

# Teachers' Guideline in Designing English Materials Based on Curriculum 2013

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## ***ABSTRACT***

The objectives of this research were indentifying the guidelines used by the teachers and describing how the teachers implemented the guidelines in designing English materials based on curriculum 2013. The researcher chose descriptive study as the kind of research and presented the results in qualitative way. There were five teachers from various 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 analyze 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 in designing English materials. Next, the teachers implemented the guidelines by using syllabus as 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 designed by the teacher suitable with the standards in syllabus and students' needs.

*Keyword: Guidelines, Designing Materials, 2013 Curriculum*

## **INTRODUCTION**

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.

According to Howard and Major (2015), 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.

Based on a pilot study done by the researcher, 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 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 but in applying the design of materials, some teachers actually ignore the important part in designing material guidelines. It becomes important part since 2013 has its own character. This kind of curriculum gives fully authorization to create the material. Moreover, as teachers, we need a guideline to help us in designing the material.

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

## **LITERATURE REVIEW**

### **Curriculum 2013**

Curriculum 2013 completes the previous curriculum (KTSP), whereas there are some aspects changed in this curriculum such as assessment, lesson plan, all of the criteria involved in 2013 curriculum must be influenced students' characters. There are some characteristics of curriculum 2013, those are developing the balance between the spiritual and social attitude, the curiosity, creativity, and teamwork with the intellectual and psicomotoric skill. School is a part of society

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 develop varied attitude, knowledge and skill.

### **The Role of Teachers in Curriculum 2013**

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 :

1. The teacher as a coordinator and facilitator.
2. The teacher as a manager and organizer
3. The teacher as an instructor
4. The teacher as an investigator and researcher

### **Guidelines in Designing English Materials**

Guidelines is a piece of advice on how to act in a given situation (Bahadur, 2014). 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.

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 (2015: p.104-107) states, there are ten guidelines which teachers can use for designing effective English materials as follows:

1. English language teaching materials should be contextualized.
2. Materials should stimulate interaction and be generative in terms of language.
3. English language teaching materials should encourage learners to develop learning skills and strategies.
4. English language teaching materials should allow for a focus on form as well as function.
5. English language teaching materials should offer opportunities for integrated language use.
6. English language teaching materials should be authentic.
7. English language teaching materials should link to each other to develop a progression of skills, understanding and language items.
8. English language teaching materials should be attractive.

9. English language teaching materials should have appropriate instructions.
10. English language teaching materials should be flexible.

## RESEARCH METHODOLOGY

In this research, the researcher used descriptive qualitative. According to Hancock (1998:p2), qualitative research is concerned with developing explanation of social phenomena. It describes social phenomena as they occur naturally. 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. This research was undertaken at SMA N 1, 2, 4 Rejang Lebong and XAverius Curup. The participant of this research were consisted of five English teachers from those schools.

In addition, this research were used document analysis and interview as the technique of collecting the data. While, researcher used checklist and interview guidance as instrument of the research to know what the guidelines are used and how does the teacher implement the guidelines and in this research, researcher used semi structure interview.

## FINDINGS AND DISCUSSIONS

### Findings

#### The Guidelines Used by English Teachers in Designing English Materials

**Table 1.**  
**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	The materials need to be used more than once or if there are to be used by many different

	target language.	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.

### **The Implementation of Guidelines by the Teachers in Designing English Materials**

**Table 2.**

**The Implementation of Guidelines by Teacher A, B, C, D, E**

<b>No</b>	<b>Guidelines</b>	<b>Implementation</b>
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 were 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.	<ul style="list-style-type: none"> <li>- The teachers developed the materials referred to the students as the center.</li> <li>- The teachers used some varied strategies such as group discussions, jigsaw, role plays, etc.</li> </ul>
6.	The materials are developed which allow absolutely no scope for a focus on language form.	<ul style="list-style-type: none"> <li>- The teachers focused on curriculum and syllabus as the guides in designing materials.</li> <li>- The teachers used power point in explaining the materials.</li> </ul>
7.	The materials should offer opportunities for integrated language use.	<ul style="list-style-type: none"> <li>- The teachers explained the materials in English and Bahasa Indonesia.</li> <li>- The teachers asked the students to use English more often than Bahasa Indonesia.</li> <li>- The teachers assigned group tasks to the learners.</li> <li>- The teachers asked the students to do role play.</li> </ul>
8.	The materials authenticity in terms of the task which students are required to perform with them.	<ul style="list-style-type: none"> <li>- The teachers gave task as a material developer.</li> <li>- The teachers used the materials and exercises from internet.</li> <li>- The materials designed were enabling learners to think critically.</li> </ul>
9.	The materials link to each other to develop a progression of skills, understanding and language items.	<ul style="list-style-type: none"> <li>- The teachers made a lesson plan.</li> <li>- The teachers gave students the tasks that have been learned.</li> <li>- The teachers designed the materials that could make</li> </ul>

		learners develop more than one of their abilities simultaneously.
10.	The materials should also be attractive in terms of their 'usability'.	<ul style="list-style-type: none"> <li>– The teachers designed the materials according to the concept.</li> <li>– The teachers selected learning and teaching materials.</li> <li>– The teachers designed the materials which provided keywords that were easy to remember and understand by the learners.</li> </ul>
11.	The materials have ability to be reproduced.	<ul style="list-style-type: none"> <li>– The teachers designed the materials by following the curriculum, and students' skills and needs.</li> <li>– The teachers changed the appearance and added the content of the materials in power point slides.</li> </ul>
12.	The materials have appropriate instructions.	<ul style="list-style-type: none"> <li>– The teachers used the instructions in accordance with the operational verbs that were already exist in the syllabus.</li> <li>– The teachers gave instructions by using the clear and easy to understand imperative sentences.</li> </ul>
13.	The materials be flexible.	<ul style="list-style-type: none"> <li>– The teachers designed the materials constantly rotating condition of place and time.</li> <li>– The teachers designed the materials which were able to attract students to learn.</li> <li>– The teachers designed the</li> </ul>



		materials that could make learners develop the skills they have.
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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.

## CONCLUSION

Based on finding and discussion in the previous part, the researcher finally concluded that 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. 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.

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