study, the source of data content materials on the module of level 4th and 6th in Bilingual Faculty of Islamic Education and Teacher Training Faculty (FITK) in IAIN Surakarta. The researcher analyze the module as a module in Bilingual Program. In conducted this study, the researcher takes all the materials from chapters in the module as the data.

**E. Technique of Collecting Data**

In collecting data, the researcher uses the document analysis. Bogdan and Biklen (1992: 132) state that there are two kinds of documents, namely: personal documents and official documents. Personal documents could be individual's diary, personal letter and autobiography. While in official documents are note, meeting, agenda, and etc. Dealing with the study, the researcher used official documents of Bilingual Faculty. The source data taken in documents is the module in Bilingual Faculty of Islamic Education and Teacher Training Faculty (FITK) in IAIN Surakarta.

Documentary analysis is a technique of research that the researcher is analyzing the documentation such as book, magazine, rules, diary, and notes (Arikunto, 1989: 131). According to Rose and Grosvenor (2001: 50), documentary research is a valuable method for understanding and explaining social relations. In addition, descriptive research is conducted to get information about phenomenon when the research is done. Document analysis is not only collect and write in quoting form but also find the result of analysis of the document.

The researcher describes all the data obtained from documentation. It is module of Bilingual Faculty that have been evaluated. Then, the researcher evaluated all of the material of module based on the criteria of material evaluation proposed by Howard.

Furthermore, from the collecting data, the researcher can answer the problem statements about the quality of Module of Bilingual of Islamic Education and Teacher Training Faculty (FITK) in IAIN Surakarta. The checklist was designed to produce a score for the module evaluated. The researcher used the checklist of criteria by Wahab (2013: 63). The criteria were numerically rated on the scale from 0-2 in the blank space of the score column as follows:

**Table 3.1**

**The Scale of Checklist Category**

| Data Fulfillment | Score | Category |
|---|---|---|
| It goes up to 64% | 0 | Poor |
| It starts with 65% - 74% | 1 | Satisfactory |
| Its starts with 75% | 2 | Good |

**F. Technique of Analyzing Data**

In this discussion, the researcher wants to present about technique of analyzing the data of research. The researcher conducted the interactive model of data analysis by Miles and Hubberman (1994:429) includes data reduction, data display and drawing the data. The researcher uses this interactive model to analyze the quality of module content material of Bilingual Faculty of Islamic Education and Teacher Training Faculty in IAIN Surakarta. The explanations of interactive models in data analysis are below:

1. Data Collection

Data collection deals with the activity done by the writer in her attempt to find the early data. This activity is done by the following steps:

a. Finding out the material in the module.

b. Provide the rubric assessment to evaluate the material of modules.

c. Finding out the criteria and principles in the material of modules.

d. Giving score to each criteria from assessing the material of modules.

e. Giving codes to each materials based on the module materials.

2. Data Reduction

According to Miles and Hubberman (1994:429), with data reduction, the potential universe of data is reduced in an anticipatory way as the researcher chooses a conceptual framework, research questions, cases, and instruments. In this step, the researcher reduced the data with are not appropriate with conceptual framework, research questions about the suitability. The researcher used the data which are appropriate with the

theories of criteria in the material evaluation by Howard theory and Muslich. Then count the percentage of module content. From that, the researcher can answer the research questions that are about the quality of module based on the materials of Bilingual Faculty FITK in IAIN Surakarta.

3. Data Display

Miles and Hubberman (1994:429) stated that data display defined as an organized, compressed assembly of information that permits conclusion drawing and/or action taking, is a second, inevitable, part of analysis. The researcher typically needs to see a reduced set of data as a basis for thinking about its meaning. In this step, the researcher displayed the data of the quality of material proposed by Howard in assessing the module materials. It is organized as a table and description data.

4. Drawing Conclusion

"Conclusion drawing and verification involve the researcher in interpretation: drawing meaning from displayed data." (Miles and Hubberman, 1994:429). In this step, the researcher concluded the quality of material in module based on criteria of Howard. To find out the percentage of these data, the researcher uses the descriptive analysis techniques (percentage) from Sudijono (2005:42) which is described in the table using formulas:

$$P = \frac{f}{N} \times 100\%$$

Note:

P: Percentage

F: Frequency of fulfilled aspect criteria

N: The total number of criteria in each aspect

The researcher also provides Criterion Referenced Evaluation as proposed by Nurgiyanto (2001: 399), as presented below:

**Table 3.2**

**Criterion Referenced Evaluation**

| Interval Percentage | Score 0-4 | Score E-A | Description |
|---|---|---|---|
| 81%- 100 | 4 | A | Excellent |
| 61- 80 | 3 | B | Good |
| 41- 60 | 2 | C | Fairly Good |
| 21- 40 | 1 | D | Bad |
| 0- 20 | 0 | E | Very Bad |

## G. Data Coding

In this research, the researcher gives some codes in each data in order to make ease in analyzing the data.

1. **GS** means Guided Speaking

2. **PS** means Public Speaking

3. **L1** means that the data was found in Lesson 1 and it will occur in other lessons.

4. **GS /L1/ P1** means that the data was found in Guided Speaking at Lesson 1 on Page 1 and it will occur in other lessons and pages.

5. **PS/L1/ P1** means that the data was found in Public Speaking at Lesson 1 on Page 1 and it will occur in other lessons and pages.

## H. Trustworthiness of Data

The qualitative research needs the validity of the data. Actually, the validation of the data analysis designates the quality of the researcher's result. Credibility is an evaluation of whether or not the research findings represents a "credible" conceptual interpretation of the data drawn from the participants' original data (Lincoln & Guba, 1985: 296). There are many ways to check the credibility of data. According to Lincoln & Guba (1985), there are five ways to establish credibility: Prolonged Engagement, Persistent Observation, Triangulation, Peer Debriefing, Negative Case Analysis, Referential adequacy and Member checking.

In this research, the researcher uses triangulation to develop the trustworthiness of data. William Wiersma (in Sugiyono, 2010:327) stated that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedure. Sutopo (2002: 78) states that triangulation is the most common way that is needed to develop the trustworthiness of the data in qualitative research. Another statement comes from Moloeng (2005: 330), he

says that triangulation is a technique that utilizes a data validity checking something else.

Beyond the data for checking purposes or as a comparison the data. According to Patton in Sutopo (2002: 78) there are four kinds of triangulation:

1. Data Triangulation

   This technique drives the researcher uses many sources of data in collecting the data. It means that same data will be more valid if it is taken from many different sources. The focus of this triangulation based on different source of the data rather than the emphasis of the technique of collecting data. So, source or data triangulation is done by comparing different data which are obtained from different sources.

2. Investigator Triangulation

   Investigator triangulation is the result of the research both data and conclusion can be tested validity from the other researchers. From the findings, the researcher can find the final conclusion which is able to use to make the result of the research valid.

3. Methodological Triangulation

   This triangulation technique can be done by the researcher in collecting the same data by using different methods, checking the validity of the source data by using different method. So, method triangulation is this research done by comparing different data which are obtained from different methods, namely observation, interview, and students' worksheet.

4. Theoretical Triangulation

This triangulation is done by the researcher by using perspective more than one theory in discussing the matter of the research. From some perspective theories will be found deeper point of view.

In this research, the researcher used triangulation to obtain the validity of the research. The researcher collected and selected the data that have correlation with the theory and the subject. Triangulation itself means utilizing something outside the data to compare them. Thus, the researcher used theoretical triangulation.

# CHAPTER IV

## RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher describes the research finding of module analysis based on the data collected. The data will be presented as research finding and discussion.

## A. Research Findings

In this chapter, the researcher describes analysis data to answer the problem statements as mentioned in the chapter one. The researcher found four findings in this research based on the theory provided in chapter II about surface structure of module, the quality of content materials, and learning theory.

### 1. The analysis of module surface structure

The researcher used the theories from Solikhah (2016) in which to know the module surface structure whether Guided Speaking module used for 4th semester and Public Speaking module used for 6th semester are categorized as module or not.

### a. *Guided Speaking* Module used for 4th semester

Guided Speaking module used for 4th semester is written by Drs. Suparman, S.S which contains 154 pages and 30 lessons. The researcher analyses the module from its surface structure. The result is described in the table below.

Table 4.1
Module Content Framework of GS Module

| No | Module Content Framework | Yes | No |
|----|--------------------------|-----|-----|
| 1. | **The Beginning** | | |
| | a. Cover Page | ✓ | |
| | b. Title | ✓ | |
| | c. Preface | ✓ | |
| | d. Table of Contents | ✓ | |
| | e. List of Tables | | ✓ |
| | f. Module Overview | | ✓ |
| | g. Glossary | | ✓ |
| 2. | **Introduction** | | |
| | a. Basic Competence and Competency Standard | | ✓ |
| | b. Description | ✓ | |
| | c. Time | | ✓ |
| | d. Prerequisites | | ✓ |
| | e. Module Use Instruction | | ✓ |
| | f. Final Goal | | ✓ |
| 3. | **Learning Activity** | | |
| | a. Goal | | ✓ |
| | b. Description of materials | ✓ | |
| | c. Exercises/ Task | ✓ | |
| | d. Summary | | ✓ |
| | e. Formative Test | | ✓ |
| | f. Answer Key | | ✓ |
| | g. Feedback and Follow Up | | ✓ |
| | h. Worksheet | ✓ | |
| 4. | **Bibliography** | ✓ | |
| | **Total** | 9 | 13 |

From the table, "yes" criteria got score 9 and "no" criteria got score 13. The module content framework should fulfill the criteria to be categorized as module. Thus, *Guided Speaking* module used for 4th semester are not categorized as a module based on the module content framework by Solikhah.

b.   **Public Speaking Module used for 6<sup>th</sup> semester**

Table 4.2
Module Content Framework of PS Module

| No | Module Content Framework | Yes | No |
|---|---|---|---|
| 1. | **The Beginning** | | |
| | a.   Cover Page | ✓ | |
| | b.   Title | ✓ | |
| | c.   Preface | ✓ | |
| | d.   Table of Contents | ✓ | |
| | e.   List of Tables | | ✓ |
| | f.   Module Overview | | ✓ |
| | g.   Glossary | | ✓ |
| 2. | **Introduction** | | |
| | a.   Basic Competence and Competency Standard | | ✓ |
| | b.   Description | ✓ | |
| | c.   Time | | ✓ |
| | d.   Prerequisites | | ✓ |
| | e.   Module Use Instruction | | ✓ |
| | f.   Final Goal | | ✓ |
| 3. | **Learning Activity** | | |
| | a.   Goal | | ✓ |
| | b.   Description of materials | ✓ | |
| | c.   Exercises/ Task | ✓ | |
| | d.   Summary | | ✓ |
| | e.   Formative Test | | ✓ |
| | f.   Answer Key | | ✓ |
| | g.   Feedback and Follow Up | | ✓ |
| | h.   Worksheet | ✓ | |
| 4. | **Bibliography** | ✓ | |
| | **Total** | 9 | 13 |

From the table, "yes" criteria got score 9 and "no" criteria got score 13. The module content framework should fulfill the criteria to be categorized as module. Thus, *Public Speaking* module used for 6<sup>th</sup> semester are not categorized as a module based on the module content framework by Solikhah.

2.  **The content analysis of the quality of modules material**

Within this research, the researcher used the theories from Howard (2005) in which to measure the quality of the module is seen from the aspect of materials. The modules analyzed in this research are entitled *Guided Speaking* used for 4<sup>th</sup> semester students by Drs. Suparman, S.S which contains 154 pages and 30 lessons, and *Public Speaking* used for 6<sup>th</sup> semester students compiled by Bilingual Faculty which contains 24 pages and 4 lessons.

a.  *Guided Speaking* **Module used for 4<sup>th</sup> semester**

The aspects to be analyzed are: contextualized, stimulate interaction and generative, encourage learners to develop learning skills and strategies, allow focus on form and function, offer opportunities for integrated language use, authentic, link to each other, attractive, have appropriate instructional material, and flexible.

1)  **Lesson 1**

Lesson 1 "Self-Introduction" has been analyzed. This lessons describes and provides students with words and expressions related to the materials. It also provides some question probably asked when self –introduction is going on.

Lesson 1 also provides some exercises to measure students' competence in this lesson. The exercise is in form of dialogue practiced by the students. The other exercises is the form of speaking to do self-introduction orally about some particular

items. The students are asked to combine the answer and compose it to make a good composition.

**Materials Evaluation in Lesson 1**

a) **Contextualized**

The material in this lesson is not too contextualized to the curriculum. The curriculum in Bilingual Program presents that at least students can introduce them self. Since there is no structured curriculum, just hanged on the guideline of Bilingual Program. The aspects of prior knowledge and learning experience of students especially for Lesson 1 is still suitable with the learning experience of Non-English department students.

The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L1/1, and GS/L1/2. This is very good because the process of contextualizing is suitable with the criteria. The materials are not contextualized to be implemented by the students. That should be useful for the students according to the students' major where support the teaching learning process.

b) **Stimulate interaction and generative**

This criteria talks about the real-life topics, sufficient scope of challenges, and language progress. The real-life

topics makes the interactions between the students. This can be seen in GS/L1/3. The students then use language for some real communicative purpose. It should be useful for teaching learning process, or at least can support the academic activity of the students outside or inside the class by implementing this material.

The challenges of Lesson 1 is sufficient enough since the researcher knows that the students are university students. It is not too difficult for them to master Lesson 1 because this material is basic material. They also had ever learned about "Self-Introduction" when they were in junior high school and senior high school. For this material, it is sufficient enough to be learned. The language used in Lesson 1 are delivered simple, easy to understand, and polite.

c) **Encourage learners to develop learning skills and strategies**

The learning strategies here is good enough. The presentation of materials are presented in form of simple and complete materials. The students can develop speaking and writing skill through the exercises provided in Lesson 1.

d) **Allow focus on form and function**

The Lesson 1 allow focus on form and function. The language use and choice of words are suitable with the

student's competence. The materials can be categorized as independent language learners.

e)  **Offer opportunities for integrated language use**

Lesson 1 does not provide the integration of all language skills, only speaking and writing skill are developed here. They are developed within the exercises.

f)  **Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use but there should be a conversation, text, dialogue, or a recording of a real native communication.

g)  **Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

h)  **Attractive**

The appropriate density of text in Lesson 1 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students. The materials provided in Lesson 1 is still attractive to be looked.

i)  **Have appropriate instruction material**

The appropriateness of instruction material for Lesson 1 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The instruction materials are not too difficult to understand. It considers the items of language proficiency of the students. Then, the diction and language choice are suitable with the students proficiency.

**j)  Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.3
Finding on Unit 1 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25  %** |

**2)  Lesson 2**

Lesson 2 "Introducing Other People" has been analyzed. This lessons are not different from Lesson 1 "Self-Introduction"

since the researcher knows both materials have the same topic about introduction. Lesson 2 describes and provides students with words and expressions related to the materials. It also provide some question probably asked when introducing other people is going on.

The exercise is in form of interview a friend about his/ her personality, family, educational background, and future planning. Then, the students are asked to combine the answer and compose it to make a good composition. Speaking and writing skill are developed in this lesson.

### Materials Evaluation in Lesson 2

a) **Contextualized**

This materials sticks to the guideline of Bilingual Program. The aspects of prior knowledge and learning experience of students especially for Lesson 2 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L2/7, and GS/L2/8. This is good because the process of contextualizing is suitable with the criteria. It is not contextualized to the students' language use in academic purpose.

b) **Stimulate interaction and generative**

The materials provides real-life topics because it stimulates students' interactions. It presents the materials which probably used outside the class. This can be seen in GS/L2/7, GS/L2/8. The students then use language for some real communicative purpose. The challenges is sufficient enough.

c) **Encourage learners to develop learning skills and strategies**

The learning strategies here is good enough. There should be self-evaluation to access students' learning and language development.

d) **Allow focus on form and function**

The Lesson 2 allow focus on form and function. The language use and choice of words are suitable with the student's competence. The materials does not provide opportunities for regulated practice in addition to independent and creative expression.

e) **Offer opportunities for integrated language use**

Lesson 1 does not provide the integration of all language skills, only speaking and writing skill are developed here.

f) **Authentic**

Almost there are no texts provided in the materials in introducing other people. The media does not represents a variety of English in use. There are no dialogue as the exercise or examples in introducing other people. The task is appropriate enough for facilitating authentic language use.

g) **Link to each other**

The materials in Lesson 2 have coherence. It is suitable with learning objectives, to make students talk and have communication each other.

h) **Attractive**

The appropriate density of text in Lesson 2 is good enough. It is suitable for Non-English Department. It is not too difficult to be understand, because it is just presented in very simple way starting from words, expression, guided question, and exercises.  The type size is still good enough. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instruction material**

The appropriateness of instruction material for Lesson 2 is provided well. The complexity of instruction in Lesson 2 is suitable with the age, grade, level, and language proficiency of students. The instruction materials are not too difficult to be understood by the students.

**j)** **Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.4
Finding on Lesson 2 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**3)** **Lesson 3**

Lesson 3 is about "Daily Activities". It has been analyzed by the researcher. Lesson 3 describes and provides students with words and expressions related to the vocabulary of daily activity. It also provides some question probably asked when introducing other people is going on. The exercise is in form of telling daily activity from getting up until going to bed. Then, the students are asked to combine the answer and compose it to make a good composition.

**Materials Evaluation in Lesson 3**

a) **Contextualized**

The material in this lesson is not too contextualized to the curriculum. The aspects of prior knowledge and learning experience of students especially for Lesson 3 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. It is also completed by adverb of frequency, time, and time expression. This can be seen in meaningful topic and themes in GS/L3/11, and GS/L3/12.

b) **Stimulate interaction and generative**

Lesson 3 does not stimulate students' interaction because the materials is about daily activity of someone. This can be seen in GS/L3/11, GS/L3/12. The challenges is sufficient enough for the students.

c) **Encourage learners to develop learning skills and strategies**

The learning strategies here is good enough. The presentation of materials are presented in form of simple. The vocabulary is not complete enough. The words and expression in Lesson 3 just provides about conjunction.

d) **Allow focus on form and function**

The Lesson 3 allow focus on form and function. The language use and choice of words are suitable with the student's competence.

**e) Offer opportunities for integrated language use**

Lesson 3 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

Almost there are no texts provided in the materials in daily activities. The media does not represents a variety of English in use. There are no dialogue as the exercise or examples. There is only guided question about daily activity. The task is appropriate enough for facilitating authentic language use. This can be seen in GS/L3/13 and GS/L3/14.

**g) Link to each other**

The materials in Lesson 3 have coherence. It is suitable with learning objectives, to make students tell their daily activity.

**h) Attractive**

The appropriate density of text in Lesson 3 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**i) Have appropriate instruction material**

The appropriateness of instruction material for Lesson 3 is arranged well. It is suitable with the age, grade, level, and language proficiency of students. The instruction materials are not too difficult to be understand by the students.

**j) Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.5
Finding on Lesson 3 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**4) Lesson 4**

Lesson 4 is about "Giving and Asking Directions" that has been analyzed by the researcher. Lesson 4 describes and provides students with simple, applicable words and expressions related to the materials The vocabularies are complete enough to know how

to give direction and asking for direction. It is also completed with the vocabulary of some public places and transportations. It also provides some question probably asked when someone wants to give and ask for direction.

The exercise is in form of telling the direction to certain places which provides address, kinds of public transportation, transportation fee, distance, time needed, and characteristics of the place practiced by the students. The following exercises is the form are asked to combine the answer and compose it to make a good composition.

### Materials Evaluation in Lesson 4

a) **Contextualized**

This lesson stimulates students' ability in speaking skill. The aspects of prior knowledge and learning experience of students especially for Lesson 4 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words or vocabulary probably used, expression, guided questions. This can be seen in meaningful topic and themes in GS/ L4/16, and GS/ L4/19. This is good enough because the process of contextualizing is suitable with the criteria.

b) **Stimulate interaction and generative**

The challenges is sufficient enough since the researcher knows that the students are university students. For this material, it is sufficient enough to be learned.

c) **Encourage learners to develop learning skills and strategies**

The learning strategies here is good enough. The presentation of materials are presented in form of simple and complete materials. Although, learning skills here are always about speaking and writing. Listening and reading are very little to be developed.

d) **Allow focus on form and function**

Lesson 4 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 4 does not provide the integration of all language skills, only speaking and writing skill are developed here.

f) **Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating

authentic language use. The vocabularies are complete. Unfortunately, there are no native video and listening sections to feel and know how native produce expression about giving and asking for direction.

g) **Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

h) **Attractive**

The appropriate density of text in Lesson 4 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instruction material**

The appropriateness of instruction material for Lesson 4 is arranged proportionally. It is suitable with the age, grade, level, and language proficiency of students. The materials are not too difficult for the students.

j) **Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.6
Finding on Lesson 4 Howard's Materials Evaluation

| No | Aspect | Score |
|---|---|---|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**5) Lesson 5**

Lesson 5 "Telling Unforgettable Experiences" has been analyzed. This lessons describes and provides students with words and expressions related to the materials. It also provide some question probably asked in telling unforgettable experiences. The exercise is in form of telling about unforgettable experiences. The students are asked to compose or write a summary of students' stories to make a good composition.

**Materials Evaluation in Lesson 5**

**a) Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 5 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words

and expression, guided questions. This can be seen in meaningful topic and themes in GS/L5/21 and GS/UL5/22. This lesson is not contextualized with students' condition.

b) **Stimulate interaction and generative**

The real-life topics can be applied outside the class. The students apply the materials in storytelling. The challenges is sufficient enough since the researcher knows that the students are university students.

c) **Encourage learners to develop learning skills and strategies**

The learning strategies here is good enough. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

The Lesson 5 allow focus on form and function. The language use and choice of words are suitable with the student's competence.

e) **Offer opportunities for integrated language use**

Lesson 5 does not provide the integration of all language skills, only speaking and writing skill are developed here.

f) **Authentic**

The text and media does not represents a variety of English in use. The text is very little. The task is appropriate enough for facilitating authentic language use.

g) **Link to each other**

It is suitable with learning objectives, to make students talk and have communication actively.

h) **Attractive**

The appropriate density of text in Lesson 5 is good enough. The type size is still good enough. The spacing, layout, and durability are readable for the students. The materials in Lesson 5 are also for longer series of using.

i) **Have appropriate instruction material**

The appropriateness of instruction material for Lesson 5 is arranged well. It is suitable with the age, grade, level, and language proficiency of students. The materials are not too difficult for the students.

j) **Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.7
Finding on Lesson 5 Howard's Materials Evaluation

| No | Aspect | Score |
|---|---|---|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**6) Lesson 6**

Lesson 6 "Survey of People's Personal Habits" has been analyzed by the researcher. This lessons describes and provides students with words and expressions related to the materials. It also provide some question probably asked. The generic structure of the materials are also completed with tenses, simple present tense.

The exercise is discussion of portrait of the average students in the class about habit where the students work in group. Then, the students are asked to combine the answer and compose it to make a good composition.

**Materials Evaluation in Lesson 6**

**a) Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 6 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions, and simple present tenses. This can be seen in meaningful topic and themes in GS/L6/25, GS/L6/26 and GS/L6/27.

b) **Stimulate interaction and generative**

This criteria talks about the real-life topics and sufficient scope of challenges. The real-life topics makes the interactions between the students. This can be seen in GS /L6/27. The students use language for some real communicative purpose in discussion section. The challenges is sufficient enough since the researcher knows that the students are university students.

c) **Encourage learners to develop learning skills and strategies**

The presentation of materials are presented in form of simple and complete materials. It can develop learning skill well.

d) **Allow focus on form and function**

The Lesson 6 allows focus on form and function. The language use and choice of words are suitable with the

student's competence. The materials can be categorized as independent language learners. Unfortunately, the words and expressions are only about adverbs of frequency.

e) **Offer opportunities for integrated language use**

Lesson 6 does not provide the integration of all language skills, only speaking and writing skill are developed here.

f) **Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

g) **Link to each other**

It is suitable with learning objectives, to make students talk and have communication each other. This can be seen from exercise activity in GS/L6/27.

h) **Attractive**

The appropriate density of text in Lesson 6 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instruction material**

The appropriateness of instructional material for Lesson 6 is provided well. It is suitable with the age, grade, level, and language proficiency of students. The instruction materials are not too difficult for the students. It is easy to be understood.

j) **Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.8
Finding on Lesson 6 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

7) **Lesson 7**

Lesson 7 "My Network and Profession" has been analyzed. This lessons describes and provides students with words and expressions related to the materials. It also provide some question probably asked. The exercises is the form of

reporting history of work in front of class. Then, the students are asked to make a good composition with the title "My History of Work".

**Materials Evaluation in Lesson 7**

a) **Contextualized**

The curriculum in Bilingual Program presents that at least students can communicate actively since there is no structured curriculum, just hanged on the guideline of Bilingual Program. The aspects of prior knowledge and learning experience of students especially for Lesson 7 does not appropriate enough with the learning experience of Non-English department students. The topic does not meaningful and relevant for the students. The materials are about profession while the students are still in the $4^{th}$ and $6^{th}$ semester of university. This can be seen in GS/L7/29, GS/L7/30 and GS/L7/31.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. This can be seen in GS/L7/31. The students can use language for some real communicative purpose. The challenges is sufficient enough. It is really challenging because it is categorized to a new materials learned by the students.

**c) Encourage learners to develop learning skills and strategies**

The materials encourage learners to develop learning skills and strategies. The presentation of materials are presented in form of simple and complete materials. It is effective and concise.

**d) Allow focus on form and function**

The Lesson 7 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

**e) Offer opportunities for integrated language use**

Lesson 7 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

In this lesson, the text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use. Unfortunately, there is no videos or recording about native communication in profession.

**g) Link to each other**

It is suitable with learning objectives, to make students talk and have communication each other.

h) **Attractive**

The appropriate density of text in Lesson 7 is good enough. The materials are good to look at. The type size is not to small and large. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instruction material**

The appropriateness of instruction material for Lesson 7 is not appropriate with the students. It is not suitable with the age, grade, level, and language proficiency of students. The instruction materials are quite difficult for the students.

j) **Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.9
Finding on Lesson 7 Howard's Materials Evaluation

| No | Aspect | Score |
|---|---|---|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **0** |
| 10 | Flexible | **1** |
| | Average | **20 %** |

**8) Lesson 8**

Lesson 8 "Describing and Explaining Pictures" has been analyzed. This lessons describes how students describe and explain picture. It provides students with words and expressions related to the materials. It also provide some question probably asked. The exercises is the form of drawing picture and explain it based on the pictures. The other exercise is about describing pictures and report it in front of class.

**Materials Evaluation in Lesson 8**

**a) Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 8 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words

and expression, guided questions. It is also relevant for the students. This can be seen in meaningful topic and themes in GS/L8/, and GS/ L8/33.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. This materials can be used outside the class. This can be seen in GS/L8/34. The students use language for some real communicative purpose. The challenges is sufficient enough foe the students.

c) **Encourage learners to develop learning skills and strategies**

The materials encourage to develop learning skills and strategies. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

Lesson 8 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 8 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 8 is good enough. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**i) Have appropriate instruction material**

The appropriateness of instruction material for Lesson 8 is good enough. It is suitable with the age, grade, level, and language proficiency of students. The materials are not too difficult for the students.

**j) Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.10
Finding on Lesson 8 Howard's Materials Evaluation

| No | Aspect | Score |
|---|---|---|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**9) Lesson 9**

Lesson 9 "Agreeing and Disagreeing" has been analyzed. This lessons describes and provides students with words and expressions related to the materials. It also provide some question probably asked. The exercise is in form of dialogue practiced by the students.

**Materials Evaluation in Lesson 9**

**a) Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 9 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L9/38 and GS/L9/39.

**b) Stimulate interaction and generative**

The real-life topics makes the interactions between the students. The students use language for some real communicative purpose inside or outside the class. The challenges is sufficient enough since the researcher knows that the students are university students. For this material, it is sufficient enough to be learned.

**c) Encourage learners to develop learning skills and strategies**

The learning strategies here is good enough. The presentation of materials are presented in form of simple and complete materials.

**d) Allow focus on form and function**

The Lesson 9 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

**e) Offer opportunities for integrated language use**

Lesson 9 does not provide the integration of all language skills, only speaking and writing skill are developed here. There should be 4 skills developed in this lesson, not only speaking and writing.

**f) Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 9 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**i) Have appropriate instruction material**

The appropriateness of instruction material for Lesson 9 is arranged well. It is suitable with the age, grade, level, and language proficiency of students. The materials are not too difficult for the students.

**j) Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.11
Finding on Lesson 9 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**10) Lesson 10**

Lesson 10 "Asking and Giving Opinion 1" has been analyzed. This lessons describes and provides students with words and expressions related to ask and give opinion. The exercises in this lesson are expressing the ideas on some topics and students are asked to make a report including students' view, logical reason, and factors influencing the problems, solution, and suggestion. The other exercise is in form speech and make a good composition from topic provided in this lesson.

**Materials Evaluation in Lesson 10**

**a) Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 10 is still suitable with the learning experience of Non-English

department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/ L10/42, and GS/L10/43. It is not contextualized with the students.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. This can be seen in discussion session in GS/L10/43. The students then use asking and giving opinion in real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are university students.

c) **Encourage learners to develop learning skills and strategies**

The materials encourage to develop learning skills and strategies. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

Lesson 10 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 10 does not provide the integration of all language skills, only speaking and writing skill are developed here. There should be 4 skills are developed in this lesson.

**f) Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 10 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**i) Have appropriate instruction material**

The appropriateness of instruction material for Lesson 10 are arranged well. It is suitable with the age, grade, level, and language proficiency of students. The instruction materials are not too difficult for the students.

**j) Flexible**

The materials are flexible for language level. It means

it also can be learned in another level. It is also can be used

for longer series of materials.

Table 4.12
Finding on Lesson 10 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **0** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **20 %** |

**11) Lesson 11**

Lesson 11 "Asking and Giving Opinion 2" has been

analyzed. This lessons describes and provides students with

words and expressions related to the materials. It also provide

some question probably asked. The exercise is in form of

discussion in expressing students' opinion on the topic provided

then the students are asked to give positive and negative effects.

The next exercise is reporting the results of discussion then make

a speech. The other exercises, the students are asked to choose a

topic and compose it to make a brief summary (composition).

**Materials Evaluation in Lesson 11**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 11 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L11/45, and GS/L11/46.

b) **Stimulate interaction and generative**

The real-life topics makes the interactions between the students. This can be seen in GS/L11/46. The students then use language for some real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are university students.

c) **Encourage learners to develop learning skills and strategies**

The learning strategies here is good enough. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

The Lesson 11 allows focus on form and function. The language use and choice of words are suitable with the

student's competence. The materials can be categorized as independent language learners.

**e) Offer opportunities for integrated language use**

Lesson 11 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 11 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**i) Have appropriate instruction material**

The appropriateness of instruction material for Lesson 10 are arranged well. It is suitable with the age, grade, level,

and language proficiency of students. The instruction

materials are not too difficult for the students. It is easy to

understand because it is presented in polite and simple

language.

**j) Flexible**

The materials are flexible for language level. It means

it also can be learned in another level. It is also can be used

for longer series of materials.

Table 4.13
Finding on Lesson 11 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**12) Lesson 12**

Lesson 12 "Asking and Giving Response" has been

analyzed. This lessons describes and provides students with

words and expressions related to ask and give response. It also

provide some question probably asked. The exercise is in form of

discussion about particular topics then report it in front of class.

Then, the students are asked to write down the responses and compose it to make a good paragraphs.

**Materials Evaluation in Lesson 12**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 12 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L12/49, and GS/L12/50. It is not contextualized with students' condition.

b) **Stimulate interaction and generative**

The real-life topics makes the interactions between the students. This can be seen in GS/L12/50. The students use asking and giving response for some real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are university students.

c) **Encourage learners to develop learning skills and strategies**

The learning strategies here is good enough. The presentation of materials are presented in form of simple and complete materials. The students can develop learning skills and strategies through the discussion and work in group.

**d) Allow focus on form and function**

Lesson 12 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

**e) Offer opportunities for integrated language use**

Lesson 12 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 12 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instruction material**

The appropriateness of instruction material for Lesson

12   is arranged well. It is suitable with the age, grade, level,

and language proficiency of students. The materials are not

too difficult for the students.

j) **Flexible**

The materials are flexible for language level. It means

it also can be learned in another level. It is also can be used

for longer series of materials.

Table 4.14
Finding on Lesson 12 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25  %** |

13) **Lesson 13**

Lesson 13 "Solving Problems 1" has been analyzed. This

lessons describes and provides students with words and

expressions related to the materials. It also provide some question

probably asked. The exercise is in form of discussion in group

work. Then, the students are asked to report the result individually. The other exercise is developing writing skill. The students are asked to develop a topic provided into a good composition.

**Materials Evaluation in Lesson 13**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 13 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L13/52, and GS/L13/53.

b) **Stimulate interaction and generative**

The real-life topics makes the interactions between the students. The students use this materials "solving problems 1" for some real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are university students.

c) **Encourage learners to develop learning skills and strategies**

The learning strategies here is good enough. The presentation of materials are presented in form of simple materials.

d) **Allow focus on form and function**

Lesson 13 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 13 does not provide the integration of all language skills, only speaking and writing skill are developed here.

f) **Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

g) **Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

h) **Attractive**

The appropriate density of text in Lesson 31 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instruction material**

The appropriateness of instruction material for Lesson 13 is arranged well. It is suitable with the age, grade, level, and language proficiency of students. The instruction materials are not too difficult for the students. It is easy to understand by the students.

j) **Flexible**

The materials provided in lesson 13 are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.15
Finding on Lesson 13 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**14) Lesson 14**

Lesson 14 in general describes and provides students with simple, applicable words and expressions related to the materials. The vocabularies are enough to know by the students about solving problems 2. It also provides some question probably asked when someone wants to give and ask for direction. The exercise is in form of discussing to solve some problems, find the factors that cause the problems, find the solution, and report it in front of class. The following exercises, the students are asked to choose a topic and compose it to make a good composition.

**Materials Evaluation in Lesson 14**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 14 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words or vocabulary probably used, expression, guided questions. This can be seen in meaningful topic and themes in GS/L14/55 and GS/L14/56. This is good enough because the process of contextualizing is suitable with the criteria.

b) **Stimulate interaction and generative**

This criteria discusses about the real-life topics, sufficient scope of challenges, and language progress. The real-life topics makes the interactions between the students. This can be seen in GS/U2/L20/80 and GS/U2/L25/104. The challenges is sufficient enough since the researcher knows that the students are university students.

c) **Encourage learners to develop learning skills and strategies**

The materials develop learning skills and strategies. The presentation of materials are presented in form of simple presentation. Although, learning skills here are always about speaking and writing. Listening and reading are very little to be developed.

d) **Allow focus on form and function**

Lesson 14 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 14 does not provide the integration of all language skills, only speaking and writing skill are developed here.

f) **Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

g) **Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other. This can be seen in the discussion session.

h) **Attractive**

The appropriate density of text in Lesson14 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instruction material**

The appropriateness of instruction material for Lesson 14 is categorized well. The complexity of instructions are suitable with the age, grade, level, and language proficiency of students. The instruction materials are not too difficult for the students.

j) **Flexible**

The materials are flexible for language level. It means

it also can be learned in another level. It is also can be used

for longer series of materials.

Table 4.16
Finding on Lesson 14 Howard's Materials Evaluation

| No | Aspect | Score |
|---|---|---|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**15) Lesson 15**

Lesson 15 "Game 1" has been analyzed. This lessons

describes and provides students with words and expressions

related to game. It also provide some question probably asked.

The game here is "Find Someone Who" and "If I were a Teacher".

Then the students are asked to make a paragraph about the

procedures of each game. The materials are completed with

grammar. Here, the students learn about conditional clauses. It is

quite difficult for the students because they do not learn it as the

focus major in their majors.

**Materials Evaluation in Lesson 15**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 15 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L15/58, and GS/L15/59. The grammar material about conditional clauses is good and understandable. It provides the formula of conditional clauses them followed by examples. This can be seen in GS/L15/63.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. This can be seen in GS/L15/58, GS/l15/59, GS/L15/60, GS/L15/61, GS/L15/62, GS/L15/63, and GS/L15/64. The students then use game for some real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are university students.

c) **Encourage learners to develop learning skills and strategies**

The materials in Lesson 15 encourage learners to develop learning skills and strategies. The presentation of materials are presented in form of simple and complete materials.

**d) Allow focus on form and function**

Lesson 15 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

**e) Offer opportunities for integrated language use**

Lesson 15 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

The text and media does not represents a variety of English in use. The media of learning is very little. The several of games are very little. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 15 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instruction material**

The appropriateness of instruction material for Lesson 15 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The materials are not too difficult for the students.

j) **Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.17
Finding on Lesson 15 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**16) Lesson 16**

Lesson 16 "Game 2" has been analyzed. It is not different from lesson 15 which discuss about game. This lessons describes and provides students with words and expressions related to the materials. It also provides some question probably asked. The exercise is in the form of discussion about proverb. The next discussion is about game "What am I doing?" The other game is describing people appearance. Then the students are asked to make a paragraph about the procedures of each game.

**Materials Evaluation in Lesson 16**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 16 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L16/65, and GS/L16/66. This lesson is not contextualized with students' condition.

b) **Stimulate interaction and generative**

The real-life topics stimulate the interactions between the students. This can be seen in GS/L16/65. The students use the games for some real communicative purpose. The

challenges is sufficient enough since the researcher knows that the students are university students. Discussion session stimulate students' interaction. This can be seen in GS/L16/66, GS/L16/67, and GS/L16/68.

c) **Encourage learners to develop learning skills and strategies**

This game materials can encourage learners to develop learning skills and strategies. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

Lesson 16 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 16 does not provide the integration of all language skills, only speaking and writing skill are developed here.

f) **Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

g) **Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

h) **Attractive**

The appropriate density of text in Lesson 16 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instruction material**

The appropriateness of instruction material for Lesson 16 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The materials are not too difficult for the students.

j) **Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.18
Finding on Lesson 16 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**17) Lesson 17**

Lesson 17 "How to Make Explanation 1" has been analyzed. This lessons describes and provides students with words and expressions related to the materials. It also provide some question probably asked. The exercise is discussing some topics based on logical reason then report it in front of class. The other exercises, the students are asked to choose a topic and compose it to make a good composition.

**Materials Evaluation in Lesson 17**

**a) Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 17 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which

provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L17/69, and GS/L17/70.

b) **Stimulate interaction and generative**

The real-life topics stimulate the interactions between the students. The students then use language for some real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are university students.

c) **Encourage learners to develop learning skills and strategies**

The learning strategies here is good enough. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

Lesson 17 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 17 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 1 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**i) Have appropriate instruction material**

The appropriateness of instructional material for Lesson 17 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The instruction materials are not too difficult for the students to be understood.

**j) Flexible**

The materials are flexible for language level. It means

it also can be learned in another level. It is also can be used

for longer series of materials.

Table 4.19
Finding on Lesson 17 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**18) Lesson 18**

Lesson 18 is "How to Make Explanation 2" that has been

analyzed by the researcher. This lessons describes and provides

students with words and expressions related to the materials. It

also provide some question probably asked. The exercise is

discussing some topics based on logical reason then report it in

front of class. The other exercises, the students are asked to

choose a topic and compose it to make a good composition.

**Materials Evaluation in Lesson 18**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 18 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L18/72 and GS/L18/73.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. This can be seen in GS/L18/73 and GS/L18/74. The students use the materials "how to make explanation" for some real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are university students.

c) **Encourage learners to develop learning skills and strategies**

The learning strategies here is good enough. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

Lesson 18 allows focus on form and function. The language use and choice of words are suitable with the

student's competence. The materials can be categorized as independent language learners.

**e) Offer opportunities for integrated language use**

Lesson 18 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 18 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**i) Have appropriate instruction material**

The appropriateness of instructional material for Lesson 18 is categorized well. It is suitable with the age,

grade, level, and language proficiency of students. The

materials are not too difficult for the students.

**j) Flexible**

The materials are flexible for language level. It means

it also can be learned in another level. It is also can be used

for longer series of materials.

Table 4.20
Finding on Lesson 18 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**19) Lesson 19**

Lesson 19 "My Goal of Life" has been analyzed. This

lessons describes and provides students with words and

expressions related to the materials. It also provide some question

probably asked. The words or vocabulary are complete enough.

The exercise is in form of interviewing other student then report

about his/her goal of life. The other exercises, the students are

asked to combine the answer and compose it to make a good composition under by title "My Goal of Life".

### Materials Evaluation in Lesson 19

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 19 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/ L19/76, and GS/L19/77. It is not contextualized with students' condition.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. This can be seen in GS/L19/78 and GS/L19/79. The students use the material "My Goal of Life" for some real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are university students.

c) **Encourage learners to develop learning skills and strategies**

The learning strategies here is good enough. The presentation of materials are presented in form of simple and complete materials.

**d) Allow focus on form and function**

Lesson 19 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

**e) Offer opportunities for integrated language use**

Lesson 19 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 19 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

### i) Have appropriate instruction material

The appropriateness of instruction material for Lesson 19 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The materials are not too difficult for the students.

### j) Flexible

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.21
Finding on Lesson 19 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **0** |
| | Average | **20 %** |

### 20) Lesson 20

Lesson 20 "Tourist Destination" has been analyzed. This lessons describes and provides students with words and expressions related to the materials. It also provide some question probably asked. The exercise is in form of describe one of tourist

destinations practiced by the students. The other exercises, the students are asked to combine the answer and compose it to make a good composition.

### Materials Evaluation in Lesson 20

**a) Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 20 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L20/80, and GS/L20/81.

**b) Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. This can be seen in GS/L20/81. The students use the materials "Tourist Destination" for some real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are university students.

**c) Encourage learners to develop learning skills and strategies**

The learning strategies here is good enough. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

Lesson 20 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 20 does not provide the integration of all language skills, only speaking and writing skill are developed here.

f) **Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

g) **Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

h) **Attractive**

The appropriate density of text in Lesson 20 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instructional material**

The appropriateness of instructional material for Lesson 20 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The materials are not too difficult for the students.

j) **Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.22
Finding on Lesson 20 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **0** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
|  | Average | **20 %** |

**21) Lesson 21**

Lesson 21 "Describing Restaurant" has been analyzed. This lessons describes and provides students with words and expressions, conversational model related to the materials. It also provide some question probably asked. The exercise is in form of describing a restaurant. The other exercises, the students are asked to combine the answer and compose it to make a good composition.

**Materials Evaluation in Lesson 21**

**a) Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 21 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L21/84, and GS/L21/85.

**b) Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. The students use the material "Describing Restaurant" for some real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are university students.

**c) Encourage learners to develop learning skills and strategies**

The materials encourage learners to develop learning skills and strategies. Those two criteria are good enough. The presentation of materials are presented in form of simple and complete materials.

**d) Allow focus on form and function**

Lesson 21 allow focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

**e) Offer opportunities for integrated language use**

Lesson 21 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 21 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**i) Have appropriate instruction material**

The appropriateness of instruction material for Lesson 21 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The instruction materials are not too difficult for the students.

**j) Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.23
Finding on Lesson 21 Howard's Materials Evaluation

| No | Aspect | Score |
|---|---|---|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**22) Lesson 22**

Lesson 22 "Describing University or School" has been analyzed. This lessons describes and provides students with words and expressions related to the materials. It also provide some question probably asked. The exercise is in form of describing a school or university. The other exercises, the students are asked to combine the answer and compose it to make a good composition. This can be seen in GS/L22/90 and GS/L22/91.

**Materials Evaluation in Lesson 22**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 22 is still suitable with the learning experience of Non-English

department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L22/88 and GS/L22/89.

**b) Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. The students use the material "Describing University or School" for some real communicative purpose. The challenges is sufficient enough.

**c) Encourage learners to develop learning skills and strategies**

The materials about describing university and school encourage learners to develop learning skills and strategies here is good enough. The presentation of materials are presented in form of simple and complete materials.

**d) Allow focus on form and function**

Lesson 22 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

**e) Offer opportunities for integrated language use**

Lesson 22 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 22 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**i) Have appropriate instruction material**

The appropriateness of instruction material for Lesson 22 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The materials are not too difficult for the students.

**j) Flexible**

The materials are flexible for language level. It means

it also can be learned in another level. It is also can be used

for longer series of materials.

Table 4.24
Finding on Lesson 22 Howard's Materials Evaluation

| No | Aspect | Score |
|---|---|---|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**23) Lesson 23**

Lesson 23 "Retelling Film & Drama" has been analyzed.

This lessons describes and provides students with words and

expressions related to the materials. It also provide some question

probably asked. The exercise is comparing differences between

Indonesian film and American film. The other exercises is

retelling one film and drama which the students know well. The

other exercise is making a summary of discussion and present it

in front of class.

**Materials Evaluation in Lesson 23**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 23 is still suitable with the learning experience of Non-English department students. The topics is not meaningful. The students may have some difficulties in retelling film and drama. Off course, they do not master simple past tense well, direct and indirect speech, and extrinsic and intrinsic features in film and drama. The material provides words and expression, guided questions. This can be seen in GS/L23/92 and GS/L23/93.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. This can be seen from discussion session. The students can practice the materials by discussing with their friends, and also outside the class. This can be seen in GS/L23/93 and GS/L23/94. The students use the material "Retelling Film and Drama" for some real communicative purpose. The challenges is quite difficult for the students.

c) **Encourage learners to develop learning skills and strategies**

The material in GS/L23/92 can encourage students to develop learning skills and strategies. The presentation of materials are presented in form of simple and complete materials.

**d) Allow focus on form and function**

Lesson 23 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

**e) Offer opportunities for integrated language use**

Lesson 23 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

Almost there are no texts provided in the materials "Retelling Film and Drama". The media does not represents a variety of English in use. There are no dialogue as the exercise or examples. There is only guided question retelling film and drama. The exercise is appropriate enough for facilitating authentic language use. This can be seen in GS/L23/93 and GS/L23/94.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 23 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**i) Have appropriate instruction material**

The appropriateness of instruction material for Lesson 23 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The instruction materials are not too difficult for the students. It is easy to understand because it is presented in simple and polite language.

**j) Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.25
Finding on Lesson 23 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **0** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **20 %** |

## 24) Lesson 24

Lesson 24 is about "Retelling Novel, Drama, Poem, Poetry, and Short Story" that has been analyzed. It describes and provides students with simple, applicable words and expressions related to the materials. It also provides some question probably asked. The exercises is retelling one novel, drama, poetry, and short story which the students know well. The other exercise is making a summary of discussion and present it in front of class. The last exercise is combining the answer into good paragraph.

### Materials Evaluation in Lesson 24

### a) Contextualized

The aspects of prior knowledge and learning experience of students especially for Lesson 24 is still suitable with the learning experience of Non-English

department students. The topics is not meaningful. The students may have some difficulties in retelling film and drama. Off course, they do not master simple past tense well, direct and indirect speech, and extrinsic and intrinsic features in film and drama. The material provides words and expression, guided questions. This can be seen in GS/L24/97 and GS/L24/98. It is not contextualized with students' condition.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. This can be seen from discussion session. This can be seen in GS/L24/100, GS/L24/101, and GS/L24/102. The challenges is quite difficult for the students.

c) **Encourage learners to develop learning skills and strategies**

The materials encourage leaners to develop learning skills and strategies here is good enough. The presentation of materials are presented in form of sufficiently high level and complete materials. Although, learning skills here are always about speaking and writing. Listening and reading are very little to be developed.

d) **Allow focus on form and function**

Lesson 24 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 24 does not provide the integration of all language skills, only speaking and writing skill are developed here. There should be four skills which are developed in this lesson.

f) **Authentic**

Almost there are no texts provided in the materials "Retelling Novel, Drama, Poem, Poetry, and Short Story". The media does not represents a variety of English in use. There are no text about description of a novel, drama, poetry, or short story as the exercise or examples. There is only guided question retelling novel, drama, poetry, and short story. The exercise is appropriate enough for facilitating authentic language use. There should be an authentic or native novel, drama, poetry, or short story written in this lesson to be a source materials for the students.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 24 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students. The materials are also good to be looked at by the students.

**i) Have appropriate instruction material**

The appropriateness of instructional material for Lesson 24 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The instruction materials are not too difficult for the students. The instruction material are easy to understand by the students because it is delivered in simple and polite language.

**j) Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.26
Finding on Lesson 24 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

### 25) Lesson 25

Lesson 25 is about "Giving and Asking for Advice" that has been analyzed by the researcher. This lessons describes and provides students with words and expressions related to the materials. It also provide some question probably asked. The exercise is in form of dialogue practiced by the students. The other exercises is the form of speaking to do self-introduction orally about some particular items the students are asked to combine the answer and compose it to make a good composition.

**Materials Evaluation in Lesson 25**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 25 is still

suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L25/105, GS/L25/106, and GS/L25/107.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. This can be seen in the conversation and discussion session. It is provided in GS/L25/105 and GS/L25/106. The students then use language for some real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are university students.

c) **Encourage learners to develop learning skills and strategies**

The materials encourage learners to develop learning skills and strategies. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

Lesson 25 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 25 does not provide the integration of all language skills, only speaking and writing skill are developed here.

f) **Authentic**

There is a conversation provided in the materials "Retelling Novel, Drama, Poem, Poetry, and Short Story". This can be seen in GS/L25/105 and GS/L25/106. From the conversation, the language use is authentic. It shows how actually people give advice to another. The media does not represents a variety of English in use. The exercise is appropriate enough for facilitating authentic language use.

g) **Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

h) **Attractive**

The appropriate density of text in Lesson 25 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instruction material**

The appropriateness of instruction material for Lesson

25 is categorized well. It is suitable with the age, grade, level,

and language proficiency of students. The materials are not

too difficult for the students.

**j) Flexible**

The materials are flexible for language level. It means

it also can be learned in another level. It is also can be used

for longer series of materials.

Table 4.27
Finding on Lesson 25 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**26) Lesson 26**

Lesson 26 "Interview for a Job" has been analyzed. This

lessons describes and provides students with words and

expressions related to the materials. It also provide some question

probably asked when interview for a job is going on. The exercise

is in form of practicing to be interviewer and interviewee. The

other exercises is interviewing a friend of particular items such as personality, family, educational background, the expected job, and expected salary. Then, the students are asked to combine the answer and compose it to make a good composition.

**Materials Evaluation in Lesson 26**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 26 is suitable enough with the learning experience of Non-English department students. The topics is not also meaningful where students of 4th semester do not learn about job interview. The materials provides words and expression, guided questions. This can be seen in GS/L26/111, and GS/U1/L1/2.

b) **Stimulate interaction and generative**

The real-life topics stimulate the interactions between the students. The students use the material "Interview for a Job" for some real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are university students.

c) **Encourage learners to develop learning skills and strategies**

The materials encourage learners to develop learning skills and strategies here is good enough. The presentation of

materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

Lesson 26 allows focus on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 26 does not provide the integration of all language skills, only speaking and writing skill are developed here.

f) **Authentic**

There is a conversation provided in the materials "Interview for a Job". This can be seen in GS/L26/111 and GS/L26/112. From the conversation, the language use is authentic. The media does not represents a variety of English in use. The exercise is appropriate enough for facilitating authentic language use.

g) **Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

h) **Attractive**

The appropriate density of text in Lesson 26 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instruction material**

The appropriateness of instruction material for Lesson 26 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The materials are not too difficult for the students.

j) **Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.28
Finding on Lesson 26 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**27) Lesson 27**

Lesson 27 "Understanding and Retelling the Texts" has been analyzed. This lessons describes and provides students with words and expressions related to the materials. It also provide some question probably asked. There are six texts provided in Lesson 27. The exercise is comprehending the text, retell it orally, and answer the questions orally. The other exercises, the students are asked to retell the stories using their own words.

**Materials Evaluation in Lesson 27**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 27 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in GS/L27/117 and GS/L27/118.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. The students use the materials "Understanding and Retelling the Texts" for some real communicative purpose. The challenges is sufficient enough

since the researcher knows that the students are university students.

**c) Encourage learners to develop learning skills and strategies**

The materials encourage learners to develop learning skills and strategies. The presentation of materials are presented in form of simple and complete materials.

**d) Allow focus on form and function**

Lesson 27 focuses on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

**e) Offer opportunities for integrated language use**

Lesson 27 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 27 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**i) Have appropriate instructional material**

The appropriateness of instructional material for Lesson 27 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The materials are not too difficult for the students.

**j) Flexible**

The materials are flexible for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.29
Finding on Lesson 27 Howard's Materials Evaluation

| No | Aspect | Score |
|---|---|---|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**28) Lesson 28**

Lesson 28 "Sports" has been analyzed. This lessons describes and provides students with words and expressions related to the materials. It also provide some question probably asked. The materials are also completed with conversation. The exercise is in form of composing the answer from guided questions to make a good composition.

**Materials Evaluation in Lesson 28**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 28 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which

provides words, expression, guided questions, and conversations. This can be seen in meaningful topic and themes in GS/L28/127 and GS/L28/128.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. The students can use the material "Sports" for some real communicative purpose. It can be used outside the class. The challenges is sufficient enough since the researcher knows that the students are university students.

c) **Encourage learners to develop learning skills and strategies**

The materials can encourage learners to develop learning skills and strategies. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

Lesson 28 focuses on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 27 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

The text and media does not represents a variety of English in use. The text is very little. There is conversation and it's too long for the students. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 28 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**i) Have appropriate instructional material**

The appropriateness of instructional material for Lesson 28 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The materials are not too difficult for the students.

**j) Flexible**

The materials are flexible for language level. It means

it also can be learned in another level. It is also can be used

for longer series of materials.

Table 4.30
Finding on Lesson 28 Howard's Materials Evaluation

| No | Aspect | Score |
|---|---|---|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

29) **Lesson 29**

Lesson 29 is about "Public Relation Officer" that has been

analyzed by the researcher. This lessons describes and provides

students with words and expressions related to the public relation

officer. It also provides some question probably asked. The

exercise is in form of discussion to promote an institution by

presenting some items such as name of institution, address,

location, status and diagram of personnel of the staff. The other

exercises is the form of speaking to oral presentation in

paragraph.

**Materials Evaluation in Lesson 29**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 29 does not suitable with the learning experience of Non-English department students. The topics is not meaningful. The materials are not contextualized to the students of Non-English department in 4th semester. The materials provide words, expression, and guided questions.

b) **Stimulate interaction and generative**

The real-life topics stimulate the interactions between the students. The students use the materials for some real communicative purpose. The challenges is quite difficult for the students since the researcher knows that the students are in 4th semester of Non English Department.

c) **Encourage learners to develop learning skills and strategies**

The materials encourage learned to develop learning skills strategies here is good enough. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

Lesson 29 focuses on form and function. The language use and choice of words are suitable with the student's

competence. The materials can be categorized as independent language learners.

**e) Offer opportunities for integrated language use**

Lesson 29 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

The text and media does not represents a variety of English in use. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 29 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**i) Have appropriate instruction material**

The appropriateness of instruction material for Lesson 29 is categorized well. It is suitable with the age, grade, level,

and language proficiency of students. The instruction
materials are not too difficult for the students.

**j) Flexible**

The materials are flexible enough for language level. It
means it also can be learned in another level. It is also can be
used for longer series of materials.

Table 4.31
Finding on Lesson 29 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **0** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **20 %** |

**30) Lesson 30**

Lesson 30 is about "Realtor and Broker" that has been
analyzed by the researcher. This lessons describes and provides
students with words and expressions related to the realtor and
broker. It also provides some question probably asked. The
exercise is only reporting partner's ideas in front of class about
realtor and broker.

**Materials Evaluation in Lesson 30**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 30 is not suitable with the learning experience of Non-English department students. The topics is too wider and not available for this level of student's competency. The students in fourth semester are not interested to learn this lesson. It not contextualized with students' condition.

b) **Stimulate interaction and generative**

The real-life topics stimulate students' interactions. The students use language for some real communicative purpose. The challenges is quite difficult since the researcher knows that the students are 4$^{th}$ semester of Non English department students.

c) **Encourage learners to develop learning skills and strategies**

The materials can encourage learners to develop learning skills and strategies. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

Lesson 30 focuses on form and function. The language use and choice of words are suitable with the student's

competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 30 does not provide the integration of all language skills, only speaking and writing skill are developed here. There should be 4 skill which are developed in this lesson, not only speaking and writing.

f) **Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one dialogue as the exercise. The task is appropriate enough for facilitating authentic language use.

g) **Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

h) **Attractive**

The appropriate density of text in Lesson 30 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instruction material**

The appropriateness of instruction material for Lesson

30 is categorized well. It is suitable with the age, grade, level,

and language proficiency of students. The materials are not

too difficult for the students.

**j) Flexible**

The materials are flexible for language level. It means

it also can be learned in another level. It is also can be used

for longer series of materials.

Table 4.32
Finding on Lesson 30 Howard's Materials Evaluation

| No | Aspect | Score |
|---|---|---|
| 1 | Contextualized | 0 |
| 2 | Stimulate interaction and generative | 0 |
| 3 | Encourage learners to develop learning skills and strategies | 0 |
| 4 | Allow focus on form and function | 1 |
| 5 | Offer opportunities for integrated language use | 0 |
| 6 | Authentic | 0 |
| 7 | Link to each other (Progression) | 1 |
| 8 | Attractive (Visual Appeal) | 1 |
| 9 | Have appropriate instruction material | 1 |
| 10 | Flexible | 1 |
| | Average | 25 % |

**b.** *Public Speaking* **Module used for 6th semester**

The aspects to be analyzed are: contextualized, stimulate

interaction and generative, encourage learners to develop learning s

kills and strategies, allow focus on form and function, offer

opportunities for integrated language use, authentic, link to each other,

attractive, have appropriate instructional material, and flexible.

There are four lesson in "Public Speaking" module of Bilingual Program of FITK in IAIN Surakarta. They are: Lesson 1 "Interview for a Job", Lesson 2 "Making a Presentation", Lesson 3 "Delivering a Speech", and Lesson 4 "Debating".

1) **Lesson 1**

Lesson 1 "Interview for a Job" has been analyzed. This lesson in general describes and provides students with words and expressions related to the materials. It also provides some question. This can be seen in PS/L1/1 and PS/L1/2. There is also conversation showing interview for a job is going on. The exercise is in form of discussion practiced by the students to answer the questions provided. The other exercises is interviewing a friend about some particular items such as personality, family, educational background, the expected job, and the expected salary. Then, the students are asked to combine the answer and compose it to make a good composition.

**Materials Evaluation in Lesson 1**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 1 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words

and expression, guided questions. This can be seen in meaningful topic and themes in PS/L1/1 and PS/L1/2.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. The conversation provided in Lesson 1 stimulate students' interaction. The materials can be used outside the class. This can be seen in PS/L1/2. The students use the materials "Interview for a Job" for some real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are in 6th semester of Non English department students.

c) **Encourage learners to develop learning skills and strategies**

The materials encourage leaners to develop learning skills and strategies here is good enough. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

Lesson 1 focuses on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 1 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one conversation as the exercise. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 1 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**i) Have appropriate instruction material**

The appropriateness of instruction material for Lesson 1 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The instruction materials are not too difficult for the students.

**j) Flexible**

The materials are flexible enough for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.33

Finding on Lesson 1 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

2) **Lesson 2**

Lesson 2 "Making a Presentation" has been analyzed. This lesson in general describes and provides students with words and expressions related to the materials. It also provides some question. This can be seen in PS/L2/5, PS/L2/6, and PS/L2/7. The exercise is in form of practicing a presentation. The other exercises is reporting oral presentation in paragraph.

**Materials Evaluation in Lesson 2**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 2 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in PS/L2/5 and PS/L2/6.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. The conversation provided in Lesson 2 stimulate students' interaction. The materials can be used outside the class. This can be seen in PS/L2/5 and PS/L2/7. The students use the materials "Making a Presentation" for some real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are in $6^{th}$ semester of Non English department students. This materials will give benefit to the students.

c) **Encourage learners to develop learning skills and strategies**

The materials encourage leaners to develop learning skills and strategies here is good enough. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

Lesson 2 focuses on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

**e) Offer opportunities for integrated language use**

Lesson 2 does not provide the integration of all language skills, only speaking and writing skill are developed here.

**f) Authentic**

The text and media does not represents a variety of English in use. The text is very little, only one conversation as the exercise. The task is appropriate enough for facilitating authentic language use.

**g) Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

**h) Attractive**

The appropriate density of text in Lesson 2 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

**a. Have appropriate instruction material**

The appropriateness of instruction material for Lesson

2 is categorized well. It is suitable with the age, grade, level,

and language proficiency of students. The instruction

materials are not too difficult for the students.

**j) Flexible**

The materials are flexible enough for language level. It

means it also can be learned in another level. It is also can be

used for longer series of materials.

Table 4.34
Finding on Lesson 2 Howard's Materials Evaluation

| No | Aspect | Score |
|---|---|---|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

**3) Lesson 3**

Lesson 3 "Delivering a Speech" has been analyzed. This

lesson in general describes and provides students with words and

expressions related to how to deliver a speech. It also provides

some questions. This can be seen in PS/L3/10, PS/L3/11,

PS/L3/14, and PS/L3/15. The exercise is delivering a speech in

front of friends. The other exercises, the students are asked to make a report from one of their friend's ideas of speech.

**Materials Evaluation in Lesson 3**

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 3 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions. This can be seen in meaningful topic and themes in PS/L3/10 and PS/L3/11. It is not contextualized with the students. The students can not practice this materials in the academic activity although this lesson provides a complete materials.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. The materials provided in Lesson 3 stimulate students' interaction. Its complete materials about speech make deeper understanding for the students. This lesson provides a knowledge of the aim of speech and kinds of speech.

The materials also can be used outside the class. This can be seen in PS/L3/14 and PS/L3/15. The students use the materials "Delivering a Speech" for some real

communicative purpose. The challenges is sufficient enough since the researcher knows that the students are in $6^{th}$ semester of Non English department students. This materials will give benefit to the students. The language used are also simple, polite, and easy to understand.

c) **Encourage learners to develop learning skills and strategies**

The materials encourage leaners to develop learning skills and strategies here is good enough. The presentation of materials are presented in form of simple and complete materials. Through discussion and speech performance, the students can develop their learning skills and strategies.

d) **Allow focus on form and function**

Lesson 3 focuses on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 3 does not provide the integration of all language skills, only speaking and writing skill are developed here. There should be four skills which are developed in this lesson.

f) **Authentic**

The text and media does not represents a variety of English in use. The text is very little. There is only a knowledge of the purpose of speech and kind of speech. The task is appropriate enough for facilitating authentic language use.

g) **Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

h) **Attractive**

The appropriate density of text in Lesson 3 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instruction material**

The appropriateness of instruction material for Lesson 3 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The instruction materials are not too difficult for the students.

j) **Flexible**

The materials are flexible enough for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.35
Finding on Lesson 3 Howard's Materials Evaluation

| No | Aspect | Score |
|----|--------|-------|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **0** |
| 3 | Encourage learners to develop learning skills and strategies | **0** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

### 4) Lesson 4

Lesson 4 "Debating" has been analyzed. This lesson in general describes and provides students with expressions related to the materials. the expression are provided completely starting from introducing a point, concluding, important markers, stalling, giving opinion, stating preferences, expressing similarity, expressing contrast, agreeing, disagreeing, giving an example, giving an expert opinion, presenting something which is common sense, steering the debate, rephrasing and summarizing, making generalization, adverbs of frequency, modifying adverbs, starting, conceding, and interrupting. This can be seen in PS/L4/18.

There is also basic rules and techniques of debates: making an argument, 4 steps refutation, and listening and note

taking. It also provides some questions. This can be seen in PS/L4/16. The exercise is delivering a speech in front of friends. The other exercises, the students are asked to make a report from one of their friend's ideas.

### Materials Evaluation in Lesson 4

a) **Contextualized**

The aspects of prior knowledge and learning experience of students especially for Lesson 4 is still suitable with the learning experience of Non-English department students. The topics is also meaningful which provides words and expression, guided questions, and also basic rules and techniques. This can be seen in meaningful topic and themes in PS/L4/16 and PS/L4/17.

b) **Stimulate interaction and generative**

The real-life topics can stimulate the interactions between the students. The conversation provided in Lesson 4 stimulate students' interaction. The materials can be used outside the class. This can be seen in PS/L4/18, PS/L4/19, and PS/L4/20. The students use the materials "Debating" for some real communicative purpose. The challenges is sufficient enough since the researcher knows that the students are in $6^{th}$ semester of Non English department students. This materials will give benefit to the students.

There should be a knowledge of debate style where students can develop it more.

c) **Encourage learners to develop learning skills and strategies**

The materials encourage leaners to develop learning skills and strategies here is good enough. The presentation of materials are presented in form of simple and complete materials.

d) **Allow focus on form and function**

Lesson 4 focuses on form and function. The language use and choice of words are suitable with the student's competence. The materials can be categorized as independent language learners.

e) **Offer opportunities for integrated language use**

Lesson 4 does not provide the integration of all language skills, only speaking and writing skill are developed here.

f) **Authentic**

The text and media does not represents a variety of English in use. The text is very little. The task is appropriate enough for facilitating authentic language use.

g) **Link to each other**

The materials facilitate language acquisition. It is suitable with learning objectives, to make students talk and have communication each other.

h) **Attractive**

The appropriate density of text in Lesson 4 is good enough. It is suitable for Non-English Department. The type size is still good enough. The spacing, layout, and durability are readable for the students.

i) **Have appropriate instruction material**

The appropriateness of instruction material for Lesson 4 is categorized well. It is suitable with the age, grade, level, and language proficiency of students. The instruction materials are not too difficult for the students.

j) **Flexible**

The materials are flexible enough for language level. It means it also can be learned in another level. It is also can be used for longer series of materials.

Table 4.36
Finding on Lesson 4 Howard's Materials Evaluation

| No | Aspect | Score |
|---|---|---|
| 1 | Contextualized | **0** |
| 2 | Stimulate interaction and generative | **1** |
| 3 | Encourage learners to develop learning skills and strategies | **1** |
| 4 | Allow focus on form and function | **1** |
| 5 | Offer opportunities for integrated language use | **0** |
| 6 | Authentic | **0** |
| 7 | Link to each other (Progression) | **1** |
| 8 | Attractive (Visual Appeal) | **1** |
| 9 | Have appropriate instruction material | **1** |
| 10 | Flexible | **1** |
| | Average | **25 %** |

There is also questionnaire to evaluate the quality of Guided Speaking module used for 4th semester and Public Speaking used for 6th semester. The respondents of each module is 100 students.

The result of questionnaire is showed in the table below.

Table 4.37
Questionnaire Result of Guided Speaking Module

| Category Score | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 (0-64%) | 69% | 72% | 65% | 75% | 68% | 82% | 73% | 64% | 77% | 76% |
| 1 (65-74%) | 31% | 28% | 33% | 24% | 28% | 15% | 25% | 27% | 20% | 12% |
| 2 (75-100%) | 0 | 0 | 2% | 1% | 4% | 3% | 2% | 9% | 3% | 12% |

For Guided Speaking module used for 4th semester, the respondent choose the percentage for each category. Most of them give score 0 (0-64%). It can be look in the table that score 0 (0-64%) got highest

percentage in each category. It is all above 64%. For score 1 and 2, the respondent only choose those score below 33%.

Table 4.38
Questionnaire Result of Public Speaking Module

| Category Score | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 (0-64%) | 70% | 67% | 65% | 60% | 70% | 64% | 76% | 63% | 64% | 76% |
| 1 (65-74%) | 25% | 28% | 25% | 30% | 22% | 29% | 19% | 28% | 30% | 18% |
| 2 (75-100%) | 5% | 5 | 10% | 1% | 8% | 7% | 5% | 9% | 6% | 6% |

For Public Speaking module used for 6th semester, the respondent choose the percentage for each category. Most of them give score 0 (0-64%). It can be look in the table that score 0 (0-64%) got highest percentage in each category. It is all above 60%. For score 1 and 2, the respondent only choose those score below 30%.

3. **The consistency of poor teaching materials in each lesson**

a. **Guided Speaking Module used for 4th semester**

After analyzing the quality of materials in each lesson, the researcher got a result of percentage. All lessons in the GS module got poor score and it is consistence from L1 up to L30. It is showed in the table below.

Table 4.39
Finding of Summative Score on Howard's Materials Evaluation in
GS Module

| No. | Lesson | Score |
|---|---|---|
| 1 | Lesson 1 | 25% |
| 2 | Lesson 2 | 25% |
| 3 | Lesson 3 | 20% |
| 4 | Lesson 4 | 25% |
| 5 | Lesson 5 | 25% |
| 6 | Lesson 6 | 25% |
| 7 | Lesson 7 | 20% |
| 8 | Lesson 8 | 25% |
| 9 | Lesson 9 | 25% |
| 10 | Lesson 10 | 20% |
| 11 | Lesson 11 | 25% |
| 12 | Lesson 12 | 25% |
| 13 | Lesson 13 | 25% |
| 14 | Lesson 14 | 25% |
| 15 | Lesson 15 | 25% |
| 16 | Lesson 16 | 25% |
| 17 | Lesson 17 | 25% |
| 18 | Lesson 18 | 25% |
| 19 | Lesson 19 | 20% |
| 20 | Lesson 20 | 20% |
| 21 | Lesson 21 | 25% |
| 22 | Lesson 22 | 25% |
| 23 | Lesson 23 | 20% |
| 24 | Lesson 24 | 25% |
| 25 | Lesson 25 | 25% |
| 26 | Lesson 26 | 25% |
| 27 | Lesson 27 | 25% |
| 28 | Lesson 28 | 25% |
| 29 | Lesson 29 | 20% |
| 30 | Lesson 30 | 25% |
| **Total** | | **720 %** |
| **Average** | | **24 %** |

**b. Public Speaking Module used for 6th semester**

After analyzing the quality of materials in each lesson, the researcher got a result of percentage. All lessons in the PS module got poor score and it is consistence from L1 up to L4. It is showed in the table below.

Table 4.40
Finding of Score on Howard's Materials Evaluation in PS Module

| No. | Lesson | Score |
|-----|--------|-------|
| 1 | Lesson 1 | 25% |
| 2 | Lesson 2 | 25% |
| 3 | Lesson 3 | 25% |
| 4 | Lesson 4 | 25% |
| | Total | 100 % |
| | Average | 25 % |

**4. Guided Speaking module used for 4th semester is more difficult than Public Speaking module used for 6th semester**

Guided Speaking module used for 4th semester has more difficult materials than Public Speaking module used for 6th semester. The materials in the Guided Speaking module used for 4th semester are complex. There are many lessons that should be learned by the students. Topic "Job Interview" in Public Speaking module is also discussed in Guided Speaking module in Lesson 26. This topic is not needed to use in the 4th semester. Guided Speaking module also provides lesson with topics which are not suitable with students' competence such as in Lesson 29 "Public Relation Officer" and Lesson 30 "Realtor and Broker".

**B. Discussion**

From the qualitative descriptions on assessing the quality of the materials used theories concerning materials evaluation which is proposed by Howard. The quality of a module are not only about the materials but also the surface structure of the module. The discussion in this chapter divided into four part based on the findings found by the researcher.

**1. The analysis of module surface structure**

From the qualitative descriptions and tables on assessing the module content framework in both module (GS and PS) used theories concerning module content framework proposed by Solikhah (2016). There are four that should be in the table of contents: beginning (cover page, title, preface, table of contents, list of tables, module overview, and glossary), introduction (basic competency and competency standards, description, time, prerequisites, module use instructions, and final goal), learning activity (goal, description of materials, exercises/ task, summary, formative test, answer key, feedback and follow up, worksheet), and bibliography.

*Guided Speaking* module used for 4th semester are not categorized as a module based on the module content framework by Solikhah because 13 criteria are not provided in this module. *Public Speaking* module used for 6th semester are not categorized as a module based on the module content framework by Solikhah because 13 criteria are not provided in this module. Thus, both of modules (GS and PS) are not categorized as module.

2. **The content analysis of the quality of modules material**

From the qualitative descriptions on assessing the quality of the materials in the module used theories concerning material evaluation which is proposed by Howard. There are ten aspects in Howard's material evaluation namely; contextualized, stimulate interaction and generative, encourage learners to develop learning skills and strategies, allow focus on form and function, offer opportunities for integrated language used, authentic, link to each other, attractive, have appropriate instruction material, and flexible.

The researcher used the theory from Howard to determine the quality of materials in *Guided Speaking* and *Public Speaking* module. *Guided Speaking* module fulfilled 24% and the criteria of Howard standard requirements on assessing the quality of materials was categorized poor. The module was not suitable to be used for media in teaching learning process for the fourth semester student of Non-English Department in Bilingual Program of FITK in IAIN Surakarta. The table 4. 39 is the finding on the materials evaluation *Guided Speaking* module proposed by Howard. The data is also supported by a questionnaire. Score 0 (0-64%) got highest percentage from 100 respondent. Category one got 69% for score 0 (0-64%). Category two got 72% for score 0 (0-64%). Category three got 65% for score 0 (0-64%). Category four got 75% for score 0 (0-64%). Category five got 68% for score 0 (0-64%). Category six got 82%

for score 0 (0-64%). Category seven got 73% for score 0 (0-64%). Category eight got 64% for score 0 (0-64%). Category nine got 77% for score 0 (0-64%). Category ten got 76% for score 0 (0-64%). It can be seen in table 4. 37.

Furthermore, *Public Speaking* module fulfilled 25% and the criteria of Howard standard requirements on assessing the quality of materials was categorized poor.  It is showed in the table 4. 40. The data is also supported by a questionnaire. Score 0 (0-64%) got highest percentage from 100 respondent. Category one got 70% for score 0 (0-64%). Category two got 67% for score 0 (0-64%). Category three got 65% for score 0 (0-64%). Category four got 60% for score 0 (0-64%). Category five got 70% for score 0 (0-64%). Category six got 64% for score 0 (0-64%). Category seven got 76% for score 0 (0-64%). Category eight got 63% for score 0 (0-64%). Category nine got 64% for score 0 (0-64%). Category ten got 76% for score 0 (0-64%). It can be seen in table 4. 38. However, Public Speaking module was not suitable to be used for media in teaching learning process for sixth semester student of Non-English Department in Bilingual Program of FITK in IAIN Surakarta.

3. **The consistency of poor teaching materials in each lesson**

The consistency of poor teaching materials in each lessons are showed in the table 4. 37 and 4. 38. It means that every lessons in both module has same poor quality. In *Guided Speaking* module used for 4th

semester, the score in each lesson is consistence from 25%, 25%, 20%, 25%, and 25%. Another lesson also got low score 25% or 20% which are categorized as "poor". It is also happened in Public Speaking module used for 6$^{th}$ semester. Lesson 1 up to 4 in Public Speaking module used for 6$^{th}$ semester got 25% which are categorized as "poor". There should be development of materials quality lesson by lesson.

4. **Guided Speaking module used for 4$^{th}$ semester is more difficult than Public Speaking module used for 6$^{th}$ semester**

From the finding, the researcher found that *Guided Speaking* module used for 4$^{th}$ semester is more difficult than *Public Speaking* module used for 6$^{th}$ semester in the developing of materials. It absolutely does not suitable to be used as a media of teaching learning process in 4$^{th}$ semester since the researcher knows that 4$^{th}$ semester students are younger and have little learning experiences than 6$^{th}$ semester students. It is because students learn from easy material to the difficult material. It is in line with the theory from Hull that lesson should start from simple (easy) to more complex (difficult).

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

This chapter presents the conclusion of this research. After did the research in Bilingual Faculty of IAIN Surakarta, the researcher found that Bilingual Faculty in IAIN Surakarta did not fulfilled the criteria of good materials. It is based on the result of the analysis of *Guided Speaking* used for 4th semester and *Public Speaking* module used for 6th semester. This study evaluated *Guided Speaking* and *Public Speaking* module for 4th and 6th semester of Bilingual Faculty of Islamic Education and Teacher Training Faculty in IAIN Surakarta by employing a content analysis method. Therefore, the objectives of this study is to know the quality of the materials viewed by materials evaluation criteria proposed by Howard.

*Guided Speaking* module used for 4th semester and *Public Speaking* module used for 6th semester are not categorized as module. The module content framework are not categorized as module. A module should provide module overview, glossary, module use instruction, final goal, exercises, formative test, answer key, feedback, summary, and follow up. *Guided Speaking* module used for 4th semester and *Public Speaking* module used for 6th semester do not provide those sessions.

The content analysis of the quality of modules using the theory from Howard. There are ten aspects to be considered in assessing the quality of materials evaluation by Howard and they are; contextualized, stimulate

interaction and generative, encourage learners to develop learning skills and strategies, allow focus on form and function, offer opportunities for integrated language used, authentic, link to each other, attractive, have appropriate instruction material, and flexible.

Based on the result of data analysis, *Guided Speaking* module used for 4th semester scored 24% for completing all the criteria proposed by Howard's materials evaluation and was categorized "Poor" in criteria of materials evaluation. *Guided Speaking* module was not suitable to be used for media in teaching learning process for the fourth semester student of Non-English Department in Bilingual Program of FITK in IAIN Surakarta. Meanwhile, *Public Speaking* module used for 6th semester scored 25% for completing the criteria proposed by Howard's materials evaluation and was categorized "Poor" in criteria of materials evaluation. *Public Speaking* module was not suitable to be used for media in teaching learning process for sixth semester student of Non-English Department in Bilingual Program of FITK in IAIN Surakarta. The researcher also found the consistency of poor teaching materials in each lesson and *Guided Speaking* module used for 4th semester is more difficult than *Public Speaking* module used for 6th semester.

From the finding and discussion, the researcher concluded that both teaching materials (*Guided Speaking and Public Speaking*) provided by Bilingual Faculty of FITK in IAIN Surakarta are not fulfilled criteria of good materials. It is really needed to be developed because it is related to the

credibility, capability, learning outcomes, and guarantee of Bilingual Faculty of Islamic Education and Teaching Training Faculty in IAIN Surakarta.

## B. Suggestions

Based on the study of the modules "Guided Speaking" used for 4th semester and "Public Speaking" used for 6th semester, the researcher would like to give several suggestions to help in improving the quality of teaching learning process and Bilingual Faculty in general and improving the quality of materials in specific. The suggestions for Organizer of Bilingual Faculty, mentors, mentees, and other researcher are as follows:

### 1. For Organizer of Bilingual Faculty

There are four suggestions for the organizer of Bilingual Faculty. *First*, it is about models of Bilingual Education used in Bilingual Faculty of FITK in IAIN Surakarta. According to Robert (1995: 369-378) stated that Bilingual education remains a controversial topic of discussion in the United States locally and nationally. According to him there are many models in bilingual program. They are submersion, ESL Pullout, Transitional Bilingual Education, Maintenance Bilingual Education, Enrichment, Two-way, or Developmental Bilingual, and Immersion (Canadian Model). The lecturers have to choose one of them to be applied in Bilingual Faculty of FITK in IAIN Surakarta and considers about the goal and teaching materials which will be used in Bilingual Faculty of FITK in IAIN Surakarta.

***Second***, it is about the quality of the materials. Lecturers who become part of Bilingual Faculty of FITK in IAIN Surakarta can take important rules in term of improving the quality of teaching and learning result. Bilingual Faculty should provide a standard material based on the syllabus and curriculum. It is better if they construct the curriculum and syllabus of Bilingual materials since the researcher know that the students of Bilingual Faculty are Non-English department student. Bilingual Faculty should consider about framework towards designing modules for learning.

It is in line with statement of Donnelly and Fitzmaurice in designing a module. It needs to consider learner needs, teacher needs, institution needs, and professional body needs. The evaluation mechanism in module design process should consider learning outcomes, subject content, teaching strategies, assessment strategies, learner support, module rationale, and module aims.  It is also should consider the structure of module where students can learn individually without teacher's help.

The matched module with curriculum, the appropriateness of module, and the materials in the module implemented in the classroom and many other ways to improve the quality of materials for special and teaching and learning process are in teacher hands for general. As lecturer, the understanding on material provided in syllabus is a must. The materials also should provide integrated language (listening, speaking, reading, and writing skill). Teacher is expected to master the materials before they teach

the students. For experienced teacher, this situation is not a big deal hence they have taught for many years, but for fresh teacher whom less experience, a module possibly helps them a lot. However, teacher must know what students needs and it is must exist in the module.

*Third*, it is about experienced and experts should be involved in arranging the materials to be a media for teaching learning process in Bilingual Faculty of FITK in IAIN Surakarta. It is also needed to check the module to module reviewer. *Four*, lecturers have to update and upgrade the contextual theme and topic refers to Bilingual standardized materials. It is needed because knowledge are developing rapidly in this era.

2. **For Mentors**

It is suggested to mentors that they have to find selective material appropriate with students' competence. They look for an appropriate materials based on the objective of teaching learning process in each lesson by helping of another media of teaching learning such as audio materials (radio, audio, compact disc), audio visual materials (vide, and movies), and interactive multimedia learning materials (internet and website)

3. **For Mentees**

Students should be critic facing this condition. Knowing that the module are not appropriate with their competence, they are suggested to find other media of learning because module is not the only one media to support teaching learning process. They are also suggested to do updating and upgrading the topic by another media.

**4. For Further Researcher**

This study is limited to a certain kind of organized module for fourth and sixth semester students that are "Guided Speaking" and "Public Speaking". In correlation with the document analysis as a qualitative method is applied in this study, the result of this study is hardly able to be quantified and broadened and cannot be generalized in the evaluating and analyzing the other module contexts.

The researcher realized that his research is far from perfection, but she hopes that her research can be a guideline for other researcher that conduct similar issues in order to get better and maximal result by completing and enriching the existing researches with kind of method.

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