



PROCEEDING

IMPROVING THE QUALITY OF ENGLISH TEACHING AND LEARNING IN SCHOOLS THROUGH MEANINGFUL STUDENT INVOLVEMENT

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7th NATIONAL JETA CONFERENCE

(JOGJA ENGLISH TEACHERS ASSOCIATION)

JUNE 28—29, 2010

**PLA Conference Room of FBS
YOGYAKARTA STATE UNIVERSITY
Karangmalang Campus - Yogyakarta**

SPEECH OF THE JETA CHAIRPERSON
June 28, 2010

Honourable Head of Provincial Office of Education
Honourable Rector of Yogyakarta State University
Honourable All JETA Supervisors
Distinguished guests, ladies and gentlemen

First of all, let us thank God for having blessed us with great health, happiness and prosperity, so that we can be here on this wonderful occasion to have a conference. Allow me to take this opportunity to extend to you all my warmest and heartfelt welcome to this inspiring event, the 7th national JETA Conference.

Distinguished guests, ladies and gentlemen
On behalf of the JETA committee, I would like to express my most gratitude and thanking to the Rector of Yogyakarta State University, all invited speakers, all JETA supervisors and all participants who attend this JETA Conference.

This conference with the theme 'Improving the quality of English Teaching and Learning in Schools through Meaningful Student Involvement' held in collaboration between JETA and Yogyakarta State University is very special. The conference is designed in the form of seminar and workshop. In addition, teaching demo and best practice presentation from teachers are also scheduled in this conference. Hopefully we all teachers will be able to get relevant information from teachers, lectures and practitioners and perspectives concerning the efforts and constraints in promoting meaningful student involvement as a way of improving the quality of the English teaching and learning in schools.

Distinguished conference participants, ladies and gentlemen
Professional teacher requires us to be more and more capable of actualizing all potentials, thus it's necessary for us as a teacher to share and discuss our practical, thoughts, and experiences of how and what the teachers can do better to help our students. It's also necessary for us to promote such involvement in improving the quality of English teaching and learning. Therefore, join the seminar or workshop is very useful. From this seminar, we can benefit professionally and personally. Personally we can make friends with whom we can share our personal experience, which can support our professional development. Professionally we can learn from one another ways of improving our professionalism.

Distinguished guests, ladies and gentlemen
On behalf of the JETA committee, I would like to extend my deepest gratitude to all sponsors who have supported the well being of this conference. A special thank goes to all the supporting units in Yogyakarta State University, the hardworking committee and all parties involved. Although much work remains ahead of us, we have on our side strong collective desire to work together for this conference.

Last but not least, please accept my sincere apologizes if you experience any inconvenience during the conference. Finally, I hope this conference is inspiring and beneficial for us all. May God bless us and enlighten our visions.

Have a nice conference. Thank you.

Endang Triningsih
Chairperson of JETA

The Speech of The Chairperson of the 7th JETA Conference

Dear Conference participants, distinguished guests, ladies and gentlemen,

Assalamu'alaikum wr wb.

A very good morning to you all.

It is especially an honour and a pleasure for me to welcome you to JETA's seventh conference at the Yogyakarta State University. A conference, to English teachers today, has been a real need due their professionalism, a 'crown' put on our heads brought by the portfolio certification process. Teachers who have been labeled "certified" must have the moral obligation to always update their knowledge through conferences, symposiums, or workshops like this. By attending this conference, we can show to the world, to our society which might still be in doubt about our professionalism that we, English teachers in Jogja, are not what they think we are. This is a conference which has been prepared by the English Education Study Program of The English Education Department of the Faculty of Languages and Arts of the Yogyakarta State University and the Jogjakarta English Teachers Association, a conference as a tribute to all English teachers who have been so devoted to their jobs.

Distinguished guests, ladies and gentlemen,

This conference is also designed to make English teachers meet, share and discuss the most recent topics of the day. These days we have been through with our national examination, which is sadly to say has been sources of headaches to those involved in the process, the ministry of education from the national to local levels, from the national to the local authority, from parents to teachers and most importantly to students. We have been wondering what has been going on in their mind about all the teachers' efforts in improving their teaching quality. We need to know whether their learning has been meaningful to them. We need to take this seriously, therefore the theme of this conference is "improving the quality of the English teaching and learning in Indonesian schools through meaningful student involvement". Successful achievement in the national exam should go hand in hand with

Distinguished guests, ladies and gentlemen,

The committee has been preparing this conference through constraints and difficulties, some parties have kindly supported us and made us strong enough to finally make it happen. To all of them I would like to express my gratitude. To Professor Suwarsih Madya PhD, to Professor Dr. Rohmad Wahab, for the endless support and encouragement and his love of English. To Pak Girin, the Head of the International Links office, on behalf of the organizing committee I would like to express our greatest gratitude. Special thanks and appreciation also go to our beloved dean, Prof. Dr. Zamzani, for silently and constantly giving supports, to Pak Suhaini M.Saleh, M.A., the first assistant to the dean, and to bu Tutik, the second assistant to the dean for always saying yes to me. I also wish to thank the head of the P3B, Pak G. Suharto, M.Pd. I'd like to say thank you to the sponsors: P3B FBS UNY, Pakar Raya, Erlangga, Longman, ILP, Real English, and TOEIC Test Centre Jakarta. I would also like to express my appreciation to Bu Suwarsih Madya, and bu Itje, and Pak Willy. I do owe Bu Helen --Dr. Helena Agustin of Unnes-- my special gratitude for always being there for us. I say thank you to our friends from the JETA's board and Pak Bismoko, Pak Pras, Mbak Umi,

Mbak Nani of UST. Thanks to the head of the English Education Department, Pak Samsul Maarif. Our appreciation especially goes to all the lecturers in the English education study program. Some have contributed in many different ways. And to the committee members : I'd like to say Guys, we finally did it. I love you very much.

Dear conference participants, ladies and gentlemen,

I believe you all agree with me that it would be most inappropriate to conduct luxurious seminars these days. Modesty and simplicity are the best policy, so please enjoy this simple and modest seminar. On this very occasion I would also like to apologize for any inconveniences that you might go through during the seminar.

Finally, thank you to the conference participants. I wish you enjoy an inspiring, enlightening and relieving conference.

Thank you.

Wassalamu'alaikum wr.wb.

Nury Supriyanti, M.A.

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FACTORS TO CONSIDER IN DEVELOPING TEACHER-MADE ENGLISH TEACHING MATERIALS FOR TEFL IN INDONESIAN SETTINGS

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Abstract

English teaching materials are a key component in English teaching-learning process because they serve the students inputs for learning and practices occurring in the classrooms. Therefore, the English teaching materials must be suitable with the students and settings where teaching-learning takes place. Effective English teaching materials provided with cultural and linguistic inputs on the basis of students' socio-economic cultural backgrounds assist the teachers of English to be more responsive to cater the students' needs and the students benefit from access to the English teaching materials used in the class. However, the English teaching materials presented in the forms of coursebooks are in a wide range of cultural contexts because economies of scale dictate that most commercial materials have to be widely and massively produced and marketed so that they do not focus on particular students' backgrounds. Based on the facts, the teachers of English –persons who know much who their students are need to develop materials suitable with them to support their own specific teaching situations. This paper discusses factors to consider in developing teacher-made English teaching materials as an alternative to support specific teaching situations and to assist students' learning. Those factors are goals, students' socio-economic cultural backgrounds and settings, contents, and arrangements of materials.

Keywords: factors, English teaching materials, students' socio-economic cultural backgrounds, and Indonesian settings

A. Introduction

English teaching materials are one of the main components determining the success of teaching English as a foreign language, like those in Indonesian settings. They serve the students language inputs for learning and practices that take place in the classroom (Richards and Renandya, 2002: 65-66). At the classroom level, materials often seem more prominent than any other element in the curriculum (Nunan, 1999: 98). To optimally meet the pre-determined objectives of the English teaching-learning process spelled out from standard of content of English (for secondary schools), therefore, the English teaching materials must be suitable with students' real world situations in order that the students can easily follow the lessons. This is in line with the implementation of school-based curriculum which insists that the materials be on the basis of students' socio-economic cultural backgrounds to promote students' learning.

Currently, the teachers of English are provided with abundance of English teaching materials for their teaching presented in the forms of commercial English

coursebooks. Those commercial coursebooks are influenced by economies of scale so that they are massively produced and they do not focus on particular groups of students having particular socio-economic cultural backgrounds at the expense of others (Nunan and Lamb, 2000: 180). For reasons already indicated, no textbook is going to be a perfect match for the students. However, it is clear that some will be more appropriate than others (Nunan and Lamb, 2000: 181). Therefore, teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation (Ansary and Babaii, 2002).

It is obvious that it is difficult to find out suitable English teaching materials with particular groups of students having particular socio-economic cultural backgrounds in the forms of one package of English coursebooks. The teachers of English, therefore, need to select, adapt, compile, develop, or design English teaching materials suitable with their students in particular in Indonesian settings. To cater the students' needs, it is worth considering that the teachers of English develop teacher-made English teaching materials in order that their materials can be relevant to their students' characteristics and backgrounds and can support their own specific teaching in Indonesian settings.

Materials development refers to anything which is done by writers, teachers, or learners to provide sources in ways which maximize the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning (Thomlinson, 1998: 2). Teachers can be involved in materials development from the moment they pick up a book and teach from it. For a teacher designing a course, materials development means creating, choosing or adapting, and organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the course (Graves, 2000: 149-150). To really support specific teaching English for particular groups of students having particular characteristics and backgrounds in Indonesian settings with suitable teaching materials, the teachers of English are suggested trying to develop teacher-made English teaching materials as an alternative. The following will discuss factors to consider in developing teacher-made English teaching materials as an alternative to support specific teaching situations and to assist students' learning. Those factors are goals, students' socio-economic cultural backgrounds and settings, contents, and arrangements of materials.

B. Discussion

Effective English teaching materials are those which are in accordance with students' real life situations, providing them with appropriate linguistic cultural inputs. These materials will assist the teachers of English to be more responsive and the students can benefit from access to the materials used in class (Wright in Crawford, 2002: 88). The students will start their learning from their 'real world' to the linguistic elements and also end their learning with their 'real world'. Finally they make use what they learn in their lives. It seems that if the teachers of English are able to provide the students with such materials, they promote meaningful students' learning.

To cater the students with such effective materials, the teachers of English are suggested trying to develop teacher-made English teaching materials as an alternative because they know much about who the students are. In developing those kinds of materials, it is worth considering main factors determining effective and meaningful

materials –goals, students’ socio-economic cultural backgrounds and settings, contents, and arrangements of materials.

1. Goals

In developing teacher-made English teaching materials in Indonesian settings, the teachers of English must be able to spell out standard of content of English –standard of competence and basic competence into teaching objectives and goals (Depdiknas, 2006). The teachers of English must also be able to formulate indicators that the students should achieve the teaching objectives and goals. In short, English teaching materials developed by the teachers of English must be based on the standard of content of English. Teaching objectives and goals guide the teachers of English develop teaching materials enabling the students arrive at pre-determined competencies and performances. It is in line with Nunan (2004: 4) who states that goal is an important task element that provides directions, not only to any given task, to the curriculum as a whole.

Although such English teaching materials are very interesting and the students enjoy when they use them, they are not useful if they are not based on the teaching objectives and goals spelled out from the standard of content of English (for secondary schools in Indonesian settings). Standard refers to what students should know and be able to do as a result of instruction.’ [They] ... list assessable, observable activities that students may perform to show progress toward meeting the designated standard. These progress indicators represent a variety of instructional techniques that may be used by teachers to determine how well students are doing (TESOL 1997 in Nunan, 2004: 47).

Each program intends to meet such objectives and the society insists on a certain end like what McNeil and Wiles (1990: 58) states that a society establishes and supports schools for certain purposes; it seeks to achieve certain ends or desired outcomes. Efforts of adults to direct the experiences of young people in formal institutions such as the school constitute preferences for certain human ends and values. In other words, English teaching materials are developed from their goals, and the goals provide directions for teaching activities.

2. Students’ socio-economic cultural backgrounds and settings

The English teaching materials should provide the students with cultural and linguistic inputs. The term ‘cultural inputs’ refers to students’ socio-economic cultural backgrounds –environments. It means that linguistic inputs must be culturally relevant to the students’ daily life activities. The students will easily follow the lessons, understand the materials, and practice them as a means of communication if the materials are related to their real world situations. Minsky in Shrum and Glisan (1994: 24), furthermore, states that the research has confirmed the importance role of context plays in enabling language learners to process and produce a foreign or second language (Swaffer, Arens, and Byrnes and Smith in Shrum and Glisan, 1994: 24). Learners use various kinds of background knowledge they already have. This is in accordance with Act No. 20, 2003 about National Education System articles 1 and 36, Government Rule No. 19, 2005 about national standard of education, and National Education Ministerial Rule No. 22 about standard of content, 23 about standard of graduate’s competencies, and 24, about the implementation of National Ministerial rules No. 22 and 23 Year 2006 in Sukarno (2008: 95-96).

The teachers of English must have the ability to develop materials or tasks for their own specific teaching. It is based on Act No. 20, 2003 about National Education System

articles 1 and 36, Act No. 14, 2005 articles 7 and 10 about Teachers and Lecturers, Government Rule No. 19, National Education Ministerial Rule No. 22, 23, and 24, 2006. Based on the articles of the acts and rules, the teachers of English should be able to develop standard of content, standard of competence and basic competence, into syllabus and lesson plans. After that, the teachers of English should be able to develop materials suitable for the students' characteristics (learning style, interests, motivations, entry behaviours, language aptitude, ability, socio-economic backgrounds), support services, and learning environment. The Ministerial Rule of Minister of National Education No. 22 Year 2006 only states the standard of competence. It should be developed by the English teachers in Indonesia on the basis of the uniqueness of each region in Indonesia (Act No. 20 Year 2003, article 1). This model is aimed to make the leaning materials be meaningful the students' lives due to students' learning environment (Sukarno, 2009: 155).

Graves (2000: 16) lists factors to consider in defining contexts related to developing appropriate materials as follows.

People	Physical setting
Students	location of school: convenience
How many, age, gender culture(s)	Setting
Other language(s), purpose(s)	classroom: size, furniture
Education, profession, experience	light, noise
Other stakeholders	always same classroom?
School administrator	
Parents	
Funders	
Community	
Nature of course and institution	Teaching Resources
Type/purpose of course	materials available
Mandatory, open enrollment	required text?
Relation to current/previous courses	develop own materials?
Prescribed curriculum or not	equipment: cassettes,
Required tests or nor	video, photocopying
	Clerical support

Time

How many hours total over what span of time

How often class meets

For how long each time

Day of week, time of day

Where fits in schedule of students

Students' timeliness

From the list which Graves (2000) makes above, the most important factors closely related to students' socio-economic cultural backgrounds and settings are people and physical setting. People here are the students attending the class and settings are the place where the teaching-learning occurs. The students are the doers of the learning process to achieve the objectives and goals. In relation to the students, the teacher-made English teaching materials should a) make relevant to their experience and background, b) make relevant to their target needs (outside of class), and c) make relevant to their affective needs. In relation to social settings, the teacher-made English teaching materials should a) provide

intercultural focus on students' backgrounds and b) develop critical social awareness (Graves, 2000: 156).

From the discussion above, it seems that teaching English as foreign language in Indonesian settings still needs pedagogical materials –teacher-made English teaching materials because the students need to have contexts related to their real world situations. It is in line with Graves (2000: 156) stating that using authentic material is problematic in the L2 classroom because it is not constructed to contain only the aspects of language the learner has encountered or learned up until that point and so may not be entirely accessible to the learner. There are good reason to use pedagogically prepared material in order to provide the stepping stones to understanding and using authentic material. Therefore, a good beginning for teachers is to find out some general information about their students (e.g., ethnic and family background, family status, parents' level of schooling, religious orientations, and soon) to be basis of developing teacher-made English teaching materials (McNeil and Wiles, 1990: 79).

3. Contents

In general, the content of the teacher-made English teaching materials in Indonesian settings must be based on the teaching objectives and goals and must be suitable with students' socio-economic cultural backgrounds. However, the contents of the English teaching materials must also consider the following factors.

- a. The language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.) we may risk making the reading task more difficult. We may, in fact, be removing clues to meaning (Brosnan et al. in Nunan, 2004: 51).
- b. Materials target relevant aspects (grammar, functions, vocabulary, etc.) and integrate four skills of speaking, listening, reading, and writing (Graves, 2000: 156).
- c. Language is functional and must be contextualized (Crawford in Richards and Renandya, 2002: 67).
- d. Materials should achieve impact.
It is achieved when the materials attract the students' curiosity, interest, and attention. Materials can achieve impact through novelty, variety, attractive presentation, and appealing content.
- e. Materials should help learners to feel at ease.
Most learners benefit from feeling at ease and that they lose opportunities for language learning when they feel anxious, uncomfortable, and tense. Most learners feel more comfortable with materials lots of white space than they do with materials in which lots of different activities are crammed together on the same space. They are more at ease with texts and illustrations that they can relate to their own culture than they are with those which are culturally exotic. They are more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them.
- f. Materials should help learners to develop confidence.
It occurs when materials provide the students with activities which try to 'push' learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating, which are problematic but which are achievable too.
- g. Materials should require and facilitate learner self-investment.

Materials should provide the students with choices of focus and activity, by giving the topic control and by engaging them in learner-centred discovery activities, e.g. mini projects.

h. Materials should expose the learners to language in authentic use (if possible and available, in Indonesian settings in which English is still a foreign language, pedagogical materials are still needed). Materials can provide exposure to authentic input through the advice they give, the instructions for their activities, the spoken and written texts they include, and the activities they suggest: interviewing the teacher, doing a project in the local community, listening to the radio, etc.

i. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

Ideally teaching materials should provide opportunities for such interaction in a variety of discourse modes ranging from planned to unplanned, e.g. information gap activities, post-listening/reading activities, creative writing/speaking.

j. Materials should take into account that the positive effects of instruction are usually delayed.

Tests of proficiency are not conducted immediately after instruction.

k. Materials should take into account that learners differ in learning type.

Different learners have different preferred learning styles. Styles of learning which need to be catered for in language learning materials include visual, auditory, kinaesthetic, studial, experiential, analytic, global, dependent, and independent.

l. Materials should take into account that learners differ in affective attitude.

Materials developer is 'to diversify language instruction as much as possible based upon the variety of cognitive level' and the variety of affective attitudes likely to be found among a typical class of learners (providing choices of different types of text and types activities, variety, etc.)

m. Materials should permit a silent period at the beginning of instruction.

Materials should not force premature speaking in the target language and they should not force silence either.

n. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.

The content of the materials is not trivial or banal and that it stimulates thoughts and feelings in the learners.

o. Materials should not rely too much on controlled practice.

Controlled practice appears to have little long term effect on the accuracy with which new structures are performed and has little effect on fluency (Ellis in Thomlinson)

Materials developers should make sure that language production activities have intended outcomes other than practicing language (Thomlinson, 1998: 7-22).

4. Arrangements of materials

In practical way, the arrangements of teacher-made English teaching materials are the same as those of others. They must be arranged from simple to complex, from guided to free, from low cognitive to high cognitive, from abstract to concrete, and from authentic to non-authentic. Those are put in a continuum. These such arrangements make the students find ease in comprehending and practicing the materials.

This way is in accordance with Richards, Platt, and Weber in Nunan, (2004: 113) who state that the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meaning, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of the item, its frequency in written or spoken English, or its importance for the learner. Nunan (2004: 86), furthermore, makes a continuum of putting materials/tasks as follows.

Easier ←	→	More difficult
<i>Tasks</i>		
low cognitive complexity has few steps plenty of context provided plenty of help available does not require grammatical accuracy has as much time as necessary		cognitively complex has many steps no context no help available grammatical accuracy required has little time
<i>Texts/Input</i>		
is short, not dense (few facts) clear presentation plenty of contextual clues familiar, everyday content		is long and dense (many facts) presentation not clear few contextual clues unfamiliar content

In brief, what are discussed above –goals, students’ socio-economic cultural backgrounds and settings, contents, and arrangements of materials to considered in developing teacher-made English teaching materials is in line with Robinett (1978) in Brown (2001: 142), (Ellis, 1997: 39), Tucker (1975) in Ansary and Babaii (2002), Harmer (2001: 301), Reinders and Lewis (2006: 274), Spratt, Pulverness, and Williams (2005: 110), Mashura (1998: 240-241), and Nunan (2004: 174) that give a practical set of criteria for evaluating a coursebook which can be applied in developing English teaching materials. It includes goals, students’ backgrounds (topics and vocabulary related to students’ lives), cultural acceptability, language skills to develop, quality of practical materials in the classroom (activating students’ participation), roles, sequencing of the materials (procedure), formats, instructions, and visualization. Those criteria should match the students’ characteristics.

Goals of the tasks are related to language skills to develop. They refer to what the students expect to learn when they use the tasks. Students’ backgrounds are related to cultural acceptability. Whether the content of the tasks or coursebooks are suitable with the students are concerning with these criteria. Quality of practical materials refer to whether the tasks are able to encourage the students to participate the class or not. Sequencing of the materials refers to whether the students are easily able to follow the content of the tasks or not. Formats are related to the students’ preferences on the lay out of the tasks. Instructions are related to whether the students are able to comprehend the instructions of the tasks or not. While last one, visualization refers to whether the tasks are attractive for the students or not.

C. Conclusion

Developing teacher-made English teaching materials is suggested to facilitate students' learning because the teachers of English are the persons who know their students are, students' characteristics and socio-economic cultural backgrounds. These such materials –pedagogically prepared materials are used as an alternative for step-stone to understand authentic English texts and use three functions with language - to exchange goods and services (transactional), to socialize with others (interpersonal), and for enjoyment (aesthetic).

To make the students find ease in following the lessons, comprehend, and practice the materials, the materials must be on the basis of students 'real world' situations. The teachers developing teacher-made English teaching materials should consider goals, students' socio-economic cultural backgrounds and settings, contents, and arrangements of materials to promote students' meaningful learning.

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