TEACHERS' GUIDELINES IN DESIGNING ENGLISH

MATERIALS IN CURRICULUM 2013

(Descriptive Study of English Teachers in Senior High School Rejang Lebong)

THESIS

This thesis is submitted to fulfil the requirement for 'Sarjana' degree in English Language Education

By

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(STAIN) CURUP

2018

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Kepada

Yth Bapak Ketua Jurusan Tarbiyah STAIN Curup

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Assalamu`alaikum wr.wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama : **Uci Sherly Rimadanti, NIM. 13551069** mahasiswa STAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul **"Teachers' Guidelines in Designing English Materials in Curriculum 2013"** . Sudah dapat diajukan dalam sidang munaqasah Sekolah Tinggi Agama Islam Negeri (STAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih

Wasaalam mu`alaikum, wr.wb

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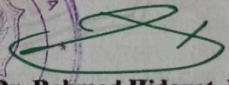
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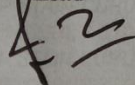
Day / Date	: Monday, 22 January 2018
Time	: 11.00 -12.30 p.m.
At	: Munaqasyah Room 1 STAIN Curup

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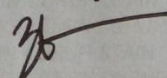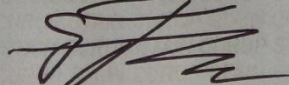
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MOTTO AND DEDICATION

"Struggle that you do today is the single way to build up a better future"

"The things that you do should be things that you love, and things that you love should be things that you do"

"Allah always bless my way and know what the best for me, because I believe my plan is good but Allah's plan is perfect"

"Less Talk Do More"

This research will never accomplish without many helps. By saying Allhamdulillah hirabbil 'alamin, this thesis is dedicated to :

- Mama (Pitra Ratna Sari) and Papa (Maryono), thank you so much for all prays, support, effort, suggestion, motivation, loves, cares and attention you provided me through my entire life.. no words which can say how deep I love both of you.. saranghae eomma, appa.

- My sisters who always act like my mirror and my enemy are Gita Octavia, Marisa Amellia and Diva Dhevina. You are one of my reason to finish my thesis quickly.

- My best Advisors, Mam. Jumatul Hidayah, M.Pd and Mam. Eka Apriani, M.Pd . Thank you so much for all the times you spend on guiding me and your valuable contribution.

- My close lecturer Mam Deli Susanti, S.Pd.I., who always help me. Thanks a lot mam.

- My best partner who always support and help anytime and anywhere and also in all circumstances is Berry Ervian. Khamsahamnida oppa ☺

- My sisters until Jannah, Gerong, Keces' Family (Deni Setiawati, Mei Nurhayani, Putry Purnama Sary, Rima Indriyani) and My Best friends who always help and support me to finish this thesis (Nyak-Ku as my alarm, Guci Vera as my third co-advisor). Finally, I can finish this thesis.. Big thanks for everything.

- My best friends from Junior High School until now Yona Yolanda (Nhae) and Widya Manggala Pratiwi. Both of you make me stronger, thanks girls.

- My classmate "A Class" English Study Program Academic Year 2013 (Deta, May, Khykhy, Buk Ayu, Mas Tole, Guci, Raka, Mutiara, Bang Meta, Ani, Fenti, Ayook Yanti, Semsay Riska, Bucik Karmila, Teteh Riski KM, Suyek, Vera, Ayin, Destria, Putry, Rima, Kurnia), I will miss everything about us, our crazy activity and our moments in all situation.. All of you are my family and friends.

- My KPM groups (Kelompok 40 Desa Bajok) Mamas Abi, Kak Udin, Gitek, Bunda Grasela, Adek Wulan, Cik Elva, Kakak Citra, Mama Wida and Mbak Fitri. Thanks My guriel-guriel.

- My PPL groups in SMA N 4 Rejang Lebong, Miharman Raka P, Bayu Rudianto, Latifah and Pepsi Anggera. Thanks my sis and mr. Don't forget about our moments for four months OK.

- My humble and beautiful subject of the research in SMA N 1, 2, 4 Rejang Lebong and SMA Xaverius Curup.

- All of English Study Program Students Academic Year 2013.

- My Almamater "STAIN CURUP".

PREFACE

All praise to Allah SWT that the researcher had finally finished writing her thesis entitled by "Teachers' Guidelines in Designing English Materials in Curriculum 2013 (Descriptive Study of English Teachers in Senior High School Rejang Lebong)".

This thesis submitted as a part of the completion for undergraduate degree of Strata 1 (S1) in English Tadris Study Program of STAIN Curup. The researcher realized that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being better in the future.

Last but not least, the researcher hopes that this thesis will be useful to those who are interested in this field of study.

Curup,   January 2018

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ACKNOWLEDGEMENT

Assalamualaikum Warohmatullah Wabarokatuh

Bismilahhirrahmannirrahim

Alhamdulillah, praise to Allah SWT who has given his mercy that the researcher can finish this thesis. Praying and greeting to Prophet Muhammad SAW and to all of His family and also to His followers who brought us from darkness to the lightness.

This thesis entitled "Teachers' Guidelines in Designing English Materials in Curriculum 2013 (Descriptive Study of English Teachers in Senior High School Rejang Lebong)" presented in fulfillment of the requirement for the degree of Strata 1 in English Study Program of Tarbiyah of STAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others.

In this occasion I would like to express my deepest gratitude to :

1. Mr. Dr. Rahmad Hidayat. M.Ag., M.Pd., as the head of STAIN Curup.

2. Mr. Drs. Beni Azwar. M.Pd,Kons., as the head of Tarbiyah in STAIN Curup

3. Mr. Sakut Ansori.S.Pd.I. M.Hum., as the head of English Tadris Study Program of STAIN Curup.

4. Mr. Bayu Senjahari, M.Pd, M.Ed., as my academic advisor.

5. Mam Jumatul Hidayah. M.Pd., as my advisor.

6. Mam Eka Apriani.M.Pd., as my co-advisor.

7. My examiners, Mr. Dr. Syafryadin, M.Pd., and Mr. Sarwo Edy, S.Pd.I., M.Pd., who had given a great chance for me in the thesis examination.

8. All of my lecturers in English Study Program who have taught and given me many things and knowledge in this college. Thanks a lot for it.

9. My deepest and honest go to my parents, Mr. Maryono and Mrs. Pitra Ratna Sari. My sisters Gita Octavia, Marisa Amellia, and Diva Dhevina.

Finally, the writer need constructive suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education. For acknowledgment above and those are not mentioned, may Allah SWT give them the best reward.

Curup,   January 2018

Writer

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ABSTRACT

Uci Sherly Rimadanti. **2018.** *"Teachers' Guidelines in Designing English Materials in Curriculum 2013 (Descriptive Study of English Teachers in Senior High School Rejang Lebong)"*

Advisor : **Jumatul Hidayah, M.Pd.**

Co-Advisor : **Eka Apriani, M.Pd.**

The objectives of this research were knowing the guidelines used by the teachers and describing how the teachers implemented the guidelines in designing English materials in curriculum 2013. The researcher chose descriptive study as the kind of research and presented the results in qualitative way. There were five teachers from some Senior High Schools who had participated as the subjects of the research. The researcher used document analysis and interview to collect the data. Document analysis was used to know what the guidelines used by the teachers in designing English materials were. Then, interview was used to collect the detailed qualitative data expressed in the respondents' own words in order to describe the implementation of guidelines by the teachers in designing English materials. The results of this research, based on Howard and Major's theory, showed that the teachers used thirteen guidelines and did not use three guidelines in designing English materials. Next, the teachers implemented the guidelines by using syllabus as a guidance, and the materials were designed based on students' experiences, realities and ages. Based on the results of this research, the researcher suggested the teachers to pay more attention to the guidelines provided, because it is important to make the materials which you designed suitable with the standards in syllabus and students' needs.

Keyword: Guidelines, Designing, Materials, Curriculum

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CHAPTER I

INTRODUCTION

A.   Background

Education is one of the important points in Indonesia, so the government always makes it better by the time. One way to make it better is improving the quality of education, today the government has been applying Curriculum 2013 to complete the previous curriculum, KTSP. The purpose of curriculum 2013 is to prepare Indonesians to have the ability to live as citizens who are faithful, productive, creative, innovative and effective, also able to contribute to society, nation, state and world civilization[1].

Curriculum 2013 is the replacement of the previous one, KTSP. Curriculum 2013 says that "The desired learning process is learning that emphasizes the personal experience through observation (listening, speaking, reading, writing), associations, asking, conclude and communicate. It adds, the desired learning process is a learning process centered on the learner (student centered active learning) with the contextual nature of learning[2].

Curriculum is one of the important things and indicators of education. It should be recognized that the program of curriculum still needs to be operationalized by using teacher's creativity in learning process. So, in this case,

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[1] Peraturan Mentri Pendidikan dan Kebudayaan, *Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas*, P.07

[2] Akhmad Sudrajat, *Pengembangan Kurikulum 2013, Bahan Uji Publik Kemendikbud*, (Bandung : Alfa Beta, 2009), P. 117

each school only describes the curriculum there and the very important one is the teacher, because he/she becomes the reference in learning process and the teachers' materials in learning process must be interesting, so the students will understand the materials easily. When the teachers design the materials, they must have some considerations related to the aspects of curriculum 2013. The authenticity approach is materials-centered and uphold the importance of materials design is not only as a professional skill applied by course book writers, but as the one used by teachers in individual teaching contexts[3].

The main principle of KTSP curriculum is "teacher-centered", so the teachers must prepare everything well, started by strategies, materials and exercises for learning process. And then, the students put their focus on teachers. They do not have more knowledge and cooperative learning principle. They just accept the materials given by their teachers without learning by themselves. It is totally different to curriculum 2013 whose the principle is student-centered. So, the students must prepare everything well before they follow the learning process, especially learning materials[4]. The teachers will give the information about what they will learn, and then the students must firstly search and understand about the materials before they follow the learning process whereas the teachers could be more relax. Because, if they have not prepared the

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[3] Freda Mishan, *Designing Authenticity into Language Learning Materials*, (USA : Intellect Books, 2005), P. 9-10

[4] E Mulyasa,*Pengembangan dan Implementasi Kurikulum 2013*,(Bandung : PT Remaja Rosdakarya, 2014), P. 62

materials, they can get them from students' explanations. So, in this case, the teacher's function is just being a 'supporting actor' if there is misunderstanding in that learning process.

However, it does not mean the teacher does not need to make, design and prepare the materials. The real teacher always prepares everything well in all situation. The teachers do not only take the materials from the book but also design the materials by themselves, because they think that the materials in their books are not enough and complete, so they need to add some materials from other sources and design it by themselves based on the syllabus. Designing their own materials also makes the teachers know about the way to present an interesting and attractive material in classroom, because the teachers know their students' abilities and interests in learning process. The overall goal must be supporting the learning outcomes of the curriculum. The consideration of curriculum fit must be applied rigorously to all mediums of learning presentation[5].

Although the focus of curriculum 2013 is student centered, but the teachers must be active and creative also, because in this curriculum, technology becomes one of supporting instruments in learning process, they are laptop, speaker, projector, and many more when they explain the materials or give the exercise. The purpose is to make the students more interested when they follow

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[5] Prince Edward Island, Evaluation and Selection Learning Resources: A Guide, (Canada: Department of Education, 2008). P. 1

the learning process. The teachers cannot design the material randomly, they must have some considerations when they design it and also some guidelines to make sure if the material is suitable with the syllabus and the students. So that, the researcher chose the teachers who designed their own English materials and their schools applied curriculum 2013.

The teacher designed the materials based on the topics in syllabus, and the materials provided in some versions like power point slide, video and audio. For example, the teacher designs the materials about Narrative Text, so the teacher shows the video that talks about legend, fairy tales or fable to make students guess what the topic is and the teacher also puts the explanation of Narrative Text in power point slide. So, the teacher, as someone who designs the materials and controls the class, needs to consider some aspects and strategies to explain those materials in learning process.

> The form of teaching material is an important part of English teaching programs. From textbooks, videotapes and pictures to the internet, teachers rely heavily on a diverse range of materials to support their teaching and their students' learning. However, despite the current rich array of English language teaching materials commercially available, many teachers continue to produce their own materials for classroom use[6].

Based on a pilot study done by the reasearcher, there were some schools which applied curriculum 2013 and their English teachers also design their own materials. Those are SMAN 1, 2, 4 Rejang Lebong and SMA Xaverius. English

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[6] Jocelyn Howard and Jae Major, *Guidelines for Designing Effective English Language Teaching Materials*, (29 September 2015), P. 101

teachers in those schools think that will not be interesting in this modern era if they just follow and use materials in a book or worksheet, so they combine the teaching materials from books and worksheets with the materials from internet, such as videos and additional exercises to make the students interested and easy to understand the materials and do the exercise.

Based on the phenomenon above, the researcher decided to conduct this thesis entitled by **"Teachers' Guidelines in Designing English Materials in Curriculum 2013"**.

B. Questions of The Research

In this research, it was better to identify the problems covering the research. To make the research clear, the researcher identified the problems as follows:

1. What are the teachers' guidelines in designing English materials in curriculum 2013?

2. How do the teachers implement the guidelines in designing English materials in curriculum 2013?

C. Objectives of The Research

This research aimed to find the answers of the questions stated in the questions of the reasearch. Thus, the objectives of the research were:

1. To find out the teachers' guidelines in designing English materials in curriculum 2013.

2. To find out how the teachers implement the guidelines in designing English materials.

D.   **Definition of Key Terms**

The operational definitions of this research were:

1. **Teachers Guidelines**

Teacher is everyone who is in charge and authorized in the world of education and teaches in formal education institutions[7]. Teacher is someone who controls the class, explains and designs the materials. In designing materials, the teacher needs a guidelines to make sure if the materials are suitable with the syllabus and students' needs. So that, the researcher concluded that teachers guidelines are the things used by teachers before they decided to design the materials which must relate to the education system like curriculum, syllabus, lesson plan and the students also.

2. **Designing English Materials**

Designing English materials is teachers' effort to design their own English materials, it means they do not only use the books but also combine the other sources from internet like video, audio and exercise. It could be designing the materials which adapt from internet and present it in a power point slide.

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[7] Hamzah Uno, *Profesi Kependidikan*, (Jakarta: PT Bumi Aksara, 2007), P. 15

3. Curriculum 2013

Curriculum is a plan to get an expected outcome from the learning process. The plan is arranged structurally for each field, so that it gives a compass and instructions to develop the strategies of learning and curriculum also as a program and learning activities that are arranged by teachers to allow students to achieve the objectives that have been defined[8].

Curriculum 2013 is the replacement of the previous curriculum, KTSP. Curriculum 2013 says that "The desired learning process is learning that emphasizes the personal experience through observation (listening, speaking, reading, writing), associations, asking, conclude and communicate. It adds, the desired learning process is a learning process centered on the learner (student-centered active learning) with the contextual nature of learning[9].

Based on the definition of curriculum above, the researcher concluded that curriculum 2013 is a curriculum of character, because there is a plan that gives priority to the students and the learning processes are more active and use technology around.

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[8] Grayson. The Curriculum 2013 and English Learning in Primary School, Accessed : 25 Juni 2017 from http://globalindonesianvoices.com/8813/new-2013-curriculum-for-new-school-year-in-indonesia

[9] Akhmad Sudrajat, *Pengembangan Kurikulum 2013, Bahan Uji Publik Kemendikbud*, (Bandung : Alfa Beta, 2009), P. 117

E.   Delimitation of The Research

The researcher focused in analysing and describing about teachers' guidelines in designing English materials. In this study, the researcher used English materials made by English teachers in Senior High School Number 1, 2, and 4 Rejang Lebong and also Senior High School Xaverius. So, the researcher limited this research on teachers who design English materials themselves and their schools applied curriculum 2013.

F.   Significance of The Research

1. Theoretically

Theoretically, the results of this research were expected to enrich the related knowledge to design English materials itself and also be a source to know how to design English materials well.

2. Practically

In Practical terms, the results of this study were expected to be useful for:

a. Students, because this research can give them the information about English materials. So, they will know whether the materials are suitable with the curriculum and syllabus or not.

b. English teachers, because this research can be one of teachers' sources when they want to design English materials and this can help them to

improve and increase their knowledge about the way to design materials well.

c. Researcher, because this research can be one of solutions in designing English materials and give new information for the researcher. So, the researcher can design the materials well when she be a teacher.

d. Schools, because this research can be a tool as a guidelines to evaluate the English teachers. So, it will show whether the teachers are qualified or not in designing materials for learning process.

G. Organization of the Research

Chapter one is introduction to the research. It told about background of the research, questions of the research, objectives of the research, definition of key terms, delimitation of the research, significance of the research and organization of the research.

Chapter two, the researcher expressed about literature review, which consisted of definition and learning process in curriculum 2013, changes of English subject and also the role of teachers in curriculum 2013. Then, definition of guidelines, factors to consider in designing materials and guidelines for designing English materials.

Chapter three talked about research methodology which presented kind of the research, subject of the research, technique of collecting data, research instruments and technique of data analysis.

Chapter four consisted of finding and discussion that talked about the data gotten and analyzed by the researcher and the results which combined with the main theory of this research.

Chapter five was about conclusion and suggestion from the researcher.

CHAPTER II

LITERATURE REVIEW

A.   Curriculum 2013

1. Definition of Curriculum 2013

Curriculum is a plan to get an outcome that is expected from the learning process. The plan is arranged structurally for each field, so that it gives a compass and instructions to develop the strategies of learning and curriculum also as a program and learning activities that are arranged by teachers to allow students to achieve the objectives that have been defined[10].

Curriculum 2013 is the replacement of the previous curriculum, it was KTSP. Curriculum 2013 saying that "The desired learning process is learning that emphasizes the personal experience through observation (listening, speaking, reading, writing), associations, asking, conclude and communicate. It added, the desired learning process is a learning process which centred on the learner (student-centred active learning) with the contextual nature of learning[11]. The purpose of this curriculum is preparing Indonesians to have the

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[10] Grayson, *Loc.Cit*

[11] Akhmad Sudrajat, *Pengembangan Kurikulum 2013, Bahan Uji Publik Kemendikbud*, (Bandung : Alfa Beta, 2009), P. 117

ability to live as a productive, creative, innovative and affective citizen and also be able to contribute to society, nation, state and world civilization[12].

Curriculum 2013 completes the previous one, where there are some aspects changed in this curriculum such as assessment, lesson plan, and the focus, it is students and their characters. There are some characteristics of curriculum 2013[13], those are developing the balance between the spiritual and social attitude, the curriousity, creativity, and teamwork with the intelectual and psicomotoric skill. School is a part of citizen that gives student experiences, where the students apply what they learn in school and utilizing the citizen as a resource of study. Developing attitude, knowledge and skill and also applying it in various situations in school and citizen. Giving much times to develope varied attitude, knowledge and skill.

The competences claimed as class point competence that more detailed in basic lesson. The class competence organizes elements of basic competence where all of basic competention and studying process developing to achieve the competention that claimed in main competention. Basic competention developed based on accumulative principle, reiforced each other and enriched other inter lesson and education grade (horizontal and vertical organization).

After knowing the characteristics of curriculum 2013 above, the teacher should consider about them before teaching the students and also must create

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[12] Prof.Dr.H.S.Hamid Hasan MA.Pdf, P.16
[13] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia, P. 06-07

an attractive learning process and good materials. So, the teachers can use a lot of sources to design English materials well and then the students will surely be interested to follow the learning process and understand the materials easily.

2. **The Process of English Learning in Curriculum 2013**

There are sixteen points that talk about English learning process in Curriculum 2013. Although the focus of curriculum 2013 is student-centered, but the teachers also need to be a participant in the middle of their students. Those points can be some considerations for teachers before they teach the students. The teachers have to get new strategies in classroom, prepare the materials well and use a lot of media to avoid the boredom in learning process. Therefore, the teachers need guidelines to know how to design the materials well.

In the learning process of curriculum 2013, the teachers and the students also use technology as a media, so it will give the positive impact for them. Because, the system in learning process will run more active and interesting by using technology. The teachers can use short video or slide related to the materials, so that they will get positive feedback from the students. The

materials are not only interesting but also easy to understand because of their simplicity. English learning process in curriculum 2013 are presented below[14] :

1) Learning by activity (understanding by doing).

2) Integrated learning of knowledge, skills, and attitude to produce skills and lead to shape attitudes.

3) Began by inviting the students to observe and give the questions in learning process.

4) Learning by using scientific approach.

5) Adjusting the learning context with the school environment.

6) The data (collecting, clasifying, observing and etc) is not only for mathematics but also English language subject.

7) Skills can be shaped as concrete object, abstract and action.

8) Learning resources are not only textbooks and teachers.

9) Project-based learning and collaborative learning (individual assessment: portofolio and process) including the substance, language and aesthetics.

10) Persuading the students to conclude the concept which is being discussed (discovery).

11) Not only emphasizing the results but also the importance of problem formulation and working process.

12) Stressing on higher order thinking skills.

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[14] Perubahan Pola Pikir dalam Kurikulum 2013, pdf, P.38-39

13) Preparing the remedial and enrichment of material, and also parents interaction.

14) Matching the student's self-assessment and test scores.

15) Filling out the report based on each student's competence.

16) Motivating the students to make them interested to the subject in learning process[15].

3. The Changes of English Language Subjects

Curriculum reform made the systems of learning process changed either. There are some changed aspects from KTSP to 2013 curriculum such as assessment, lesson plan and materials. Especially in English subject, there were some aspects that were changed[16].

1. Old curriculum or KTSP emphasized the English materials to be taught on grammar or the structure of language whereas in new curriculum or 2013 curriculum emphasizes language competence as a communication tool to convey ideas and knowledge.

2. The students in KTSP curriculum were not accustomed to read and understand the meaning of the text presented. But, in 2013 curriculum, they are accustomed to read and understand the meaning of the text as

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[15] E Mulyasa, Op. Cit, P. 61-62
[16] Kementrian Pendidikan dan Kebudayaan, *Implementasi Kurikulum 2013 dan Relevansinya dengan Kebutuhan Kualifikasi Kompetensi Lulusan*, P.48

well as summarizing and presenting by their own levels of understanding.

3. The students were not accustomed to compose text systematically, logicaly and effectively in old curriculum, while in the new curriculum, they are accustomed to compose text systematically, logicaly and effectively through the text exercises.

4. The students are not introduced to the appropriate rules of text, but in 2013 curriculum they are introduced to the appropriate rules of text, in order to not to be confuse the process of composing the text (according to the circumstances: what, where, who).

5. KTSP curriculum less emphasized on the importance of expression and spontanity in speaking, whereas in 2013 curriculum the students are taught to be able to express themselves and their knowledge by convincing the language spontaneously.

There are some differences of English language subject from old (KTSP) and new curriculum (2013 curriculum). In 2013 curriculum, the students are forced to be attractive and active to understand the materials. Because, student's role is the center in this curriculum, so they must increase their knowledge and abilities in English materials more. And also, the portion of theory and practice is equal in this curriculum. So, after the teachers give the clue or explanation about the materials, they directly give the students tasks related to the materials to make sure the students understand.

4. The Role of Teachers in Curriculum 2013

Talking about the concept of assignment, curriculum 2013 is actually not much different from the KTSP curriculum which has been running early. Teacher competency standards still refer to the four competencies as stated in Decree No.16 year 2007, they are professional, pedagogical, social, and personal competence.

The teacher plays a central role in teaching and learning process. To create an effective teaching, it requires an individual who can foster his/her students' academic achievement and guide them toward the important goal of social, moral and ethical. According to Michael in his book, *Process and Experience in the language Classroom*, that was re-written in Denny Setyaningrum's research, he gave his arguments concerning some of the teacher's roles in classroom namely[17] :

1) The teacher as a coordinator and facilitator

The general role of the teacher in the classroom is coordinator of the learning process. The teacher is responsible for carrying out the learning as the whole process and maintaining the right to intervene by helping and advising or setting the targets.

2) The teacher as a manager and organizer

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[17] Hamzah Uno, Op. Cit, P. 21-27

In particular classroom, especially language, the teacher may have the role as a manager and organizer through the three varied approaches, namely, (1) creating the framework of project, (2) creating and managing the learning climate, and (3) structuring and guiding the learning process.

3) The teacher as an instructor

The role of teacher as an instructor is to show the students how to learn experientially. The teacher also needs to create the conducive climates and opportunity as a part of managing, conducting, and participating in giving instruction. In other words, the teacher acts as a guide who encourages the students to be proactive contributors instead of passive and receptive.

4) The teacher as an investigator and researcher

In company with Breen and Candlin, the teacher's roles cover the roles to engage the knowledge actively in researching what is happening in the classroom by using a certain view. It is meant to understand its process in order to be clearer and bringing about improvements.

According to Martinis Yamin, re-written by Denny Setyaningrum, he mentioned that a teacher or instructor acts as a mediator and facilitator[18]. Dealing with this definition, the teacher's job descriptions are as the following[19]:

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[18] Denny Setyaningrum, The Implementation of KTSP in Teaching English at the second year of Wedarijaksa Pati, 2009, P. 40, Published University Sebelas Maret. Surakarta

[19]Ibid

a) Providing learning experiences in order to be responsible for teaching activity such as to plan, process and research.

b) Providing or giving the stimulus for students' inquisitions and helping them to express and communicate their schemata. The teachers become the facilitator when the students offer problem, experiences and motivation in conducting the learning process.

c) Evaluating monitorial and showing students' rationality in problem solving.

B. Guidelines for Designing English Materials

1. Definition of guidelines

Guidelines is a piece of advice on how to act in a given situation[20]. Guidelines is a guide to make something based on the steps and theory. The guide aims to make something becomes more complete and correct in accordance with the steps and existing theories so as to reach a valid level of truth.

2. The Factors to be Considered in Designing English Materials

There are some factors which should be considered by teachers before designing English materials. They are:

1) Learners

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[20] Parinita Bahadur, Difference between Guideline, Procedure, Standard and Policy, Published on June 2014

If the point of teacher-created materials is relevance, interest, motivation and meeting specific individual needs, the teachers must clearly ensure that they know their learners well. Every consideration of syllabus or material design must be started by a needs analysis. This should reveal learning needs with regard to English language skills in listening, speaking, reading, writing, vocabulary, and grammar as well as individual student's learning preferences. It is not just learning needs that are relevant to the teacher as materials designer.

2) The curriculum and the context

Many teachers are bound by a mandated curriculum in defining the content, skills and values to be taught. Whether imposed at school, a curriculum outlines the goals and objectives for the learners and the course of study. Whatever, the curriculum, it is the teacher's responsibility to ensure that the goals and objectives of the overarching curriculum are kept close at hand when designing materials[21].

3) The resources and facilities

The resources and facilities available to the teacher-designer are also mentioned above as an element of context. Clearly teachers must be realistic about what they can achieve in terms of materials design and production within the limitation of available resources and facilities.

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[21] David Nunan, *Principles for Designing language Teaching Materials*, (New York: Cambridge University Press, 1988), P. 24

Hadfield and Hadfield says useful suggestion for 'resourceless' teaching which address that impoverished reality of some teaching contexts[22].

4) Personal confidence and competence

Factors that will determine an individual teacher's willingness to embark on materials development. This will be influenced by the teacher's level of teaching experience and his or her perceived creativity or artistic skills and overall understanding of the principle of materials design and production. In reality, most teachers undertake materials design to modify, adapt or supplement a course book rather than starting from scratch and this is probably the most realistic opinion for most teachers[23].

5) Copyright compliance

Teachers need to be aware of the restrictions that copyright laws place on the copying of authentic materials, published materials and materials downloaded from the internet for use in the classroom. This is particularly important when creating course materials that will be used by a large number of classes over time. Copyright law has implications when creating materials that include excerpts from published work.

6) Time

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[22] G. Hadfield and J. Hadfield , Hidden resources in the language classroom : teaching with (next to) nothing, (2003), P. 86

[23] Jeremy Harmer, *Coursebooks, A Human Cultural and Linguistic Disaster*, (2001), P. 108

Block suggests a number of ways in which teachers can lighten the load including sharing materials with other teachers, working in a team to take turns to design and produce materials and organizing central storage so materials are available for everyone[24].

3. The Guidelines for Designing English Materials

The guidelines that follow may act as a useful framework for teachers as they navigate the range of factors and variables to develop materials for their own teaching situations. Howard and Major states, there are ten guidelines which teachers can use for designing effective English materials as follows[25] :

1) English language teaching materials should be contextualized.

The materials should be contextualized to the curriculum, syllabus or scheme within the designer's institution are kept to the fore. The teachers who design their own English materials should adjust the materials with the curriculum and syllabus so that what is made in accordance with what is required by students. Materials also should be contextual to the experiences, realities and first language of the learners so that the students will be easier to understand it and materials should be contextual to topics and themes that provide meaningful, purposeful uses for target language.

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[24] D. Block, *Some thoughts on DIY materials Design, ELT Journal*, (1991), P.211 - 217
[25] Jocelyn Howard and Jae Major*, Op.Cit*, P. 104-107

2) Materials should stimulate interaction and be generative in terms of language.

   Language teaching materials should provide situations that demand same situations where learners feel need to interact with each other regularly in a manner that reflects the type of interaction they will engage in outside of the classroom. The materials should provide their own challenges to the students so that they are required to interact each other in order to achieve the objectives or material understanding that they should also be able to explore their opinions so that the teacher can know that the student is paying attention and understanding what is being taught.

3) English language teaching materials should encourage learners to develop learning skills and strategies.

   It is impossible for the teachers to teach their learners all the language they need to know in the short time in classroom. In addition to teaching valuable new language skills, the teachers should know how to teach their students and also teach them about how to learn. Of course it will help the students to take advantage of language learning opportunities outside the classroom.

4) English language teaching materials should allow for a focus on form as well as function.

English materials are developed without thinking about their form but the important points are when the teachers want to develop the materials it should be suitable to the context and the function about that materials.

5) English language teaching materials should offer opportunities for integrated language use.

The materials given by teachers should build integrated skills for the students. From one materials or one topic explanation the students can use two skills or more simultaneously. So that the students is easier to understand English materials. Ideally, materials produced should give learners opportunities to integrate all the language skills in an authentic manner and become competent at integrating extra-linguistic factors also.

6) English language teaching materials should be authentic.

Materials designer should also aim for authentic spoken and visual texts. Learners need to hear, see and read the way native speakers communicate each other naturally. Arguably the most important point than the provision of authentic texts is authenticity in terms of the tasks which students are required to do by themselves and then perform and explain it clearly.

7) English language teaching materials should link to each other to develop a progression of skills, understanding and language items.

When the teachers do self-design materials or adapt the materials from the other sources, the teachers must make sure if that materials are coherence and cohesive with the student needs. English materials should describe the student's progression of skills and opportunities to repeat and reinforce from their earlier learnings.

8) English language teaching materials should be attractive.

There are three aspects included to the criteria of attractive in English materials. First, physical appearance. Putting the simple language teaching materials should be good to look at. Some factors that should be considered are the density of text on page, the type size and the cohesiveness and consistency of the layout.

Second, User-friendliness. The materials should also be attractive in terms of their usability. For examples, if the activity is gap-fill exercise, there should be enough spaces for learners to write down their responses.

Third, Durability. If the materials are needed to be used more than once, or if they would be utilized by many different students, a consideration needs to be given to the way they could be made robust enough to last as required.

Fourth, or the last aspect is the ability to be reproduced. Teachers need to have an ability to reproduce the brand new materials or develop them by adding some points and so on. Because, if teachers just use the old materials, the students will feel bored and do not pay any attention

when they are giving an explanation. Besides, the teachers should create and apply different strategies every time they teach their students, so that the students' interests in learning subject may be improved.

9) English language teaching materials should have appropriate instructions.

The guidelines tell that some clear instructions should be provided for other teachers who may use the materials, as it does for the intended learners. In order to make the instructions effective, they should be written in language that is appropriate for the target learners. So, it has to use a correct and clear language that can assist in making the instructions more concise and effective.

10) English language teaching materials should be flexible.

English language teaching materials should be flexible for teachers and students. Because, sometimes, when the teachers explain or the students ask something about the materials, there would be at least an additional information which is important and related to the topic discussed. Then, flexibility is possibly about the approach, level, methodology, technology, teaching style and procedure of evaluation either. All of those aspects can come up anytime without an exact plan during the learning process.

C. Review of Related Finding

Here, the researcher provided three journals related to this research, and could be taken as the examples and guidance in doing this study. The first belongs to Richard J. Riding and Eugene Sadler Smith, entitled by *"Cognitive Style and Learning Strategies: some implication for training design"*. Their journal told that there is often an assumption that all trainees will learn in a similar manner when designing learning materials. This approach ignores the important issue of individual differences in cognitive style, which is defined as an individual's consistent approach to organize and process information during thinking progress. The authors argue that conventional methodologies of training design appear to be lack of theoretical and empirical bases to acknowledge the important role played by cognitive style in determining learning performance. The aim of the journal was considering the relationships among learning performance, learning strategies and cognitive style[26].

Second, the title is "*Supporting Science Teacher Learning: The Role of Educative Curriculum Materials*" by Rebecca M Schneider and Joseph Krajeik. Science is the focus of many reform efforts. Especially, the reformers suggest teacher to utilize student-centred instructional practice that will facilitate students' knowledge construction, to support students in a deeper understanding of fewer topics. In addition, reforms based on these recommendations were being attempted on a large scale. Many states and school districts have made science education

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[26] Richard J. Riding and Eugene Sadler Smith, *Cognitive Style and Learning Strategies: some implication for training design, International Journal of Training and Development 1 : 3, ISSN 1360 - 3736*

become a part of their overall efforts to improve instruction for students in their schools. However, reform-based curriculum was designed to support students' construction of knowledge in science through inquiry relies on teachers to fulfil this vision for students. For many teachers, this will mean substantial changes in instructional practices. Not so different to learners, the teachers will need supports either. So, the educative curriculum materials were designed to address teacher to learn as well as student does is one potential vehicle to support teacher learning on a large scale[27].

The third research was *"Design of English Language Teaching Materials"* by Patricia Guadalupe Castro. This journal discussed about the design and the application of language teaching materials. It showed the difficult decisions faced by a teacher or materials writer before they design a course; depending on the decisions taken, the result will be a satisfactory course for both sides or not. The criteria of materials or approaches which teachers and materials writers decide or choose in teaching were going to be discussed. Designing what to teach is a challenge for teachers and course designers. Consequently, the different ways in structuring a course will surely reflect the different ways of looking at the objectives of language teaching and learning. The focus of attention were the English Studies degree and English language subjects in which the course books of Intermediate and Upper-Intermediate were used.

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[27] Rebecca M Schneider and Joseph Krajeik, *Supporting Science Teacher Learning: The Role of Educative Curriculum Materials, Journal of Science Teacher Education, 13*(3): 221-245, 2002 221, *©2002 Kluwer Academic Publishers, Printed in the Netherlands*

The similarity of some journals above were they all talked about designing materials, curriculum and teacher. But, in this research, the researcher conducted a study about "Teachers' Guidelines in Designing English Materials in Curriculum 2013". In this case, the researcher wanted to know the guidelines used by teachers in designing English materials and how the teachers implemented guidelines in designing English materials. So, it was slightly different to some journals above.

CHAPTER III

RESEARCH METODOLOGY

A.   Kind of The Research

In this research, the researcher used descriptive qualitative. According to Hancock, qualitative research is concerned with developing explanation of social phenomena. It describes social phenomena as they occur naturally[28]. According to Gay and Airasian, descriptive research determines and describes the way things are, thus this research reported the result of research just as it was found[29]. It means the researcher presented this research based on the real data which were found in field, without any additions or assumptions. The real data in this case means the data obtained from the results of checklist and interview which described clearly without any additional words or opinions of the researcher.

From the explanation above, the researcher concluded that descriptive qualitative research is a kind of research with the characteristic and purpose to overcome the actual problem nowadays and to collect the data and information to be formatted, explained, and then analysed. Here, the researcher made a form of analysis with no number, but the information would be explained and concluded based on the data collected. This research was designed to investigate teachers'

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[28]Beverley Hancock, *Trent Focus for Research and Development in Primary Health Care : an Introduction to Qualitative Research*, (Trent Focus, 1998), P. 2

[29] Gay, L.R &Airasian, *Educational Research : Competencies for analysis and application (6thed)*, (Upper Saddle River, NJ : Prentice Hall, 2000), P.175

guidelines in designing English materials in curriculum 2013 and tried to give some descriptions about it. The researcher described the data in paragraphs containing the word based on the data gotten by checklist and interview.

B.   Subject of The Research

1. Subject of the Research

Subject of the research or somewhat known by study population refers to people who are the focus of the study[30]. In this research, the subjects were all of English teachers in Senior High School which have been applying curriculum 2013. The researcher took the subject of the research in Senior High Schools which have been applying curriculum 2013 because this curriculum is the completion of the previous one, KTSP. And, in curriculum 2013, the teacher must teach their students more creatively and actively by using some media and technology as the supporting tools in learning process.

Purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the research[31]. The researcher chose purposive sampling because the subject of the research had the characteristic such as, first, the researcher looked for schools which were qualified in applying curriculum 2013. Second, the researcher looked for teachers who designed their own English materials. Therefore, based on those rules, the total of subjects of this

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[30] Stephen D. Lapan and Mary Lynn T, Quartaroli, *Qualitative Research : An Introduction to Method and Design*, (San Francisco : Jossey-Bass, 2012), P. 83

[31] Altman DG, *Practical Statistic for Research,* (London: Chapman & Hall, 1991), P. 76

research were 5 teachers. The researcher determined 5 teachers here based on the pilot study toward some schools and teachers in Senior High School. And, the result showed that just those five teachers which were qualified and suitable with the characteristics of subject of the research in this research.

2. Additional Informant of the Research

In this research, the researcher needed additional informant of the research in order to get the valid data and check the accuracy between the theory and the result of checklist. The position of additional informant of the research was giving the additional information about what the teacher guidelines were in designing English materials in curriculum 2013. She cross-checked the data and explained them clearly. Then, the researcher used those explanations as consideration for determining guidelines used by the teachers.

In this research, the researcher chose one informant. She is one of lecturer in *Tadris Pendidikan Bahasa Inggris* STAIN Curup who teaches several subjects such as Curriculum Materials Development (CMD) and Language Test and Evaluation. Two subjects above are related to the curriculum that talks about how to make the syllabus related to the curriculum, materials based on academic calendar, how to design the materials and exercises, and also assess and decide the students scores. In short, she is qualified to be the additional informant because she is suitable with what the researcher wanted in this research.

Melong stated that in determining informant, it must be purposive, in order to be able to balance and accurate. It must be fixed with the goal and the

essence of qualitative research[32]. In this research, the informant was selected by some considerations based on the qualification discussed above. Then, the reason why the researcher chose an informant was because the researcher wanted to get the valid data. So, if there was something doubtful when the researcher determined the guidelines used by the teachers, the researcher might fully look information from the additional informant of the research.

C.   Technique of Collecting Data

Creswell explained much about how are the data collected in qualitative research. There are five interrelated steps in the process of qualitative data collection. These steps should not be seen as linear approaches but often one step in the process does follow another[33]. In this research, the researcher used document analysis and interview for collecting the data needed.

1.   Document Analysis

Bowen said that document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Documents are stable, "non-reactive" data

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[32] Melong in Suharsimi Arikunto's book, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipra, 2010), P. 3

[33] John W. Creswell, *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Edition)*, (Boston : Pearson Education, 2012), P. 205

sources, meaning that they can be read and reviewed multiple times and remain un-changed by the researcher's influence or research process[34].

The documents in this research were English materials made by English teachers. The researcher analyzed the English materials designed by teachers to know whether those materials were designed by using the point of guidelines or not. The documents in this research were power point slide of the materials such as report text, caption, contrast conjunction, pay attention, offering help and also video and audio related to the materials.

2. Interview

An interview is a purposeful interaction, usually between two people that focused on one person trying to get information from the other person[35]. The interview used in this research was semi-structured interview. In additions, Dawson says that in semi structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher[36]. The researcher used semi-structured interview because if there was additional question when the researcher interviewed the subject of the research and it was related to this research, the researcher would ask it although the question was not contained in the interview guidance.

D.   Research Instruments

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[34] Triad 3, *An Introduction to Document Analysis*, http://lled500.trubox.ca/2016/244, accesed on July 17th, 2017

[35] Beverley Hancock, *An Introduction to Qualitative Research*, (Nottingham : Trent Focus, 1998), P. 2

[36] *Ibid*

Qualitative researchers collect the data themselves through examining documents, observing behavior and interviewing participants. They may use a protocol or instrument for collecting data but the researchers are the ones who actually gather the information[37].

1. Checklist

    Checklist is a list of items you need to verify, check or inspect[38]. So, the researcher just need to write checks (√) on the blank. In this research, the checklist constructed by using Jocelyn Howard and Jae Major's theory about guidelines for designing English materials. They declared that there are ten guidelines in designing English materials.

    By understanding the guidelines provided by them, the researcher was able to construct the checklist below to analyze the document in form of English materials designed by English teachers. The blue print of this instrument could be seen in Appendix 1.

2. Interview Guidance

    The researcher must have interview guidance to indicate what questions are to be asked, in what order and how much additional prompting or probing is permitted.[39] It was used when the researcher interviewed the teachers as participants to get the information about

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[37] John W Creswell, *Qualitative Inquiry & Research Design Choosing Among five Approaches (2ⁿᵈ Edition)*, (Lincoln : Sage Publication inc., 20017), P.38

[38] Jonathan Brum, *What is a checklist?,* http://nimonik.com/2011/10/what-is-a-checklist/, accessed on July 17th, 2017

[39]*Ibid*, P.292

teachers' guidelines in designing English materials in curriculum 2013. It was used in order to attain standardized comparable data from each respondents. All interviews must be conducted in essentially the same manner. The researcher completed the blue print of this research in Appendix 2.

3. Recorder

The researcher used recorder to do this interview. There were some advantages of using recorder, for instance, it could concentrate on listening to what they said and it could have a complete record of interview for analysis, including what is said and interaction between interviewer and interviewee. After that, the recorded data about the teaching learning activities, material teaching and class conditions were changed into the written transcript texts.

E. Technique of Data Analysis

Gay and Peter Airasian state that there are some steps in analyzing the data, they are as follows[40] :

1. **Data Managing**

Data managing involves creating and organizing the data collected during the research. Data managing is in order to make sure that you have dated,

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[40] L.R Gay and Peter Airasian, *Educational Research,* (USA: Clarinda Company, 2000), P. 224

organized and sequenced all field notes, transcripts observer's comments, memos and reflection. The main purpose of data managing is first to organize the data and check it for completeness, second is to start the researcher on the process of analysing and interpreting the data. In this research, the researcher managed the data from the results of interview and document analysis from English materials made by English teachers.

2. **Reading / Memoing**

   After managing the data, the researcher read the data many times for a better understanding of them. From the results of interview, the researcher made a transcript of it about teacher difficulties in designing English materials. And from the document analysis, the researcher analyzed the guidelines which were used by the teachers in designing English materials.

3. **Classifying**

   The process of classifying is ordering field notes or transcriptions into categories that represent different aspects of the data. In this research, the researcher divided the data into two parts, there were the data from interview and document analysis. The researcher started to classify each data into several categories based on the research questions and indicators**.**

4. **Description**

   The researcher described the data from interview and document checklist into some paragraphs based on the results of interview and documents

checklist about English materials made by English teachers. In this step, the researcher started to describe all of the data that could help the researcher to do the next step in analysing the data**.**

5. **Interpreting**

Interpretation is also a part of process of writing the result of the research. Interpreting is the reflective, integrative and explanatory aspects of dealing with a study data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and pattern. The researcher is interpreting the data whenever he or she uses some conceptual basis or understanding to cluster a variety of data pieces into a category. To add interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from another.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

In this part, the researcher presented all the data found and analysed. Since there were two instruments used in this research, there would be two parts of data presentation either. First, the guidelines in designing English materials which collected by the use of checklist. Second, the implementation of teachers' guidelines in designing English materials, they were collected by the use of interview consisted of some items.

1. **The Guidelines Used by English Teachers in Designing English Materials**

    To find the guidelines in designing English materials and answer the first research question, the researcher analysed the English materials which designed by the teachers gotten from the English teachers. In doing the process of analysis, the researcher used the theory from Howard and Major that provides ten guidelines that consist of sixteen sub-indicators to design English materials. The number of English materials gotten by the researcher were same. Because, each teacher just gave three topics of English materials which were designed by them. Actually, the researcher got two same topics which talked about caption and report text, and one topic was different.

    The tables below described the guidelines used by the English teachers in designing English materials. They were grouped by the teachers as the subject of this research.

Table 1. The Used and Unused Guidelines by Teacher A

No	The Used Guidelines	The Unused Guidelines
1.	The materials contextualized to the curriculum.	The materials authenticity in terms of the texts presented to learners.
2.	The materials contextualized to the experience, realities and first language of the learners.	The materials be good to look at.
3.	The materials contextualized to topics and themes that provide meaningful, purposeful uses for target language.	
4.	The materials stimulate interaction and be generative in terms of language.	
5.	The materials encourage learners to develop learning skills and strategies.	
6.	The materials are developed which allow absolutely no scope for a focus on language form.	
7.	The materials should offer opportunities for integrated language use.	
8.	The materials authenticity in terms of the task which students are required to perform with them.	
9.	The materials link to each other to develop a progression of skills, understanding and language items.	
10.	The materials should also be attractive in terms of their 'usability'.	
11.	The materials need to be used more than once or if there are to be used by many different students.	

12.	The materials have ability to be reproduced.	
13.	The materials have appropriate instructions.	
14.	The materials be flexible.	

It could be concluded that the materials which were designed by Teacher A consisted of fourteen points which were suitable to the theory. But, there were two points or two guidelines which left unused by the teacher. First, the teacher did not design the authentic materials, because the category of the authentic text presented is learners need to hear, see and read the way native speakers communicate each other naturally. However, from the materials gotten by the researcher, it was just contained with something that wanted to be explained without any native explanation. So, the teacher explained the materials by using their own understandings without adding the native explanations directly, that was why the students could not hear the pronunciation from the native speakers directly. Second, the materials designed by Teacher A was not good to look at either because of the font, size and colour were not consistent. They were consisted of some combinations of font, size and colour.

Table 2. The Used and Unused Guidelines by Teacher B

No	The Used Guidelines	The Unused Guidelines

1.	The materials contextualized to the curriculum.	The materials be good to look at.
2.	The materials contextualized to the experience, realities and first language of the learners.	
3.	The materials contextualized to topics and themes that provide meaningful, purposeful uses for target language.	
4.	The materials stimulate interaction and be generative in terms of language.	
5.	The materials encourage learners to develop learning skills and strategies.	
6.	The materials are developed which allow absolutely no scope for a focus on language form.	
7.	The materials should offer opportunities for integrated language use.	
8.	The materials authenticity in terms of the texts presented to learners.	
9.	The materials authenticity in terms of the task which students are required to perform with them.	
10.	The materials link to each other to develop a progression of skills, understanding and language items.	
11.	The materials should also be attractive in terms of their 'usability'.	
12.	The materials need to be used more than once or if there are to be used by many different students.	
13.	The materials have ability to be reproduced.	
14.	The materials have appropriate instructions.	
15.	The materials be flexible.	

There were fifteen points of guidelines used in designing materials, but there was still one point of guidelines which was unused by Teacher B. That was the materials which designed was not good to look at. The teacher designed the materials without considering about the similarity of font, size, layout and colour. So that, the materials were appeared inconsistent in part of appearance. Each slide has different font so that there were more than one of kind of font. Besides, the size, colour and position of the text were not arranged well so that the materials were not nice to see.

Table 3. The Used and Unused Guidelines by Teacher C

No	The Used Guidelines	The Unused Guidelines
1.	The materials contextualized to the curriculum.	The materials authenticity in terms of the texts presented to learners.
2.	The materials contextualized to the experience, realities and first language of the learners.	The materials be good to look at.
3.	The materials contextualized to topics and themes that provide meaningful, purposeful uses for target language.	
4.	The materials stimulate interaction and be generative in terms of language.	
5.	The materials encourage learners to develop learning skills and strategies.	
6.	The materials are developed which	

	allow absolutely no scope for a focus on language form.	
7.	The materials should offer opportunities for integrated language use.	
8.	The materials authenticity in terms of the task which students are required to perform with them.	
9.	The materials link to each other to develop a progression of skills, understanding and language items.	
10.	The materials should also be attractive in terms of their 'usability'.	
11.	The materials need to be used more than once or if there are to be used by many different students.	
12.	The materials have ability to be reproduced.	
13.	The materials have appropriate instructions.	
14.	The materials be flexible.	

Same with Teacher A, Teacher C also used fourteen points of guidelines and there were two points which remained unused by Teacher C. They were the points about materials which authenticity in the terms of the text presented to learners and materials good to look at. For the first point, the teacher just designed the materials which provided the explanation in slide of power point without adding and supporting by audio or video of native speaker. So, the students could not hear how the natives pronounce something well. And for the second point, again and again the teacher was not consistent in the part of appearance. There were too many combinations of font, size, colour and

transition in showing the slide. Of course, they made the materials being not so good to look at.

Table 4. The Used and Unused Guidelines by Teacher D

No	The Used Guidelines	The Unused Guidelines
1.	The materials contextualized to the curriculum.	The materials authenticity in terms of the texts presented to learners.
2.	The materials contextualized to the experience, realities and first language of the learners.	
3.	The materials contextualized to topics and themes that provide meaningful, purposeful uses for target language.	
4.	The materials stimulate interaction and be generative in terms of language.	
5.	The materials encourage learners to develop learning skills and strategies.	
6.	The materials are developed which allow absolutely no scope for a focus on language form.	
7.	The materials should offer opportunities for integrated language use.	
8.	The materials authenticity in terms of the task which students are required to perform with them.	
9.	The materials link to each other to develop a progression of skills, understanding and language items.	
10.	The materials be good to look at.	
11.	The materials should also be	

	attractive in terms of their 'usability'.	
12.	The materials need to be used more than once or if there are to be used by many different students.	
13.	The materials have ability to be reproduced.	
14.	The materials have appropriate instructions.	
15.	The materials be flexible.	

Teacher D used fifteen points of guidelines and one of them was unused by her. The unused guideline was about the materials authenticity in terms of the texts presented to learners. The materials designed were consisted of point to point without any explanation in form of video or audio which native as the speaker in it. Whereas, the good materials should consist of the video or audio which show how the natives pronounce something in order to know about the style in pronouncing something. In this case, the students just listened to what their teacher said without knowing whether it was true or not in pronunciation.

Table 5. The Used and Unused Guidelines by Teacher E

No	The Used Guidelines	The Unused Guidelines
1.	The materials contextualized to the	The materials authenticity in

	curriculum.	terms of the texts presented to learners.
2.	The materials contextualized to the experience, realities and first language of the learners.	The materials be good to look at.
3.	The materials contextualized to topics and themes that provide meaningful, purposeful uses for target language.	The materials need to be used more than once or if there are to be used by many different students.
4.	The materials stimulate interaction and be generative in terms of language.	
5.	The materials encourage learners to develop learning skills and strategies.	
6.	The materials are developed which allow absolutely no scope for a focus on language form.	
7.	The materials should offer opportunities for integrated language use.	
8.	The materials authenticity in terms of the task which students are required to perform with them.	
9.	The materials link to each other to develop a progression of skills, understanding and language items.	
10.	The materials should also be attractive in terms of their 'usability'.	
11.	The materials have ability to be reproduced.	
12.	The materials have appropriate instructions.	
13.	The materials be flexible.	

The researcher concluded that there were thirteen points of guidelines used by Teacher E. But, there were still three points of unused guidelines. They were: first, the materials authenticity in terms of the texts presented to learners.

Because, the teacher did not enclose the supporting materials such as video or audio that show how the native speaker pronounces something which could be heard by the students. Second, the teacher did not design the materials which were good to look at. Because, there was no consistency in the materials appearance. Third, the materials were needed to be used more than once. Or in another case, they were used by many different students, but the teacher did not design the materials to be fit in that such condition. The teacher dominantly designed the materials by using a full-English video. So, it was more difficult to be understood by students with low ability. They needed the teacher as a facilitator when they wanted to use this kind of materials.

Table 6. The Used and Unused Guidelines by Teacher A, B, C, D, E

No	The Used Guidelines	The Unused Guidelines
1.	The materials contextualized to the curriculum.	The materials authenticity in terms of the texts presented to learners.
2.	The materials contextualized to the experience, realities and first language of the learners.	The materials be good to look at.
3.	The materials contextualized to topics and themes that provide meaningful, purposeful uses for target language.	The materials need to be used more than once or if there are to be used by many different students.
4.	The materials stimulate interaction and be generative in terms of language.	
5.	The materials encourage learners to develop learning skills and	

	strategies.
6.	The materials are developed which allow absolutely no scope for a focus on language form.
7.	The materials should offer opportunities for integrated language use.
8.	The materials authenticity in terms of the task which students are required to perform with them.
9.	The materials link to each other to develop a progression of skills, understanding and language items.
10.	The materials should also be attractive in terms of their 'usability'.
11.	The materials have ability to be reproduced.
12.	The materials have appropriate instructions.
13.	The materials be flexible.

In conclusion, the tables above provided the answers for the first question of this research as already stated on the third chapter, *"What are the teachers' guidelines in designing English materials in curriculum 2013?"* There were five teachers chosen as the subjects by researcher. There were thirteen guidelines used by the teachers and the other three were left unused. The complete data could be seen in Appendix 3 to 7 in form of the results gotten by checklist. The guidelines used by the teacher means there were compatibilities between the materials and the checklist consisted of the characteristics of guidelines. In contrast, the unused guidelines obtained when the materials designed by the

teachers were unsuitable with the criteria of guidelines nor there was an aspect of the guidelines which were not used by the teacher.

2. The Implementation of Guidelines by the Teachers in Designing English Materials

The second research question was *"How do the teachers implement the guidelines in designing English materials in curriculum 2013?"* The researcher had some interview sessions with the subject of the research consisted of five teachers in order to find the answer of this research question. The number of questions in those interview sessions was different each other, depended on the results of materials analysis done by the researcher in the previous step.

Table 7. The Implementation of Guidelines by Teacher A

No	Guidelines	Implementation
1.	The materials contextualized to the curriculum.	– The teacher designed the materials based on the syllabus. It was syllabus of curriculum 2013.
2.	The materials contextualized to the experience, realities and first language of the learners.	– The teacher used contextual learning. – The teacher was prioritizing the strategy and learning process more than the result.
3.	The materials contextualized to topics and themes that provide meaningful, purposeful uses for target language.	– The teacher emphasized that language is a mean of thinking and then the creative students should be considered. – The teacher provided a funny learning process. – The teachers should not be

		monotonous.
4.	The materials stimulate interaction and be generative in terms of language.	– The teacher used a communicative method. – The teacher used an intensive language in communication.
5.	The materials encourage learners to develop learning skills and strategies.	– The teacher developed the materials refers to the students as the center of success. – The teacher treated students equally, knowing their likes, feelings, ways of thinking, and obstacles.
6.	The materials are developed which allow absolutely no scope for a focus on language form.	– The teacher focused on syllabus and lesson plan. – The teacher emphasized cognitive, affective and psychomotor aspects.
7.	The materials should offer opportunities for integrated language use.	– The teacher made various methods for the use of an integrated language by looking and uttering.
8.	The materials authenticity in terms of the task which students are required to perform with them.	– The teacher gave the tasks as materials developer.
9.	The materials link to each other to develop a progression of skills, understanding and language items.	– The teacher made lesson plan.
10.	The materials should also be attractive in terms of their 'usability'.	– The teacher selected teaching materials and learning media. – The teacher selected the instructional materials.
11.	The materials need to be used more than once or if there are to be used by many different students.	– The teacher designed the materials in accordance with SK (competency standard) and KD (basic competence). – The teacher identified the materials by their types. – The teacher chose the type of materials by different methods,

		media and systems of assessment.
12.	The materials have ability to be reproduced.	– The teacher always designed the materials by following the curriculum and student skills.
13.	The materials have appropriate instructions.	– The teacher designed the materials in accordance with the standards in lesson plan.
14.	The materials be flexible.	– The teacher designed the materials constantly rotating conditions of place and time.

Based on the tables above, it can be concluded that whenever the teacher designed the materials, they would exactly be related and based on the applied syllabus and lesson plan in curriculum 2013. There were some considerations when the teacher wanted to design the materials such as method, strategy, technique and the targeted skill. The teacher also designed the materials by considering the condition of students, place and time. Besides, the materials must have the clear instructions accordance with the standards in lesson plan. The materials should develop students' skills, because the teacher had to understand her students so that the materials designed would be suitable with them.

Table 8. The Implementation of Guidelines by Teacher B

No	Guidelines	Implementation
1.	The materials contextualized to the curriculum.	– The teacher looked at the indicators existed in the syllabus. – The teacher looked at learning

		objectives to be achieved and the materials would be conveyed.
2.	The materials contextualized to the experience, realities and first language of the learners.	– The teacher designed the material that could invite or stimulate the students to be creative as how they could express the materials. – The teacher saw the object of materials. – The teacher designed the materials which were appropriate with age, experience and level.
3.	The materials contextualized to topics and themes that provide meaningful, purposeful uses for target language.	– The teacher adjusted the materials to the age and environment of the learners. – The teacher gave the things which were related to the characters of students. – The teacher gave or entered the things about their future life.
4.	The materials stimulate interaction and be generative in terms of language.	– The teacher designed the materials that were not too high and neither too low compared to the ability of learners. – The teacher gave some things that could stimulate the language interaction to not to be more and less than their abilities. – The teacher gave a starting point from the topic related to their life and environments
5.	The materials encourage learners to develop learning skills and strategies.	– The teacher divided students into several groups. – The teacher kept in mind that the materials designed would later be applied in a group.
6.	The materials are developed which allow absolutely no scope for a focus on language form.	– The teacher was guided by the curriculum. – The teacher figured out the indication and the goal to be achieved.
7.	The materials should offer	– The teacher was giving students

	opportunities for integrated language use.	some opportunities to do role play.
8.	The materials authenticity in terms of the texts presented to learners.	– The teacher used internet media. – The teacher used authentic reading texts.
9.	The materials authenticity in terms of the task which students are required to perform with them.	– The teacher asked the students to make the tasks in form of interview with native speaker. – The teacher gave the tasks in accordance with the materials which had been learned by students.
10.	The materials link to each other to develop a progression of skills, understanding and language items.	– The teacher designed the materials according to the concepts.
11.	The materials should also be attractive in terms of their 'usability'.	– The teacher designed the materials by connecting them into their daily life.
12.	The materials need to be used more than once or if there are to be used by many different students.	– The teacher designed the materials according to the concepts.
13.	The materials have ability to be reproduced.	– The teacher designed the materials which were not specified in one detail only. – The teacher designed the materials in general topics.
14.	The materials have appropriate instructions.	– The teacher giving the instruction in accordance with the operational verbs that were already exist in the syllabus.
15.	The materials be flexible.	– The teacher designed the materials that should not be too directed to certain details.

The teacher designed the materials by seeing the indicators that existed in syllabus, the teacher also looked at learning objectives to be achieved with the materials which would be conveyed. After that, she figured out the objects, so the materials designed would be suitable with their ages, experiences and

environments. In other word, the materials designed could bring the students to their future life and also the materials were provided in general and standard. So, the materials were not too high or too low for the students and they were also based on the concept with the purpose that all students could use and easily understand them. The teacher also used some methods to make the students easier to understand the materials such as dividing them into several groups and role plays. The materials also consisted by operational verbs that were already exist in the syllabus. Of course, the function was to make the other teachers who wanted to use the materials not confuse.

Table 9. The Implementation of Guidelines by Teacher C

No	Guidelines	Implementation
1.	The materials contextualized to the curriculum.	– The teacher looked at the syllabus. – The teacher looked at the basic competencies in accordance with the grade, level, and semester. – The teacher looked at the source books, and teacher and student's handbook. – The teacher seeking the additional materials from the other relevant sources.
2.	The materials contextualized to the experience, realities and first language of the learners.	– The teacher gave brainstorming for students. – The teacher gave students an explanation through the materials about to convey. – The teacher gave the materials related to their experiences,

		knowledge, realities, and environments.
3.	The materials contextualized to topics and themes that provide meaningful, purposeful uses for target language.	– The teacher viewed from the sources of material and others. – The teacher presented an existing moral value taken from the materials in the end.
4.	The materials stimulate interaction and be generative in terms of language.	– The teacher stimulated learners by displaying a video and image. – The teacher gave the students an opportunity to express their opinions toward the pictures and videos. – The teacher used mixed languages because the point was students could understand about the materials.
5.	The materials encourage learners to develop learning skills and strategies.	– The teacher used the variety of strategies.
6.	The materials are developed which allow absolutely no scope for a focus on language form.	– The teacher often used more power point slides. – The teacher asked the students to analyze and observe something based on the pictures or examples.
7.	The materials should offer opportunities for integrated language use.	– The teacher asked the students to use English directly. – The teacher asked the students to write something directly by using the English form.
8.	The materials authenticity in terms of the task which students are required to perform with them.	– The teacher showed the pictures. – The teacher played the videos. – The teacher asked the students to identify the things they found in the video or picture.
9.	The materials link to each other to develop a progression of skills, understanding and language items.	– The teacher asked the students to identify something. – The teacher reviewed the materials. – The teacher asked the students to give respond and answer the

		questions.
10.	The materials should also be attractive in terms of their 'usability'.	– The teacher explained the materials for one hour in class. – The teacher asked the students to go and find out one object related to the materials and explain it then.
11.	The materials need to be used more than once or if there are to be used by many different students.	– The teacher used the same materials, methods and strategies in all classes except in *12 IPA 1 (12 Unggul)*.
12.	The materials have ability to be reproduced.	– The teacher was reproducing the materials just for the next semester. – The teacher was reproducing the materials to be more interesting. – The teacher added new materials such as images. – The teacher added the other explanations.
13.	The materials have appropriate instructions.	– The teacher showed videos, pictures or power point slides which were designed and arranged well.
14.	The materials be flexible.	– The teacher gave additional assignments. – The teacher asked the students to make the materials into power point slides and show them in front of class.

Whenever the teacher wanted to design the materials, she always looked at the syllabus, basic competences based on the grade, level and semester, books provided, and the materials from the other sources. After that, she would firstly explain the materials by using brainstorming related to the topics that she wanted to explain, experiences, realities, knowledge and environments around them.

Furthermore, the teacher designed the materials by using power point slides and showing pictures or videos as the learning media and supporting tools to encourage the students and make them more interested to learn. The materials were also be flexible for children, so they could develop their learning strategies and skills. The teacher also used some strategies in explaining the materials, such as question and answer, presentation, outdoor class, etc. However, the materials which were designed should be consisted of clear instructions for her and the other teachers who wanted to use those materials.

Table 10. The Implementation of Guidelines by Teacher D

No	Guidelines	Implementation
1.	The materials contextualized to the curriculum.	– The teacher looked at the syllabus. – The teacher tried to make the variation of materials depended on the needs.
2.	The materials contextualized to the experience, realities and first language of the learners.	– The teacher designed the materials which were easily understood. – The teacher designed the materials associated with the experience and environment around the learners.
3.	The materials contextualized to topics and themes that provide meaningful, purposeful uses for target language.	– The teacher designed and explained the materials by connecting them to the real word. – The teacher made a question and answer section.
4.	The materials stimulate interaction and be generative in terms of language.	– The teacher designed the materials which gave the opportunities for students to ask and answer. – The teacher connected the problems that exist with a material

		to be explained.
5.	The materials encourage learners to develop learning skills and strategies.	– The teacher designed the materials which were able to make students use and develop their skills. – The teacher designed the materials which consist of two skills directly.
6.	The materials are developed which allow absolutely no scope for a focus on language form.	– The teacher used curriculum and syllabus as the guidance. – The teacher asked the students to make a different about something from the main point.
7.	The materials should offer opportunities for integrated language use.	– The teacher designed and explained the materials by using two languages, English and Indonesia. – The teacher asked the students to use English as often as they can to make them familiar.
8.	The materials authenticity in terms of the task which students are required to perform with them.	– The teacher designed the authentic tasks that should be able to make learners understand and remember the main points. – The teacher designed the authentic tasks based on the materials that have been learned.
9.	The materials link to each other to develop a progression of skills, understanding and language items.	– The teacher provided examples and exercises that were easily understood by learners – The teacher designed the materials encouraging learners to be able to develop their skills.
10.	The materials be good to look at.	– The teacher designed the materials to be pleasing to the eyes both in term of appearance and design. – The teacher designed the appearance which was not too crippled and the contents must be clear and not convoluted.
11.	The materials should also be attractive in terms of their	– The teacher designed the materials accordance with the times and

	'usability'.	usefulness. – The teacher designed the materials to be clear and consist of all the points in syllabus and curriculum.
12.	The materials need to be used more than once or if there are to be used by many different students.	– The teacher designed the materials that used an easy-to-understand language for every learner. – The teacher included other images related to the materials so that the students can understand by using them.
13.	The materials have ability to be reproduced.	– The teacher added the materials. – The teacher designed the materials in power point slides.
14.	The materials have appropriate instructions.	– The teacher gave an explanation in accordance with the order and there was always a title listed on any discussion or material to be described.
15.	The materials be flexible.	– The teacher designed the materials which were flexible in terms of use, content and application. – The teacher designed the materials which were clear and interesting. – The teacher designed the materials which were able to attract students to learn it.

The teacher implemented the guidelines by seeing the syllabus and its points. After that, the teacher tried to make the variation of materials by emphasizing the integrated skills. So, the students could develop their skills by using the materials. The materials designed by the teachers were also related to students' experiences and environments, the teacher also connected the materials to the real word. Question and answer session held by the teacher had the function to make sure the students understand about the materials. Otherwise, the

way that teacher did was combining two languages, English and Indonesia, to make the students easier to understand the materials. The students must took the main points in each different materials. By using picture and video, and also additional materials, the teacher tried to be better from class to class. So, the materials designed could be changed more often depended on today headlines or trending topics. The materials designed were also flexible for the students.

Table 11. The Implementation of Guidelines by Teacher E

No	Guidelines	Implementation
1.	The materials contextualized to the curriculum.	– The teacher saw the curriculum being implemented. – The teacher looked at the existing syllabus, especially the points existed in *KI* (main competence) 1-4.
2.	The materials contextualized to the experience, realities and first language of the learners.	– The teacher designed the materials by providing some more challenging topics for learners. – The teacher adjusted the materials with the situation and circumstances of learners.
3.	The materials contextualized to topics and themes that provide meaningful, purposeful uses for target language.	– The teacher looked at the indicators in syllabus. – The teacher analyzed the ability of learners. – The teacher designed the material by determining which theme was appropriate, interesting and close to them.
4.	The materials stimulate interaction and be generative in terms of language.	– The teacher designed each learning topic by considering the things such as interesting and fun. – The teacher designed the materials which were suitable to the level of

		learners.
		– The teacher designed the materials which were able to develop students' knowledge and abilities.
5.	The materials encourage learners to develop learning skills and strategies.	– The teacher designed the materials by using an existed syllabus, lesson plan and curriculum.
		– The teacher considered some things in designing materials.
		– The teacher explained the materials from the examples provided.
6.	The materials are developed which allow absolutely no scope for a focus on language form.	– The teacher must know what to achieve.
		– The teacher designed the materials step by step and point to point.
		– The teacher designed all of the points in materials.
7.	The materials should offer opportunities for integrated language use.	– The teacher assigned group tasks for the learners.
8.	The materials authenticity in terms of the task which students are required to perform with them.	– The teacher provided opportunities for the learners to conduct a question and answer session.
		– The materials designed were triggering the learners to think critically.
9.	The materials link to each other to develop a progression of skills, understanding and language items.	– The teacher designed the materials that could make learners develop more than one of their abilities simultaneously.
10.	The materials should also be attractive in terms of their 'usability'.	– The teacher designed the materials which provided keywords that were easy to remember and understand by the learners.
11.	The materials have ability to be reproduced.	– The teacher changed the appearance and content of the materials.
12.	The materials have appropriate instructions.	– The teacher gave instructions by using imperative sentences that

		were clear and easy to understand.
13.	The materials be flexible.	– The teacher designed the materials that could make learners develop the skills they have.

In designing materials, the teacher looked at the curriculum implemented, syllabus and lesson plan. The teacher also designed the materials by providing some interesting and challenging topics for the students, funny and appropriate materials, and the teacher designed the materials based on situations and circumstances of the learners. Next, the teacher must know students' abilities, because the materials should be suitable to the level of students. The materials designed must develop students' abilities and skills so that the teacher needed to design the materials step by step and include all of points that wanted to be achieved. The materials designed had to consist keywords to make the students easier in remembering and understanding the materials. So, they did not need to open their notes more. Then, the materials designed must consist appropriate instructions by using imperative sentences, so the other teachers who used them would know and understand whenever they explain the materials.

Table 12. The Implementation of Guidelines by Teacher A, B, C, D, E

No	Guidelines	Implementation
1.	The materials contextualized to the curriculum.	– The teachers looked at the syllabus in curriculum 2013.
2.	The materials contextualized to the experience, realities and first language of the learners.	– The teachers designed the materials which were suitable with the students' needs, environments, experiences, ages, realities and situations.

3.	The materials contextualized to topics and themes that provide meaningful, purposeful uses for target language.	– The teachers analyzed the ability of students. – The teachers designed the materials which was connected to the real word. – The teachers provided a funny learning process, not monotonous.
4.	The materials stimulate interaction and be generative in terms of language.	– The teachers designed materials which were suitable to the level of learners and their characters. – The teachers displayed picture or video. – The teachers gave students the opportunity to ask and answer.
5.	The materials encourage learners to develop learning skills and strategies.	– The teachers developed the materials referred to the students as the center. – The teachers used some varied strategies such as group discussions, jigsaw, role plays, etc.
6.	The materials are developed which allow absolutely no scope for a focus on language form.	– The teachers focused on curriculum and syllabus as the guides in designing materials. – The teachers used power point in explaining the materials.
7.	The materials should offer opportunities for integrated language use.	– The teachers explained the materials in English and Bahasa Indonesia. – The teachers asked the students to use English more often than Bahasa Indonesia. – The teachers assigned group tasks to the learners. – The teachers asked the students to do role play.
8.	The materials authenticity in terms of the task which students are required to perform with them.	– The teachers gave task as a material developer. – The teachers used the materials and exercises from internet. – The materials designed were

		enabling learners to think critically.
9.	The materials link to each other to develop a progression of skills, understanding and language items.	– The teachers made a lesson plan. – The teachers gave students the tasks that have been learned. – The teachers designed the materials that could make learners develop more than one of their abilities simultaneously.
10.	The materials should also be attractive in terms of their 'usability'.	– The teachers designed the materials according to the concept. – The teachers selected learning and teaching materials. – The teachers designed the materials which provided keywords that were easy to remember and understand by the learners.
11.	The materials have ability to be reproduced.	– The teachers designed the materials by following the curriculum, and students' skills and needs. – The teachers changed the appearance and added the content of the materials in power point slides.
12.	The materials have appropriate instructions.	– The teachers used the instructions in accordance with the operational verbs that were already exist in the syllabus. – The teachers gave instructions by using the clear and easy to understand imperative sentences.
13.	The materials be flexible.	– The teachers designed the materials constantly rotating condition of place and time. – The teachers designed the materials which were able to attract students to learn. – The teachers designed the

		materials that could make learners develop the skills they have.

The teachers implemented the guidelines by using curriculum and syllabus as the guides. Then, designed the materials which were suitable with students' needs, environments, real world, situations, conditions, and ages. The teachers also used different methods and techniques in teaching their students, depended on students' abilities in understanding the materials, such as question and answer, jigsaw, role play, group discussion, etc. Nowadays, by the existence of modern technology, the teachers also used projector and laptop in explaining the materials and also showed the picture or video which were related to the materials. The teachers explained the materials by combining two languages, English and Bahasa Indonesia, the aim was to make the students easy to understand. But, the teachers also asked them to use English more often than Bahasa Indonesia, because it could make the students use English fluently. The materials designed were also based on time, phenomenon and students' conditions. The teachers should encourage the students to develop their skills by using some learning materials. Therefore, the teachers should pay more attention in selecting learning and teaching materials. The materials should be better and flexible so that the teacher needed to analyze the students, conditions, abilities, and the phenomenon happened in the first place before designing the materials.

B. Discussion

In this part, the researcher presented the discussion of results provided in finding. Along with the kind of this research, descriptive study, the researcher described the things found throughout several steps early. Started by analyzing the documents in order to know what the guidelines used and unused by the teachers in designing English materials were, and then continued by interview sessions to know how the teachers implemented the guidelines.

1. The Guidelines Used and Unused by English Teachers in Designing English Materials

By analyzing the documents of materials which designed by the teachers, the researcher completely collected all the data needed, the guidelines used by the teachers. In field, the researcher concluded that each teacher used different guidelines in designing the materials. The total of sub-indicators guidelines were sixteen points, there were no teacher who used all of them. The most used guidelines were fifteen sub-indicators and the less were thirteen. Howard and Major declared that there were ten indicators of guidelines in designing English materials and made them be sixteen sub-indicators of guidelines. But, as could be seen on the finding above, not all of guidelines were used by the teachers. We could either see all the checklist results from analyzing the materials started from Appendix 3 to 7.

The guidelines unused by the teachers were: first, the materials authenticity in terms of the texts presented to learners, some teachers did not use this one. The materials were just designed in power point slides without any video or audio showing how the natives pronounce something directly. So, in this part, the students just heard the teachers pronounce something without knowing whether it was true or not based on the standard of pronunciation.

Second, the materials are good to look at. And, the last, the materials need to be used more than once or if they need to be used by many different students. Almost all of the materials were fully designed by using English, and the level was difficult enough for the students, except they had English skills more than others. So, the materials could not be used for the other students who did not have more English skill. They thought it was difficult to understand the materials. According to Howard and Major, in designing terms of texts presented, learners need to hear, see and read the way native speakers communicate each other so that in designing materials the teacher need to add audio or video from native about the materials so indirectly the students can hear how native pronounce something.

Next, the materials are good to look at. There are some criteria about it, such as the density of text in the page, the type size, cohesiveness and consistency of the layout. But, after the researcher analyzed the materials designed by the teachers. She had not found the consistency in the type size, font, color and layout of the materials. So, it was not suitable with the characteristic.

Based on the cases above, the researcher suggests the teacher to take more times in considering the way to design the materials. By doing it, the teachers would not miss one of the guidelines in designing materials. So, the materials they design might be complete, useful and nearly perfect for the learners. The teacher also should design the materials which can develop four skills in English, listening, speaking, reading and writing in explaining a topic. So, the students would improve their abilities in every meeting.

2.   The Implementation of Guidelines by Teachers

Based on the finding above, table 7 to 11, we could see how the teachers implemented the guidelines based on the answers of interview done by the researcher. As stated before, the order of guidelines were provided by the theory coming from Howard and Major in literature review, and not all of the guidelines used and implemented well by all the teachers since they gave different answers in the interview session done by the researcher.

The first guideline, the materials contextualized to the curriculum. The teacher should pay more attention to the curriculum before designing the materials, because they needed to know what they had to design and what the points were. Howard and Major stated that contextualized materials could be seen by seeing syllabus. So, the teachers looked at the syllabus and the points in it such as the indicators, SK (competency standard) and KD (basic competence)

to make the materials which were contextualized to the curriculum as stated by Howard and Major[41]. One of the subjects stated that:

> "In designing the materials to be fit in the curriculum, of course we must look at the existed indicators in syllabus, the learning objectives to be achieved by the material we will convey"

Second, materials contextualized to the experiences, realities and first language of learners. Teacher needed to analyze the student needs first and should make a relation between the materials and reality. The teacher designed the materials based on students' experiences, and that topic should be close to them. In otherwise, the teacher also stimulated the students by using brainstorming in the first time of learning and using contextual learning which prioritizing the strategy and learning process than the results. So that the materials designed would be contextualized with them. As like the answer of one subject below:

> "Of course, I have to design the material that can invite or stimulate the students to be creative so that they can express the material based on what they experience in their daily lives. For example, when we finish a material, and intended to have a conversation with that theme, then we must make a clue. For example, 'what is your opinion about teenager?' Then this will invite or stimulate them to reveal what they experience because it is appropriate with their ages. They are teenagers, then automatically they will issue their opinions about teenagers. Whenever I design, I have to see our objects, they are our students. So, I have to make the materials appropriate with their ages and experiences"

Third, the materials contextualized to the topics and themes that provide meaningful, purposes uses for target language. The materials designed should

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[41] Jocelyn Howard and Jae Major, Op. Cit, P. 104

have advantages for the students. So that, in implementing this guideline, the teacher analyzed the students' abilities, ages, and environments. So, the materials designed would be suitable and interesting to them. As admitted by one of participants:

> "Because, there is something in curriculum that says we always connect the real world when we design and explain a material. For example, about the review text, I usually design the material by inviting the students to watch a video related to the text. Of course, the things discussed should be there around them. After that, I ask the students to analyze the video. Then, we ask them questions or make some activities to talk about a movie or novel they like and have read in front of the class. It certainly can improve the speaking skills they have"

Fourth, the materials stimulate interaction and generative in terms of language. Howard and Major declared, ideally, language teaching materials provided situation that demand the same situation where learners need to interact with each other[42]. So that, the teacher did different ways in this guide, there were teachers who displayed video and image, gave students opportunities to ask and answer, used communicative method which learning was specified into concrete objectives which is the final product. As one of their answers:

> "So, I should be able to design the material that is not too high and not too low compared to the ability of learners. So, in this term, designing the material is only +1 from the background of the existing knowledge of the learner"

Fifth, materials which encourage learners to develop learning skills and strategies. It is impossible for teacher to teach their learners all the materials they need to know in short time. So, language teaching materials also teach their

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[42] Jocelyn Howard and Jae Major, Op. Cit, P. 105

target learners how to learn like Howard and Major stated[43]. The teacher made the students as the center and the materials designed should develop student ability to be integrated in skills. But, each student has different ability. So, the teacher used some strategies or techniques in explaining the materials like dividing the students into several groups. Afterwards, this strategy will give an advantage to the students. As declared by one of teacher below:

> "Not all students are active in learning in the classroom. So, I use variety of strategies that can make the students develop the skills existing in themselves. Like yesterday, when I asked the students to compile a report text in accordance with its generic structure through games or sentences nor paragraphs. So, all of the students participate in compiling the text in groups. So, that was the way to make all of students can work together and develop their abilities"

Sixth, materials allow for a focus on forms as well as function. The teacher must be guided by the curriculum and syllabus. Next, the teachers have to know what they want to achieve first. After that, they develop the materials which can encourage students understanding and interests to pay attention to the materials designed. As admitted by one respondents:

> "All things depend on syllabus. Because, syllabus, and lesson plan, emphasize cognitive, affective and psychomotor aspects. So, all the materials will not get away from the context"

Seventh, materials offer opportunities for integrated language use. The teachers design the materials which can be used for some methods in teaching the students. For examples, the materials designed can make the students to do role play, group work and use English fluently. Because, English is their second

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[43] Ibid

language, so they surely have difficulties to say it directly. It means, the teachers need to combine the two languages in explaining the materials so that the students will get the point. As stated by one respondents below:

> "Because, it is not too infrequently the students find it difficult to understand what is said by the teacher. So, I usually design and explain a material by using two languages. The one more dominant is English, but I also combine it with Indonesian language"

The eighth, materials authentic in terms of the task to learners. The tasks given play the role as the developer of materials which have been explained by the teacher. And then, something expected from these tasks is the students will understand the materials well. The teacher can design authentic task by using internet, so the teachers give task for students and ask them to make it individually or in group, and it should be related to the materials. As stated by one teacher:

> "For tasks, I always ask them to search for one example of video and conversation in English with a predefined theme. Because they have already known the links and sites, so they easily find it on YouTube"

Ninth, materials have link to each other to develop a progression of skill, understanding and language items. The materials designed must be based on the concept and indicator that want to be achieved in syllabus and lesson plan. The teachers also design the materials by providing example and exercise that is easy to understand by the students and can develop their ability also. As like the answer below:

"By providing examples and exercises that are easily understood by learners, along with the encouraging material, the learner should be able to develop their existed skills"

Tenth, materials usability. The materials give students time to think and give the response. The teachers design the materials by way of selection of teaching materials and learning media in detail, the designed materials must be in accordance with the times and their usefulness, and the topic of the materials are connected to students' daily lives or experiences. As declared by one of teacher below:

"By way of selection of teaching materials and learning media in detail, the types of learning materials will be consisted of knowledge, skills and attitudes. By the selection of instructional materials, the lessons will be sequenced innovatively, funnily, and sustainably so that it will achieve the KD (basic competence)"

Eleventh, materials have the ability to be reproduced. The materials should be interesting for the students in part of appearance and explanation, so that, in designing materials the teacher should pay more attention in materials appearance. As Howard and Major theory, this point is one of important guidelines[44]. The theory cannot be changed, so the one that may be reproduced is the appearance and the content of the materials. The teachers usually reproduce the materials in a period, such as each one semester. The teachers just change the appearance, font, color and layout. For the content of the materials, the teachers add some supporting ideas and examples or the updated

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[44] Howard and Major, Loc. Cit, P.107

topics. So, the students would be enthusiastic to follow the learning process. As the answer of one respondent below:

> "I am reproducing a material I designed. But, it is just within a period of one semester. Usually, when I produce the material back, I just change the looks to be more interesting and add new materials relate, such as images and other explanations from other sources"

Twelfth, materials which appropriate with the instructions that are provided for other teachers who may use the materials. When the teachers design the materials, sometimes the materials are useful for the other teachers. Because, there would be similar topics or materials among one and the other teachers. So that, to give the clear instructions for the other teachers, the materials designed should use operational verbs and imperative sentences that are exist in syllabus. And, in designing materials, the teachers should make them suitable with the steps in lesson plan, so the materials will be clear and the instruction will be easy to understand. As stated by one respondent below:

> "Then, I must make the instructions in accordance with the operational verbs that already exist in the syllabus. Thus, the instructions given can make other teachers understand about the material. So, it is not only the teacher who designed the material who can use it. But, all the teachers."

Thirteenth, materials to be flexible. Flexible in terms of use and strategy in explaining the materials. So, the materials can be used to develop more than one of student skills, so that one material can make students develop their skill, the integrated skills exactly. Howard and Major declared that the materials

allow the teacher and student to make a choice[45]. The materials designed can develop the skills they have and be related to the curriculum and syllabus implemented, the teachers also design the materials based on students' conditions, places and times. The materials are also flexible in terms of use, content and application. As stated by one respondent:

> "Of course, the materials designed must be flexible, flexible in terms of use, content and application. Usually, the material I designed must be clear and interesting so that the students can easily understand and remember. The material should also be able to attract students to learn."

The results from checklist and interview showed the real data which were suitable from Howard and Major theory. Whereas the teachers used thirteen sub-indicators in designing English materials, those were: contextualized with the curriculum, experience, themes, provide demand situations, stimulate interaction, develop learning skills, opportunity to use integrated skills, authentic task, link to each other, usability, can be reproduced, clear instruction and flexible.

The teachers implemented the guidelines based on curriculum applied as a guidance. Next, the materials were adjusted to students' experiences and the updated themes, and giving opportunity for the students to develop their integrated skills by understanding the materials. The materials designed should consist of authentic and flexible tasks, and also provide the clear instructions. The point is, in designing materials, the teacher should have consideration as

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[45] Ibid

mentioned by Howard and Major to make the materials designed suitable with the curriculum and students' needs. The teachers also teach their students by using varied strategies to make them focus and understand the materials and develop their learning skills inside or outside the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher concluded the results of this research by answering the research questions and giving some points of suggestion for the parties involved.

A. Conclusions

Based on finding and discussion in the previous chapter, the researcher finally concluded that:

1. Based on Howard and Major who provided the theory about guidelines in designing English materials and after the researcher concluded, there were guidelines which were used and unused by the teachers. There were thirteen guidelines used by the teachers, such as: materials contextualised to the curriculum, experience, realities and first language of learners, materials also contextualised to the topics and themes that provide meaningful, purposes uses for target language. The materials stimulate interaction and generative in terms of language, materials encourage learners to develop learning skills and strategies, allow for a focus on forms as well as function, offer opportunities for integrated language use, authentic in terms of the task to learners, usability and have ability to be

reproduced. Materials appropriate with the instructions that are provided for other teachers who may use the materials and be flexible.

Whereas, there were three guidelines which were unused by the teachers, such as: Materials authenticity in terms of the texts presented to learners, materials be good to look at and materials need to be used more than once or if there are to be used by many different students.

2. The teachers implemented the guidelines by using a syllabus as a guide. So, all the materials designed must be related to the syllabus and lesson plan. And then, the teachers designed and developed the materials based on students' experiences, realities, environments, and needs. The materials which were designed should encourage the students to develop their skills too. The materials also provided good appearance and function for the others.

B.   Suggestions

Based on the results of this research entitled by "Teachers' Guidelines in Designing English Materials in Curriculum 2013", the researcher suggests:

1. For students, the researcher suggests to be more active and creative in following the learning process and understand the materials. Because, the teachers have designed the materials based on the students' skills and needs. The teachers also have designed the materials based on the students'

environments, realities, and ages. The aim was to make the students easier to understand the materials.

2. For teacher, the researcher suggests to pay more attention in designing English materials by using the guidelines provided. Because, it is important to make the materials you designed suitable with the standards in syllabus and students' needs. The teachers also should have some considerations in designing materials as mentioned in previous chapter about guidelines in designing English materials.

3. For other researchers, the researcher suggests that they should make the other researches better than this one. And, this research could be used as a guidance or related finding, because it has been done in some famous schools. Moreover, the subject of the research were the professional English teachers in those schools.

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APPENDICE

ℒ

Appendix 1
Teachers' Guidelines in Designing English Materials

Participant　　:
Materials　　　:

No	Theory	Indicators	Sub-Indicators	Yes	No
1.	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.		
		• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the types of interactions they wil engage in outside of the classroom.		
		• English language	In addition to teaching		

		teaching materials should encourage learners to develop learning skills and strategies.	valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.		
		• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.		
		• English language teaching materials should offer opportunities for integrated language use.	Materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.		
		• English language teaching materials should be authentic.	• The aim for authenticity in terms of the texts presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of authentic text is authenticity in terms of the task which		

			students are required to perform with them.		
		• English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.		
		• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout. • User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be used more than once or if there are to be used by many different students. • Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.		

		• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.		
		• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson units".		

Appendix 2
Teachers' Guidelines in Designing English Materials
Blue Print of Interview

Participant   :
Time and Date   :
Place   :

No	Theory	Indicators	Sub-Indicators	Items
1.	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.	• How do you design the materials which contextualised to the curriculum? • How do you design the materials which contextualised to the experience, realities and first language of learners? • How do you design the materials which contextualised to the topics and themes that provide meaningful, purposes uses for

				target language?
		• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the types of interactions they wil engage in outside of the classroom.	How do you design the materials which stimulate interaction and generative in terms of language?
		• English language teaching materials should encourage learners to develop learning skills and strategies.	In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.	How do you design the materials which encourage learners to develop learning skills and strategies?
		• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.	How do you design the materials which allow for a focus on forms as well as function?
		• English	Materials produced	How do you design

		language teaching materials should offer opportunities for integrated language use.	should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.	the materials which offer opportunities for integrated language use?
		• English language teaching materials should be authentic.	• The aim for authenticity in terms of the texts presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of authentic text is authenticity in terms of the task which students are required to perform with them.	• How do you design the materials which authentic in terms of the texts presented to learners? • How do you design the materials which authentic in terms of the task to learners?
		• English language teaching materials should link to each other to develop a progression of skills, understanding and language	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	How do you design the materials which have link to each other to develop a progression of skills, understanding and language items?

		items.		
		• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout. • User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be used more than once or if there are to be used by many different students. • Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.	• How do you design the materials which good to look at? • How do you design the materials which usability? • How do you design the materials which need to be used more than once of if there are to be used by many different students? • How do you design the materials which have ability to be reproduced?
		• English	The guidelines as	How do you design

		language teaching materials should have appropriate instructions.	much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.	the materials which appropriate with the instructions that are provided for other teachers who may use the materials, as it does for the intended learners?
		• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson units".	How do you design the materials to be flexible?

Appendix 3
Checklist Raw Data in Designing English Materials by Teacher A

No	Materials	Theory	Indicators	Sub-Indicators	Yes	No
1.	**Caption**	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.	√ √	

					√	
			• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the types of interactions they wil engage in outside of the classroom.	√	
			• English language teaching materials should encourage learners to develop learning skills and strategies.	In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.	√	
			• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.	√	
			• English language teaching materials should	Materials produced should give learners opportunities to integrate all the	√	

			offer opportunities for integrated language use.	language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.		
			• English language teaching materials should be authentic.	• The aim for authenticity in terms of the texts presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of authentic text is authenticity in terms of the task which students are required to perform with them.	√	√
			• English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	√	
			• English language	• Physical appearance :	√	

| | | | teaching materials should be attractive. | language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout.
• User-friendliness : Materials should also be attractive in terms of their 'usability'.
• Durability : If materials need to be used more than once or if there are to be used by many different students.
• Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs. | √

√ | |

					√	
			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.	√	
			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson units".	√	
2.	**Report Text**	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide	√ √	

				meaningful, purposeful uses for target language.		
					√	
			• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the types of interactions they wil engage in outside of the classroom.	√	
			• English language teaching materials should encourage learners to develop learning skills and strategies.	In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.	√	
			• English language teaching materials should	Materials are developed which allow absolutely no scope for a focus on	√	

			allow for a focus on form as well as function.	language form.		
			• English language teaching materials should offer opportunities for integrated language use.	Materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.	√	
			• English language teaching materials should be authentic.	• The aim for authenticity in terms of the texts presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of authentic text is authenticity in terms of the task which students are required to perform with them.		√
						√

			English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	√	
			• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout. • User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be used more than once or if there are to be used by many different students. • Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment		√
						√

				when what emerges from the photocopier is a class-set of grey blurs.	√	
					√	
			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.	√	
			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson units".	√	
3.	**Cover Letters**	Guidelines for designing effective English language	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address.	√	

		teaching materials		• The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.	√	
					√	
			• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the types of interactions they wil engage in outside of the classroom.	√	
			• English language teaching materials should encourage	In addition to teaching valuable new language skills, it is essential that language	√	

			learners to develop learning skills and strategies.	teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.		
			• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.	√	
			• English language teaching materials should offer opportunities for integrated language use.	Materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.	√	
			• English language teaching materials should be authentic.	• The aim for authenticity in terms of the texts presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of authentic text is		√

				authenticity in terms of the task which students are required to perform with them. √		
			• English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	√	
			• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout. • User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be used more than once or if there are to be used by many different students.		√

				• Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.	√ √	√
			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.		√
			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson units".	√	

Appendix 4
Checklist Raw Data in Designing English Materials by Teacher B

No	Materials	Theory	Indicators	Sub-Indicators	Yes	No
1.	**Caption**	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.	√ √ √	
			• Materials should stimulate interaction and be generative in terms of	Language teaching materials should provide situations that demand the same	√	

			language.	situations that learner need to interact which each other regularly in manner that reflects the types of interactions they wil engage in outside of the classroom.		
			• English language teaching materials should encourage learners to develop learning skills and strategies.	In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.	√	
			• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.	√	
			• English language teaching materials should offer opportunities for integrated language use.	Materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.	√	

			• English language teaching materials should be authentic.	• The aim for authenticity in terms of the texts presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of authentic text is authenticity in terms of the task which students are required to perform with them.	√ √	
			• English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	√	
			• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout.		√

				• User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be used more than once or if there are to be used by many different students. • Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.	√ √ √	
			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.		√

			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson units".	√	
2.	**Report Text**	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.	√ √ √	
			• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the	√	

				types of interactions they wil engage in outside of the classroom.		
			• English language teaching materials should encourage learners to develop learning skills and strategies.	In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.	√	
			• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.	√	
			• English language teaching materials should offer opportunities for integrated language use.	Materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.	√	
			• English language teaching materials should	• The aim for authenticity in terms of the texts presented to learners		√

			be authentic.	is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of authentic text is authenticity in terms of the task which students are required to perform with them.	√	
			• English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	√	
			• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout. • User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be		√

				used more than once or if there are to be used by many different students.		
				• Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.	√	
					√	
					√	
			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.	√	
			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson	√	

				units".		
3.	**Pay Attention**	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.	√ √ √	
			• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the types of interactions they wil engage in outside of the classroom.	√	

				• English language teaching materials should encourage learners to develop learning skills and strategies.	In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.	√	
				• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.	√	
				• English language teaching materials should offer opportunities for integrated language use.	Materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.	√	
				• English language teaching materials should be authentic.	• The aim for authenticity in terms of the texts presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more	√	

				important than the provision of authentic text is authenticity in terms of the task which students are required to perform with them.		
					√	
			• English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	√	
			• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout. • User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be	√	

				used more than once or if there are to be used by many different students.		
				• Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.	√ √ √	
			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.	√	
			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson	√	

				units".		

Appendix 5
Checklist Raw Data in Designing English Materials by Teacher C

No	Materials	Theory	Indicators	Sub-Indicators	Yes	No
1.	**Caption**	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.	√ √ √	
			• Materials should stimulate	Language teaching materials should	√	

			interaction and be generative in terms of language.	provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the types of interactions they wil engage in outside of the classroom.		
			• English language teaching materials should encourage learners to develop learning skills and strategies.	In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.	√	
			• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.	√	
			• English language teaching materials should offer opportunities for integrated language use.	Materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at	√	

				integrating extra-linguistic factor also.		
			• English language teaching materials should be authentic.	• The aim for authenticity in terms of the texts presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of authentic text is authenticity in terms of the task which students are required to perform with them.	√	√
			• English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	√	
			• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the		√

				cohesiveness and consistency of the layout. • User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be used more than once or if there are to be used by many different students. • Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.	√ √ √	
			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended	√	

				learners.		
			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson units".	√	
2.	**Report Text**	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.	√ √ √	
			• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in	√	

				manner that reflects the types of interactions they wil engage in outside of the classroom.		
			• English language teaching materials should encourage learners to develop learning skills and strategies.	In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.	√	
			• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.	√	
			• English language teaching materials should offer opportunities for integrated language use.	Materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.	√	
			• English language teaching	• The aim for authenticity in terms of the texts		√

			materials should be authentic.	presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of authentic text is authenticity in terms of the task which students are required to perform with them.		
					√	
			• English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	√	
			• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout. • User-friendliness : Materials should also		√

				be attractive in terms of their 'usability'. • Durability : If materials need to be used more than once or if there are to be used by many different students. • Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.	√ √ √	
			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.	√	
			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of	√	

				possible input…[that] are not themselves organised into lesson units".		
3.	**Giving Surprise**	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.	√ √ √	
			• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the types of interactions they wil engage in outside of the classroom.	√	

			• English language teaching materials should encourage learners to develop learning skills and strategies.	In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.	√	
			• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.	√	
			• English language teaching materials should offer opportunities for integrated language use.	Materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.	√	
			• English language teaching materials should be authentic.	• The aim for authenticity in terms of the texts presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more	√	

				important than the provision of authentic text is authenticity in terms of the task which students are required to perform with them.		
					√	
			• English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	√	
			• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout. • User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be used more than once or if there are to be	√	

				used by many different students. • Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.	√ √ √	
			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.	√	
			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson units".	√	

Appendix 6
Checklist Raw Data in Designing English Materials by Teacher D

No	Materials	Theory	Indicators	Sub-Indicators	Yes	No
1.	**Caption**	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.	√ √	

					√	
			• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the types of interactions they wil engage in outside of the classroom.	√	
			• English language teaching materials should encourage learners to develop learning skills and strategies.	In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.	√	
			• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.	√	
			• English language teaching materials should	Materials produced should give learners opportunities to integrate all the	√	

			offer opportunities for integrated language use.	language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.		
			• English language teaching materials should be authentic.	• The aim for authenticity in terms of the texts presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of authentic text is authenticity in terms of the task which students are required to perform with them.	√ √	
			• English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	√	
			• English language teaching materials should	• Physical appearance : language teaching materials should be	√	

			be attractive.	good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout. • User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be used more than once or if there are to be used by many different students. • Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.	√ √ √	

			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.	√	
			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson units".	√	
2.	**Report Text**	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.	√ √	

					√	
			• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the types of interactions they wil engage in outside of the classroom.	√	
			• English language teaching materials should encourage learners to develop learning skills and strategies.	In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.	√	
			• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.	√	
			• English language	Materials produced should give learners	√	

			teaching materials should offer opportunities for integrated language use.	opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.		
			• English language teaching materials should be authentic.	• The aim for authenticity in terms of the texts presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of authentic text is authenticity in terms of the task which students are required to perform with them.	√	√
			• English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	√	

			• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout. • User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be used more than once or if there are to be used by many different students. • Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.	√ √ √	

					√	
			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.	√	
			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson units".	√	
3.	**Contrast Conjunction**	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to	√ √	

				topics and themes that provide meaningful, purposeful uses for target language.		
					√	
			• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the types of interactions they wil engage in outside of the classroom.	√	
			• English language teaching materials should encourage learners to develop learning skills and strategies.	In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.	√	
			• English language teaching materials should	Materials are developed which allow absolutely no scope for a focus on	√	

			allow for a focus on form as well as function.	language form.		
			• English language teaching materials should offer opportunities for integrated language use.	Materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.	√	
			• English language teaching materials should be authentic.	• The aim for authenticity in terms of the texts presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of authentic text is authenticity in terms of the task which students are required to perform with them.	√	√
			• English language teaching materials should	One potential fitfall for teacher-designed materials mentioned in the first part of this	√	

			link to each other to develop a progression of skills, understanding and language items.	article relates to the organisation within and between individual task.		
			• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout. • User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be used more than once or if there are to be used by many different students. • Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey	√ √	 √

				blurs.		
					√	
			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.		√
			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson units".	√	

Appendix 7
Checklist Raw Data in Designing English Materials by Teacher E

No	Materials	Theory	Indicators	Sub-Indicators	Yes	No
1.	**Caption**	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.	√ √ √	
			• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the	√	

				types of interactions they wil engage in outside of the classroom.		
			• English language teaching materials should encourage learners to develop learning skills and strategies.	In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.	√	
			• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.	√	
			• English language teaching materials should offer opportunities for integrated language use.	Materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.	√	
			• English language teaching materials should	• The aim for authenticity in terms of the texts presented to learners	√	

				be authentic.	is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of authentic text is authenticity in terms of the task which students are required to perform with them.		
				• English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	√	
				• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout. • User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be		√

In the first data row, the √ appears in the second-to-last column.

				used more than once or if there are to be used by many different students. • Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.	√ √	 √
			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.		√
			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves	√	

				organised into lesson units".		
2.	**Report text**	Guidelines for designing effective English language teaching materials	• English language teaching materials should be contextualised	• The materials should be contextualised to the curriculum they are intended to address. • The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.	√ √ √	
			• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the types of interactions they wil engage in outside of the classroom.	√	
			• English language	In addition to teaching valuable new language	√	

			teaching materials should encourage learners to develop learning skills and strategies.	skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage of language learning opportunities outside the classroom.		
			• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.	√	
			• English language teaching materials should offer opportunities for integrated language use.	Materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.	√	
			• English language teaching materials should be authentic.	• The aim for authenticity in terms of the texts presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of		√

					authentic text is authenticity in terms of the task which students are required to perform with them. √		
				• English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	√	
				• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout. • User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be used more than once or if there are to be used by many different students. √ • Ability to be reproduced : materials		√

				designers continue to produce eye-catching multi-coloured originals and sufer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.	√	
					√	
			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.	√	
			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson units".	√	
3.	**Offering Help**	Guidelines for designing effective English	• English language teaching materials should be	• The materials should be contextualised to the curriculum they are intended to address.	√	

		language teaching materials	contextualised	• The materials should be contextualised to the experience, realities and first language of the learners. • The materials should be contextualised to topics and themes that provide meaningful, purposeful uses for target language.	√ √	
			• Materials should stimulate interaction and be generative in terms of language.	Language teaching materials should provide situations that demand the same situations that learner need to interact which each other regularly in manner that reflects the types of interactions they wil engage in outside of the classroom.	√	
			• English language teaching materials should encourage learners to develop learning skills and strategies.	In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn and help them to take advantage	√	

				of language learning opportunities outside the classroom.		
			• English language teaching materials should allow for a focus on form as well as function.	Materials are developed which allow absolutely no scope for a focus on language form.	√	
			• English language teaching materials should offer opportunities for integrated language use.	Materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factor also.	√	
			• English language teaching materials should be authentic.	• The aim for authenticity in terms of the texts presented to learners is discussed, materials designer should also aim for authentic spoken and visual texts. • Arguably more important than the provision of authentic text is authenticity in terms of the task which students are required to perform with them.		√

					√	
			• English language teaching materials should link to each other to develop a progression of skills, understanding and language items.	One potential fitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual task.	√	
			• English language teaching materials should be attractive.	• Physical appearance : language teaching materials should be good to look at ! Factors to consider include the density of the text on the page, the type size and the cohesiveness and consistency of the layout. • User-friendliness : Materials should also be attractive in terms of their 'usability'. • Durability : If materials need to be used more than once or if there are to be used by many different students. • Ability to be reproduced : materials designers continue to produce eye-catching multi-coloured originals and sufer	√	√

				frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.		√
					√	
			• English language teaching materials should have appropriate instructions.	The guidelines as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners.	√	
			• English language teaching materials should be flexible.	The materials designer may offer flexibility in terms of content by providing "a range of possible input…[that] are not themselves organised into lesson units".	√	

Appendix 8
The Interview Result of Teacher A

No	Items	Answer
1.	How do you design the materials which contextualised to the curriculum?	In designing learning materials, we must do it base on the syllabus. In this case, that was the syllabus of curriculum 2013.
2.	How do you design the materials which contextualised to the experience, realities and first language of learners?	By using contextual learning−improving learning to be more productive and meaningful by experiencing themselves in a more natural environment. And prioritizing the strategy and learning process rather than the results. For example, in the 10th grade, they immediately practiced introduction, expressing sympathy, etc. For the first discussion, it was referred to Indonesian language, as the instruction only.
3.	How do you design the materials which contextualised to the topics and themes that provide meaningful, purposes uses for target language?	Definitely, a teacher who can be considered as a mastermind in teaching has certain conditions. He/she should emphasize that language is a means of thinking, and creative students should be considered. For example, by inviting the students to make sentences, paragraphs and dialogue often. Make the learning process funny, so the teachers should not be monotonous.
4.	How do you design the materials which stimulate interaction and generative in terms of language?	By using a communicative method, a direct method to learn the language directly. Using the language consistently in communication, so the learning process will be specified into the concrete objectives, the final products. For example, by using dialogue, images, dramatization, and

		frequently asked questions.
5.	How do you design the materials which encourage learners to develop learning skills and strategies?	The materials developed referred to the students as the center of success, treating students equally, knowing their likes, feelings, the ways of thinking, and obstacles. For example, if the students have some limitations in vocabulary, then the materials were developed by playing scrabble, quiz, jumble words, jumble letters and others.
6.	How do you design the materials which allow for a focus on forms as well as function?	All depend on syllabus. Because, syllabus and lesson plan emphasize cognitive, affective and psychomotor aspects. So, all the materials will not be out of context. For example, the materials of the first semester of 10th grade, *KD* (basic competence) 3.1 implements the social function of text structure and linguistic elements of transactions/interaction of oral and written transactions involving giving and soliciting information related to identity and relationship in context of its usefulness. Then, by using the materials, the teachers inviting the students to understand about social function, text structure and linguistic elements of identity and practice it afterwards.
7.	How do you design the materials which offer opportunities for integrated language use?	In this English teaching, I made varied methods in order to reach an integrated language teaching by looking and uttering. For example, clustering, spelling, repeating, questioning, having a dialogue, paraphrasing, story-telling and re-telling.
8.	How do you design the materials which authentic in terms of the task to learners?	The task is given to develop the materials. For example, at the first semester of 12th grade, *KD* (basic competence) about "creating a job application letter". Students are given the task to look for job vacancy and then write an application letter according to that job vacancy. The

		expectation is, the students will understand the material well by doing this kind of task.
9.	How do you design the materials which have link to each other to develop a progression of skills, understanding and language items?	In teaching, the teachers must make lesson plan, which describes the learning procedures to achieve a *KD* which is applied in the standards of content described in syllabus. The most extensive lesson plan consists 1 *KD* with one or more indicators for one single meeting.
10.	How do you design the materials which usability?	By selecting the teaching materials and learning media in detail, the types of learning materials, skills and attitudes. And, by choosing the instructional materials, the lessons will be sequenced innovatively, funnily, and sustainably to achieve a *KD*.
11.	How do you design the materials which need to be used more than once of if there are to be used by many different students?	The materials are designed in accordance with *SK* (standards of competence) and *KD*. The materials are needed to be identified by their types, whether they are affective facts, concepts, principles, and procedures affective or even combined. Thus, it will facilitate the way of teaching and then choose the type of materials by different methods, media and assessment systems.
12.	How do you design the materials which have ability to be reproduced?	When we create a lesson plan, it will be made by teachers for a single meeting or even it could be four to five meetings at one time. The lesson plan is based on syllabus and curriculum. Of course, the curriculum will not be changed rapidly. At least, a period of one to two years is the minimum. Therefore, the teaching materials are designed to always follow the curriculum and student skills so that they can always be reproduced.
13.	How do you design the materials which appropriate with the	The materials are prepared in accordance with the standards in lesson plan. Such as the objectives of instructional goals, instructional materials,

	instructions that are provided for other teachers who may use the materials, as it does for the intended learners?	learning activities, and then methods also teaching and evaluation tools. They all should be included in the lesson plan. So, if the other teachers want to use the materials, they will understand without any difficulties.
14.	How do you design the materials to be flexible?	In designing flexible material, the curriculum is developed in teaching materials so as to produce flexibility in implementation in order to allow the adjustments based on the constantly rotating conditions of place and time.

Appendix 9
The Interview Result of Teacher B

No	Items	Answer
1.	How do you design the materials which contextualised to the curriculum?	In designing the materials to be suitable to the curriculum, we must look at the indicators that exist in the syllabus, the learning objectives to be achieved, and the materials we will convey.
2.	How do you design the materials which contextualised to the experience, realities and first language of learners?	Of course I have to design the materials that can invite or stimulate the students to be creative as how they can express the material based on what they experience in daily lives. For example, after we teach a material and want to have a conversation with the related theme. So, we must make a clue, for example, "what is your opinion about teenager?" Then, this will invite or stimulate the students to reveal what they pass through in the environment since it is appropriate with their ages. They are teenagers, so they will issue their opinions automatically. When I design, I have to consider that the objects are the students. So, I will have the materials which are appropriate with their ages, and experiences.
3.	How do you design the materials which contextualised to the topics and themes that provide meaningful, purposes uses for target language?	To provide the meaning and advantage, I should automatically adjust the material to the students' ages and environments. Then, I have to give some things related to their characters. The characters in this case are about morale and attitude of the students, so it will talk about how I can give or enter the things about their future next days.
4.	How do you design the	Here, I should be able to design the materials that

	materials which stimulate interaction and generative in terms of language?	are not too high and not too low either compared to the ability of learners. So, in this term, designing the materials is only "+1" from background knowledge of the learners. It means, if their abilities are at A point. So, the materials would just be in "A + 1" point so that the students will not face any difficulty. And also, I need to know about how their level of English. So, whenever I want to give the things to stimulate language interaction, they should not be more or less than their abilities. Then, when I want to stimulate the students in the matter of language, I have to start from the topic related to their lives and environments. So, they will be aroused for language interaction, because they already have a general background on what we will give.
5.	How do you design the materials which encourage learners to develop learning skills and strategies?	I can divide them into several groups, so I design the materials by remembering that they should be able to be applied in a group later. Afterwards, the students who have good skills in those groups could help the others who get the less abilities. So, they will help and complete each other. The students with good skills can develop their abilities by sharing their knowledge to their friends in developing their learning strategies.
6.	How do you design the materials which allow for a focus on forms as well as function?	I must make the curriculum guide me. So, every material that I want to design should have purpose and direction as demanded by the curriculum. Then, the indication, and the goal to be achieved will not come out of the curriculum.
7.	How do you design the materials which offer opportunities for integrated language use?	By giving students the opportunity to do role play. If I ask the students to do that, all the skills will be realized or applied automatically.

8.	How do you design the materials which authentic in terms of the texts presented to learners?	Using authentic material is easier because we have internet as the media. In internet, there are some sites or links that provide lessons, such as authentic reading texts. The texts are not only in written forms, but there are also in orals. We can use authentic materials by using the help of internet, and will be able to listen more or know how the native says something in English.
9.	How do you design the materials which authentic in terms of the task to learners?	In providing authentic tasks, I usually ask the students to make the assignment in form of interview with a native speaker, or I can ask them to make a report of the task given. Of course, the tasks that I give must be in accordance with the material that has been learned by the students.
10.	How do you design the materials which have link to each other to develop a progression of skills, understanding and language items?	I must design it based on the concept. So, I have to firstly design the materials from the definition, function, and example. And then, I will develop them in form of questions.
11.	How do you design the materials which usability?	I connect it with their daily lives. For example, in the third grade, there is a material about caption. It is useful for learners, and we can finish the materials by asking them to create or write a caption of their personal photos or the events they had.
12.	How do you design the materials which need to be used more than once of if there are to be used by many different students?	The materials will not be specified in one detail only, but I take them in general. For example, if the material is a report text that discusses about nature, then I will just design it generally about the surrounding nature, instead of specifying them such as "the attractions in Rejang Lebong". Because, if we make such specifications, there is a possibility that the students who do not come from

		that area will not know about it. So, the materials designed should be general and flexible so that they can be used by everyone, in every time and everywhere.
13.	How do you design the materials which have ability to be reproduced?	In redesigning, I usually design the existing materials in form of power point slides. So, I can design them back by computer. I can change what I want both looks and other parts.
14.	How do you design the materials which appropriate with the instructions that are provided for other teachers who may use the materials, as it does for the intended learners?	I must make the instructions in accordance with the operational verbs that already exist in the syllabus. Thus, the instructions given can make other teachers understand about those materials, so it will not make the teacher who designed the material become the one and only person who can use the materials but all the teachers.
15.	How do you design the materials to be flexible?	The materials should not be too directed to certain details. But, they must be flexible, so they can be used by any teacher in anytime and anywhere.

Appendix 10
The Interview Result of Teacher C

No	Items	Answer
1.	How do you design the materials which contextualised to the curriculum?	To be sure, I must firstly look at the syllabus and the basic competencies which are accordance with the grade/level and semester. Then, I look at the source book, and teacher and student's handbook. Next, I also seek the additional materials from the other relevant sources. So, I check the sources which are appropriate to the indicators and learning objectives, and make them be the materials in learning process.
2.	How do you design the materials which contextualised to the experience, realities and first language of learners?	There is a brainstorming at the beginning of learning activities. That is how I give students the pre-explanation of materials I will convey. The brainstorming is connected to the materials and the things they have experienced in accordance with knowledge and the existed reality in the environment of learners.
3.	How do you design the materials which contextualised to the topics and themes that provide meaningful, purposes uses for target language?	I will make them by using the source materials and some others. In order to bring the obvious advantages for the learners, I present the moral value that we can take at the end of each material. The moral value is not only available on the types of texts but also exists in the materials about expression of offering, asking for help, and also giving praise. That is about how to ask and offer help to others, what responses we can give when

		someone praises us, etc.
4.	How do you design the materials which stimulate interaction and generative in terms of language?	I stimulate the learners by showing a video and image. To make them able to communicate by using English, I give them the opportunity to express their opinions about the pictures and videos that have been shown. Here, I do not force them to use English fully, but for around fifty-fifty only. So, there will be a mix between English and Indonesian, the important thing is how the students can understand the material given.
5.	How do you design the materials which encourage learners to develop learning skills and strategies?	Not all of the students are active when learning in the classroom. So, I use a variety of strategies that can make them develop their skills. Like yesterday, when I asked the students to compile a report text in accordance with its generic structure through the games or sentences nor paragraphs. All of students participated in compiling the text in groups. By that way, all students can work together and develop their abilities.
6.	How do you design the materials which allow for a focus on forms as well as function?	The other teachers just explain the less interesting material. So, I usually use power point more often. I design them in such a good way, starting from what will be explained next, it is neatly and clearly arranged in the power point. In addition to the structure of a text, it will not be explained directly to the students, but they will ask and immediately look at the existing examples from one paragraph to another. So, they will identify by themselves about the generic structure and linguistic features. It means, the children observe in the first place, and then we discuss it together.
7.	How do you design the materials which offer opportunities for	Since this is English class, then the main point is English absolutely. So, when they want to do something, they should try to use English. For

	integrated language use?	example, there is a task to make a dialogue, so their stories or texts should be made in English directly. Because, I forbid them to make the Indonesian language first, and then translate them into English. It all aims to familiarize the students to use English. Because, the sentence patterns in Indonesian and English are different.
8.	How do you design the materials which authentic in terms of the task to learners?	As I said before, usually, when I want to explain a material, I show the images first. Then, I play a video and ask the students to identify the things appeared in the video. Expression, for example, so the students must identify the expressions in the video, and then explain the purpose of images that I show. For the tasks, I always ask them to look for another video or conversation in English with a predefined theme. Because they already know the links and sites, they will easily find it on YouTube.
9.	How do you design the materials which have link to each other to develop a progression of skills, understanding and language items?	Through a picture or video. If the students are able to identify what it means and what inside it, and also understand about the material by responding and answering questions given, the teacher will ask the student to apply it in a conversation or paragraph, both oral and written.
10.	How do you design the materials which usability?	For example, caption. After we discuss the materials from the beginning about what caption is, how to make a good caption, etc. I also teach the students to pick the object, so the object and caption will must be related. I only explain the material for one hour in class. After that, I ask the students to look for the objects outside the class. Then, I ask them to create a caption of the object they have seen and found.
11.	How do you design the materials which need to be	At the moment, I'm using the same material designs from one class to the others. I also use the

	used more than once of if there are to be used by many different students?	same methods and strategies in each class. The difference is only at the 12th grade of IPA 1 and 12th grade ahead, the presentation of in those classes are 25% by the teachers and the rest are by the students.
12.	How do you design the materials which have ability to be reproduced?	I am reproducing a material I designed. But, it is within a period of one semester. Usually, when I produce the material back, I just change the looks to be more interesting and add the new materials related. Such as images and other explanations from other sources.
13.	How do you design the materials which appropriate with the instructions that are provided for other teachers who may use the materials, as it does for the intended learners?	It is mostly about the text and the expression. So, I usually show the video and power point consisted of explanations and examples that has been arranged before. By using the instructions included, the other teachers can use it either.
14.	How do you design the materials to be flexible?	After explaining the material and giving an example to the learners, I usually give them an additional assignment. For example, I ask them to make the task in power point and then present it in front of the class. So, they will know about the deficiencies, errors, and good things of the task they made. In addition, they will compare the tasks to other groups. It means, the task is presented so that the other groups can respond to their friends' works and then give correction each other. By presentation, the students can develop various skills they have. But, the presentation should be under the teacher guides.

Appendix 11
The Interview Result of Teacher D

No	Items	Answer
1.	How do you design the materials which contextualised to the curriculum?	First, I must look at the syllabus and know what the materials are. After that, I try to make the variation of it such as speaking and writing, depends on the needs.
2.	How do you design the materials which contextualised to the experience, realities and first language of learners?	In English, there are many skills that can be used by learners. Starting from listening skill when the teacher explains a material and there are other skills also. Let say that we design a material about report text, of course, the materials designed must be easily understood and associated with the experience and environment around the learners. By using the text, we can invite the students to discuss and know about the implied meanings exist in the text.
3.	How do you design the materials which contextualised to the topics and themes that provide meaningful, purposes uses for target language?	Because the curriculum says that we always have to connect the real world when we design and explain a material. For example, about review text, I usually design the materials by inviting the students to watch a video related to the text. And for the example, of course, the things that should be found around them. After that, I ask the students to analyse the video. Then, I ask them questions or make some activities in form of telling a movie or novel that they like and have read in front of the class. It can certainly improve

		the speaking skills they have.
4.	How do you design the materials which stimulate interaction and generative in terms of language?	The designed materials should always provide an opportunity for learners to ask and answer. So, it could be seen whether the students are paying attention or not and also because the English materials are always related. And, there are some repeated materials. We try to know the understanding of learners by connecting the existing problems to a material to be explained. The problem is surely the thing that could be known and found around them.
5.	How do you design the materials which encourage learners to develop learning skills and strategies?	Because there are four skills in English. So, as much as possible, the designed materials should be able to make students use and develop their skills. For example, by asking students to explain their opinions about the displayed picture, of course, it will develop their speaking skills. Or, after we have explained a material about the text completely, we may ask the students to make another example of the text. Of course, the students will develop their writing skills then.
6.	How do you design the materials which allow for a focus on forms as well as function?	I must continue to be guided by the existing curriculum and syllabus. So, I know what material I will give and explain to the learners. Because, the English material is mostly about the text, and there are characteristics of each language in it. It means, we must make learners be able to distinguish them. For example, when we talk about narrative and recount text, they will immediately say that the tenses used are simple past tense. And, we can also identify other parts of the text such as hyphens and linking verbs that exist.
7.	How do you design the materials which offer	Because, it is not too infrequently the students find it difficult to understand what is said by the

	opportunities for integrated language use?	teacher. So, I usually design and explain a material by using two languages. The one more dominant is English, but I also combine it with Indonesian language. For example, the material is designed by using English and the explanation is in Indonesian language or vice versa. It is also applied to the students so that they should be able to use English as often as possible during the lesson. The aim is surely to familiarize them to speak English.
8.	How do you design the materials which authentic in terms of the task to learners?	For example, we learn about English texts. Then, of course we should design and make the materials be able to lead learners to understand and remember about the main points. For instance, the tenses used in descriptive text are different to recount. So, when the learners know about the differences, they will easily make the assigned tasks either to make an example of the material that has been learned.
9.	How do you design the materials which have link to each other to develop a progression of skills, understanding and language items?	By providing the examples and exercises that are easily understood by learners, and also the materials that should encourage learners to be able to develop their skills. For example, the material is about procedure text, then the students are asked to make or operate something like how to make a natural face mask and cheap. Of course, this will make learners develop their expertise. I asked them to do and explain it in accordance with the procedure in front of their friends.
10.	How do you design the materials which good to look at?	The materials should be pleasing to the eyes both in terms of appearance and design. The appearance should not be too crippled and the contents of the material must be clear and not convoluted either. So, anyone will be interested to look at it.
11.	How do you design the	The designed material must be in accordance with

	materials which usability?	times and their usefulness. The material must be clear and consisted of all the points in syllabus and curriculum either.
12.	How do you design the materials which need to be used more than once of if there are to be used by many different students?	Of course, the material should use an easy-to-understand language. In addition, I usually include the other images related to the materials. So, the students can comprehend it afterwards.
13.	How do you design the materials which have ability to be reproduced?	Usually, I just add the materials. Because, in principle, every teacher always wants to be better and perfect in describing a material. When I have taught in one class and will go to the next one, I always evaluate the previous method and its shortcomings.
14.	How do you design the materials which appropriate with the instructions that are provided for other teachers who may use the materials, as it does for the intended learners?	Of course, the instructions here should be obvious and explain what the material is. And, the instructions are easy to understand by other teachers. For example, by giving an explanation in a good order and putting a title listed on any discussion or material to be described. So, it will not cause any misunderstanding of other teachers who want to use the materials.
15.	How do you design the materials to be flexible?	Of course, the materials designed must be flexible in terms of usage, content and application. Usually, the materials I designed must be clear and interesting so that the students can easily understand and remember. The material should also be able to attract students to learn it. For example, the material is linked to the things they like and can be found easily around them.

Appendix 12
The Interview Result of Teacher E

No	Items	Answer
1.	How do you design the materials which contextualised to the curriculum?	I design the materials based on the curriculum, I must see what curriculum is being implemented. If we use 2013 curriculum today, so I will look at the existing syllabus, in the part of *KI* 1-4 exactly.
2.	How do you design the materials which contextualised to the experience, realities and first language of learners?	I have to design an appropriate material by providing the topics that are more challenging in learners' points of view. In order to be able to understand it, the students need to learn what is happening. So, the learners will enthusiastically follow and understand the learning materials well. In addition, I also always adjust the materials designed with the situations and circumstances of the learners.
3.	How do you design the materials which contextualised to the topics and themes that provide meaningful, purposes uses for target language?	First, I look at the indicators in syllabus, then I continue to analyze the ability of the learners. For example, I want to know about students' speaking abilities by using the debate technique. So, I have to design the materials by determining what theme will be appropriate with the students and also interesting and close to them, such as full day school, final examination, etc.
4.	How do you design the materials which stimulate	By designing each learning topic attractively and funnily. In addition, the materials designed should

	interaction and generative in terms of language?	also be suitable to the level of learners. The point is, the material should be able to make learners develop their knowledge and abilities.
5.	How do you design the materials which encourage learners to develop learning skills and strategies?	Each material designed must be guided by the existing syllabus, lesson plan, and curriculum. And the teacher should consider some things first, such as the selection of appropriate topics and the skills that can be developed by using the material designed. Usually, I do not directly explain the material but I firstly show a picture, video or example and then I ask them to express their opinions and guess what material will be learned on that day.
6.	How do you design the materials which allow for a focus on forms as well as function?	Before designing the materials, I always try to know what to achieve, and what the steps are. So, the materials designed should include all the points that have been designed previously.
7.	How do you design the materials which offer opportunities for integrated language use?	I assign the group tasks to the learners. So, they will easily and be dare to express their own opinions. And by using the materials, the students can also help and teach each other.
8.	How do you design the materials which authentic in terms of the task to learners?	By providing opportunities for learners to be able to conduct some question and answer sessions. The designed materials should enable learners to think critically.
9.	How do you design the materials which have link to each other to develop a progression of skills, understanding and language items?	By designing a material that can make learners develop more than one of their abilities simultaneously. For example, during the debates, learners not only develop their speaking but also their listening skills.
10.	How do you design the	Of course by making learners understand and remember the things that has been learned. For

	materials which usability?	example, the material designed providing some keywords that are easy to remember and understand by them.
11.	How do you design the materials which have ability to be reproduced?	A theory cannot be changed, the thing that can be changed is the appearance and content of the materials. For example, by re-designing the appearance of material started by the background of slide, font, size, etc.
12.	How do you design the materials which appropriate with the instructions that are provided for other teachers who may use the materials, as it does for the intended learners?	By using the clear and easily understood imperative sentences.
13.	How do you design the materials to be flexible?	That is by designing a material that can make learners develop the skills they have.

DOCUMENTATI

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BIOGRAPHY

The researcher's full name is Uci Sherly Rimadanti. Her nickname is Uci and somepeople who close to her sometimes call her ayuk, incess or pesek. She was born in Lubuk Linggau on January, 08th 1996. She lives in Tempel Rejo. She is the first daughter from Maryono (Ujang) and Pitra Ratna Sari. She has three sisters whose name are Gita Octavia, Marisa Amellia and Diva Dhevina.

She finished her kindergarten at TK. Kemala Bhayangkari and continued to SD Negeri 17 Dwi Tunggal in 2001. In 2007, she entered to SMP Negeri 11 Curup and finished her study in 2010. Next, she was graduated from MAN Curup in 2013.

In 2013, she entered to STAIN Curup and choose English Tadris Study Program in Education *(Tarbiyah)* Department. Allhamdulilah and thanks to Allah SWT, she has done her study successfully and has followed the last examination. Another words, she finished her "Sarjana" degree (S-1) in this year (2018).