



## THE MATERIAL DEVELOPMENT IN TEACHING ENGLISH FOR FIRST SEMESTER STUDENT AT PRIVATE UNIVERSITIES IN MALANG

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### Abstract

Language proficiency is a necessity for a forum where scientific discussion and achievements as well as professional issues can be discussed. It emerged itself as the international language in different fields such as business and commerce, science and technology and international relations, medical environment, and education. In teaching and learning environment, Knowledge of material development is important for understanding the concept of improving educational environment. In teaching English, If lecturers do have the knowledge of this, they will be better in understanding the importance of each design they are utilizing in teaching the class and how it generates to units which lead to the successful goals of teaching and learning. This research aims to deliver the process of material development in teaching English for first semester student at Private universities in Malang to match student's need of English acquisition. Through qualitative research method, it was found that there were three processes of material development they are adopting, developing, and adapting the material.

**Keywords:** Material Development, English, First Semester, Private Universities, Malang

### 1. INTRODUCTION

Learning language is not a simple matter, individuals should comprehend all the components embedded within. The use of suitable material to teach is also a supporting factor leading to the success of language acquisition.

Tomlinson (2001:66) argued that materials include anything which can be used to facilitate the learning of a language. They can be in the form of linguistic, visual, auditory or kinaesthetic, and they are presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the Internet

The material development in language teaching implies on two aspects: material development as field of study and practical development. As field of study, it relates to principles and procedures of the design, implementation and evaluation of language teaching materials. As a practical undertaking it engages on the production, evaluation and adaptation of language teaching materials.

Language teaching process usually arise from an analysis of the reasons why a group of learners in various environments feel urge to learn English. These goals may appear in general, educational, or very specific terms. On the one hand, the goals may be in the large-scale area of a national language policy with many associated implications for the development of the curriculum.

In Indonesia, the goal of teaching English is to allow the language learner to be able to utilize the language for effective communication both on spoken and written communication. As. Sandler and Stott (1981), for example, in the class of English for Management, the goal of English teaching are to meet the needs of practice in being manager in a company, and for business students who has intention to attain certain level of English which relate to English examination.



Furthermore, to set the goal of language learning is related to the learners and conditioned by the setting, leads to the selection of an appropriate type of syllabus content and specification and even the characteristic of the students.

Stern(1983) listed the key characteristics of the learner as interrelated unit, they are :

- **age**: this will particularly affect topics chosen and types of learning activity such as the suitability of games or role-play.
- **interest**: as with age, this may help in the specification of topics and learning activities.
- **level of proficiency in English**: teachers will wish to know this even where their classes are based on a 'mixed proficiency' principle rather than streamed according to level.
- **aptitude**: this can most carefully be thought of as a specific talent, in this case for language learning, as something that learners might show themselves to be 'good at', perhaps in contrast to other subjects in a school curriculum.
- **mother tongue**: this may affect, for instance, the treatment of errors or the selection of syllabus items-areas of grammar or vocabulary and so on.
- **academic and educational level**: which help to determine intellectual content, breadth of topic choice, or depth to which material may be studied.
- **attitudes to learning**, This is directly related to teachers, to the institution, to the target language itself and to its speakers.
- **motivation**, at least insofar as it can be anticipated. Obviously a whole range of factors will affect this.
- **reasons for learning**, if it is possible to state them. With school age pupils this may be less significant than with many adults learners, where it is often possible to carry out quite a detailed analysis of needs.
- **Preferred learning styles**: which will help in the evaluation of the suitability of different methods, for instance whether problem- solving activities could be used, or whether pupils are more used to 'rote learning', where material is learned by heart.
- **personality**: which can affect methodological choices such as a willing for the acceptance of role play and an interactive classroom environment, or a preference for studying alone, for example.

## 2. RESEARCH METHOD

This study employed a qualitative approach with a descriptive research design to explore in depth the process of material development in teaching English for first-semester students at private universities in Malang. The qualitative method was selected because this study focuses on understanding the processes, strategies, and practices implemented by lecturers in developing instructional materials within authentic classroom contexts. The research participants consisted of English lecturers and first-semester students from several private universities in Malang, who were selected through purposive sampling based on their direct involvement in the teaching and learning process.

Data were collected through classroom observations, in-depth interviews, and document analysis. Classroom observation was conducted to examine the implementation of teaching materials during instructional activities. In-depth interviews were used to obtain comprehensive information regarding lecturers' perspectives, experiences, and considerations in adopting, developing, and adapting teaching materials. Document analysis was conducted to review syllabi, semester lesson plans, modules, textbooks, and supplementary instructional materials. The collected data were analyzed using qualitative data analysis techniques, including data reduction, data display, and conclusion drawing. Through these stages, this study aims to provide a comprehensive description of the material development process that aligns with students' needs in English language learning.

## 3. RESULT AND DISCUSSION

### a. Adopting Material

In our teaching and learning material, it is believed that textbook may become the source of our



activities. In fact, it is not always true that sometime the textbook may not be suitable with the teaching process. Thus, adapting material may also become the alternative to gain the material.

Adopting materials in a rational manner is not as easy as it might at first appear. First, it is necessary to decide what types of materials are desirable. Second, all available materials of these types should be located just in case they might prove useful. Third, some form of review/evaluation procedures must be set up to pare this list down to only those materials that should be seriously considered so that final choices can be made. Fourth, some strategy for the regular review of these adopted materials must be set up to make sure that they do not become irrelevant to the needs of the students and the changing conditions in the program. Materials can also be presented on several media and take many physical forms on any one of those media. Thus, many options must be considered long before any decisions can be made as to what specific materials to adopt. The following list of possible media for materials which may be used as the resource:

- Books
- Workbook
- Journal
- Maps
- Realia
- Video tapes
- Magazines
- Computer software, etc

From the list above, the further down the list a medium is, the more equipment and technology is involved. Since technology is generally expensive, making choices regarding items on this list may erase a tension between what teachers would like to use and what the program can afford. Remember also that complex equipment may entail providing teachers with special training before they can effectively use that equipment, another expensive process.

### ***Locating The Material***

Three sources of information immediately spring to mind that can help in finding existing materials that might be suitable: publishers' catalogues, Books Received sections of journals, and teachers' shelves.

Publisher's catalogues are usually free for the asking. Addresses for some of the most prominent publishers of ESL materials are listed in the appendix. Many of these publishers also produce materials for other languages, so this list should provide at least a starting point for any language teacher looking for published materials.

To make even a short list of candidates for materials that might be adopted, hands—on examination is necessary. Teacher can get the desk copies of their materials from the publishers. A desk copy is a textbook, manual, workbook, or other form of material sent free of charge for consideration by teachers who might adopt the material in their courses. The teacher may usually keep a desk copy even if student copies are not subsequently ordered. Since each publisher has a different policy toward desk copies, it will be necessary to examine each catalogue for the description of that policy. Typically, publishers who send desk copies will only send them to bona fide teachers who make requests on official.

Examination copies, also called review copies, are also sent so that they can be considered for adoption in courses. However, examination copies are only free of charge if the teacher subsequently orders the material(s) for his or her students within a certain number of days (usually 60 or 90 days). Otherwise, the teacher must either send the materials back to the publisher or pay for them. (This less liberal policy has no doubt saved some publishers money on desk copies, but it has probably also cost them dearly in terms of good will and number of adoptions.) It is necessary to understand that publishers' catalogues are designed to sell Language teaching materials. Hence they will best be used as a source list of available materials, not as the definitive word on the quality of those materials.

Another source of relatively up to date information on language materials is the 'Books section that is found in many of the prominent language teaching journals. Since publishers find it to their



advantage to have their books reviewed—after all, a positive review is a form of free advertising—they generally send copies to the appropriate journals for that purpose. These 'Books Received' are usually listed near the back of a journal. Such listings are usually fairly current. However, since such lists include only the author, title and publisher, sending for desk or review copies will still be necessary.

### ***Evaluating the Material***

Whether materials are found in publisher 'catalogs, 'Books Received' sections of journals, or teachers' shelf, and first-hand examination will eventually be necessary to determine the suitability of the materials for a particular program. This process might safely be called materials evaluation. If teachers individually select the materials that are to be adopted and ordered for their courses, they should be given as much information as possible to draw on in making those decisions. If all the faculty teaching a given course make collective decisions, they will also need information upon which to base their decisions. In both cases, consider looking at reviews by competent professionals in the field in addition to doing a firsthand review.

The reviews in professional journals and newsletters typically reflect only the views of one individual. If possible, seek out two or three reviews of a book or other materials. One review can be helpful, but a number of reviews will offer a more comprehensive picture of the book or materials under consideration. It is also a good idea to establish a file of reviews that might be of interest to program faculty and administrators. They should be encouraged to examine the file regularly, and to add to it copies of any interesting reviews they discover in the course of their reading. Firsthand review of materials is clearly the most personal and thorough method for evaluating them. Stevick (1971) suggested that materials should be evaluated in terms of qualities, dimensions, and components as follows:

- Three qualities: strength, lightness, transparency
- Three dimensions: linguistics, social, topical.
- Four components: occasions for use, sample of language use, lexical exploration, exploration of structural relationships.

The checklist provided in Table below may prove more useful than Stevick's list simply because the checklist contains more detail. It considers materials from five perspectives: background, fit to curriculum, physical characteristics, logistical characteristics, and teachability. All of these judgments can be made only with the materials physically in hand. However, if some program teachers have previously used them, judgments related to teachability may be enhanced.

In the checklist in the table below, materials background refers to information about the author's and the publisher's credentials. Naturally this includes more than whether the author has significant formal education, perhaps in the form of a PhD. degree. Consider also the amounts and types of experience the author has had in teaching and administration, as well as in curriculum and materials development. The author may have a reputation for producing innovative materials, or no previous standing in the field. In addition, consider the publisher's reputation. Some publishers have a reputation for producing better products. However, all of these factors should probably carry less weight than personal observation of the degree to which a particular set of materials relates to a given program.

The degree of relationship between a set of materials and a particular program can best be determined by considering the degree to which the materials fit to the curriculum. To begin with, consider the extent to which each set of materials agrees with the overall approach and syllabus (or combination of approaches and syllabuses). Next, focus on the degree to which the materials match the language needs of the madam in a general way. Early in the process, the materials should also be examined for overall level of proficiency so that materials that do not match the program in this globe/sense can immediately be eliminated. Likewise, many materials that do not match the situational needs of the program (based on realities like the resources available and cultural appropriateness) can immediately be eliminated.



## b. Material Development

The core of material development is creating, teaching, and evaluating. During the creating phase, the first to find the teachers who are willing to work as the material development. The teachers having the capabilities in the material development will ease the process of material development. It is intended to have a proper person on the specified field of material development so that the results will be maximum. On the teaching phase, the teacher play this stage as the as the “try-out field” of material for the students. It is best suggested that in playing this stage, the teachers may come from the material developer along with the non-developer. This is aimed that the effectiveness of the material can be seen from both side of the teachers so that the revision can be made because the ideas coming from the revision from both sides may also be very usefull in material development.

During the evaluation phase, the matrial developers should be just as critical of the programs' material as they would be commercially prepared material. When the revision shift from the significant to ninor matters, it may be time to consider producing the new program materials in which it can be used in an ongoing stage.

## 4. CONCLUSION

The material on teaching and learning process can be made through three matters, they are; adopting, developing, and adapting the material. The adopting stage, the material is taken from the textbook but it needs the consideration on matching them into the objectives and suitability of the curriculum intended. The developing stage, teacher develop the material based on the ongoing process in teaching and learning activities to find the best and improve the material needed by the student. And the last, the adapting stage covers the material prepared for the students coming from the supplementary materials suited with the level and the syllabus of teaching process.

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