

**DEVELOPING ENGLISH LEARNING MATERIALS  
FOR SPEAKING EXTRACURRICULAR ACTIVITY  
FOR STATE JUNIOR HIGH SCHOOL 4 OF PURWOREJO**

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**Abstract**

This research study aims at developing English learning materials to facilitate students in learning speaking English through English speaking extracurricular activity in State Junior High School 4 of Purworejo. This research is a research and development study. The development of the learning materials is carried out through several steps, namely needs analysis, course grid design, product development, product validation, product revision, try-out, and final product development. The results of this study are six units of learning materials consisting of 9 to 15 tasks. Each unit is organized into seven learning sections, namely “Let’s Get Ready, Get It Right, Let’s Act, Let’s Do More, Let’s Check Your Competence, Let’s make a Reflection, and Let’s Make a Summary.” Based on the results of the field-testing, the units designed are appropriate to be applied in the instructional process based on the mean scores of the students’ agreement ranging from 3.24 to 3.54 on 4 to 1 Likert scale.

**Key words:** develop, learning materials, needs analysis

**Abstrak**

*Penelitian ini bertujuan untuk mengembangkan bahan ajar Bahasa Inggris untuk memfasilitasi siswa-siswa belajar berbicara Bahasa Inggris melalui kegiatan ekstrakurikuler berbicara Bahasa Inggris di SMP Negeri 4 Purworejo. Penelitian ini merupakan penelitian pengembangan. Pengembangan bahan ajar dilakukan melalui berbagai langkah, yaitu analisis kebutuhan, desain silabus, pengembangan produk, validasi produk, revisi produk, try-out, dan pengembangan produk akhir. Hasil penelitian ini berupa enam unit bahan ajar yang terdiri dari 9 – 15 tasks. Masing-masing unit disusun sesuai dengan tujuh bagian pembelajaran, yaitu “Let’s Get Ready, Get It Right, Let’s Act, Let’s Do More, Let’s Check Your Competence, Let’s make a Reflection, and Let’s Make a Summary.” Berdasarkan hasil uji coba lapangan, unit yang didesain layak digunakan dalam proses pembelajaran sesuai tingkat persetujuan mahasiswa terhadap tasks yang disusun yang ditunjukkan dengan skor rata-rata antara 3,24 sampai 3,54 pada skala Likert 4.*

**Kata kunci:** *mengembangkan, bahan ajar, analisis kebutuhan*

## INTRODUCTION

Learning materials are one of the most important components of the instructional process. Richards (2001, p.251) emphasizes that instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In the case of inexperienced teachers, materials may also serve as a form of teacher training. For learners, learning materials may provide language exposure to the specialized genre. Besides, they may motivate learners through providing achievable challenges and interesting contents, and provide a resource for self study outside of the classroom.

State Junior High School 4 of Purworejo is a school situated in the centre of the city. It is not the best school in Purworejo but it is a good school. The students of this school motivate to learn English especially speaking English. The school offers the English speaking extracurricular activity to facilitate the students to learn speaking English. Every year, the school has a tour in Borobudur Temple, Yogyakarta palace, and Malioboro to make the students practise their English speaking ability with foreigners. In those places they can meet foreigners from other countries and they can ask and tell many things with them. In learning speaking English in the Speaking extracurricular activity, there is no English speaking book for the students.

The lack of learning materials which meet the students' needs leads to the poor language performed by the learners. Most of them find that it is difficult to use and produce the foreign language. They cannot communicate with the language, even acquiring the basic competence. They may not know the expressions used to communicate with foreigners they meet in the public places.

One of the ways that can be achieved to direct the effectiveness of the English instructional process in State Junior High School 4 of Purworejo is developing the appropriate learning materials. The materials should meet the learners' needs and follow the principles of language teaching.

To develop the appropriate learning materials, several theories and considerations must be taken. English for Specific Purposes (ESP) is a basic theory that should be taken to design some English language courses. Hutchinson & Waters (1987, p.5) define ESP as an approach to language teaching in which all

decisions as to content and method are based on the learner's reason for learning. They suggest that 'the foundation of ESP is the simple question: Why do these learners need to learn a foreign language?' The answer to this question relates to the learners, the language acquired and the learning context, and thus establishes the primacy of need in ESP. Need is defined by the reasons for which the students is learning English. These purposes are the starting points which determine the language to be taught. Thus, needs analysis is the first step in developing the materials.

Needs analysis was introduced into language teaching through ESP movement. Need analysis is directed mainly at the goals and content of the course (Nation & Macalister, 2010, p.24). Similarly, Nunan (1999, p.149) defines needs analysis as sets of tools, techniques, and procedures for determining the language content and learning process for specified group of learners. It examines what the students know already and what they need to know. Need analysis makes sure that the course will contain relevant and useful things to learn. Good need analysis involves asking the right questions and finding answers in the most effective ways.

Communicative Language Teaching (CLT) is an approach of teaching the language that aims broadly to (1) apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards & Rodgers, 1986, p. 66). The most obvious characteristic of CLT is that almost everything that is done is done with a communicative intent (Larsen & Freeman, 2000, p.129). Students use the language a great deal through communicative activities such as games, role plays, and problem solving tasks. Activities that are truly communicative have three features in common: information gap, choice, and feedback (Johnson & Morrow, 1981, in Larsen & Freeman, 2000, p. 129).

Practitioners of CLT see materials as a way of influencing the quality of classroom interaction and language use (Richards & Rodgers, 1986, p.79). Materials thus have primary role of promoting communicative language use. There are three kinds of materials

currently used in CLT and label these text-based, task-based, and realia.

In line with the learning materials concepts of CLT, Harmer (1991, p.21) decides several points that should be learned by students of English. Based on the knowledge acquired by English native speakers, he formulates that students of English should learn six aspects of language in order to have good ability to communicate in English, namely pronunciation, grammar, vocabulary, discourse, skills, and the syllabus.

According to Tomlinson, materials development refers to anything which done by writers, teachers or learners to provide source of language input and to exploit those source in ways which maximize the likelihood of intake (1998). In developing materials, unit of tasks are also need to be arranged.

Nunan (2004, p.1) draws a basic distinction between real-world or target tasks and pedagogical tasks. Target tasks refer to uses of language in the world beyond the classroom; while pedagogical tasks are those that occur in the classroom. A pedagogical task involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. (Nunan, 2004, p.4).

There are several elements that make up the task. Nunan (2004, p.40) proposes these elements as tasks goals, input data and learner procedures, and they are supported by teacher and learner roles and the settings in which tasks are undertaken. Candlin in Nunan (2004, p.40) has similar lists. He suggests that tasks should contain input, roles, settings, actions, monitoring, outcomes, and feedback. Wright in Nunan (2004, p.41) argues that, minimally, tasks need to contain only two elements. These are input data, which may be provided by the materials, teachers, or learners, or an initiating question which instructs learners on what to do with the data. A framework for analyzing communicative tasks can be drawn in the following figure.

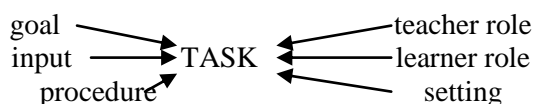


Figure 2. Task Components

Nunan (2004, p.31) proposes a six-step procedure to create a linked sequence of enabling exercises and activities that will prepare learners to carry out the task. Those six are: (1) schema building, (2) controlled practice, (3) authentic listening practice, (4) focus on linguistic elements, (5) provide freer practice, and the last (6) introduce the pedagogical task.

Content in every material has been graded in different ways. The content that is easier are placed in the beginning then followed by that which is more difficult and the most difficult are placed in the last part or chapter. Grading has been described in the following way: the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation will affect the order in which words, word meanings, tenses, structures, topics, functions, skills etc. are presented.

The objective of this study is to develop the appropriate learning materials to facilitate students in learning speaking English in speaking extracurricular activity for Junior High School students. The study is expected to give contribution to the English teacher as one of example in developing English learning materials in order to improve the quality of teaching and learning. For the students, it provides the learning sources in the instructional process.

## METHOD

This research was a research and development study (R & D). Borg and Gall (2003, p.569) define educational R & D as an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. The research procedure of this study modifies the R & D model proposed by Borg and Gall (2003) and designing course procedure proposed by Masuhara (1998). The modification of those two models was used to develop the learning materials and presented as following.

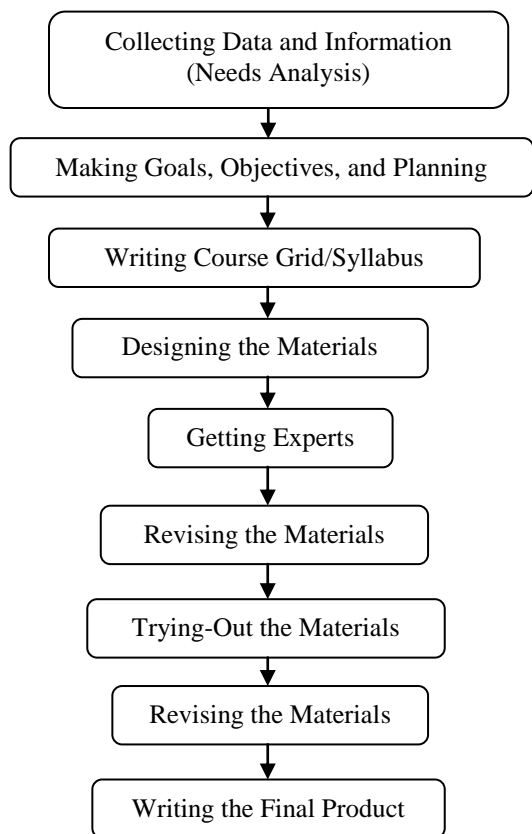


Figure 2. The Research Procedure

The subjects of this research were the grade eight students of State Junior High School 4 of Purworejo in the academic year 2013/2014. The needs analysis (conducted on March 2013) data were collected from 47 students coming from speaking extracurricular activity, while the try out (conducted on September – October 2013) data were collected from 16 – 36 students from those eight classes. The students were the students who joined the speaking extracurricular activity randomly.

Several instruments used to collect the data because this research has two types of data; quantitative and qualitative data. The quantitative data were gathered by using questionnaires, while the qualitative data were gathered by using observation and interview guidelines.

There were three kinds of questionnaires that were used to gather the data. The first is needs the analysis questionnaire which was used to gather the information about students' needs (the *target* and the *learning* needs), the second is the expert's judgment questionnaire which was used to gather the data on the quality of the materials, and the third is the try-out questionnaire which was used to know the appropriateness of the implemented materials. The questionnaires have close-ended and open-ended

items. The next instruments were interview and observation guideline. These two instruments were used to gather information related to the teaching and learning process. The observation was conducted during the materials implementation, while the interview was conducted after the implementation of the materials finished.

The quantitative data gathered from the needs analysis questionnaires were analyzed descriptively by finding out the percentages of the items, while the quantitative data gathered from the expert's and the students' questionnaires were analyzed using descriptive statistics by finding out the mean scores of each item.

The qualitative data gathered from interview were recorded and transcribed, while those were gathered from observation were described in the field notes. The qualitative data were analyzed based on the data analysis proposed by Miles and Huberman (1994) in four steps; data collection, data reduction, data display, and describing conclusions. The results of the quantitative and qualitative data analysis produced the feedback, opinions, and suggestions from the experts and students about the learning materials and teaching-learning process. The feedback and suggestions then were used to evaluate and revise the materials designed.

## FINDINGS AND DISCUSSION

### Results of the Needs Analysis

#### The Description of the Target Needs

The analysis of target needs was viewed at three aspects, namely necessities, lacks, and wants. Based on the results of needs analysis, the students mainly needed to be able to understand and perform dialogues/ conversations, texts, news and English songs" (79%), speak English in English class (68%), ask and answer questions in the classroom (while listening to the teacher's presentation or explanation) (45%) and communicate in English with foreigners (47%).

In relation to the students' lacks, they considered that their English grammar is low (34%). In relation to the students' wants, they want to have education theme in learning English in speaking extracurricular activity (40%).

#### The Description of the Learning Needs

In the results of the needs analysis, the students learning needs were found in the items

which are categorized as input, activities (including the participants' roles), and setting.

In terms of the input, the students preferred asking and answering questions in the classroom (while listening to the teacher's presentation or explanation) (45%), having education theme in learning English in speaking extracurricular activity (40%) and having pictures, flash card, and songs as the media in learning English in speaking extracurricular activity (45%).

Most of the students needed various activities in learning speaking English. In terms of activities, the students preferred having games in learning English in speaking extracurricular activity (40%), having role playing and practise dialogues (51%), having teacher correction (55%), speaking and expressing their thought and ideas in English in order to speak English fast (43%), matching English words with provided words in learning vocabulary (47%), writing sentences based on the pattern learned in learning grammar (55%), imitate the teacher's pronunciation (40%), their teacher giving examples first (45%), and imitating examples given by the teacher (47%).

In relation to the setting, the students preferred doing tasks or learning activities in pairs (38%).

## Results of Development

### Course Grid

After conducting the needs analysis, the syllabus/course grid was developed. It was developed based on the results of the needs analysis. This course grid consists of unit title, standard of competence, basic competencies, language function, title, indicators, language focus, learning activities, language expressions, and characters.

The unit title in the materials was taken from one of the expressions used in the unit or the main discussion of the unit. The title reflects the topic that was chosen by the learners before in the needs analysis process. The input was organized based on the topic and basic competencies. Each task has an input. The input for speaking tasks are dialogues, pictures, and games.

The procedure is oral cycle. The materials speaking, pronunciation, and grammar activities. Each task in this unit is explained in the procedures.

### Unit Design

The materials were developed based on the course grid design. Each unit consists of several tasks covering speaking, pronunciation and grammar skills. The organization of each unit consists of three parts, namely the introduction part, the main teaching and learning part, and the reinforcement part. The introduction part consists of a unit title and an overview paragraph. The unit title is related to the basic competence for every unit. Beneath the unit title, there is an overview paragraph that explains the learning objectives.

The main teaching and learning part consists of sections, namely "Let's Get Ready", "Get It Right", and "Let's Act". The "Let's Get Ready" section is a part that provides the warming up task(s). The task (s) in this section is used to elicit the learners' background knowledge about the topic. This section is followed by "Get It Right" section that discussed the expressions and grammar points needed by the students to do tasks and learning activities in the unit. Then, it is followed by "Let's Act" section that provides. The main teaching and learning part is followed by the reinforcement part which consists of three sections, namely "Let's Do More," "Let's Make a Reflection," and "Let's Make a Summary." The "Let's Do More" section is designed to enrich and enforce the language function and language focus that the students have learnt. Then, "Let's Make a Reflection" section is designed to evaluate the students' understanding of the materials. The last section is "Let's Make a Summary" which is designed to provide the summary of the materials in the unit.

### The Expert Validation and the Evaluation of the First Draft

The first draft of the materials should be reviewed to the experts before the materials are tried out. The quality of the learning materials was assessed by looking at four aspects; namely the contents, the activities, the language, and the graphic.

According to the experts' suggestions, the revision of the first draft should be made to the language used, not the contents nor the activities and the graphic. The feedback from the experts was used to revise the first draft to produce the second draft.

### Results of Try-Out Product, Evaluation, and Revision

The try-out of all units was held on September 19th to October 3rd, 2013. There were 16-36 students involved in this implementation stage coming from eight classes of grade VIII of State Junior High School 4 of Purworejo. The evaluation and revision on the developed product were done based on the results of the implementation process. The evaluation of the units was done generally and specifically. The general evaluation assessed the students' agreement of the unit and the specific evaluation assessed the students' agreement of each task component in the units.

#### Unit 1

The results of evaluation showed that generally, Unit I was appropriate to be applied in the instructional process based on the mean scores of the students' agreement towards the questionnaire items ranging from 3.24 to 3.53. The evaluation then was done by looking at the appropriateness of each task component. The data of the specific evaluation on each task in Unit 1 can be seen in the following table.

Table 1. Data of Evaluation of Unit 1

| Task | Mean scores | Category    |
|------|-------------|-------------|
| 1    | 3.34        | Appropriate |
| 2    | 3.24        | Appropriate |
| 3    | 3.53        | Appropriate |
| 4    | 3.43        | Appropriate |
| 5    | 3.53        | Appropriate |
| 6    | 3.35        | Appropriate |
| 7    | 3.34        | Appropriate |
| 8    | 3.29        | Appropriate |
| 9    | 3.38        | Appropriate |
| 10   | 3.35        | Appropriate |
| 11   | 3.41        | Appropriate |
| 12   | 3.39        | Appropriate |
| 13   | 3.43        | Appropriate |
| 14   | 3.43        | Appropriate |

The data show the mean scores of each task ranges from 3.24 to 3.53 and the average of the whole tasks is 3.39.

#### Unit 2

The results of evaluation showed that generally, Unit 2 was appropriate to be applied in the instructional process based on the mean scores of the students' agreement towards the questionnaire items ranging from 3.31 to 3.54.

The evaluation then was done by looking at the appropriateness of each task component.

The data of the specific evaluation on each task of Unit 2 can be seen in the following table.

Table 3. Data of Evaluation of Unit 2

| Task | Mean scores | Category    |
|------|-------------|-------------|
| 1    | 3.40        | Appropriate |
| 2    | 3.31        | Appropriate |
| 3    | 3.46        | Appropriate |
| 4    | 3.46        | Appropriate |
| 5    | 3.54        | Appropriate |
| 6    | 3.41        | Appropriate |
| 7    | 3.42        | Appropriate |
| 8    | 3.39        | Appropriate |
| 9    | 3.41        | Appropriate |
| 10   | 3.39        | Appropriate |
| 11   | 3.40        | Appropriate |
| 12   | 3.39        | Appropriate |
| 13   | 3.37        | Appropriate |
| 14   | 3.36        | Appropriate |
| 15   | 3.46        | Appropriate |

The data show the mean scores of each task ranges from 3.31 to 3.54 and the average of the whole tasks is 3.41.

Based on the data analysis, most of aspects of Unit 2 were appropriate to be applied because there was one task component that is not appropriate which was found in Task 16. The revision was made to make the procedure of this task appropriate.

#### Unit 3

The results of evaluation showed that generally, Unit 3 was appropriate to be applied in the instructional process based on the mean scores of the students' agreement towards the questionnaire items ranging from 3.11 to 3.42.

The evaluation then was done by looking at the appropriateness of each task component. The data of the specific evaluation on each task of Unit 3 can be seen in the following table.

Table 4. Data of Evaluation of Unit 3

| Task | Mean scores | Category    |
|------|-------------|-------------|
| 1    | 3.44        | Appropriate |
| 2    | 3.45        | Appropriate |
| 3    | 3.47        | Appropriate |
| 4    | 3.46        | Appropriate |
| 5    | 3.45        | Appropriate |
| 6    | 3.50        | Appropriate |
| 7    | 3.46        | Appropriate |
| 8    | 3.48        | Appropriate |
| 9    | 3.43        | Appropriate |

The data show the mean scores of each task ranges from 3.43 to 3.50 and the average of the whole tasks is 3.46.

Based on the data analysis, most of aspects in this unit were appropriate to be applied.

### Discussion of Final Product

The analysis on the target needs and the learning needs was done in the early stage of the research. The results of the needs analysis were used to design the course grid. The course grid then was used to develop the learning materials. The materials were designed in six units. Those six units of materials mainly discuss speaking skill, pronunciation, vocabulary and grammar which have important contribution to speaking skill. Unit 1 consisted of 14 tasks, Unit 2 consisted of 15 tasks, Unit 3 consisted of 9 tasks, Unit 4 consisted of 10 tasks, Unit 5 consisted of 10 tasks and Unit 6 consisted of 12 tasks. The tasks in each unit were graded and sequenced using Nunan's (2004) pedagogical sequence. Moreover, the tasks in each unit were sequenced following the three phases of learning, namely the pre-task phase, the task-proper phase, and the follow up phase (Nunan, 2004).

There are six components of task which were analyzed, namely goal, input, procedure, student role, teacher role, and setting. The appropriateness of each component has been analyzed, and the results of the analysis are presented as follows.

In relation to task goal, generally, the learning process aims utilizing students with knowledge and skills which may help them to communicate in English orally. This goal will be achieved by teaching the students the materials that usually found in every day life. By equipping them the subject matters that commonly found in every day life, it will help them to acquire the communicative competence in the real communication. This is in a line with the finding of Kumar's study (2012, p.354). He found that all of the respondents choose the "daily or everyday life," "day to day activities," "basic communication and conversation," as topics which are relevant to be used in learning a new foreign language.

The students were taught to speak the language functions that commonly used in every day life, such as This finding is also suggested by Kumar's research finding (2012, p.354). In the written cycle, the students were asked to study the explanation, descriptive and procedural texts.

Concerning task input, the appropriate inputs can be concluded as the inputs which are comprehensible to the students. The comprehen-

sible input will facilitate the students to learn and utilize their knowledge on the language and its use in the daily life. This is supported by Krashen's (1982, p.20) input hypothesis that states "We acquire languages when we understand messages (input) in the target language that are just a little beyond our current level of acquired competence. In order for learners to progress from one stage of acquisition to the next, they need to comprehend language that includes a structure at the stage beyond that of the current level". The students will fail to acquire the target language if the inputs are not understood by them. When the inputs are too difficult to be understood, the students will reluctant to learn the language because they feel hard in learning it. On the other hand, when the inputs are too easy for them, they will reluctant to learn the language because actually they need a challenge to improve their current level of acquired competence.

The appropriate inputs should contain themes that are interesting and familiar for the students. This finding was supported by Tomlinson's review on the materials development by some experts. Tomlinson (2008, p.321) states that based on the research studies in materials developments, many local materials do provide comprehensible connections to the culture of the learners. Walker (2012, p.334) in his study also finds that the one of features that can make the lesson difficult is the unfamiliar situations. In other words, even when teaching something difficult, the lesson can be fun if an interesting topic is selected for the students.

The interesting themes will motivate them to learn the target language, while uninteresting themes will make them reluctant to learn. Themes that are used in these tasks are themes that are related to religious matters since they are students of Islamic college and most of them stay in the boarding house (pesantren). The pictures which are presented in the tasks also appropriate since the pictures are interesting and they help the students to understand the information.

In relation to task procedure, the appropriate activities are put in the same sequence for all units: warming up activities, main teaching and learning activities, reinforcement activities, and the reflection activity. The activities also sequenced gradually, from the easiest task to the most difficult ones. The gradual sequencing will motivate the students to learn the target language. This is also in line with Kumar's (2012,

p.354) finding that the gradual rise in the level of difficulty has also been noticed by the participants. The students like the way the book started off with the simple stuff and slowly progressed to the slightly difficult topics.

The appropriate procedures for speaking, the appropriate speaking activities are having dialogues, matching the expressions, and practicing dialogues.

In relation to the students' and teacher's role, the appropriate roles of students and teachers are complementary. Giving the students a different role requires the teacher to adopt different role. Most of teacher role in the tasks are as facilitator of the communicative process and as an observer. This is in line with Breen and Candlin (1980 in Nunan, 1989, p.87) who describe the role of teacher in the communicative classroom. According to them, the teacher has three main roles. The first is to act as facilitator of the communicative process, the second is to act as participants, and the third is to act as an observer and learner.

Concerning the task setting, the individual works and pair works are appropriate. Based on the findings, the individual works mostly appropriate to be applied in the initial stages of the learning cycles. The students will feel confident and motivated in the learning process when they work with their partners. After they achieve their confidence, they were not reluctant to learn and it will motivate them to learn more in the next stages. The pair works are appropriate in the tasks which should be completed in pairs, such as making a dialogue, practicing a dialogue, problem solving activities.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the research findings, the conclusions can be drawn in several sections; the target needs, the learning needs, the units design, and the characteristics of appropriate task components.

In terms of the target needs, the students are expected to be able to communicate in English orally. In terms of the learning needs, the students like... The students also like to have various activities and settings in practicing the language.

The organization of each unit consists of three parts, namely the introduction part, the main teaching and learning part, and the reinforcement part. The introduction part consists of

a unit title and an overview paragraph. Beneath the unit title, there is an overview paragraph that explains the learning objectives.

The main teaching and learning part consists of two sections, namely "Let's Get Ready", "Get It Right", and "Let's Act". The "Let's Get Ready" section is a part that provides the warming up task(s). This section is followed by "Let's Act" section that covers speaking activities. The main teaching and learning part is followed by the reinforcement part which consists of three sections, namely "Let's Do More," "Let's Make a Reflection," and "Let's Make a Summary."

The appropriate task components are viewed from six aspects; the goal, input, procedure, setting students and teacher roles.

The learning materials have goal to utilize students with knowledge and skills which may help them to communicate in English, orally or in written, especially in themes related to religious matters. In relation to the input, the English learning materials should provide the comprehensible inputs accompanied by pictures as illustrations since they are interesting and may help the students to understand the information. Themes that are commonly found in every day life and that are related to religious matters are appropriate to be included in the inputs.

In relation to the procedure, the appropriate English learning materials should put the activities in the same sequence for all units. The activities also sequenced gradually, from the easiest task to the most difficult ones. In speaking procedures, the appropriate speaking activities are having dialogues, matching the expressions, and practicing dialogues.

In relation to the setting, the appropriate settings are individual works and pair works. In relation to the learner and teacher roles, the appropriate learner role was being active participant, and the appropriate teacher role was being facilitator of the communicative process and observer.

### **Suggestions**

Based on the research findings, the suggestions are presented to several parties. Since the lack of the English learning materials for English extracurricular activities, the materials developers should design the appropriate materials for English extracurricular activities. To the teachers, they may follow the organization of the units on the materials that they



develop. They are the seven learning sections; namely “Let’s Get Ready”, “Get It Right”, “Let’s Act”, “Let’s Do More”, “Let’s Check Your Competence”, “Let’s Make a Reflection,” and “Let’s Make a Summary.”

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