STUDENT-TEACHERS' INSTRUCTIONAL MATERIALS DEVELOPMENT IN PROMOTING ACTIVE LEARNING FOR TEACHING INTERNSHIP PROGRAM OF ENGLISH TEACHER EDUCATION DEPARTMENT AT SUNAN AMPEL STATE ISLAMIC UNIVERSITY SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S. Pd) in Teaching English

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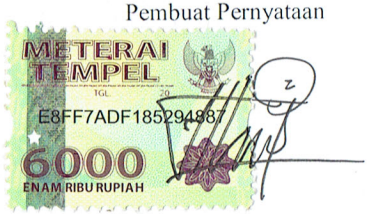

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ABSTRACT

Chusnaini, Syafiatul. (2018). *"Student-Teachers' Instructional Materials Development in Promoting Active Learning for Teaching Internship Program of English Teacher Education Department at Sunan Ampel State Islamic University Surabaya".* A Thesis. English Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Dra. Irma Soraya, M. Pd and M. Hanafi, MA.

Key words: *student-teachers, instructional materials, student-teachers' instructional materials development, active learning*

Student-teachers need to be prepared to fully plan and develop good instructional materials before they become teachers in the future. Teacher should take initiative in developing instructional materials since they are considered as important components in teaching and learning process; yet, its availability is still lacking. In developing good instructional materials, there are processes to be taken and principles to be looked up as the guidance in developing the instructional materials. Instructional materials that have been developed should also be able to promote active learning in class as what K13 encourage to do so. This study explores student-teachers' instructional materials development looking at both process and the product itself which is instructional material. This study also describes the instructional materials made by student-teachers in promoting active learning process. This study used qualitative-descriptive method in attempt to answer the research questions. Four student-teachers that have had their teaching internship program (PPL 2) in different state senior high schools in Sidoarjo were taken as the subject. Their instructional materials and lesson plans' copies were taken and they were also interviewed. This study found that selection and adding material are two most applied process in developing instructional materials. However, the products in form of instructional materials do not occupy every principles of instructional materials development. The most occupied features in student-teachers' instructional materials are authenticity and variety of text types. Whereas the involvement of most used instructional material, which is power point presentation, in active learning process can be seen in three activities: questioning and discussion, cooperative learning, and games.

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ABSTRAK

Chusnaini, Syafiatul. (2018). *"Student-Teachers' Instructional Materials Development in Promoting Active Learning for Teaching Internship Program of English Teacher Education Department at Sunan Ampel State Islamic University Surabaya".* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Dra. Irma Soraya, M. Pd dan M. Hanafi, MA.

Kata kunci: *mahasiswa calon guru, materi instruksional, pengembangan materi instruksional oleh mahasiswa calon guru, pembelajaran aktif*

Mahasiswa calon guru perlu bersiap diri untuk sepenuhnya merencanakan dan mengembangkan materi instruksional yang baik sebelum mereka menjadi guru kelak. Guru sebaiknya mengambil inisiatif dalam mengembangkan materi instruksional karena hal tersebut dianggap sebagai komponen penting dalam proses belajar mengajar; namun, ketersediannya masih kurang. Dalam mengembangkan materi instruksional yang baik, terdapat proses yang ditempuh dan prinsip yang digunakan sebagai pedoman. Materi instruksional yang telah dikembangkan juga sebaiknya dapat mendukung pembelajaran aktif seperti yang dianjurkan dalam K13. Penelitian ini menyelidiki pengembangan materi instruksional melihat dari dua aspek yaitu, proses dan produk materi instruksional. Penelitian ini juga menjelaskan materi instruksional dalam mendukung proses pembelajaran aktif. Penelitian ini menggunakan metode deskriptif-kualitatif untuk menjawab rumusan masalah. Empat mahasiswa calon guru yang telah menjalani praktik pengalaman lapangan di SMA Negeri yang berbeda di Sidoarjo diambil sebagai subjek penelitian. Materi instruksional dan rencana pembelajaran mereka diminta dan mereka juga ditanya-jawab. Penelitian ini menemukan bahwa pemilihan dan penambahan materi adalah dua proses yang banyak diaplikasikan dalam mengembangkan materi instruksional. Prinsip yang baling banyak dipenuhi adalah keaslian dan keberagaman tipe teks. Sedangkan keterlibatan materi instruksional yang paling banyak dipakai, yakni *power point presentation*, dalam pembelajaran aktif dapat terlihat di tiga kegiatan: tanya jawab dan diskusi, pembelajaran kooperatif, dan permainan.

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CHAPTER I
INTRODUCTION

This chapter provides the background explaining the reasons why the researcher intends to do the research. Following the background, the problems are formulated along with the objectives of the study. The significance of the study is presented in the next part to give a view on how the results of this study able to give benefits in educational areas. Next, things that are covered and limitation are explained in the scope and limitation of the study. Last, the definition of key terms related with the study is described in the last part of the chapter.

A. Background of the Study

A trend in which students are more actively participated in the class is not a new phenomenon anymore. Since K13 had been implemented in schools few years back, a shift from traditional teaching with teacher as the center to a teaching and learning process in which students are more involved is able to be seen gradually in the educational process in Indonesia.[1] K13 is an abbreviation of 'Kurikulum 2013', which is the most recent educational curriculum change from KTSP (Kurikulum Tingkat Satuan Pendidikan). This most recent curriculum set by the government was not made by no means. Students have to be prepared from the early start in facing the future with a lot of competition in chasing the opportunities ahead. That will be harder to achieve if the students remain passive and are not trained to be actively engaged in taking decision in the learning process as how the traditional teaching mostly run. It is reported in study conducted by Springer that compared to the traditional lecture-based instruction, those activities involving various forms of small group learning produced higher achievement test scores, more positive attitudes of students, and higher students' persistence level.[2] The Indonesian Ministry of Education is aware of this situation and has started to change this mindset of teacher-oriented lecture.

[1] Apri Damai Sagita Krissandi and Rusmawan Rusmawan, "Kendala Guru Sekolah Dasar dalam Implementasi Kurikulum 2013", *Jurnal Cakrawala Pendidikan*, vol. 3, no. 3 (2015), p. 458.

[2] Jim Eison, "Using active learning instructional strategies to create excitement and enhance learning", *Department of Adult, Career & Higher Education University of South Florida*, vol. 2, no. 1 (2010), p. 2.

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Therefore, with K13 starts being implemented in schools, it is expected that students will take the central position in boosting their potential.

The view of student-centered learning in K13 undeniably has created an expectation of more meaningful outcomes from the students. Schools started transitioning from the teacher-oriented to student-oriented. Students discover new things in their own instead of getting the information mostly from the teacher. This is one of the major change elements in K13, especially in the standard process, which is expected to happen in the field.[3] However in its implementation, it does not mean there is no single obstacle in its way to meet the expectation. There are many problems coming from all sides; the government, institutions, students and their parents, and teachers.[4] The highest percentage is from the government with book distribution as the major problem. As the problems coming from teachers, the percentage of it is the second highest following the government with creating learning media as the major problem. Setiawati also stated in her study that one of the problems for learners is the non-availability of books provided in non-state schools; so that there is a need to make their own book or instructional materials to overcome the problem.[5]

The similar problems were also stated by Nuruzzaman in his study that some of the major obstacles are: (1) book availability from government so that teachers have to make their own instructional materials and (2) the lack of learning media.[6] If these matters are not well-considered, the active learning will be not fully optimized. In fact, instructional material is one of the most important components in teaching and learning process; yet, its availability is still lacking to

[3] Muhammad Indra Nuruzzaman, "Faktor-faktor yang Menghambat dalam Implementasi Kurikulum 2013 di SMKN 1 Seyegan Sleman DIY" (Universitas Negeri Yogyakarta, 2015), p. 35.
[4] Krissandi and Rusmawan, "Kendala Guru Sekolah Dasar dalam Implementasi Kurikulum 2013", p. 460.
[5] Anik Setiawati, "Kendala-Kendala Implementasi Kurikulum 2013 di Sekolah-Sekolah Menengah Pertama Non Standar Nasional (Studi Kasus di SMP-SMP Sekecamatan Geyer Kabupaten Grobogan Tahun Pelajaran 2014/2015)" (Universitas Muhammadiyah Surakarta, 2015).
[6] Nuruzzaman, "Faktor-faktor yang Menghambat dalam Implementasi Kurikulum 2013 di SMKN 1 Seyegan Sleman DIY", p. 82.

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support an active learning class.[7] In order to make up this drawback, teachers should start to take initiative in developing their instructional materials to meet the desirable objectives. Aside from not wasting time to wait, teachers can creatively develop the instructional materials based on what students really need in the learning process. Teachers have to realize that students already have their own ideas upon certain things and those may be different from what the course books offer.[8] Furthermore, even with books provided by government, there is still a need for some adjustment on its suitability with students' needs whether its content or the media used in the learning process. This adjustment should be done by the teachers who are assumed having known what the students need since they observe the learning process regularly. By consideration to put their students' ideas, teachers can think and make use of activities that can expand their students' ideas.

Developing instructional materials should be done rightfully in accordance to its principles so the learning objectives can be fully attained. Developing good and engaging instructional materials with various kinds of activities where students can directly participate can result in an active learning class. There are many kinds of strategies for active learning activities. Panel discussion, group project, and debate are just some of the activities that promote an active learning.[9] The choice of activities to do with instructional materials should accommodate an active learning and put students as the central of the learning process. These steps should be done attentively as early in the process of lesson planning so it can be well-prepared ever since the start.

Teachers need to be prepared to fully plan and develop the materials since the very beginning. Learning how to develop materials in lesson planning cannot be undervalued for student-teachers as they

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[7] Mowafaq Momani, Majed Ahmad Asiri, and Salem Mutlaq Alatawi, "The Impact of Implementing Active Learning Strategies in Teaching English from The Perspective of Tabuk Educational Region Intermediate School Teachers", *Asian Journal of Educational Research Vol*, vol. 4, no. 1 (2016), p. 30.

[8] Tessa Woodward, *Planning lessons and courses: designing sequences of work for the language classroom* (Cambridge: Cambridge University, 2012), p. 111.

[9] Michelle Schwartz, *Active Learning in the Classroom* (Research Associate for the Learning and Teaching Office), p. 4.

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will regularly do it when they become teacher in the future. Student-teachers, also known as pre-service teachers or teacher candidates, are the students who are enrolled in a teacher education program in a university. They will be given an opportunity to practice in teaching as what they have learned in the university. In Faculty of Education and Teacher Training at Sunan Ampel State Islamic University Surabaya, there are two kinds of practice for student-teachers. The first practice will be teaching peers (PPL 1) and the second practice will be in a real classroom setting in school with real students or usually called as teaching internship program (PPL 2). These practices are very important because they will give closure to the student-teachers on how they will conduct a class when they become teacher later; starting from preparation including making lesson plan, selecting instructional materials, etc. until the assessment.

Becoming teachers also means ones should know how to gather information as well as decide the best strategies that are helpful in transferring the information to the students. Because in order to likely help students' achievement increased, teachers should understand and are able to apply good strategies. Moreover, Ingersoll found that student-teachers or pre-service teachers who are trained in selection or use of instructional materials have lower percentage in beginning teacher attrition than those who are not trained.[10] Hence, the well-prepared teachers are most likely to remain in giving contribution to the development of professional learning community. In deciding these, teachers should also not to forget to put the students as the central of the learning; so they can make the best out of it to create such an active learning process. This phenomenon has provoked the researcher to do a research related with it as the researcher wants to know if the student-teachers have developed the instructional materials in accordance to the principles and whether the instructional materials developed are promoting the active learning strategies or activities. Matching the instructional material with its principles will give more benefits in teaching as the principles serve as the basis on how to develop good instructional materials so the outcome will be more effective.

[10] John B. Biggs, *Teaching for quality learning at university: What the student does* (McGraw-Hill Education (UK), 2011), p. 4.

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The study was conducted in four state senior high schools in Sidoarjo where the student-teachers from English Teacher Education Department had teaching internship program at. It is mainly because the teacher candidates graduated from this department are expected to have a good capability in teaching and one of the criteria in good teaching is able to develop instructional materials that can boost students' potential and create an active and meaningful learning atmosphere in the class. Also, it is in line with the vision of the university which is becoming an Islamic university that is excellent and competitive in international level. The excellence of the university will be seen from its graduates. The graduates from English Teacher Education Department are expected to be an all rounder in managing the class when they teach later in education institute to be called excellent. If public recognized the excellence of the graduates, more people will be attracted to enter the university particularly in English Teacher Education Department. Also, this study is being conducted in state senior high schools in Sidoarjo because the internship program of Faculty of Education and Teacher Training at Sunan Ampel State Islamic Univeristy Surabaya only takes places in Sidoarjo and Surabaya. In particular, state senior high schools in Sidoarjo as the internship program places are more fairly distributed than ones in Surabaya. The total of state senior high schools in Sidoarjo as the place for internship program is seven schools including schools in the city and countryside while the ones in Surabaya are only two in total. Looking at this, the researcher considers taking the data from the student-teachers who are having teaching internship program in senior high schools in Sidoarjo with expectation that the data will be more varied.

As to why this study is conducted in state schools is because teachers are expected to make the class more dynamic with various activities while the fact in the field said otherwise. According to Hara, state schools' learning process is mostly static with teacher only lecturing the students and less interaction between teacher and students.[11] Therefore, the researcher intends to know, with the change of curriculum, whether the student-teachers are able to develop

[11] Anne Hara, "Studi Komparasi Hasil Belajar Matematika Siswa Lulusan SMP Swasta dan SMP Negeri di SMK Negeri 1 Banyudono Kelas X Semester Genap Tahun Ajaran 2011/2012" (Universitas Muhammadiyah Surakarta, 2012), p. 6.

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instructional materials according to principles and if the instructional materials promote an active learning process that is one of the characteristics of K13.

Several studies have been conducted by some researchers with similar topic that mainly talked about instructional materials development. The first study was conducted by Askin Asan entitled *"Pre-service Teachers' Use of Technology to Create Instructional Materials: a school-college partnership"*.[12] This study mainly focused on the development instructional materials with integrating technology in it. It is the collaborative work between pre-service teachers and classroom teachers so that they become used to integrating technology, mostly computer use, into the process in developing instructional materials. The second study is an article entitled *"Design and Use of Instructional Materials for Student-Centered Learning: A Case in Learning Ecological Concepts"* by Gravoso et al.[13] In here, it basically talks about how two groups with different strategies, teacher-centered and learner-centered group, are given the same ecological problems materials but those who are grouped in learner-centered have a significantly higher mean incremental score in understanding than the teacher-centered group. Next is a thesis as requirement for master degree by Samuel Gelaw entitled *"Assessment of Instructional Materials Design for Effective Application of Active Learning: The Case of Defence Command and Staff College"*.[14] This study is by far the most similar with the researcher's study. This study talks about the assessment of instructional materials design if the criteria or guidelines have been prepared in designing the instructional materials, the design process of instructional materials carried out in the college, and the challenges and opportunities to hold active learning in the design of the materials.

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[12] Askin Asan, "Pre-service teachers' use of technology to create instructional materials: A school-college partnership", *Technology, Pedagogy and Education*, vol. 11, no. 2 (2002), pp. 217–232.

[13] R.S. Gravoso et al., "Design and Use of Instructional Materials for Student-Centered Learning: A Case in Learning Ecological Concepts", *The Asia-Pacific Education Researcher*, vol. 17, no. 1 (2008).

[14] Samuel Gelaw, "Assessment of Instructional Design for Effective Application of Active Learning: The Case of Defence Command and Staff College" (College of Education and Behavioral Studies Addis Ababa University, 2016).

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However, this study is different from those mentioned above. Asan's study was the development of instructional materials by integrating technology in it. Gravoso's study was about how learner-centered group has a higher score than teacher-centered despite the same materials. Gelaw's study was talking about the assessment of instructional materials design whether certain criteria or guidelines have been prepared. Meanwhile, this study intends to seek the instructional materials development by looking at two aspects: the process in developing the instructional materials and whether the product, which is instructional material, has been in accordance to the principles of instructional materials development. Also, this study wants to know how the instructional materials promote the active learning process by looking at the activities applied upon the instructional materials.

B. Research Questions

Based on the background of the study that has been described, the researcher decides to formulate two research questions as follows:

1. What is the process of instructional materials development done by student-teachers for their teaching internship program like?
2. How is the instructional material prepared by student-teachers in accordance to principles of instructional materials development?
3. How do student-teachers promote the active learning process through the use of instructional materials?

C. Objectives of the Study

Considering the research questions proposed above, the objectives of this study are:

1. To explore the process of instructional materials development done by student-teachers for their teaching internship program
2. To explore student-teachers' instructional materials in accordance to principles of instructional materials development
3. To describe how student-teachers promote the active learning process through instructional materials

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D. Significance of the Study

Below are mentioned the significance of this study:

1. Theoretically

   This study provides an explanation on the process in developing instructional materials, how the instructional materials development is in accordance to the principles of instructional materials development and how the instructional materials promote the active learning process in the classroom.

2. Practically
   a. For student-teachers, this study will hopefully help them to early anticipate and be more prepared in developing good instructional materials that can promote an active learning process in classroom.
   b. For future researchers, this study can be used as a reference if they want to conduct a study with similar topics in the same field.

E. Scope and Limitation of the Study

The scope of this research is focusing on the development of the instructional materials, whether it completes all the principles in instructional materials or development or not, in the student-teachers' instructional materials used for teaching and lesson planning. The principles used are the principles of materials development proposed by Brian Tomlinson that are based on the principles of language acquisition. The process in developing materials is also analyzed according to theories that support instructional materials development. Also, how student-teachers promote the active learning strategies in the classroom by looking the activities involved through the use of instructional materials. The activities involving the instructional materials are categorized if they belong to kinds of active learning strategies. The documents taken are the instructional materials used for teaching and K13 lesson plan. Student-teachers' report on the process of instructional materials development are also collected.

The limitation of this research is the subject of the research which is only the student-teachers that have had teaching internship

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program (PPL 2) academic year 2017/2018 placed in state senior high schools in Sidoarjo. Schools are narrowed down to only four schools, two schools are from the Sidoarjo city and the other two are from the countryside. Those schools are: SMAN 1 Sidoarjo, SMAN 3 Sidoarjo, SMAN 1 Taman, and SMAN 1 Porong. For each school, the sample taken for this study is only one out of three student-teachers.

F. Definition of Key Terms

To avoid misinterpretation of the study, the terms are defined as follows:

1. Instructional Materials Development

   According to Tomlinson, materials are anything used by teachers or learners that can facilitate the learning of language.[15] Megbo and Saka classified instructional materials into three classes: audio, visual, and audio-visual materials.[16] Radio, poster, television films are the examples of the classification respectively. In this research, instructional materials refer to the materials in any forms as mentioned before that are used to guide the learner in practicing the language. The instructional materials are usually mentioned in the lesson plan along with the learning activities. Meanwhile, instructional materials development is a process to provide sources of language input and to explore those resources in principled ways to effectively promote language learning.[17] In this study, the researcher will look into the process and also the product of the instructional materials developed and analyzes whether it has been in line with the principles of instructional materials development or not. The principles of instructional materials development are the principles that are proposed by Brian Tomlinson for language learning.

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[15] Brian Tomlinson, *Materials Development in Language Teaching* (Cambridge University Press, 1998), p. 2.
[16] Bright Chima Megbo and Abdulganiyu Saka, "Evaluation of Modern Development in Teaching and Learning Process through Instructional Materials Utilization", *International Journal of Multidisciplinary Research and Development*, vol. 2, no. 9 (2015), p. 124.
[17] Tomlinson, *Materials Development in Language Teaching*, p. 2.

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2. Promoting Active Learning

Based on Bonwell and Eison, active learning is a learning process containing instructional activities where students are involved in doing things and thinking about things they are doing.[18] Teacher promoting active learning means teacher will be engaging students in activities that encourage them to be involved in the process. In this research, the indication of active learning process will be seen through the activities or strategies involving the instructional materials. The activities then will be described further on its process how the active learning is carried with the instructional materials provided.

3. Student-teachers

Student-teachers, also known as pre-service teachers or teacher candidates, are the students who are enrolled in a teacher education program in a university. As cited by Chegeni and Chegeni, according to Richards and Schmidt, student-teacher training or pre-service training is a course program of study which student-teachers undertake before they begin teaching.[19] In this research, student-teachers are the seventh semester students of English Teaching Education Department in Sunan Ampel State Islamic University Surabaya that have had their teaching internship program (PPL 2) in state senior high schools in Sidoarjo. Teaching internship program (PPL 2) is a program to apply the educational theories in a form of teaching practices in schools.[20] In here, student-teachers have teaching practices real classroom setting. Teaching internship program (PPL 2) is the following step after student-teachers have enrolled microteaching class (PPL 1).

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[18] Charles C. Bonwell and James A. Eison, *Active Learning: Creating Excitement in the Classroom* (Sarasota, FL: Washington D.C. School of Education and Human Development The George Washington University, 1991), p. 19.

[19] Nastaran Chegeni and Nasrin Chegeni, "A Closer Look at the Concept of Teacher Education: Focusing on Pre-service and In-service Teacher Education Programs", *International Research Journal of Applied and Basic Sciences*, vol. 4 (2013), p. 2.

[20] Tim Penyusun, *Pedoman Praktik Pengalaman Lapangan II (PPL II) Tahun 2016* (Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, 2016), p. 1.

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4. Lesson planning

Lesson planning based on Woodward includes these following things: considering the students, thinking of the content, materials and activities that could go into a course or lesson, jotting these down, having a quite ponder, cutting things out of magazines and anything else that will help teachers to teach well and students to learn a lot.[21] Developing instructional materials is included in lesson planning as the teacher thinks about the content the materials and activities that could go into the lesson. In this research, lesson planning is a step in making a plan of teaching and learning activities done by the student-teachers as the preparation for their teaching practice.

[21] Woodward, *Planning lessons and courses*, p. 1.

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CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter provides two sub-chapters. The first is the review of theories that are related with this research. The second one is the review of previous studies that have been done by other researchers which have similar topics in the same field.

A. Review of Related Literature

1. Instructional Materials

   a. Definition of Instructional Materials

      According to Awolaju, instructional materials are described as devices in which the knowledge, skills, attitude, beliefs, and values are transmitted through to the learners to ease the teaching learning process.[22] Awolaju also added that instructional materials help the teacher to convey the content of learning meaningfully so that the learners can understand and apply the experience gained to achieve the learning goals. Gelaw explained that instructional materials are those that are used to facilitate the teaching and learning process and to enhance the interaction between teacher and students.[23] Whereas Tomlinson stated that instructional materials are anything that are used by teachers or learners that can facilitate the learning of language and guide the learner in practicing the language.[24] They can be course books, videos, newspapers, cassettes, flashcards, photographs, and many others.

      From several definitions mentioned above, it could be summarized that instructional materials are any kind of thing that can be used in the classroom to facilitate the learning process and to help transfer the knowledge to the learners so that the objectives of the lesson will be able to be achieved. A

[22] Bisiriyu Ajani Awolaju, "Instructional Materials as Correlates of Students' Academic Performance in Biology in Senior Secondary Schools in Osun State", *International Journal of Information and Education Technology*, vol. 6, no. 9 (2016), p. 705.
[23] Gelaw, "Assessment of Instructional Design for Effective Application of Active Learning: The Case of Defence Command and Staff College", p. 12.
[24] Tomlinson, *Materials Development in Language Teaching*, p. 2.

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process in transferring the knowledge from teachers to the learners will be in a lot more of ease if teachers are able to utilize the instructional materials well.

b. Classification of Instructional Materials

The classification of instructional materials is varied. Megbo and Saka categorized instructional materials into three kinds: print media, non-print media, and manipulative materials.[25] Textbooks, pamphlets, journal, newspaper, magazine are few examples of print media. Non-print media includes visual aids such as television, computer, video, and tape recorder. Whereas manipulative materials are other than print and non-print media such as flashcard, chart, and so forth. Megbo and Saka also classified instructional materials into three classes which are audio, visual, and audio-visual materials.[26]

1) Audio materials

Audio materials are materials that involve sense of hearing. The materials included here are radio, cassettes, record players etc.

2) Visual materials

Some students may not get the meaning of idea clearly until it is presented in form of visual aids. The examples of visual aids are Film strips, maps, specimen, poster, pictures, charts, and so forth.

3) Audio-visual materials

Audio-visual materials are the materials that combine both audio and visual materials. The examples of audio-visual materials are television films and projector.

[25] Megbo and Saka, "Evaluation of Modern Development in Teaching and Learning Process through Instructional Materials Utilization", p. 124.
[26] *Ibid.*

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c. Importance of Instructional Materials

One can know that instructional materials hold important role in teaching and learning process. Awolaju stated that instructional materials can extend the students' experience range since instructional materials act as supplement and complement of the teacher's verbal explanation. Hence, the richer experience the learners get.[27]

Furthermore, there will be a wide variety of learning activities with different kind of instructional materials provided so learning will be more dynamic. If teachers can utilize the instructional materials well with engaging activities that involve students in exploring the materials, then it is largely possible to gain better result in achieving the goals.

2. Instructional Materials Development

a. Principles of Instructional Materials Development

According to Tomlinson, in developing materials for language learning, we can derive and formulate the criteria from the principles of language acquisition.[28] Here are the principles of language acquisition followed by principles of materials development proposed based on the principles of language acquisition.[29]

1) Principles for materials development based on principle of language acquisition 1 (A pre-requisite for language acquisition is that the learners are exposed to a rich, meaningful and comprehensible input of language in use)
   a) Make sure that the materials contain a lot of spoken and written texts which provide extensive experience of language use

[27] Awolaju, "Instructional Materials as Correlates of Students' Academic Performance in Biology in Senior Secondary Schools in Osun State", p. 706.
[28] Tomlinson, *Materials Development in Language Teaching*, p. 6.
[29] Brian Tomlinson, "Principles and procedures of materials development for language learning", *Cambridge University Press* (2009).

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b) Make sure that the language the learners are exposed to is authentic in the sense that the it represents how the language is typically used
c) Make sure that the language input is contextualized
d) Make sure that the learners are exposed to sufficient samples of language in authentic use to provide natural re-cycling of language items and features which might be useful for the learners to acquire

2) Principles for materials development based on principle of language acquisition 2 (In order for the learners to maximize their exposure to language in use they need to be engaged both affectively and cognitively in the language experience)
   a) Prioritize the potential for engagement, for example, basing a unit on a text or a task which is likely to achieve affective and cognitive engagement rather than on teaching point selected from a syllabus
   b) Make use of activities which get the learners to think about what they are reading or listening to and to respond to it personally
   c) Make use of activities which get learners to think and feel before, during and after using the target language for communication
3) Principles for materials development based on principle of language acquisition 3 (Language learners who achieve positive affect are much more likely to achieve communicative competence)
   a) Make sure the text and tasks are as interesting, relevant and enjoyable as possible so as to exert a positive influence on the learners' attitudes to the language and to the process of learning it
   b) Set achievable challenges which help to raise the learners' self-esteem when success is accomplished
   c) Stimulate emotive responses through the use of music, song, literature, art etc. through making use of controversial and provocative texts, through personalization and through inviting learners to

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articulate their feelings about a text before asking them to analyze it

4) Principles for materials development based on principle of language acquisition 4 (L2 language learners can benefit from using those mental resources which they typically utilize when acquiring and using their L1)
   a) Make use of activities which get the learners to visualize and/or use inner speech before, during and after experiencing a written or spoken text
   b) Make use of activities which get learners to visualize and/or use inner speech before, during and after using language themselves
   c) Make use of activities which help the learners to reflect on their mental activity during a task and then to try to make more use of mental strategies in a similar task
5) Principles for materials development based on principle of language acquisition 5 (Language learners can benefit from noticing salient features of the input and from discovering how they are used)
   a) Use an experiential approach in which the learners are first of all provided with an experience which engages them holistically
   b) Rather than drawing the learners' attention to a particular feature of a text then providing explicit information about its use, it is more powerful to help the learners (preferably in collaboration) to make discoveries for themselves
6) Principles for materials development based on principle of language acquisition 6 (Learners need opportunities to use language to try to achieve communicative purposes)
   a) Provide many opportunities for the learners to produce language in order to achieve intended outcomes
   b) Make sure that these output activities are designed so that the learners are using language rather than just practicing specified features of it
   c) Design output activities so that they help learners to develop their ability to communicate fluently, accurately, appropriately, and effectively.

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d) Make sure that the output activities are fully contextualized in that the learners are responding to an authentic stimulus
e) Try to ensure that opportunities for feedback are built into output activities and are provided for the learner afterwards

From principles of materials development stated above, Tomlinson made them derived from principles of language acquisition. Language acquisition is a subconscious and effortless assimilation of linguistic knowledge.[30] This term can be a mastery of a language whether it is native or foreign language. Meanwhile, the conscious state in mastering language is called as 'learning'. However, the principles made for the materials development itself are applicable whether for those who acquire the language or learn the language as the principles do not limit its use and generally are able to be used as the guidelines in making good instructional materials.

b. Developing Materials

First of all, one has to know kinds of resources before developing those into instructional materials. There are two kinds of resources: ready-made or purpose-made resources and teacher-produced resources. Ready-made resources include textbooks, educational software, laboratory equipment, etc.[31] Meanwhile, teacher-produced resources are those resources created by teachers, for instance: power point presentation, worksheets, etc. Teachers also have dual role dealing with resources; both as the resources themselves and the users of the resources. Teachers have an option to choose which kinds of resources that they want to use in their teaching. Each kind of resources has its own advantages and disadvantages. For example, ready-made resources are more well-designed but they will not likely to suit any specific context since every class with different learners has different needs as well. Meanwhile, teacher-produced resources may be used for specific context

[30] D. Anderson, *Adult Language Learning* (Michaelmas Term, 2007), p. 1.
[31] Anthony Haynes, *The Complete Guide to Lesson Planning and Preparation* (Continuum Intl Pub Group, 2010), p. 85.

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but they are considered as very time-consuming and also can be in a very poor quality. Hence, usually teachers will combine these two kinds of resources in developing materials. They will use the textbooks provided but do not blindly follow them; instead they will selectively choose the suitable materials and give a necessary addition.

As cited by Haynes in his book, McGrath identified four 'evaluative processes' when teachers want to adapt textbooks as the following:[32]

1) Selection

   Teachers will choose with material they want to use and use the material unchanged. In here, kind of resources used by teacher is ready-made resources.

2) Rejection

   Teacher will omit or cut the material that they think it is not suitable. In rejection, teachers edit out the part in ready-made resources.

3) Adding material

   Adding material is divided into two categories; adaptation and supplementation. Adaptation means extending or exploiting the materials more fully, while supplementation means introducing new materials to be used as addition to the original resources.

4) Changing material more radically

   Teacher will replace the materials from textbook with other materials completely. Teachers can seek other materials or even make their own materials.

From the 'evaluative processes' above, teachers can choose several ways in developing materials. They can largely select parts in textbook and exploiting those selected parts

[32] *Ibid.*, p. 89.

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more intensively. They also can add with self-made resources or even replace with brand-new resources.

c. Designing Creative Materials

Presenting interesting materials will attract learners to be more involved in the learning process. Since the learners will be brought in new light of learning with interesting materials, the chance for them to likely get bored will be decreased. Teachers who are aware with the importance of designing interesting materials will think creatively on how to develop such materials.

There are many ways can be done by teachers in developing interesting, attractive, and creative materials. For technical things, Williams have several principles that teacher can easily follow. A strong contrast like different use of font size, repetition of certain colors and symbols, alignment of element in a document, and proximity of each element are some principles that can make the materials look more interesting.[33] Other than this, teacher can use different kinds of materials and apply various activities or strategies regarding with the materials. By using various materials, teacher will maximize all students' senses. Pictures, cassettes, puppets, posters are some materials that teachers can use alternatively. The choice of activities or strategies to do with the materials is also important in creating lively class. Playing games using materials provided or mingling activities will be contributing much on students' excitement in learning rather than only listening to teachers' explanation about the lesson.

3. Lesson Planning

Lesson planning is considered as very important step as one of the three-step activity in teaching process; planning and preparation, teaching, and assessment.[34] Without a good planning, the goals or aims that have been set will not optimally be achieved. Also, teachers may adequately teach the learners without planning

[33] *Ibid.*, p. 92.
[34] *Ibid.*, p. 1.

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but the teaching process itself cannot reach the maximum effect. With good planning beforehand, teachers will think the best way in teaching the lesson; the method that will suit learners' need and is able to achieve the goals intended, the materials that are more useful in transferring the knowledge, the media that that will give more contribution to the learners' understanding, etc.

Lesson planning based on Woodward includes these following things: considering the students, thinking of the content, materials and activities that could go into a course or lesson, jotting these down, having a quite ponder, cutting things out of magazines and anything else that will help teachers to teach well and students to learn a lot.[35] It is done to ensure that the lessons and courses are good. While Jalongo et.al stated lesson plan as it is mostly operationally defined consists of an introduction, objectives (behavioral or not), materials, procedures, and evaluation, all produced by an individual teacher candidate or classroom teacher.[36] It typically portrays the teachers' acts in linear sequence of events and linked to pre-specified objectives.As described above, lesson planning is an essential step as it consists all things and methods that support the teaching and learning process. Lesson planning is made by the classroom teacher or subject teacher and also the student-teacher while they are in the training process because they will be candidate teachers in the future. They have to be prepared on how to design a good lesson plan so later when they teach in school, they already have the skilled to do so. Student-teachers themselves, also known as pre-service teachers or teacher candidates, are the students who are enrolled in a teacher education program in a university. According to Richards and Schmidt, student-teacher training or pre-service training is a course program of study which student-teachers undertake before they begin teaching.[37] This training is important as they facilitate

[35] Woodward, *Planning lessons and courses*, p. 1.
[36] Mary Renck Jalongo, Sue A. Rieg, and Valeri R. Helterbran, *Planning for learning: Collaborative approaches to lesson design and review* (Teachers College Pr, 2007), p. 12.
[37] Chegeni and Chegeni, "A Closer Look at the Concept of Teacher Education: Focusing on Pre-service and In-service Teacher Education Programs", p. 2.

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the students to practice how to teach starting from lesson planning until doing assessment and evaluation.

While making the lesson plan, teachers should understand about student needs. Every student has different ability level and needs. They develop at different rates; hence there is a range of ability there. Because of the range of ability, each student has different knowledge store within themselves resulting on different needs of each student. Therefore, when teachers make the lesson plan, they have to accommodate the different needs of the students in the class; what the students know already and what they need to know.

In analyzing student needs, teachers may look at these three aspects: necessities, lacks, and wants.[38] In necessities, teachers should know what actually is necessary in the learners' use of language. This is also can be called as the required knowledge. For lacks, the question for teachers should be what the students lack; what they do not know or practice in their previous learning. This is also known as the present knowledge. Meanwhile for wants, it can be inferred as what the students wish to know and learn. This is also called as subjective needs.

4. Active Learning

   a. Definition of Active Learning

      According to Bonwell and Eison, active learning is a learning process containing instructional activities where students are involved in doing things and thinking about things they are doing.[39] Another definition is proposed by Bell and Kahrhoff that stated active learning is a process where students are engaged actively in developing the understanding of facts, ideas and skill by completing the directed tasks and activities.[40] When students are more participated actively in class, they will be the ones who experience the learning. From that, they will

[38] I.S.P. Nation and John Macalister, *Language Curriculum Design* (New York: Routledge, 2010), p. 24.
[39] Bonwell and Eison, *Active Learning: Creating Excitement in the Classroom*, p. 19.
[40] Daniel Bell and Jahna Kahrhoff, *Active Learning Handbook* (Institute for Excellence in Teaching and Learning Faculty Development Center Webster University, 2006), p. 1.

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learn more meaningfully since they already know from the experience, not just being told by the teacher. Momani et al. explained that in active learning strategies, there is a shift of focus from the teachers to the students and there is an engagement with the materials as well.[41] Through active learning, the traditional way of learning with students as passive receptors is left and they start to learn, practice, and use the knowledge and skill meaningfully.[42]

b. Kinds of Active Learning Strategies

There are many kinds of strategies of active learning that can be applied in the class. Teachers can choose what strategies or activities to do with the instructional materials that suit with students' needs. Here are some of active learning strategies that Bonwell mentioned that teachers can use in class:[43]

1) Questioning and discussion

Discussion is preferably used in some course when the objectives of the course are, for example, to retain the information after the end of the course, to be able to apply knowledge to new situations, to develop students' problem solving or thinking skills, and so on. However, in achieving those objectives, a good discussion needs a careful planning, thoughtful implementation, and supportive classroom. It also requires the teachers to have the knowledge of questioning techniques and strategies and styles for involving discussion. Effective questions given by teachers will lead to a good discussion. The types of question are divided into four categories: cognitive memory questions, questions that call for convergent thinking, questions that call for divergent thinking and evaluative questions.

[41] Momani, Asiri, and Alatawi, "The Impact of Implementing Active Learning Strategies in Teaching English from The Perspective of Tabuk Educational Region Intermediate School Teachers", p. 19.
[42] *Ibid.*
[43] Bonwell and Eison, *Active Learning: Creating Excitement in the Classroom*, p. 21.

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2) Visual based instruction

With the rapid development of technology, the use of media can be very useful when the media are used not as the substitute to replace the lecturing way of teaching and let the students to only watch or listen. It will have no difference with only listening to what teachers say. Instead, media should be used to trigger and involve the students actively into such activities as class discussion regarding with what students have watched or listened.

3) Writing in class

Writing in class can be in any kind of writing. Making journals, note taking, summarizing a lecture or assigned reading, and making an essay focused on certain concept or topic are some examples of writing activities that can be used in class. Some research found that those who wrote did better on recalling the information than those who just read and studied. It also can be used if the goal is to review a general body of specific information and to focus on students' attention on concepts and relationships depending on what kind of writing teachers assign to the students.

4) Problem solving

In problem solving, there are four steps that need to be taken: defining a problem, diagnosing possible reasons for the problem, searching for alternative solutions, and evaluating the alternatives and choosing the most appropriate solution. There are two popular instructional approaches in problem solving based on this scheme: case studies and guided design. Case studies are usually written objectively; include the brief overview of the situation and descriptive information that will give the context for the problem so the decisions taken can be identified. In guided design it formalizes the steps that usually are done unconsciously, for example stating the goal, generating possible solutions, and considering the constraints.

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5) Computer based instruction

Activities involving the use of computers will give advantages for the students. It gives many positive attributes in the learning process such as the increasing of students' achievement. For example, students are able to see the visual simulation on the computer while the teacher lectures so they can grasp the information more thoroughly.

6) Cooperative learning

Cooperative learning is an activity in which groups of students are working together to solve an academic task. The duration for this activity can be in only one class period or more. This activity has strong positive effects on race relations self-esteem, and willingness to cooperate in other settings.

7) Debates

There are two kinds of debates that can be applied in the classroom. The first one is formal presentations of opposing sides with a chance for rebuttal. The second one is the less formal debates in which the presentation of the arguments from both sides serves as the basis for discussion in class. By doing debates it can possibly reduce the teacher's bias and forces students to deal with their own bias. It also can develop students' logical thinking.

8) Drama

Drama or play is performance that uses written scripts. Evidence shows that by using of play or drama, it is able to promote students' enthusiasm toward the content and increase their learning. Drama can facilitate students' interaction with the conceptual material. Here teachers can evaluate the students' understanding of the conceptual material.

9) Role Playing, simulations and games

Role plays, simulations, and games can promote students to work in a group and increase students'

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motivation and enthusiasm. Role plays are usually spontaneous with teacher providing the background details and general information of the roles to be played, sharing the specific goal of the role play, being the facilitator, guiding the evaluation and summarizing it. Meanwhile, simulations and games include guiding principles, specific rules, and structured relationship.

10) Peer Teaching

Peer teaching is classified into five groups; those are:

a) Teaching assistants, both graduate and undergraduate
b) Peer tutors, who work with students one on one in academic area
c) Peer counselors, who advise students regarding academic concerns
d) Partnership which is one-to-one relationship where each partner alternates the role of teacher and student
e) Working group which is a group of people working together to enhance individual performance

From those five kinds of peer teaching, the ones that can promote an active learning process in classroom are partnership and working group. Schwartz also compiled several activities that can be used to encourage active learning, those are:[44]

1) Think-Pair-Share

In this activity, teacher gives the students an open-ended question to the class. The students then asked to think about the question and form into pairs to discuss about their view afterward. The teacher can ask the students in pairs about their final thoughts of the matter and share their result of discussion with the class at the end of a set period of time.

[44] Michelle Schwartz, *Active Learning* (Ryerson University), p. 1.

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2) Role play

Role play is a form of active learning that can engage students into learning and clarify complex concepts. It is effective because it can provide students opportunities for learning both in affective and cognitive domain. In role play, students can take the role of a person affected by issue allowing the class to think about the impact of the issue and they also can take the role of an abstract concept or phenomena.

3) Jigsaw

In jigsaw, the class is divided into several groups. Each member of the group then is asked to complete some discrete part of the assignment. When every member has finished their own part, the pieces can be joined together to form a finished work.

4) Fishbowl

For this activity, a small group of students sits in the middle of the class, called as the 'fishbowl' group, and the rest of the students sit outside the group. The teacher then gives a question to the fishbowl group to discuss. The outside groups will observe, take notes, and will be asked a question later and analyze the interaction. Later, the class will be asked to discuss what they have observed and experienced during discussion.

5) Panel discussions

In panel discussion, the teacher forms the students into several groups and assigned different topic to each group. After they discuss their topic, they will have a presentation in front of the class. This activity can be combined with jigsaw in which each member is assigned to a discrete part of the topic. They have to explain their part while doing the presentation.

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6) Buzz groups

In this activity, the class is divided into small groups of three to six students. Teacher will give a question or topic and the group has to discuss it in a few minutes. When the time is up, each group has to share their answer or idea or argument with the class.

7) *Quescussion*

'Quescussion' is a discussion using only questions. In the beginning, teacher asks a question related with the topic and writes it on the board. The students can only respond to the question or add more questions for discussion and write them each on the board. The class can focus on discussing the key questions that raise a greater depth of the topic.

8) Pro and con grid

In this activity, teacher forms several groups and asks them to fill out a pro and con grid containing a list of the pros and cons or advantages and disadvantages of certain topic or issue. The groups then decide which are the pros and the cons of the issue and how many of them that the teacher expects to. When they have completed the task, teacher brings back the class together and has a discussion of each side with the class.

9) Debates

In debates, usually there are two groups with opposing ideas of certain topic or issue: the 'pro' or 'arguments for' group and the 'con' or 'arguments against' group. Each group presents their ideas for several minutes. Then each group gives response or rebuttal to opposing group about their claim to the topic or issue. Teacher has to give the students autonomy for their ideas. Teacher should also facilitate the discussion well and set guidelines to minimize appropriate behavior.

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10) Written activities (one-minute paper, muddiest or clearest point, and peer review)

One-minute paper is a short writing task in which teacher can ask the students to complete between segments or at the end of the class. This activity can assess students' learning by asking questions regarding with the lesson. Teacher can also distribute cards or papers and asks the students to anonymously write one or two questions about the material. Teacher then picks several cards and has discussion the questions with the class immediately or in the next meeting. Muddiest or clearest point is a variation of one-minute paper in which teacher asks the students to write what the muddiest or clearest point of the lesson was. Meanwhile for peer review, students provide a peer feedback for each other on their writing assignments. The feedback can be in a form of written or verbal feedback. Teacher should give the guidance on how to provide effective feedback by reviewing the characteristic of constructive and supportive comments and the key elements to look for in their friends' assignments.

From various strategies of active learning that are from Bonwell and Schwartz and have been mentioned above, it can be summarized that there are twelve activities that can be used to promote active learning process in class which are: (1) questioning and discussion (think-pair-share, fishbowl, panel discussions, buzz groups, *quescussion*, pro and con grid, and so on), (2) visual based instruction, (3) writing activities in class (making journals, note taking, summarizing a lecture or assigned reading, making an essay focused on certain concept or topic one-minute paper, muddiest or clearest point, peer review, and so on), (4) problem solving (case studies and guided design), (5) computer based instruction, (6) cooperative learning, for example: jigsaw, (7) debates, (8) drama, (9) role play, (10) simulations, (11) games, and (12) peer teaching.

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B. Review of Previous Studies

Several studies have been conducted by some researchers with similar topic that mainly talked about instructional materials development and active learning. The first study was conducted by Askin Asan entitled *"Pre-service Teachers' Use of Technology to Create Instructional Materials: a school-college partnership"*.[45] This study mainly focused on the development instructional materials with integrating technology in it. It is the collaborative work between pre-service teachers and classroom teachers so that they become used to integrating technology, mostly computer use, into the process in developing instructional materials. The result of this study showed that there is a positive attitude towards this collaboration and also extended skills and knowledge about integrating technology in developing the materials.

The second study is an article entitled *"Design and Use of Instructional Materials for Student-Centered Learning: A Case in Learning Ecological Concepts"* by Gravoso et al.[46] In here, it basically talks about how two groups with different strategies, teacher-centered and learner-centered group, are given the same ecological problems materials and the researcher intended to see which group has better understanding of the matter. The result showed that those who are grouped in learner-centered have a significantly higher mean incremental score in understanding than the teacher-centered group.

Another study with similar topic is conducted by Bisiriyu Ajani Awolaju entitled *"Instructional Materials as Correlates of Students' Academic Performance in Biology in Senior Secondary Schools in Osun State"*. This study investigated instructional materials as correlates of students' academic performance. There were two groups with same amount of students: experimental group and control group. Experimental group was taught using instructional materials while control group were not. Result showed that experimental group performed better than control group which was not taught using instructional materials.

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[45] Asan, "Pre-service teachers' use of technology to create instructional materials".
[46] Gravoso et al., "Design and Use of Instructional Materials for Student-Centered Learning".

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The fourth study is done by Momani, Asiri, and Alatawi entitled *"The Impact of Implementing Active Learning Strategies in Teaching English from the Perspective of Tabuk Educational Region Intermediate School Teachers"*. This study explored the impact of implementing active learning strategies. Additionally, it also investigated teacher's views on active learning strategies and how effective active learning strategies is in developing students' performance. The study showed that there is a positive attitude towards the using of active learning strategies as it can make students to participate in discussion, integrate students' learning experiences, and raise students' interest in learning. Hence, there is a positive effect on students' performance. Teachers also showed a positive attitude towards active learning strategies. It is said that active learning helps them improve their teaching methods.

Fifth, Adugna Eresso Mijena has conducted a study as partial fulfillment of MA degree entitled *"The Practice of Active Learning Methods in English Language Classroom in Some Selected Secondary Schools of Jardega Jarte Woreda"*. This study examined the teaching practices, perception towards active learning methods from English teachers and students, and factors that affect the practice of active learning. This result of this study showed that active learning methods were not regularly used by teachers. When students were given opportunities to do some activities, the participation was very low because it consumed much of their time. Teachers' perception was actually good towards active learning methods but there were many problems that came. Time constraints, un-conducive classrooms, students' fear of committing mistakes, lack of interest from students' side are some problems in the implementation of active learning methods.

The last study is a thesis as requirement for master degree by Samuel Gelaw entitled *"Assessment of Instructional Materials Design for Effective Application of Active Learning: The Case of Defence Command and Staff College"*.[47] This study is by far the most similar with the researcher's study. This study talks about the assessment of instructional materials design if the criteria or guidelines have been

[47] Gelaw, "Assessment of Instructional Design for Effective Application of Active Learning: The Case of Defence Command and Staff College".

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prepared in designing the instructional materials, the design process of instructional materials carried out in the college, and the challenges and opportunities to hold active learning in the design of the materials. The result of this study showed that there are no guideline and clear criteria provided by college in designing the standard instructional materials. College also has no experts in design of the instructional materials to advice and support the teachers in developing the materials. The study also found that the absence of standard criteria, lack of teachers' pedagogical knowledge of instructional design, and responsible department, inadequate college's support for teachers professional development and training in the designing of instructional materials as the major challenges in order of difficulty for the designing of instructional materials while the opportunities such as a close follow up and support of the college by different stakeholders is one of the decisive factors to elevate the college's current status of the teaching learning process.

However, this study is different from several studies mentioned above. This study intends to seek the instructional materials development by looking at two aspects: the process in developing the instructional materials and whether the product, which is instructional material, has been in accordance to the principles of instructional materials development. Also, this study wants to know how the instructional materials promote the active learning process by looking at the activities applied upon the instructional materials.

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CHAPTER III
RESEARCH METHOD

This chapter presents the method that is used in this research. It consists of the approach and research design, researcher presence, research object and location, data and source of data, data collection technique, data collection instruments, data analysis technique, checking validity of findings, and research stages.

A. Approach and Research Design

This research used descriptive-qualitative method to find out the answer of the research questions. Qualitative research is research study that investigates the quality of relationships, activities, and situations, or materials.[48] In qualitative research, what goes in a particular activity are described in detail. This research also did the same. This research attempted to analyze and describe whether the instructional materials development had been done according to principles, the process of instructional materials development, and whether it promoted the active learning process by looking at the activities involved. In addition, according to Fraenkel and Wallen, qualitative researchers are concerned with process as well as product.[49] Hence, this method suits this research very well since the researcher wants to know both product and process of instructional materials development and how the instructional materials promote the active learning.

B. Researcher Presence

In this research, the researcher was the instrument of the research and data collector as well. The researcher collected the data, which were the instructional materials used, student-teachers' report regarding the process in developing instructional materials, and student-teachers' K13 lesson plan used for teaching while having teaching internship program, then analyzed it through instrument. The researcher also introduced her presence so that the student-teachers know that the researcher will do a research related with their

[48] Jack R. Fraenkel and Norman E. Wallen, *How to design and evaluate research in education* (Boston: McGraw-Hill, 2009), p. 422.
[49] *Ibid.*, p. 423.

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instructional materials development and lesson plan. The research was conducted after the student-teachers have had teaching internship program and have done several teaching process.

C. Research Object and Location

The objects of this research were the instructional materials used, K13 lesson plan, and the student-teachers of English Education Department at Sunan Ampel State Islamic University Surabaya that have had teaching internship program. The sample of the instructional materials and lesson plans were taken through purposive sampling and convenience sampling. In purposive sampling, the researcher uses personal judgment to select a sample that they believe, based on prior information, will provide the data they need.[50] In this research, the samples taken were only from the student-teachers that have had teaching internship program at state senior high schools in Sidoarjo. It was because the researcher wants to know if the instructional materials development is good and able to promote active learning in state senior high schools that unfortunately less dynamic before the changes in curriculum. Whereas convenience sampling is used when the sample used is a group of individuals who conveniently are available for study.[51] In this study, convenience sampling is used to choose one out of three student-teachers that had teaching internship in the same school. This sampling was used because the time availability of some student-teachers could not meet with the researcher's.

D. Data and Source of Data

1. Data

There were two kinds of data that are taken for this research: documents and student-teachers' report on interview. For the documents, the data were the instructional materials in any kinds of form used in teaching practice and the K13 lesson plan of the student-teachers focusing only on the use of instructional materials part for the activities that were supposedly done in the class which is in a form of explanation or

[50] *Ibid.*, p. 99.
[51] *Ibid.*, p. 98.

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statement in each of activities that were described in the lesson plan. Student-teachers' report was the data that were analyzed for the process in instructional materials development.

2. Source of Data

The source of data came from the document analysis of the instructional materials, K13 lesson plan collected, and also from interview. These data were obtained from student-teachers that have had teaching internship program in state senior high schools in Sidoarjo. The researcher analyzed the instructional materials used for the activities to know how the instructional materials development focusing on the product and interviews the student-teachers for knowing the instructional materials development specifically on the process. K13 lesson plans were analyzed through the application of instructional materials in the activities that was described in the lesson to know how the instructional materials promoted active learning.

E. Data Collection Technique

According to Creswell, there are four categories of qualitative data: observations, interviews and questionnaires, documents, and audiovisual materials.[52] In this study, the researcher used documents and interviews in collecting the data.

1. Documents

There were two documents in this research. The first was the instructional materials in any kinds of form used in teaching practice. The researcher asked for the copy of the instructional materials from student-teachers. The second was student-teachers' K13 lesson plan used for teaching. After they have done teaching in their respective schools, the researcher asked the copy of the lesson plan to be analyzed

[52] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th edition (Boston: Pearson Education, Inc., 2012), p. 212.

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2. Interview

Interview collected student-teachers' report on how the process of instructional materials development. The interviews were held on October 11th and 12th with having agreement beforehand.

F. Data Collection Instruments

In conducting this research, the instruments that were used to collect the data are described as the following:

1. Main instrument

For qualitative research, the researcher was the main instrument as the researcher was the one who collect the data. Here the researcher collected the instructional materials, K13 lesson plan, and student-teachers' report on interview.

2. Instrument tools

These are the instrument tools that help the researcher in collecting the data:

a. Checklist

For each RQ, there were two different checklists that were used in answering the question. For RQ 1, that addressed the instructional materials development, the checklist uses Tomlinson's theory of principles of instructional materials development. For RQ 2, that addressed how the instructional materials promote active learning process, the checklist uses the combination of Bonwell and Eison's and Schwartz's kinds of active learning strategies list.

b. Interview guidelines

Interview guidelines were used to help the researcher in conducting the interview with student-teachers that have had teaching internship program (PPL 2) in state senior high schools in Sidoarjo. The interview guidelines were focused on the process in developing instructional materials for student-teachers' teaching practice.

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Here is a table of the data, data collection technique and instruments used for this research:

No.	Research Question (RQ)	Data	Data Collection Technique	Instrument
1.	What is the process of instructional materials development done by student-teachers for their teaching internship program like?	Student-teachers' report	Interview	Interview guidelines
2.	How is the instructional material prepared by student-teachers in accordance to principles of instructional materials development?	Instructional materials	Documents	Checklist (Tomlinson's theory of principles of materials development)
3.	How do student-teachers promote the active learning process through the use of instructional materials?	K13 lesson plans	Documents	Checklist (combination of Bonwell and Eison's and Schwartz's kinds of active learning strategies list)

Table 3.1 Data Collection Instruments

G. Data Analysis Technique

After collecting the data, the researcher analyzed the data. As have been explained above, this research used descriptive-qualitative method. In analyzing qualitative data, Creswell stated that there are six steps that are commonly used.[53] The steps are described as the following:[54]

[53] *Ibid.*, p. 237.
[54] *Ibid.*, p. 237–262.

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1. Preparing and organizing the data for analysis

   In this step, the data that have been collected are prepared and organized to be analyzed afterwards. Each data is arranged according to its types and purpose of the research. The instructional materials were organized to know the development from product view and student-teachers' responses to the interview to know the development from the process were transcribed. The K13 lesson plans were organized to know how the instructional materials involved in the activities promote active learning process.

2. Exploring and coding the data

   After preparing and organizing the data, the researcher explored and coded the data. Here, the data were read thoroughly to get the general sense of the data. While reading the data, notes in form of codes can be assigned to describe a segment of text or an image. Through this step, some of the information can be sorted to those that need to be used and those who need to be reduced.

3. Coding to build description and themes

   The codes are then used to develop descriptions and themes as the next step. Here, the process in building descriptions and themes are according to the research question to form an in-depth understanding. In answering RQ 1, for knowing the instructional materials development from product view, themes were built according to Tomlinson's theory of principles of instructional materials development. While for the process, descriptions were developed through the transcription of the interview with the student-teachers. In answering RQ 2, themes and descriptions were made to know how the instructional materials promote the active learning process according to the combination of Bonwell and Eison's and Schwartz' kinds of active learning strategies' list.

4. Representing and reporting qualitative findings

   In here, the data were displayed in figures and narrative form as the findings to the research question. There is no set in

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form for the narrative as it may differ for one to another research. Some of the forms have actually been discussed such as developing description, themes, and interconnecting themes. However, some narrative elements can be added into the narrative.

5. Interpreting the findings

After representing and reporting the findings, the researcher made interpretation of the findings that are related to theory in the literatures. The interpretation of the findings will be further explained in the chapter 4 of the research.

6. Validating the accuracy of the findings

After several steps mentioned above in analyzing the data, the researcher needed to check the accuracy of the research. Hence validating the findings is an important step. According to Creswell, there are three primary techniques that are typically used in qualitative research: triangulation, member checking, and auditing. For this research, triangulation was used to validate the findings.

H. Checking Validity of Findings

As have been explained above on the steps in analyzing the data, validating the findings is very important. In this research, triangulation was picked as the technique to validate the findings. The researcher obtained the data from document analysis and interview. The researcher also asked for help from advisor and lecturer that are expert in related issue (instructional materials development and active learning). The theories on instructional materials development and active learning which are Tomlinson's principles of instructional materials development; McGrath's 'Four Evaluative Processes'; designing creative materials; and combination of Bonwell and Eison's and Schwartz's kinds of active learning strategies list are also used to help interpret and explain the data. By using triangulation technique, the findings of this research will be more accurate.

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I. Research Stages

1. Take a preliminary research

   For preliminary research, the researcher randomly asked some student-teachers that had a teaching internship program whether they had arranged the lesson plan based on the newest curriculum (K13), kinds of instructional materials they used for teaching, also the activities that were done using the instructional materials they had prepared. All of the student-teachers responded that they have implemented K13 in making the lesson plan. However, the researcher found out that the instructional materials that mostly used are only power point and video. Also, the choice of activities to do with the instructional materials was not varied and actively promoted active learning. Therefore, the researcher decided to conduct this study in certain state schools in Sidoarjo including some favorite schools to know whether there would be different results with the preliminary research held.

2. Decide the research design

   The researcher decided the method used for the research preceded by writing the title of the research and research questions. The researcher also explained the phenomenon behind this study and gave the scope and limitation of the study. The method for the research is decided along the process.

3. Conduct the research
   a. Collecting data in form of documents

      The researcher obtained the data in form of documents first. The researcher collected the K13 lesson plan of student-teachers and the instructional materials used for their teaching.

   b. Interviewing the subjects

      In order to find out the answer of another research question, interview with student-teachers was conducted. This helped the researcher to analyze the process in developing instructional materials as it gave a clear

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explanation on the process of how the student-teachers develop their instructional materials.

c. Analyzing the data

After obtaining the data that are needed, the research analyzed the data according to the theories that are used in this research. The instructional materials development was analyzed based on Tominson's principle of instructional materials development for the products which are the instructional materials and McGrath's 'Four Evaluative Processes' and designing creative materials for the process in developing instructional materials. Whereas how instructional materials included in promoting active learning will be analyzed based on combination of Bonwell and Eison's and Schwartz's kinds of active learning strategies list.

d. Combining the result of the data

After analyzing all the data: instructional materials, K13 lesson plan, and interview transcript; all the results were combined. In here, the researcher also made interpretation of the analysis result according to theories used in this research.

e. Concluding the result of the research

After collecting, analyzing, combining as well as interpreting the data; the last step in this research was a conclusion made by the researcher about the whole things that have been discussed previously.

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CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion about the instructional materials development looking at both process and product also how the instructional materials used in promoting active learning process. The data that have been collected are explored and analyzed based on theories used in this research. The analyzed data are categorized based on the research questions in this study as they attempt to answer the research questions.

A. Research Findings

The data were collected on 11th and 12th October 2017 through conducting interview and asking the copy of instructional materials and K13 lesson plan of the student-teachers. The student-teachers taken as subjects of the research were those who have had teaching internship program academic year 2017/2018 in state senior high schools in Sidoarjo. In particular, only four schools in Sidoarjo were picked using purposive sampling. Those are SMAN 1 Sidoarjo, SMAN 3 Sidoarjo, SMAN 1 Taman, and SMAN 1 Porong. The participants were picked one out of three from each school using convenience sampling. There were four interview recordings, instructional materials collected from each student-teachers, and several lesson plans as each student-teacher made more than one lesson plan for their teaching. The researcher explored the findings according to the research questions.

1. The Process of Instructional Materials Development Undertaken by Student-Teachers for Teaching Internship Program

The following descriptions are presented in attempt to answer first research question dealing with the process in developing instructional materials done by student-teachers. The data has been collected through interview with student-teachers.

In describing the process of instructional materials development done by the student-teachers, interview was conducted in collecting student-teachers answers on the way how they develop the materials. Few questions developed as interview

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guidelines were asked by the researcher and below the student-teachers' answers are explored:

a. Resources used in teaching

	Ready-made resources	Teacher-produced resources	Combination of ready-made and teacher-produced resources
Student-teacher A			√
Student-teacher B			√
Student-teacher C	√		
Student-teacher D			√

Table 4.1 Common Kind of Resources Used for Instructional Materials

Combination of both ready-made and teacher-produced resources is the most common instructional material applied by the student-teachers. Three out of four student-teachers combined these two kinds of resources and only one used ready-made resources. Student-teacher A, B, and D combined the materials from textbook and materials that they searched on the internet as well as prepared themselves. Meanwhile student-teacher C took the materials only from the textbook provided.

The process in making the resources are described below for each student-teacher to give a clear explanation on the process in developing the materials:

1) Student-teacher A

Student-teacher A used the materials from textbook that have been provided and materials that she took from online resources. She also stated that she provided some of the materials herself in teaching processes. At first she took the materials from textbook lent by the subject teacher. When there were some things that were lacking, she searched the materials from internet. She also said other reasons on why she searched from internet are to make a variety of materials and she could prepare for a better

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teaching. Then she combined the materials and consulted with the subject teacher. She stated that sometimes there was addition from the subject teacher. And if there were things that are not really necessary and took much time to be taught, the subject teacher suggested not to include them.

The materials that have been combined were presented in the form of power point presentation for each meeting. She stated that despite taking the materials from the textbook, students were not aware of it. It is because the students were not yet given the textbooks from the school. Hence the students learned the materials by looking at the power point presentation prepared by the student-teacher that actually already contained some materials from the textbook.

When she was asked if she prepares any other kinds of instructional materials aside from power point presentation, she answered that she brought some forms including a deposit slip from Bank Mandiri to help her give examples for students when she taught a topic about form. She also mentioned videos and formal invitations that have been printed out and cut. Videos were used to teach a topic about compliment; while for the formal invitations, students were asked to arrange the sentences.

2) Student-teacher B

For student-teacher B, she told the process starting from getting the syllabus and looking up the basic competences. If the basic competences were already covered by the materials in the textbook, she used them. Similar reason with student-teacher A; student-teacher B also said that if there were some lacking things, she used the help from internet to find additional materials. There were also materials that she produced herself such as the examples of sentences and dialogues.

However, she stated that there were two slightly differences in developing the materials even though she used the combination of ready-made and teacher-produced

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resources. She explained that she taught two classes in the same grade (12th grade) but with different specialization and English priority: 12 Science with compulsory English and 12 Social with literature English. For compulsory English, because there was already textbook provided she took the materials from there. She added few things such as examples either from internet or self-made ones when there were not much examples provided in the book. She cleared up that mostly she actually searched the materials from internet. She only used the textbook for the guidance of the basic competence and things that are covered in it. Meanwhile, there was no textbook provided for literature English so she had to find the materials from other resources. She used Azar's book for grammatical things and structure of basic competence then she provided some texts along with it.

Also similar with student-teacher A, student-teacher B also often consulted with the subject teacher when developing the materials. She confirmed the materials that she had prepared and asked for reassurance. There were no changes made for the materials when consulting with the subject teacher. She just said that sometimes she picked a higher level objective than what it was supposed to be so the subject teacher asked her to level it down.

The instructional materials that have been combined are put together in power point and were presented each one on each meeting. Some pictures were also inserted to support the teaching. Those pictures were shown for a topic regarding with adjective clause. Other instructional material were audio recording and song. Audio recording was used for a topic about offering help while the song was played for students to find the words that belong to adjective, noun, and verb.

3) Student-teacher C

Different with student-teacher A and B, student-teacher C only used materials from ready-made resources.

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The main resource is textbook that is also used by the students. She took the materials from there without any changes on it. She actually explained at the beginning of interview that she got the syllabus and the basic competence mapping like what student-teacher B also told previously. However, she said that since the basic competence is already covered in the textbook, no addition or changes were made. Besides, she also said that the subject-teacher suggested using the textbook for teaching process.

In the teaching process, she explained that she taught two competences by having three meetings for each competence. However, not all meetings were fully held. She even added that there was one meeting in which she taught using the same instructional materials as previous meeting because she was asked to do so for assessment purpose by the subject teacher.

The materials taken from textbook were put in the power point presentation. Exercises for students were also taken from the textbook and were put in the power point. In addition, she said that she used various activities even though she admitted that the materials are very limited. When she was asked about other instructional materials, she stated that she used short video talking about introduction.

4) Student-teacher D

Student-teacher D said that she took the materials from the textbook that is used by the subject teacher and took some materials from internet as the addition. Those were put in the power point presentation in delivering the materials. However, the use of power point is not for all meetings like what student-teacher A and B had. Student-teacher D only used power point for one meeting. In the power point presentation, she also inserted some pictures she took from internet and questions along with it. She

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stated that there were not many things put in it, things were more explained orally.

When she was asked about the other instructional materials she used, she answered that she used puppet and cutting-papers. She used the puppet to help deliver the materials and give assessment. She demonstrated some situations about 'will' using puppet. She gave the situations still using puppet and asked the students to decide which kind of 'will' suits the situation. While for the papers, she put some papers on the wall and students had to find the information after she gave the questions or instructions.

Subject-teacher did not really interfere with the materials she has made. She said that she consulted with the subject teacher before teaching the class but there were no changes made such as addition or materials reducing from the subject teacher. The subject teacher mostly just advised her to manage the time well so she can explain all materials that she has planned.

b. Creative materials designed

Materials should be interesting and appealing for the learners; this statement was fully agreed by all the student-teachers. Questions then were moved onto this topic and formulated; how the student-teachers make the instructional materials to be interesting and if they consider using various kinds of materials and activities. The answers are reported below for each student-teacher to make it easier to comprehend:

1) Student-teacher A

Student-teacher A explained that in order to make the materials more interesting for the students, she made her power point presentation containing simple explanation and put many pictures in it. She said that it was because the students were mostly lazy to read too many things hence she only wrote simple sentences. She added that even

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sometimes she put pictures that are not related with materials such as cartoon picture (marsha and the bear). However, she admitted that by using that, students were more focused on the picture at first.

On the other hand, she also used quite many instructional materials other than power point presentation. She mentioned deposit slip from Bank Mandiri, videos, and several formal invitations. Deposit slip was only used to give an example and brief explanation and videos were shown dealing with a topic about compliment. While for the formal invitations, she already got them printed out and cut then she asked the students to arrange the right order of the sentences.

2) Student-teacher B

Student-teacher B stated that although she used power point presentation in every meeting; she realized that students are sometimes bored with the presentation. Hence she thought about some activities to engage the students more. Using game was what she prepared for students to do. She told that once she used a game using a small paper containing keyword that she gave for all students then she asked them to make a complex sentence using the keyword. After that, she passed a ball while playing songs. While the songs were playing, students passed the ball to their friend until the song stopped. When the song stopped, student who held the ball wrote the sentence on the board. She also stated there was a group race for game.

3) Student-teacher C

For student-teacher C, she mostly used power point presentation in delivering the materials as well as giving the exercises. When the question about making interesting and appealing materials for the students arose, she said that she made a very simple power point containing the explanation and exercises. As for another variety of instructional materials, she mentioned short video. However, there were not many activities to do with it. Filling in the puzzle in

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group was what students had to do while watching the video.

4) Student-teacher D

Student-teacher D stated that there were no special treatments to do with the instructional materials she made for students to be found interesting and appealing. She said that in order to make the students more interested, she used various activities to do with the materials especially the puppet that she brought for teaching. Students were not only watching her explaining the materials with puppet. Students were also asked to give appropriate answer with given situation. There was also game that made students running in the class to find the information on papers put on the wall.

2. Principles of Instructional Materials Development Applied in Student-Teachers' Instructional Materials

The following descriptions are presented in attempt to answer second research question regarding student-teachers' instructional materials in accordance to the principles of instructional materials development. Instructional materials are the products of instructional materials development. Here, various instructional materials were collected from the student-teachers and were analyzed then. In exploring the instructional materials developed by student-teachers, researcher used guidance from Tomlinson's theory that has been developed with some details made by researcher in the checklist. The analysis of the instructional materials is presented below based on each principle and details made under each principle. Tables are made specifically to show each operational detail that student-teachers' instructional materials can occupy.

a. A pre-requisite for language acquisition is that the learners are exposed to a rich, meaningful and comprehensible input of language use

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Here, there are four principles of instructional materials development and operational details made under each principle.

1) Make sure that the materials contain a lot of spoken and written texts which provide extensive experience of language use

Operational Detail	Student-Teacher	Options	
		Yes	No
a. Spoken texts Oral stories, interviews, dialogues, monologues, phone conversations, discussions, role plays, etc. b. Written texts Stories, comic, instructions, recipes, power point presentations, emails, text messages, newsletters, posters, scripts, factual texts, etc.	ST A	√	
	ST B	√	
	ST C	√	
	ST D	√	

Table 4.2

All student-teachers have featured the instructional materials with both spoken and written texts. For spoken texts, student-teacher A had several conversations in form of video. Student-teacher B prepared audio recordings. Student-teacher C had video. While Student-teacher D made use a puppet for demonstrating dialogue. For the written texts, all of the student-teachers had prepared power point presentations.

2) Make sure that the language the learners are exposed to is authentic in the sense that the it represents how the language is typically used

Operational Detail 1	Student-Teachers	Options	
		Yes	No
Originally written in target language (English)	ST A	√	
	ST B	√	
	ST C	√	
	ST D	√	

Table 4.3

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All student-teachers' instructional materials were written originally in English. Power point presentation, videos, audio recordings, invitation cards, forms, until down to the examples were all written in English. There were no instructional materials that used Bahasa which were then translated to the target language.

Operational Detail 2	Student-Teacher	Options	
		Yes	No
Unedited materials	ST A	√	√
	ST B		√
	ST C		√
	ST D		√

Table 4.4

In here, the instructional materials have been mostly edited previously by the student-teachers, especially power point presentation that they made on their own for teaching purposes. Videos and audio recordings were also not original since they were made for a teaching purpose. The only unedited material that student-teacher had was slips student-teacher A prepared to teach about form. She brought a deposit slip from Bank Mandiri.

3) Make sure that the language input is contextualized

Operational Detail 1	Student-Teacher	Options	
		Yes	No
Important and meaningful to use in everyday lives (real world context) e.g. curriculum vitae, formal emails, parents' letter for school, etc.	ST A	√	
	ST B	√	
	ST C	√	
	ST D		√

Table 4.5

Here, some instructional materials student-teachers had supported this detail. Student-teacher A had several forms such as deposit slip, medical history form, reservation form, and so forth. Those forms are things that

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are often encountered every day. Same goes with student-teacher B, she also prepared instructional materials that students will likely find such as examples of application letter. She presented those in her power point. As for student-teacher C, she played a video of two people that introduce themselves to each other. Self-introducing is also thing that is often done when someone meets new people. Meanwhile for student-teacher D, although she used several instructional materials such as power point presentation, puppet, and papers with information in it; she did not really give things that are meaningful to use in real context. Mostly they were about structures and tenses that are not likely to be talked about in real life.

Operational Detail 2	Student-Teacher	Options	
		Yes	No
Contains enough information about the user, the addressee(s), the relationship between the people who interact, the setting, the intentions or the outcomes for them to be value to the language learners	ST A	√	
	ST B	√	
	ST C		√
	ST D	√	

Table 4.6

As for the forms student-teacher A had prepared and application letter student-teacher B presented, they have had enough information in it. In the forms, all details were already written. While for the application letter, all aspects were already highlighted to make it easier to understand. However, the video played by student-teacher C was not given context. She just played it and asked student to watch it. As for student-teacher D, she gave the context and setting while using puppets in demonstrating.

4) Make sure that the learners are exposed to sufficient samples of language in authentic use to provide natural re-cycling of language items and features which might be useful for the learners to acquire

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Operational Detail	Student-Teacher	Options	
		Yes	No
Contains variety of text types (more than one type of instructional materials)	ST A	√	
	ST B	√	
	ST C	√	
	ST D	√	

Table 4.7

All of student-teachers had more than one type of instructional materials. Student-teacher A had videos, power point presentations, examples of form, and invitation cards. Student-teacher B had audio recording and power point presentations. Student-teacher C had videos and power point presentation. Last, student-teacher D had puppet, power point presentation, and paper with information on it.

b. In order for the learners to maximize their exposure to language in use they need to be engaged both affectively and cognitively in the language experience

Here, there are three principles of instructional materials development and operational details made under each principle.

1) Prioritize the potential for engagement, for example, basing a unit on a text or a task which is likely to achieve affective and cognitive engagement rather than on teaching point selected from a syllabus

Operational Detail	Student-Teacher	Options	
		Yes	No
Engages the learners by elicitation before experiencing the instructional materials	ST A	√	
	ST B	√	
	ST C		√
	ST D	√	

Table 4.8

For this principle, elicitation was used to engage the students into the materials student-teacher taught. Student-teacher A used video, examples of forms, pictures in power

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point to engage the students. Student-teacher B used pictures in every start of her power point presentations to invite the students into the topic. Student-teacher C did not give elicitation dealing with instructional materials she has prepared. She directly jumped onto the instructional materials. Similar with student-teacher B, student-teacher D inserted pictures in her power point presentation to engage the students into learning process. However, her power point presentation only contained the pictures and questions dealing with pictures. The explanation was told orally by her.

2) Make use of activities which get the learners to think about what they are reading or listening to and to respond to it personally

Operational Detail	Student-Teacher	Options	
		Yes	No
Includes the instruction for the learners to think and give response to what they are reading or listening	ST A	√	
	ST B	√	
	ST C		√
	ST D	√	

Table 4.9

As for student-teacher A, B, and D; they used pictures inserted in power point presentation along with several questions dealing with the pictures to give the students opportunity to think and give responses. In some meetings, student-teacher A also played videos and asked the students what they think about the videos. Meanwhile student-teacher C did not give instruction for the students to think about what they are reading or listening. She directly asked the students to do the exercises she prepared.

3) Make use of activities which get learners to think and feel before, during and after using the target language for communication

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Operational Detail	Student-Teacher	Options	
		Yes	No
Includes set of activities consisting of pre, whilst, and post activities dealing with the materials	ST A	√	
	ST B	√	
	ST C		√
	ST D	√	

Table 4.10

Student-teacher A, B, and D prepared set of activities before, during, and after experiencing the target language. Pre-activities are more like warming up before learning the materials, whilst-activities are those in which students were asked to analyze or discuss with their peers, and post-activities were reporting the result or doing exercises related with the topic. On the other hand, student-teacher C did not prepare pre-activities and post-activities. She just went straight to the materials and asked students to do the exercises given.

c. Language learners who achieve positive affect are much more likely to achieve communicative competence

Here, there are three principles of instructional materials development and operational details made under each principle.

1) Make sure the text and tasks are as interesting, relevant and enjoyable as possible so as to exert a positive influence on the learners' attitudes to the language and to the process of learning it

Operational Detail	Student-Teacher	Options	
		Yes	No
Encourage learners' participation by using activity that stimulates active learning	ST A	√	
	ST B	√	
	ST C		√
	ST D	√	

Table 4.11

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All activities done by student-teacher A, B, and D were encouraging students' participation. For example, forms brought by student-teacher A. She had several forms and made groups to have a discussion. The results of discussion were then presented in front of the class for each group. Student-teacher B and D also arranged activity that can stimulate the participation. Both of them made power point presentation in which there were several pictures in it. Then they gave few questions asking what the students thought about the pictures. However, student-teacher C did not really have an activity to do with the instructional materials that could make students participate. Video was just played and students did the exercise. Power point presentation was just shown to give explanation and exercises.

2) Set achievable challenges which help to raise the learners' self-esteem when success is accomplished

Operational Detail	Student-Teacher	Options	
		Yes	No
Clear goal or objective dealing with the teaching materials	ST A	√	
	ST B	√	
	ST C	√	
	ST D	√	

Table 4.12

All student-teachers had a clear goal of what they want the students to do with materials. For example: when student-teacher A played conversation videos about invitations students would be able to identify the expressions of invitation. Playing audio recording done by student-teacher B had a clear goal in which students would be able to complete the expressions. Student-teacher C had quite clear goal as students would be able to understand kinds of expressions in self-introduction. As for the cutting-paper prepared by student-teacher D, students were expected to find specific information that answered the questions given.

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3) Stimulate emotive responses through the use of music, song, literature, art etc. through making use of controversial and provocative texts, through personalization and through inviting learners to articulate their feelings about a text before asking them to analyze it.

Operational Detail 1	Student-Teacher	Options	
		Yes	No
Using music, song, literature, art, etc.	ST A		√
	ST B	√	
	ST C		√
	ST D		√

Table 4.13

Song was only played by student-teacher B. Other student-teachers did not use any music, song, literature and others in their teaching. Student-teacher B used the song as part of the exercise.

Operational Detail 2	Student-Teacher	Options	
		Yes	No
Using controversial and provocative topic	ST A	√	
	ST B	√	
	ST C		√
	ST D		√

Table 4.14

Both student-teacher A and B used controversial topic to be discussed by the students. Student-teacher A put a picture in her power point presentation showing a group of students with color-sprayed uniforms. Student-teacher B also put pictures in her power point presentation showing flag blunder in Sea Games 2017 booklet, Malaysian site being hacked by Indonesian, and Korean singer got mobbed in Jakarta Airport. Meanwhile, student-teacher C and D did not have any.

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Operational Detail 3	Student-Teacher	Options	
		Yes	No
Contains instruction that relates the materials with the learners' feelings	ST A	√	
	ST B		√
	ST C		√
	ST D		√

Table 4.15

In one meeting held by student-teacher A, she played a video in which students had to give their opinion and mention the moral values of the video. Student-teacher C actually also had a video, but it did not relate with students' feeling. It only talked about the topic of the materials. Meanwhile, student-teacher B and D did not have any.

d. L2 language learners can benefit from using those mental resources which they typically utilize when acquiring and using their L1

Here, there are three principles of instructional materials development and operational details made under each principle.

1) Make use of activities which get the learners to visualize and/or use inner speech before, during and after experiencing a written or spoken text

Operational Detail	Student-Teacher	Options	
		Yes	No
Giving opportunities for the learners to imagine the topic of the materials, for example: "Imagine your…" "Imagine if…"	ST A		√
	ST B		√
	ST C		√
	ST D		√

Table 4.16

All the student-teachers did not apply this principle. The instructional materials they prepared were only shown or heard for them to think about, discuss, and do the exercises. The instructional materials have never been related to the students themselves.

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2) Make use of activities which get learners to visualize and/or use inner speech before, during and after using language themselves

Operational Detail	Student-Teacher	Options	
		Yes	No
Giving opportunities for the learners to talk to themselves dealing with the topic of the materials, for example: "what would you say to yourself if…" "if you were there, what would you think about it?"	ST A	√	
	ST B	√	
	ST C		√
	ST D	√	

Table 4.17

In here, all student-teachers except student-teacher C gave opportunities to talk to themselves by asking them to think about certain pictures shown in their power point presentation. In some meetings, student-teacher A also showed a video with the same purpose. Meanwhile, student-teacher C did not give any instructional materials that invite the learners to think about the instructional materials.

3) Make use of activities which help the learners to reflect on their mental activity during a task and then to try to make more use of mental strategies in a similar task

Operational Detail	Student-Teacher	Options	
		Yes	No
Giving opportunities for the learners to have a reflection about the materials, for example whether they agree or disagree with such actions in the topic and why do so	ST A	√	
	ST B	√	
	ST C		√
	ST D	√	

Table 4.18

Student-teacher A, B, and D asked the students to reflect while showing the pictures they put in their power point presentation. Student-teacher A asked them if they agree with what has been shown in the pictures (picture of

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a group of students with color-sprayed uniforms) and reasons behind it. Student-teacher D also asked the same with picture of kids fighting each other. Student-teacher B asked what the students will do if they were in such position by showing pictures with certain situation such as sick friend. Meanwhile, Student-teacher C did not facilitate this opportunity.

e. Language learners can benefit from noticing salient features of the input and from discovering how they are used

Here, there are two principles of instructional materials development and operational details made under each principle.

1) Use an experiential approach in which the learners are first of all provided with an experience which engages them holistically

Operational Detail	Student-Teacher	Options	
		Yes	No
Creating activity in which learners are actively participated in	ST A	√	
	ST B	√	
	ST C		√
	ST D	√	

Table 4.19

This is quite similar with principle 3.a in which activities where students are encouraged to actively participate in the learning process is needed. As previously stated in principle 3.a, all activities done by student-teacher A, B, and D were encouraging students' participation. However, student-teacher C did not have activities that make the students participate more in the learning process.

2) Rather than drawing the learners' attention to a particular feature of a text then providing explicit information about its use, it is more powerful to help the learners (preferably in collaboration) to make discoveries for themselves

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Operational Detail	Student-Teacher	Options	
		Yes	No
Includes instructions in which the learners are given time to make discoveries by themselves	ST A	√	
	ST B	√	
	ST C		√
	ST D	√	

Table 4.20

Student-teacher A, B, and D gave students opportunity to make discoveries by themselves. At first, they used their instructional materials as bait for students to think about what they were actually going to learn without student-teachers giving clue about the topic. They also ask the students analyze the materials sometimes in a group. Meanwhile, student-teacher C explicitly put the information in her power point presentation then she was the one explaining the materials to the students.

f. Learners need opportunities to use language to try to achieve communicative purposes

Here, there are five principles of instructional materials development and operational details made under each principle.

1) Provide many opportunities for the learners to produce language in order to achieve intended outcomes

Operational Detail	Student-Teacher	Options	
		Yes	No
There are output activities design instead of just receiving the input (the materials)	ST A	√	
	ST B	√	
	ST C	√	
	ST D	√	

Table 4.21

All student-teachers have designed output activities to produce the language. For example, student-teacher A asked the students to make a purchase form with some requirements she prepared. Student-teacher B and C asked the students in pair to make a dialogue. Last, student-

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teacher D asked the students to make a summary on color paper about the materials that have been taught.

2) Make sure that these output activities are designed so that the learners are using language rather than just practicing specified features of it

Operational Detail	Student-Teacher	Options	
		Yes	No
Includes instruction to actively use the language such as making conclusion of what the text is about, making a different poster with the same topic, etc.	ST A	√	
	ST B	√	
	ST C	√	
	ST D		√

Table 4.22

This principle is quite similar with the principle right above with additional emphasis on using language rather than just practicing specified features. As what stated previously, all student-teachers have designed output activities. Making a purchase form and dialogues are kinds of activities that clearly use the language. Making summary can be form of using language if it is widely used in context. However, the summaries made were focused on the structures rather than the use of the language.

3) Design output activities so that they help learners to develop their ability to communicate fluently, accurately, appropriately, and effectively.

Operational Detail	Student-Teacher	Options	
		Yes	No
Design an output activity that provides the learners opportunities to communicate with teacher or peers about the topic of the materials	ST A	√	
	ST B	√	
	ST C	√	
	ST D		√

Table 4.23

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All student-teachers' designed output activities allowed the students to communicate with teacher or peers except student-teacher D. In making purchase form, students can discuss it with student-teacher A. Student-teacher B and C made the students to communicate with their peers in pair by making dialogue. While student-teacher D only asked the students to make the summary individually and submitted it to her afterwards.

4) Make sure that the output activities are fully contextualized in that the learners are responding to an authentic stimulus

Operational Detail	Student-Teacher	Options	
		Yes	No
Learners are given authentic materials and are asked to produce contextualized output in spoken or written form	ST A	√	
	ST B		√
	ST C		√
	ST D		√

Table 4.24

All student-teachers did not provide authentic materials other than student-teacher A. Student-teacher A brought examples of forms such as deposit slip from Bank Mandiri. She then explained the topic about form and asked the students to make purchase order which is also kind of form besides deposit slip.

5) Try to ensure that opportunities for feedback are built into output activities and are provided for the learner afterwards

Operational Detail	Student-Teacher	Options	
		Yes	No
Feedbacks are provided after the output activities dealing with the materials	ST A	√	
	ST B	√	
	ST C	√	
	ST D	√	

Table 4.25

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All the student-teachers provide feedbacks for the students after they have done the activities. They reviewed students' work and the materials as well. They also asked if there were any questions dealing with materials.

3. The Use of Instructional Materials by Student-Teachers to Promote Active Learning

The following descriptions are presented in attempt to answer third research question dealing with ways that student-teachers do in promoting active learning through the use of instructional materials by looking at the involvement of the instructional materials in the learning activities; how they are used and if they are used in certain active learning strategies. Here, the instructional materials prepared are listed for each student-teacher and the activities involving the instructional materials are described.

a. Student-teacher A

1) Video

Student-teacher A often used videos in her teaching process. It was proved as out of six basic competences that she taught, four of them optimized the use of video. The activities involving videos as the instructional material are mostly watching the videos and doing the instruction given. Firstly, the students were asked to observe the videos that were played by student-teacher A. After that, several questions were asked according to the videos that they had watched. The answers were then discussed in a group and presented in the class. However, there was one time the students had been given the instruction before watching the video that was to find the expressions of invitation and the responses. The answers were also written individually. There was also questions asked with spontaneous answers from the students and did not need further discussion.

2) PPP (Power Point Presentation)

This is the instructional material that was always used by S student-teacher A in her teaching. There were always PPTs in each basic competence. The use of PPPs in the

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teaching process was quite varied. There were times when student-teacher A had written down all the topics in the PPP. She directly explained the topics covered in PPP with some questions asked to the students related with the topics. At one time when student-teacher A taught a topic about 'Compliment and Congratulation' for the first meeting, she inserted several questions onto the PPP and asked the students to discuss the answers in a group. There was also one topic regarding with 'Opinion' when student-teacher A did not directly jump onto the explanation of the materials. Instead, she showed some pictures on the slide first and gave elicitation as she asked the students about the pictures and the topic that they were going to discuss. In a second meeting of topic about 'Compliment and Congratulation', she also showed some pictures and asked the students to make compliments about the pictures orally.

3) Cutting-paper

This instructional material was used by student-teacher A in teaching several topics. 'Introduction', 'Forms', 'Compliment and Congratulation', and 'Formal Invitation' are the basic competences that involved the use of cutting-paper. Cutting-paper is basically a small to medium size of paper containing specific information. Here, student-teacher A always made a group beforehand in doing the activities involving cutting-paper. The instructions that students had to do with it were quite various. In a topic about 'Introduction', the students were asked to arrange the text and find the text structure of a dialogue given. Students were also asked to arrange cuts of invitation card when student-teacher A taught a topic about 'Formal Invitation'. In the other meeting with same topic, ST A gave several cutting-papers containing expressions of invitation asked the students to categorize which one belongs to formal and informal invitation. In a meeting discussing about 'Forms', students were asked in a pair to underline the expressions of asking and giving opinion. Another activity with cutting-paper was done by giving two

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different sentences about the use of 'how' and 'what' when student-teacher A taught a topic about 'Compliment and Congratulation'. The students then were asked to discuss the differences and the result of discussion then were presented. An opportunity of asking questions and answering was also provided.

4) Handout

Student-teacher A used handout in teaching a topic about announcement. In a two different meetings, she used handout in giving the announcement text with several instructions written following the text in the handout. In the first meeting, student-teacher A gave each student the handout with announcement text. Below the text, there was a table for students to write the difficult words they found in the text and they had to find the meaning. Then, two questions regarding what the text is and its purpose were asked. Next, a table containing the structure of text was provided for students to fill in. Lastly, students were asked to conclude the announcement text and present it. In the second meeting, student-teacher A gave another handout about announcement and asked the students to write the difficult words as well. Several questions about the text were also asked. However, student-teacher A asked the students to pay attention to the bolded sentences as student-teacher A gave explanation about the tenses. Student-teacher A also added one more announcement text and asked the students in a group to make notes of the two texts dealing with the function, text structure, and other information. Then, the results of the group works were presented and matched with other groups.

5) Form

In a topic about 'Form', student-teacher A distributed various kind of forms to be analyzed by the students. She made the students into several groups beforehand and gave different form with few questions to each group. Students worked together in group to discuss the form given and

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answered the questions. Then, the result of the group discussion was presented in front of the class and other groups can ask questions. Later, teacher gave feedback and started giving explanation about the topic.

b. Student-teacher B

1) Audio recording

Audio recording was used twice by student-teacher B when she taught a topic about 'Offering Help'. The length of both audio recordings are less than one minute. Students were asked to listen to the audio attentively then student-teacher B gave the instruction. The instructions that students had to do were arranging the sentences and filling the blank space of dialogue transcript given by student-teacher B.

2) PPP (Power Point Presentation)

Similar with student-teacher A, PPPs were always used in every basic competence student-teacher B taught in the class. However, the content of the PPPs student-teacher B made was a lot more than student-teacher A had. Not only the explanation of the materials, all the instructions were all written in the PPP. Even the activities that did not need the use of PPP were explained in PPP. The activities were actually in quite similar pattern for every topic. In most meetings, several pictures were shown in the slide with aim to lead the students into topic that was going to be discussed. Student-teacher B asked them to analyze the pictures and instructions were also given. Making sentences, giving opinion, describing the pictures with certain criteria, and playing games were the activities to do with the pictures shown. Following the lead in activities, student-teacher B started giving explanation about the topic that they were going to discuss. While explaining, students could freely ask things that they had not understood. Analyzing sentences and making sentences after being taught the topic were also often instructed by student-teacher B. Usually the students were also asked to write

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their works then student-teacher B gave feedback. Other than first meeting, all the following meetings always had review activities and those were always written in the PPPs.

3) Cutting-paper

This instructional material was used in few meetings. All the activities were done in group except one meeting whose topic talking about 'Adjective Clause'. In two meetings with different topic, 'Offering Help' and 'Cause and Effect', the activities were same. Each group of students was given a set of cutting paper with word on it. Students had to arrange the words into correct sentences. In 'Offering Help' meeting, they were given further instruction as they also had to categorize the sentences. That was the activity for the second meeting of 'Offering Help'. While for the first meeting, student-teacher B gave them a set of cutting paper with each of them contained the expression of offering help and the responses. Students were asked to match the offer with the suitable response. The work result of these group activities were always checked by doing peer correction. The only one meeting with the activity to do with cutting-paper individually was a meeting with topic about 'Adjective Clause'. Student-teacher B gave each student a paper with one vocabulary on it. Student-teacher B asked them to make one complex sentence with vocabulary given. To choose which works that were going to be written in board, a game was held. Student-teacher B prepared a ball and asked the students to pass it to their friends while a song was being played. When the song stopped, anyone who held the ball had to write their sentence in the board. In the end of the activities using this instructional material, there was always feedback given.

4) Song

Song was actually used twice by student-teacher B but only one activity that was considered using it as instructional material. It was because in other meeting, the

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song was only used as accompaniment of the game. Student-teacher B using song as instructional material when she taught a topic about 'Offering Help'. She played a song and asked the students to listen carefully. Students were asked to catch the lyrics of the song and categorize the words into adjective, noun, or verb.

c. Student-teacher C

1) Video

Student-teacher C used video once when she taught a topic about self-introduction. The students were asked to watch the video regarding self-introduction. There was actually no other activity that students had to do with the video other than watching it. The following activity had no correlation with the video played by student-teacher.

2) PPP (Power Point Presentation)

This instructional material was only once used in a meeting talking about self-introduction. It contains the explanation of pronoun and the kinds of it. Student-teacher C explained the materials then she gave exercises for the students related with self-introduction and pronoun that were already written in the PPP slide.

d. Student-teacher D

1) PPP (Power Point Presentation)

This instructional material was only used once in a topic talking about modal 'should'. The content of the PPP was only few pictures with questions written on the slide. Students were asked to answer the questions and give opinions.

2) Cutting-paper

When student-teacher D taught a topic about 'Conditional Sentence', she used cutting-paper twice in the first meeting. In the first activity with cutting-paper, student-teacher D made the students into groups. Beforehand, cutting-papers were already put on the wall

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randomly and each group were given one green card with questions written on it. In a group of three people with one writer and two runners, students had to collect the information needed in one minute. The runners were the ones that had to find the information and the writer wrote the information to answer the questions in green card. After that, each group had to give short presentation about the answers. For the second activity, students were put in 3 big groups. Each group got 15 green cards. On the board, a paper with several sentences on it had been glued. Students had to stand in line and walked to the board one by one. They got one sentence each and had to write whether the sentence they got was true or false on the green card they held. After writing 'T' (true) or 'F' (false), all the results were discussed together.

3) Puppet

Puppet was used once for a topic about modal 'Will'. The puppet was used by student-teacher D by telling daily stories to the students. Each puppet had a character and student-teacher D played a role with it. While telling the stories, students were asked to make sentences with 'Will' according to the stories. Together with students, student-teacher D gave explanation and concluded the activities. Then, each student was given a blank paper. student-teacher D gave certain situation using puppet and students had to make sentences containing 'Will' individually. The result of the work was submitted afterwards.

B. Discussion

The researcher has presented the result of the findings about instructional materials development that covers both process and product of instructional materials and how student-teachers promote active learning through the use of instructional materials in the learning activities. Now in this section, the findings will be discussed by reflecting them with related theories. The discussion will be based on the research questions. First, the discussion talks about process in developing instructional. Next, the researcher discusses the principles

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that are featured in student-teachers' product of instructional materials. Last, the active learning strategies held by student-teachers through the use of instructional materials will be discussed as well. The whole discussions are presented as follow:

1. **Selection and Adding Material as The Most Common Process of Instructional Materials Development**

When a word 'process' is brought up, it means that all the steps in developing the instructional materials from the beginning until the end will be clarified. From the report of interview in findings, it is suggested that the combination of ready-made resources and teacher-produced resources are the commonly used resources for teaching. The categorization of the resources eventually leads to the process in developing those resources.

The ready-made resource that was used by all the student-teachers was a textbook that has been provided in school. They utilized the materials and presented it to the students. As addition, they also used other instructional materials that they put effort in searching the materials in internet and developed by themselves. Some expressed that the materials in textbook were lacking hence they produced additional materials themselves.

To further analyze the detail of the process, interview questions were aroused around the theory of evaluative processes. According to McGrath as cited by Haynes in his book, there are four evaluative processes in utilizing teaching materials: selection, rejection, adding material, and changing material more radically.[55] These processes are not to be looked as a continuing process in which first step should be done to do the second process afterwards and so on.

The process applied by student-teachers in developing instructional materials is figured below:

[55] Haynes, *The Complete Guide to Lesson Planning and Preparation,* p. 89.

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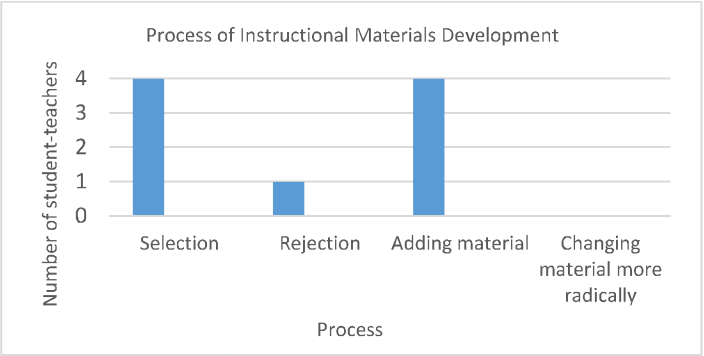

Chart 4.1 Process of Instructional Materials Development Applied by Student-Teachers

a. Selection

Selection is a process in which the teachers will choose the material that they want to use for their teaching and use the material unchanged.[56] From the interview findings that have been presented before, it can be drawn that the textbook is the selected instructional material in this process. The textbook was already provided in each school. The subject teacher in which student-teacher C had teaching internship even suggested her to just use the textbook.

The student-teachers, specifically student-teacher B and student-teacher C, explained in their interview that the first step in selecting the materials from textbook was looking at the syllabus and basic competences. Those that were covered by the basic competences were picked to teach to their students. student-teacher B further added that the textbook served the function as guidance. Other student-teacher also expressed the same thing although it is subtler. The mentioning of lacking materials indicated that they thought some competences were not fully covered in the textbook.

[56] *Ibid.*

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b. Rejection

Rejection is the process in which the teacher will omit or cut the material that they think it is not suitable.[57] Only one out of for student-teachers that did this process. After the materials were ready to be taught, she consulted the materials with the subject-teacher. If there were things that are not really necessary and took much time to be taught, the subject teacher suggested not to include them. So, the omission was made as what the subject-teacher suggested her to.

Suitability is not the only factor to be considered for this process. Need and time restraint are some other things that can lead teacher to apply this process. As what student-teacher A did, time constraint was the factor that made her omit the materials to adjust the time for teaching process.

c. Adding material

Adding material is actually divided into two categories: adaptation and supplementation.[58] These two are different in terms of how it served function to the original material. For adaptation, teachers will extend or exploit the materials more fully. Supplementation means new materials are introduced as the addition to the original resources.

All student-teachers applied this process. Mostly it fell on the second category as they used other instructional materials for additional purpose, but there was also few of them adapted the original resource. Instructional materials used for supplementation were quite various. Video, audio recording, power point presentation, cutting-paper, forms, puppet, song were the instructional materials used by the student-teachers. To give clearer information on the additional instructional materials, figure is displayed as follow:

[57] *Ibid.*
[58] *Ibid.*

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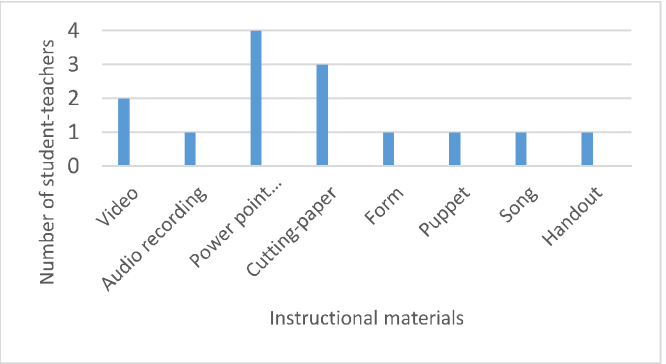

Chart 4.2 Kinds of Instructional Materials Used by Student-Teachers

Power point presentation was the most frequent instructional materials. All student-teachers had basically used it as additional material aside from textbook. For the instructional material that was adapted by student-teachers were in form of power point presentation. student-teacher A and B extended the materials they took from textbook by digging more of the materials and added few self-made examples. Student-teacher B further uttered that it was due to lack of examples to give a clearer explanation of the topic.

d. Changing material more radically

This process is a step in which teacher will replace the materials from textbook with other materials completely.[59] There were no student-teachers that went through this process. It actually can be inferred from the report of the interview that they still need the textbook as the original resource because it gave them guidance to things covered by basic competences they had to teach.

Hence, it can be inferred that the most frequent process applied by student-teachers are selection and adding material. These two processes were done by all the student-teachers.

[59] *Ibid.*

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Rejection was only used by one student-teacher. Meanwhile, nobody changed the material more radically. According to Haynes, resources can make teaching more powerful and to make it happen, selecting resources well and using them effectively are important.[60] Selecting resources that are already prepared has benefit as they are professionally designed, edited, and piloted. While resources that teachers produce have weakness as they are very time-consuming to make. Therefore, student-teachers do not fully change the materials with materials they made. Instead, the materials they made are used as an addition of the textbook provided.

In developing instructional materials, designing creative materials should also be taken into account. Williams said that technical things such as using certain colors and symbols are one of many things teacher can do to make the materials look interesting.[61] Using different kinds of instructional materials with various activities can also be a way to make the materials more interesting.

Student-teacher A stated that in order to make the materials more appealing, she only used simple explanation and put many pictures in her power point presentation. She also used various instructional materials in her teaching. Similar with student-teacher A, student-teacher C also said that she just made the power point simple with explanation and exercises. She also mentioned some other instructional materials such as audio recording and videos to keep students interested. Meanwhile, student-teacher B and D gave same answer that to make students interested, they initiated to play game with the students. Student-teacher B added inserting pictures in her power point presentation was also her way to make the materials more appealing. Student-teacher D also added that various activities with instructional materials will make it interesting such as the puppet she used in teaching the materials to the student. At last, it can be inferred that providing various instructional materials and making various activities to do with the

[60] *Ibid, p. 84.*
[61] *Ibid, p. 92.*

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instructional materials are ways done by student-teachers to make instructional materials interesting.

2. **Authentic and Various Types of Text Featured in the Product of Instructional Materials Development**

Different with process which discussed about the steps from beginning until the end, the product of instructional materials development is the final output of the process. The final output is also called the instructional material itself. The instructional materials were analyzed using checklist whose theory based on Tomlinson's principles of materials development. Tomlinson stated that in developing materials for language learning, the criteria can be derived and formulated from the principles of language acquisition.

In findings, each principle is listed in table and checked according to instructional materials that student-teacher used. Each feature of the principles is further discussed below:

a. Authentic, contextualized, and variety of text types-contained instructional materials

Providing rich and meaningful language input is encouraged. Instructional materials should contain a lot of spoken and written texts, are authentic that represents how language is typically used, contextualized input, and have sufficient samples in authentic use to provide natural re-cycling of language items and features.[62]

All student-teachers had inserted both spoken and written texts as their instructional materials. Video, audio recording, and puppet were the form of spoken text they used in teaching. Meanwhile, power point presentation was used by all student-teachers for the written text. All student-teachers' instructional materials were written originally in English. The instructional materials have been mostly edited previously by the student-teachers, especially power point presentation. But there is

[62] Tomlinson, "Principles and procedures of materials development for language learning".

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unedited material used by one student-teacher which is deposit slip from a bank.

Most of student-teachers used instructional materials that can be found in real-life context such as forms and application letter. Only one student-teacher that had not instructional materials contextualized. It is because all her instructional materials are about structures and tenses that are not likely to be talked about in real life. However, her instructional materials contain enough information to give context along with other two student-teachers while another one do not. Last, all of student-teachers had more than one type of instructional materials.

b. Engaging instructional materials

Materials should be affectively and cognitively engaging the students. Conducting tasks or activities that are likely to engage students, thinking about what they read or listen, and being able to think and feel before, during, and after using the target language.[63]

Elicitation is used to engage the students into the materials student-teacher will teach. Elicitation was given by using instructional materials such as video and pictures inserted in power point presentation. However, one student-teacher did not give elicitation and directly jumped onto the topic. Most student-teachers gave the students opportunity to think and give responses by inserting pictures in power point presentation along with several questions. Videos were also used. However, one of them did not give instruction for the students to think about what they are reading or listening. She directly asked the students to do the exercises she prepared. All student-teachers except one prepared set of activities that consist of pre, whilst, and post activities dealing with the instructional materials.

[63] *Ibid.*

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c. Affectively-evoking instructional materials

Instructional materials should set a goal in achieving positive affect. Exerting positive influence, setting achievable challenges or goals, and stimulating emotive responses through many things such as music, song, literature, art, controversial and provocative topic, and others that can relate the materials with students' feelings.[64]

Most student-teachers held activities that were encouraging students' participation such as discussion and giving elicitation to bring students' awareness towards the topic. However, one student-teacher did not really have an activity to do with the instructional materials that could stimulate students' participation. When it comes to goal, all student-teachers had a clear goal of what they want the students to do with materials. Song was played by one of student-teachers as part of exercises. Use of controversial topic is done by two student-teachers by bringing issues that can lead to different emotive responses of students. As to relate with students' feelings, a video was played by one of student-teachers that contains moral values students can take.

d. Native-like use of instructional materials

Instructional materials are able to use mental resources typically used in learning L1. Using inner speech in experiencing spoken and written texts, in using the language, and reflecting on mental activities.[65]

Visualizing or imagining certain situation in topic were not found but to give students opportunities to talk to themselves and to give certain thoughts is given by showing pictures and videos. Student-teachers then asked students' own thoughts about the pictures. There was also reflection afterwards. These were done by all student-teachers except one.

[64] *Ibid.*
[65] *Ibid.*

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e. Own-discovery-encouraging instructional material

Using an experiential approach that provided an experience to engage students holistically and helping the learners to make discoveries for themselves is encouraged. A collaborative work was also preferred in this principle. It is better than drawing the learners' attention to a particular feature of a text then providing explicit information about its use.[66]

All student-teachers except one had activities that encourage students' participation. They also give students opportunity to make discoveries on their own such as inviting students to think about what they were actually going to learn. Working in a group was also initiated in analyzing the materials. While one student-teacher just explain the materials that she had shown in power point presentation.

f. Communicative instructional materials

Instructional materials should lean towards the opportunities to use language for communication. Giving opportunities for students to produce language, designing output activities to use the language, designing output activities that help students' ability to communicate well, giving contextualized output activities, and providing feedback for output activities are the formulated principles.[67]

All student-teachers have designed output activities to produce the language. All the designed output activities except one encouraged the learners to use the language. One of them that did not encourage it was focused on the structures rather than the use of the language. As to develop ability in communicating well, an opportunity to communicate with teachers or peers should be given. All student-teachers' designed output activities allowed the students to communicate with teacher or peers except one student-teacher. All student-teachers did not provide authentic materials other than one

[66] *Ibid.*
[67] *Ibid.*

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student teacher that brought authentic deposit slip from bank. Feedbacks were always provided by all the student-teachers for the students after they have done the activities.

Finally, it can be seen that the most occupied principle in relation with the instructional materials is the one which is authentic, contextual and contains various type of text. But the contextual feature is not all applied by student-teachers in their instructional materials. Looking at the findings, three operational details under this principle are occupied by all student-teachers. Following that, communicative instructional materials is the principle that is featured by all student-teachers in their instructional materials. However, there are only two operational details under this principle that are occupied. Last principle that all student-teachers feature is affectively-evoking instructional materials. Only one operational detail that is attained. That is setting an achievable challenges or goals. With authenticity and variety of text types being the most picked features applied by student-teachers, it can be inferred that they see those features very important for instructional materials. Supported by the report of the interview during process in developing instructional materials, the probable cause is in order to make the materials more interesting hence they searched materials that are authentic in sense that they are originally written in target language and come in various type of text.

3. **Questioning and Discussion, Cooperative Learning, and Games as the Active Learning Strategies Promoted with Most Used Instructional Material by Student-Teachers**

As what have been explained before in findings section, the way to know whether instructional materials are able to promote active learning is by looking at the involvement of the instructional materials in the learning activities; how they are used and if they are used in certain active learning strategies. Each instructional material is listed below and its involvement in for active learning activities are described:

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a. Video → Visual based instruction

The activities involving this instructional material were watching the videos and discussing the questions given by the student-teachers in a group. Groups were made beforehand and students sat in a group. After that, video was played and students observed the video. When the video finished, students in a group start discussing. This activity is called visual based instruction activity. Video was not only played for students to watch then no follow-up activities made.[68] Video in this activity is used to involve students actively by asking them to discuss the topic in a group.

b. PPP (Power Point Presentation) → Questioning and discussion, cooperative learning, and games

This instructional material was involved in quite various activities. First, student-teachers showed the presentation slides and while showing the slides, they inserted several questions written on slides or orally asked the questions to students. In some meetings, students had to discuss the answers in a group or in pair. However, it was also often that students individually gave answers. The activities that were done in group or pair were often asked to share it in front of the class. This activity belongs to questioning and discussion activity specifically think-pair-share for the pair-work and group-discussion. The activities in group also belong to cooperative learning as the students work together to solve an academic task.[69] This activity is able to benefit the students such as retaining information, applying knowledge to new situations, and developing students' problem solving or thinking skills.[70] Working in group also had positive effects improving self-esteem and willingness to cooperate in other settings.[71] Another active learning using this instructional material is game. Mostly it was done in group and each group had to compete. The winning group got reward and the losing group

[68] Bonwell and Eison, *Active Learning: Creating Excitement in the Classroom,* p. 21.
[69] *Ibid.*
[70] *Ibid.*
[71] *Ibid.*

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got punishment. Using games as learning activity can increase students' motivation and enthusiasm in learning hence the knowledge will likely be easier to attain.[72]

c. Cutting-paper → Cooperative learning and games

The activity involving cutting paper was mostly cooperative learning. But there were also games held using this instructional material. For cooperative learning, the activities to do in group were various. Arranging text, finding text structure, arranging words, matching, categorizing, and finding differences. Games were also held and they were done in group. Two games contained instruction where students had to arrange jumbled words. And in one game, students had to individually write a sentence. Students passed a ball along accompanied with songs. When the song stopped, student who held the ball had to say his/her sentence.

d. Form → Cooperative learning + questioning and discussion

Form used by one of student-teachers was involved in activities that encourage active learning. Different kinds of form were distributed to each group that had been made beforehand. Few questions were also given to the groups. Students had to discuss the answer of questions according to the form they got. After finishing the discussion, each group had to presented the result of the work and other groups can ask to have a further discussion. This whole activity is a combination of two active learning strategies: cooperative learning and questioning and discussion. When students had to work together to solve the questions given belongs to cooperative learning. While having discussion in presenting the work is panel discussion activity as different forms were assigned then they had presentation in front of the class.

e. Handout → Cooperative learning

One of activities involving handout indicate that it belongs to cooperative learning in which students were given two announcement texts. Groups were made beforehand by

[72] *Ibid.*

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student-teacher. Students were asked to make notes of the two texts given. Notes had to include function of the text, structure of the text, and other important information. The result of the work then was briefly presented and matched with other groups.

f. Puppet → Questioning and discussion

Puppets were used by one of student-teachers in her teaching. At the start, puppets were used to tell daily stories. But then, student-teacher asked the students to make certain sentences based on the stories she told. Student-teacher and students also had discussion together as the student-teachers explained the topic after activities they had just done and concluded the topic with the students. This activity belongs to questioning and discussion activity. The activity can benefit the students to apply knowledge to situation as the student-teachers gave certain situation and students had to give the suitable expressions.

From many kinds of instructional materials used by student-teachers, power point presentation was the most used one (see Chart 4.2). The active learning strategies involving power point presentation made by student-teachers are questioning and discussion, cooperative learning, and games. These three activities certainly have similarity which are activities that cannot be done alone. It can be inferred that kind of active learning involving the instructional materials are those that need others and teamwork. This kind of activity according to Bonwell and Eison has two big goals: to enhance students' learning and to develop students' social skills such as decision making, conflict management, and communication.[73] These benefits are probably the reason behind student-teachers' choice in deciding the activities to do with the materials. Since the activities can gain many positive things, such activities are arranged.

[73] *Ibid*, p. 57.

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CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research regarding student-teachers' instructional materials development and its involvement in promoting active learning. In addition, suggestion for several parties is also presented in this chapter.

A. Conclusion

Based on the data in research findings that were presented in the previous chapter, there are several points that can be concluded as following description:

In developing instructional materials, the process that the student-teachers went through are selection and adding material. Although there are four process in developing materials, those two are the most common processes that student-teachers use. In selection process, textbook provided by schools is used. While for material addition, internet-based and self-made materials are added. In process of developing instructional materials, several ways done by student-teachers to make the materials more interesting are by using various instructional materials and various activities as well such as game.

In relation with the principles of instructional materials development, from six principle of language acquisition, only three principles that are occupied by the instructional materials made; those are principle number 1, 3, and 6. Moreover not all principles of instructional materials categorized under those three principles are covered. The principle with most features covered by student-teachers' instructional material deals with the authenticity and variety of text types.

For the purpose in promoting active learning, there are several kinds of active learning strategies done with the involvement of the most commonly used instructional material by student-teachers that is power point presentation. The activities are questioning and discussion, cooperative learning, and games. It can be inferred that student-teachers made use of instructional materials with kinds of learning activities that cannot be done alone and need students to work together.

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B. Suggestion

The findings showed that student-teachers have gone several process in developing instructional materials and the instructional materials that they developed have covered some principles of instructional materials development. Active learning activities are also conducted with the involvement of some instructional materials student-teachers made. However, the choice of process in developing instructional materials, coverage of principles of instructional materials development, and involvement of instructional materials in active learning activities should be taken into account rightfully. Therefore, there are several suggestions from the researcher stated as follow:

1. For student-teachers, they need to pick the process in developing instructional materials carefully. What students need, want, and lack have to be put into consideration in developing instructional materials. The instructional materials should also at least have one instructional materials development under each principle of language acquisition. It will give a more thorough experience in learning English. The instructional materials that have been developed will be more effectively used in activities that students can actively participate in. The instructional materials will be not fully-served if they only provide input and no output.
2. For lecturers, they need to enlighten the importance of principles in developing instructional materials before student-teachers go to their respective school for teaching internship program. It will give student-teachers the knowledge in developing good instructional materials for students in learning English that will also be very useful when they become teacher in the future.
3. For future researchers, as this study has a lot of weaknesses, it would be better if several developments are made. Therefore, analyzing whether the process in developing instructional materials is already suitable with students' needs will be interesting. This study also does not give judgement whether instructional materials that have been developed are considered good or not based on the principles as the researcher only analyzed based on the documents for the product of instructional materials

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development. So, for the next researcher, the study towards this topic but in empirical way can also be an option.

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