

AN ANALYSIS OF ENGLISH TEACHING MATERIAL QUALITY ACCORDING TO THE ENGLISH TEACHERS' RESPONSE IN ACEH BESAR, INDONESIA

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ABSTRACT: *The implementation of a new paradigm in the form of learning materials adopted from the outside and adapted in schools, requires the students and the teachers to change their teaching and learning behavior. Some teachers in Aceh Besar have several weaknesses in teaching. The weaknesses have not been able to get the target and introduce the wealth of the region in Aceh Besar to the students. The different learning needs are based on geographical, ethnographic, and characteristic factors of local wealth. . The results obtained are the interactive materials based on local wisdom of Aceh through a scientific approach are feasible to apply for class VII SMP in Aceh Besar District. In the next stages TPM and TPP cooperate in doing the research outcomes such as publications in international journals, inter-related proceedings of textbooks with ISSN and other targets.*

KEYWORDS: English teaching materials, quality, teachers, students

INTRODUCTION

The teaching materials used by teachers in Aceh Besar have several weaknesses. The weaknesses have not been able to get the target and introduce the wealth of the region in Aceh Besar to the students. The different learning needs are based on geographical, ethnographic, and characteristic factors of local wealth. Good teaching materials are developed in accordance with the needs of its use that is the needs which are based on geographical, ethnographic, and characteristics of local wealth.

The efforts to change the old paradigm used in teaching English in primary schools, which emphasizes more on the role of teaching teachers than the students who learn (traditional paradigms) to the English learning paradigm that is seen more in line with the natural way of the students in learning language, and also more in line with the essence of language development of the students (new paradigm). Such efforts do not always produce satisfactory results. If the teacher applies the same teaching approach (based on prior teaching experience) to a changed English learning system (the learning pattern corresponding to the spirit of the 2013 curriculum), it is possible that the learning goals of English or the competencies expected on the students are not achieved. An established paradigm prevailing in a system may be inappropriate (if relevant) if the paradigm is still applied to a system that has undergone a change. The change of paradigm tends to cause a crisis. The crisis will demand a scientific revolution that produces a new paradigm in order to overcome the crisis (Kuhn, 2002).

The implementation of a new paradigm in the form of learning materials adopted from the outside and adapted in schools, requires the students and the teachers to change their teaching and learning behavior. Constructive interaction among students with their friends, students and

teachers, student-problem-teachers is very difficult to be conditioned. This is due to the conventional teaching that students are passive to receive knowledge. During this time, teachers give the concept and principles of English in the form of "whole" to the students, and not familiarize the students to connect English in solving problems and creative thinking. Furthermore, the teachers' habits of teaching are very difficult to change, they are not sure that students are able to build language skills through solving problems posed. Teachers are more confident in successfully teaching the students based on previous experience (Bornok, 2007). This is evident from the activities of the students. They hesitate to ask the teachers and friends (especially the students who are weak in terms of cognition), although are given the motivation.

Table. 1: Data Analysis of Needs

No	Type of Information	Answer	Frequency			%
			Teacher	Students	Amount	
1	Are there any English teaching materials coming from the local area of Aceh Besar	Yes	6	5	11	27,5 %
		No	4	25	29	72,5 %
2	Using or not using interactive teaching materials in the learning process?	Yes	2	3	5	12,5 %
		No	8	27	35	87,5 %
3	Need or does not need interactive materials based on local wisdom for English lessons	Yes	10	30	40	100 %
		No	0	0	0	0 %

Based on the results of interviews and questionnaires given to the teachers and junior high school students in Aceh Besar, it shows that the teachers do not have teaching materials, especially learning English in accordance with local wisdom of Aceh Besar. The teachers and the students in Aceh Besar are in need of contextual and practical materials in accordance with the environmental and cultural conditions in Aceh Besar. So far the teachers use only ordinary textbooks in teaching English materials.

Learning devices adopted from the outside are not necessarily applicable, because the essential is the way of thinking, perception, and the way someone acts is strongly influenced by culture, environment, and others around him (Taylor, 1993). This fact can be seen from the quality of education in general is still low, especially the quality of English language education, especially in Aceh Besar District.

LITERATURE REVIEW

The Nature of Interactive Subject

The teaching materials provide instructional guidance for the educators that will enable them to teach without having to look at the syllabus because the teaching materials have been designed in accordance with the applicable syllabus and curriculum. In this case, the teaching materials will spur the learning process runs in accordance with existing learning objectives (Hasibuan, 2014). The development of teaching materials should be based on the prerequisites

of the competent authority of the National Education Standards Board (BSNP), and the applicable curriculum.

Various researches about the development of teaching materials state that the use of interactive materials can improve the students' learning outcomes. There are several kinds of interactive teaching materials conducted in the research such as the use of interactive materials combined with media, methods, or learning strategies. Of course this is very helpful to the students by making it easier for them to understand the material and also help the educators in learning. As well as a research conducted by Parulian (2013) which states that learning by using interactive chemistry teaching materials can improve the effectiveness of learning. Innovation is conducted by involving the computer media in learning by creating a learning CD of chemistry. The effectiveness of learning in the experimental class by using innovative materials is 2% higher than without using the innovative teaching materials.

Furthermore, in a development research of interactive instructional materials integrated with learning media which refers to the development of science and technology based on syllabus, basic competence and standard of national curriculum competence indicate that the result of learning taught by using teaching materials shows the improvement of the students' learning outcomes. The effectiveness of learning using interactive materials is 3% higher than without using interactive teaching materials. (Simatupang, 2013 and Hutabalian, 2014).

The development of teaching materials/English learning media is based on the background of different theories so that it produces the form of teaching materials/learning media that is applied to the principles of learning. The model of instructional development serves to direct us to design the lessons that are used as guidelines in the implementation in order to achieve effective, efficient and efficient learning (Marpaung, 2015)

Another form of innovation in the development of English teaching materials is the utilization of a scientific approach in learning. The learning process will be less motivating the students if the delivery uses a less precise approach. The role of educators in determining the method of learning in the classroom is not determined by what will be learned alone, but how the presentation of materials and how to solve the complex and abstract concepts will enrich the learning experience of learners. Learning methods are commonly conducted by the teachers' lectures. Though the method is not very suitable for the delivery of certain materials, consequently the students are less understanding of the subject matter (Miswanda, 2010).

The Potential of Aceh Besar Area and the Competence in English Learning

The area of Aceh Besar is largely agricultural, plantation and fishery so that the source of people's livelihood is agriculture, plantation, and fishery. The concrete objects and demands of the working world in them can be inspired in the formulation of the required English competence.

Competence can be defined as a combination of skills, abilities, and knowledge needed to accomplish a particular task (Vorhees, 2001). In Kepmendiknas No.045/U/2002, competence is defined as a set of intelligent actions full of responsibilities that have someone as a condition to be considered capable by the community in performing tasks in a particular field of work. The Australian National Training Authority (ANTA) defines the competency as follows (ANTA, 2003):

The concept of competence focuses on what is expected of an employee in workplace rather than the learning process, and embodies the ability to transfer and apply the skills and knowledge to new situations and environments.

Based on the above definition, competence can be interpreted as how much chance a graduate gets/completes a particular job compared to learning process/time and how big the opportunity to realize the ability to apply and implement the knowledge and skills possessed in new situation and environment. The evidence of the success of learning English in schools, how much contribution of knowledge and transferable ability of English language owned by graduates to answer the problem of life in society generally and specifically in the cultural environment. Things that can be done by an educational institution (school) in English learning is raising the problems sourced from the facts and cultural environment in the students area where the students are located, through the formulation of basic competencies and the indicators of English competence for a learning program. Standards can be defined as something defined and established (by the authorities) to measure quality (Whitaker, 1989). Standards of competence should reflect the specified graduate quality standards. The competencies are further elaborated in the elements of competence or basic competencies assigned to a particular subject (English).

Competence relates to relevance, effectiveness, and efficiency; meaning that a person can be said to be competent if the work done is relevant to his or her knowledge and expertise and completed effectively and efficiently. If the work is not resolved efficiently, then the job applicant can not be said to be competent. Competence can be obtained through integrative learning experience after acquiring knowledge, skills, and abilities. It should be noted that demonstrations of mastery of knowledge do not reflect a competency demonstration (McKee, 2003). In line with that, there are four competencies that need to be considered in the assessment, namely: (1) technical competence, namely technical expertise and knowledge of technology, (2) mastery of relevant knowledge, (3) attitude competence that is a graduate reaction under certain conditions, (4) interpersonal skills, that is how a graduate integrates cooperatively or collaboratively with others.

English Teaching Materials Based on Local Wisdom of Aceh Besar

The English teaching materials based on local wisdom of Aceh Besar adheres to the theories of learning that embrace constructivism (especially social constructivist theory), top-down learning (students start by solving complex problems by solving the simpler problems section and finding basic skills which is required in such a way that the whole problem is solved). The implementation of the characteristics of these teaching materials is by involving the four aspects of Aceh Besar culture in each of the components and in the implementation of the learning process through teaching materials in the classroom.

METHODOLOGY

The research target in this first year is to produce the interactive English teaching materials based on the local wisdom of Aceh Besar through a scientific approach.

- a. The type and nature of the research, the developed material refers to Research and Development (R & D) of Borg and Gall (1983) model. In the development model, Borg and Gall includes a systematic guide of the steps undertaken by the researcher to design the

product to have a feasibility standard. Thus, what is needed in this development is a reference to the product procedure to be developed.

- b. The research location includes junior high schools (SMP) in 2 districts in Aceh Besar, the location is taken with the consideration to have a distance not so far with STKIP Bina Bangsa Meulaboh.

c. Data Collection and Analysis Techniques

The data obtained from this research is quantitative data which is obtained from the results of the assessment in the questionnaire containing the standard assessment of BSNP learning materials that include the results of interactive materials analysis based on local wisdom and the results of evaluation of developed teaching materials.

The data analysis technique used is descriptive statistics. Descriptive statistics are statistics used to analyze data by describing or delineating collected data as they are without intending to make general conclusions and generalizations (Ridwan, 2003). The rating scale used is 1 to 4, where 1 is the lowest score, and 4 is the highest score. The criteria of validity of the average analysis used can be seen in table 2 below:

Table. 2: Validity Criteria of Average Mean Analysis

Average	Validity Criteria
3,26 – 4,00	Valid and no need for revisions (very feasible)
2,51 – 3,25	Quite valid and no need for revisions (feasible)
1,76 – 2,50	Less valid, some of the contents of the book need to be revised (less feasible)
1,00 – 1,75	Invalid and needs a total revision

DISCUSSION

This research aims to obtain interactive materials based on local wisdom on learning English at SMP Aceh Besar. The initial phase of the research was conducted by analyzing the English teaching materials used in junior high schools (SMP) in Aceh Besar. The analysis of teaching materials is conducted by providing an assessment based on BSNP standard questionnaire. Next, the teaching material is developed by integrating the scientific approach into the teaching material and makes it more interactive by combining macromedia flash. Then the material is validated by validation expert according to BSNP standard which includes the content feasibility test, the language feasibility, and the presentation feasibility.

Analysis of English Materials

The analysis is conducted by giving an assessment in the form of score based on BSNP standard questionnaire which includes the test of the feasibility level of the teaching materials both from the content feasibility, language feasibility and feasibility of presentation. The results of this analysis are used as the basis for development of interactive materials developed. The results of SMP English teaching material analysis are shown in Figure 1.

Figure. 1: Analysis Results of English Language Teaching Materials at SMP in Aceh Besar

The result of English teaching materials analysis is 2.87 which means feasible to use. But in this case the researcher conducted a development in the form of integration of scientific approach and involve information technology based on macromedia flash. It is expected to create the student centered learning and to improve the students' English proficiency.

The aspects of English teaching materials assessment of SMP in Aceh, among others, 1) the feasibility of content = 2.74 shows that the materials are worthy to be used. However, in this case the researcher considers the need to do the development of a more in-depth material, the integration of several scientific approaches and local wisdom is expected to make student-centered learning, as well as complete supporting topics that can ease the students to learn English, 2) language eligibility = 3.11 indicates that teaching materials are worthy to be used. In this case it is just using the context of the text content according to the surrounding environment so that the students can understand them easier, 3) Feasibility of presentation = 2.76 shows that the teaching materials are worthy to be used only in this case need to improve systematics better presentation (has a preliminary, and cover), using supported illustrations.

Development of Teaching Materials

After analyzing the English learning materials of SMP Aceh Besar, the next development is developing interactive teaching materials by integrating scientific approach and local wisdom of Aceh and involving information technology based on macromedia flash as an interactive learning media. The shortcomings based on the analysis of English language teaching materials of SMP Aceh Besar become the basis or reference in the development of the next teaching material.

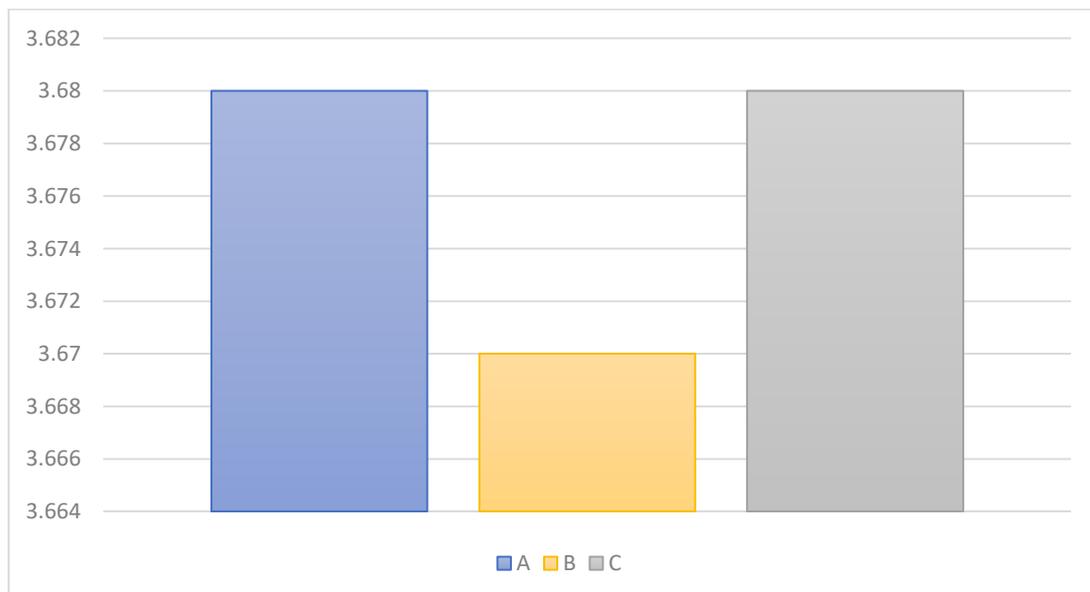
The development of teaching materials is based on the learning syllabus, the competency standard and the basic competence. Besides the sharpness of the material, relevant case examples, illustration of images and examples of problems and completing are presented in accordance with the development of science and technology and adapted to local wisdom of Aceh. The innovation of teaching materials involves the integration of a scientific approach appropriate to student characteristics. The integration of scientific approaches to teaching materials aims to create student centered materials so that it contains productivity insights, life skills and can stimulate curiosity. One scientific approach is presented in a supportive form of English language learning which is expected to potentially improve the students' language skills effectively.

The development of teaching materials overall includes the following: video learning and flash animation; integration of scientific approaches one of them in interactive form; relevant material; questions and solutions, quizzes / exercises, interactive questions, related illustrations, videos, flash animations, real case examples, supporting images, related scientific profiles, evaluation questions.

Standardization of Teaching Materials

The developed teaching materials are standardized in advance by the two lecturers as validation experts. The aspects assessed include (1) the content feasibility tests, (2) the language feasibility tests, and (3) the feasibility test of presentation. The data obtained is summed and calculated on average. The following is the level of the feasibility of the materials based on BSNP standard questionnaire based on the assessment of 2 validation expert, shown in Figure 2.

Figure. 2: The Feasibility Level of the Developed Teaching Materials by Expert Validator

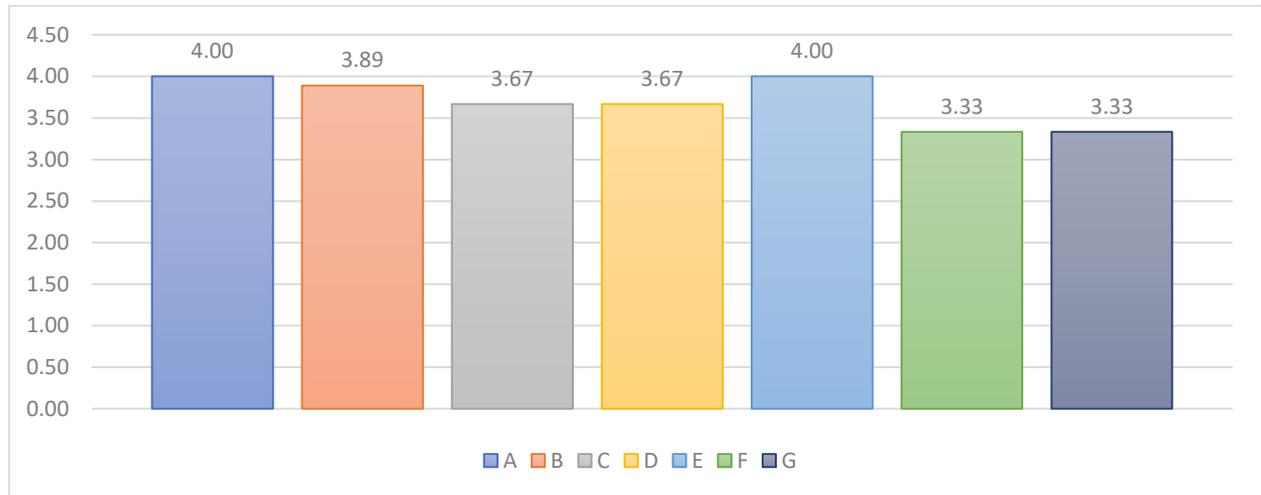


The analysis result of developed teaching materials of SMP Aceh Besar include the content feasibility, the language feasibility, the presentation feasibility indicates that the average value of 1) Feasibility of content = 3.63 indicates that the teaching materials are very feasible to use, 2) The language feasibility = 3, 67 shows the teaching materials are very feasible to use, 3) Feasibility of presentation = 3.74 shows the teaching materials are very feasible to use.

English Teachers' Response

The quality of developed teaching materials based on the assessment of English teachers covering 3 aspects of the feasibility test, namely a) Feasibility of content, b) Feasibility of language, c) Feasibility of presentation.

Feasibility of Content: The assessment and response of the lecturers, English subjects to developed teaching materials based on the feasibility aspects of the Content are shown in Figure 3.

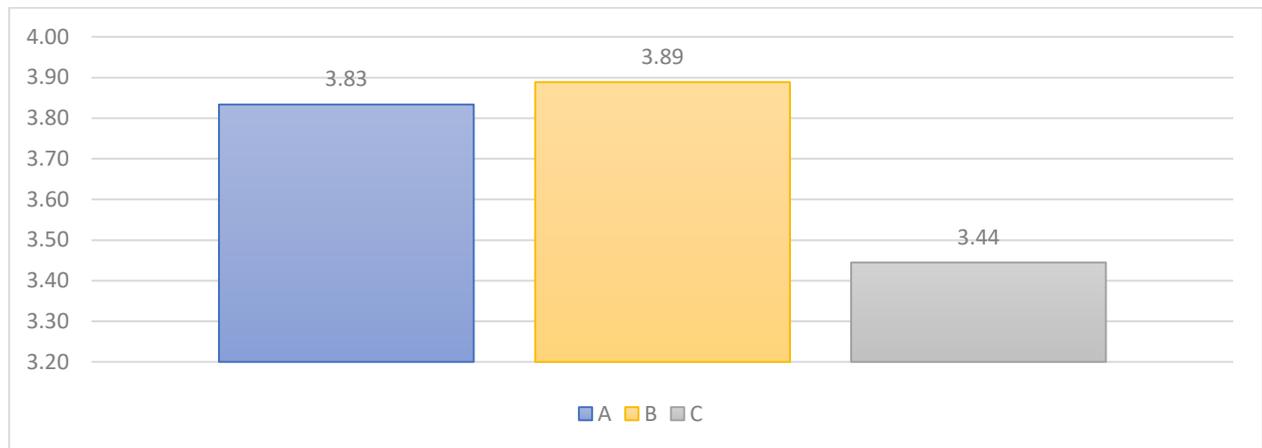
Figure. 3: The Quality Result of Developed Teaching Materials Based on Feasibility Test Contents by English Teachers

Note:

- A: Materials coverage
- B: Materials accuracy
- C: Materials upgrades
- D: Containing productive insight
- E: Stimulating curiosity
- F: Developing life skills
- G: Developing Indonesian insights and contextual

The analysis results of innovative and interactive developed teaching materials in the materials of SMP Aceh Besar on the content of feasibility aspect have an average value of 3.74 which indicates that the teaching materials are very feasible to use. There are 7 components related to the content feasibility aspect namely, (1) Materials coverage, = 4.00 which indicates that the teaching material is very feasible to use (2) Materials accuracy = 3.89 which indicates that the teaching material is very feasible to use, (3) Materials upgrades = 3.67 which indicates that the teaching material is very suitable for use (4) Containing productive insight = 3.67 which indicates that teaching materials very feasible for use (5) Stimulating curiosity = 4.00 which indicates that the teaching materials are very feasible to use, (6) Developing life skills = 3.50 which indicates that the materials are very suitable for use, and (7) Developing Indonesian insights and contextual= 3.33 which indicates that the teaching materials are very suitable for use. Based on the above explanation, the developed teaching materials have been feasible to be used for learning assessed in terms of content feasibility aspects.

Feasibility of Language: The responses and assessments of the English subjects lecturers to the developed teaching materials based on the language feasibility aspect are shown in Figure 4.

Figure. 4: The Quality Result of Developed Teaching Materials Based on Feasibility of Language Test by English Teacher

Note:

A: In accordance with the level of the students

B: Communicative

C: Dialogic and interactive

D: Straightforward

E: Coherence and flow of thinking

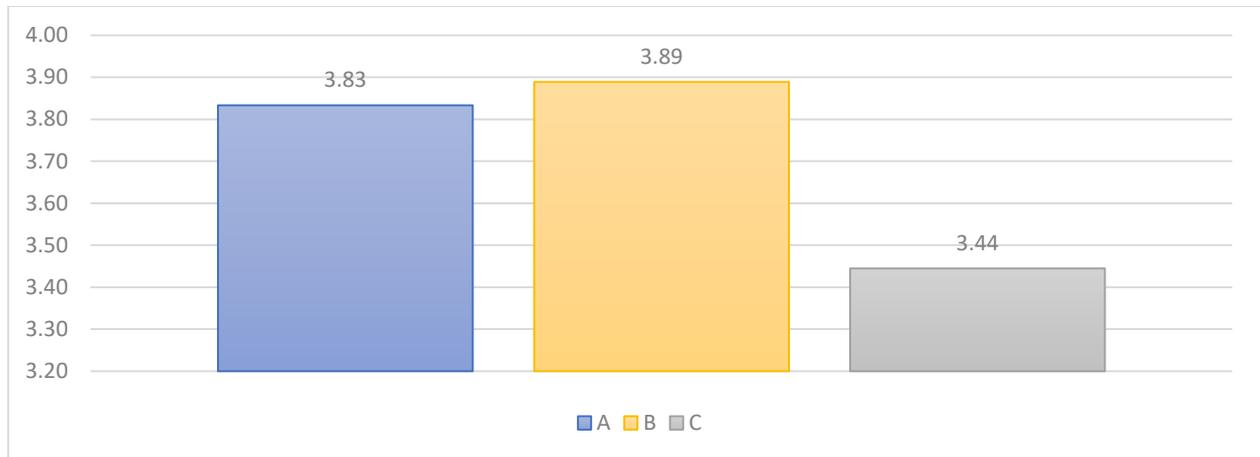
F: Compatibility with correct language rules

G: The use of terms and symbols/signs

The results of analysis of innovative and interactive teaching materials that have been developed in the material of SMP Aceh Besar on the language feasibility aspect has an average value of 3.73 indicates the material is very worthy to use. There are 7 components related to the language feasibility aspect that is, (1) In accordance with the level of the students = 3.67 which indicates that the teaching materials worth to use; (2) Communicative = 3.83 which indicates that the teaching material is very suitable for use; (3) Dialogic and interactive = 4.00 which indicates that the teaching material is very feasible to use; (4) Unequivocal = 3.50 which indicates that the teaching material is very feasible for use; (5) Coherence and flow of thinking = 3.67 which indicates that the teaching material is very suitable for use; (6) Compatibility with correct language rules = 3.83 which indicates that the teaching material is very suitable for use; (7) The use of the term symbol/sign = 3.67 which indicates that the teaching material is very feasible to use. Based on the above details, the developed teaching material is feasible to be used for learning is assessed in terms of language feasibility aspects.

Feasibility of Presentation: The responses and assessments of the English subject lecturers to the developed teaching materials based on Feasibility aspects of Presentation are shown in Figure 5.

Figure 5: Quality Result of Developed Teaching Materials Based on the Feasibility of Presentation Test by English Teacher



Note:

A: Technique of Presentation

B: Supporting Presentation

C: Learning Presentation

The results of analysis of innovative and interactive teaching materials that have been developed in the material of SMP Aceh Besar on the aspect of presentation feasibility has an average value of 3.71 indicates the material is very feasible to use. There are 3 components of the assessment in the feasibility of presentation that is, (1) Technique of Presentation = 3.83 which indicates that the teaching materials are very feasible to use; (2) Supporting Presentation = 3.89 which indicates that the teaching materials are very suitable for use; (3) Learning Presentation = 3.44 which indicates that the teaching materials are very feasible to use. Based on the above details, the developed teaching materials are feasible to be used for learning assessed in terms of feasibility aspects of presentation.

CONCLUSION

The conducted research activities produced the interactive materials based on local wisdom for SMP in Aceh Besar. The teaching materials product is developed through the steps of Research and Development method, starting with the process of analyzing the existing teaching materials, developing and conducting the validation experts and English teachers. The results obtained are the interactive materials based on local wisdom of Aceh through a scientific approach are feasible to apply for class VII SMP in Aceh Besar District. In the next stages TPM and TPP cooperate in doing the research outcomes such as publications in international journals, inter-related proceedings of textbooks with ISSN and other targets.

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