

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Teaching Material**

Teaching materials are learning tools that contain learning materials, methods, limitations, and how to evaluate in order to achieve the expected goals (Widodo and Jasmadi, 2008). Teaching material should be designed and written with instructional guidance because it will be used by the teacher to assist and support the learning process.

Looking at the explanation above, we can know that the role of a teacher in designing or composing teaching materials determines the successful of the learning process. Material is whatever is used to learning needs, not only book but also CD, video, dictionary, etcetera (Tomlinson, 1998). With the teaching materials, teachers will be more orderly in teaching the materials to students and achieved all the competencies that have been determined before .

##### **2.1.1 Principle to Development of Material**

According to Tomlinson, (2011) there are some principles to develop a material as follows :

1. Material must have an effect for the learners.

The material is considered to give a real effect on the learner if the learner feel curious, interest and attract attention. It looks like unusual topic, illustration, presentation, challenging task ( Task which make students thinking ).

2. Material should help students feel comfortable

The learners will be feel lazy to learn when they feel anxious, uncomfortable or uptight.

3. Material must build the learners confidence

Tomlinson states that activities which encourage the learners to think deeper by giving them task that are stimulate, problematic but still can be achieve is better than just engaging learners with easy task by using simple language so the students. It means learners must be creative, in Elementary level can be build learners confident by ask them to make story, short poem, etc.

4. Material should be preceive by learners as relevant and useful

Achieving the perception of relevance and utility by giving learners relevant and useful material such as choice of topic and task. In creating relevance and usefulness for the teaching point; can be achieved by, for example inviting learners to make decisions about the strategies they will use in a task.

### **2.1.2 Types of Teaching Materials**

Teaching materials have various types, there are printed or non printed. Printing materials often encountered are like handouts, books, modules, and student worksheets. Andi Prastowo, (2012) describes the types of teaching materials :

a. Handouts

Handouts are everything given to learners when following learning activities or written materials that are prepared to enrich the knowledge of learners. Teachers can create handouts from some literatures that have relevance to the basic competencies to be achieved by students. Currently

handouts can be obtained via internet download or adapted from various books and other sources.

b. Book

Book as a teaching material is a book containing knowledge of the analysis of the curriculum in written form. Books are arranged using simple language, interesting, complete with pictures, description, book content, and bibliography. The book will be very helpful for teachers and students in deepening knowledge which suitable with each subjects.

In general, book is divided into four types (Prastowo, 2012) as follows:

1. The source book is book that can be used as a reference and source for a particular science study, usually contains a complete science study.
2. Book reading is a book that only works for reading materials, such as stories, legends, novels, etc.
3. Handbook is a book that can be used as a handle of teachers or tutors in carrying out the teaching process.
4. Textbooks is books prepared for the learning process and containing materials or learning materials to be taught.

c. Modul

Modules are teaching materials written with the aim that students can learn independently without or with teacher guidance. Therefore, the module should contain subject instructional, competencies to be achieved, subject matter content, support information, practice questions, work guidance, evaluation, and feedback on evaluation. By giving the module, students can learn independently without having to be assisted by the teacher.

#### d. Students Worksheet

Student worksheet consists of three sections work, sheets, and students. In the Indonesian dictionary, the sheet means piece, work means doing activities, and students mean students for elementary to high school level. So it can be said that the student worksheet means a piece for students to doing activities. In the work sheet, students will receive materials, summaries, and tasks related to the material.

Based Widodo and Jasmadi, (2008) there are some things to consider in make teaching materials that can make students to learn independently and get mastery in the learning process as follows:

1. Provide examples and interesting illustrations,
2. Provide the students to give feedback or giving questions practice, tasks to measure students' ability,
3. Material presented related to context of the task and the student environment,
4. Using simple language and communicative because students are only facing a book when learning independently.

While the benefits obtained by the use of Students Worksheet in the learning process are as follows:

- a. Active learners in the learning process,
- b. Help learners in developing concepts,
- c. Train learners in discovering and developing process skills,
- d. Guide for teachers and learners in implementing the learning process,
- e. Help leaners learning independently,
- f. Help teacher to monitoring students' learning achievement.

## **2.2 Task Based Language Teaching**

According to Anwar, (2015) Task Based Language Teaching is teaching English strategy which focus on task only so that the students can communicate naturally and originally when doing activity in learning process.

### **A. Procedure to create Task Based Reading Material**

According to David Nunan, (2004) Procedure in creating task-based reading materials :

1. Select target

Represents what the learner should be able to do after working through the module of work . Example : At the end of this module, you should be able to .... ( target )

2. Create a number of schema building tasks.

Modul should begin with schema building task that introduce initial vocabulary, language and context for the task. When we read about unfamiliar topic, reading comprehension become much more difficult. One way to help students improve their reading comprehension is to give them background information about the topic, student must use their knowledge and their imagination to make predictions.

3. Controlled practice (enabling exercise) :

Give learners controlled practice in the target language vocabulary, structures and functions. Eg : Match the problem and the advice then practice the conversation again using the problems and advice in the box.

4. Give learners authentic reading task.

Provides learners with intensive reading, ideally using authentic reading, or texts that simulate authentic reading, scan newspaper carrying out the target task, then you will have a ready-made source of data.

5. Focus on form ( focus on reading exercise )

The focus can be comprehension, fluency, or both. read again to the authentic raeding from Step 3 and note aspects of information then now it is their opportunity to examine and manipulate the linguistic forms.

6. Provide reading communicative activities

It is now time for them to engage in more creative language work and manipulate the linguistic forms.

7. Learning focus on learning reading process.

Students review , evaluate how well they can perform.

Look at the whole creteria above we need to planning and design what we will create before doing Task Based Language Teaching. The design covers three main activities :

1. Pre-activities

According to Stuart Mead and friend, (2012) students should be encourage to engage in pre-activities and to establish a purpose for reading. Teacher should active students' background knowledge or provide background information and the student must use their knowledge and their imagination to make predictions about the topic. It can start with showing a picture for make predictions

## 2. While activities

According to Zan Mao, ( 2012 ) at this stage, the teacher can design and assign some tasks to make students read the text efficiently and have a profound understanding. Tasks are designed to train students' reading skills such as scanning, skimming, reading for thorough comprehension and critical reading.

## 3. Post-task

According to Zan Mao, ( 2012 ) Post-reading activities are principally designed for learners to practice communicative output. The tasks at this stage are designed to offer students communicative opportunities to use their the language to communicate and extend the content of the text to the real-life situation. There are many forms for the activities of the stage, such as rewriting text, role-playing, suggestion making, discussion, report, etc. These activities involve speaking, listening and writing group or pair work can make the reading more communicative. The students are the center of the activities. They are active readers and participants in the reading tasks. The teacher is supposed to be an organizer and a guide.

According to English Language Teaching & Testing Guide, Post task activity in reading are:

1. Students expand prior knowledge, build connections and deepen understanding.
2. Students show their understanding of what they have read by answering some comprehension questions.
3. Evaluate the value and quality of the text.
4. Respond to the text by discussing its main ideas.

## **B. Types of Task TBLT in Reading Classroom**

As classified by Willis, (2009) there are six main types of task adapted for use with almost any topic from the aspect of the actual use of language.

### 1. Listing:

Listing may seem unimaginative, but in practice, listing tasks tend to get a lot to talk as learners explain their ideas. The types involved brainstorming, in which learners draw on their own knowledge and experience in the class or in pairs/groups, act-finding, in which learners find things out by asking each other or other people and referring to books.

### 2. Ordering and sorting:

Ordering and sorting tasks involve four main types: sequencing items, actions or events in a logical or chronological order, ranking items, according to personal values or specified criteria, categorizing items in given groups or grouping them under given headings, classifying items in different ways, where the categories themselves are not given.

### 3. Comparing:

Comparing tasks involve comparing information of a similar nature but from different sources in order to identify common points and/or differences.

The processes involved matching to identify specific points and relate them each other, finding similarities and finding differences.

### 4. Problem solving:

Problem-solving tasks make people's intellectual and reasoning powers, and though challenging, they are engaging and often satisfying to solve. The processes and time scale will depend on the type and complexity of the problem. Real-life problems may involve hypotheses, describing experiences, comparing alternatives and evaluating and agreeing a solution. Completion tasks are often based on short extracts from texts, where the learners predict the ending or piece together clues to guess it. The classification ends with case



studies, which are more complex, entail an in-depth consideration of many criteria, and often involve additional fact-finding and investigating.

#### 5. Sharing personal experiences:

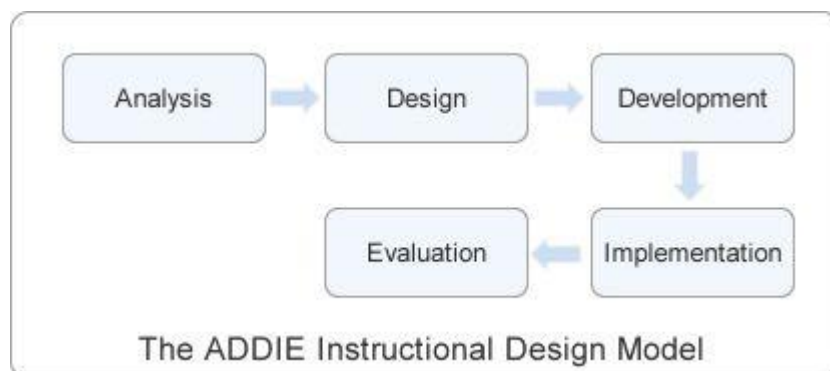
Tasks of sharing personal experiences encourage learners to talk more freely about themselves and share their experiences with others. For example, after reading a selected material about one's childhood, learners can be encouraged to tell their own childhood. The resulting interaction is closer to social conversation in that it is not as directly goal-oriented as in other tasks. For that very reason, however, these tasks may be more difficult to get going in the classroom.

#### 6. Creative tasks:

These are often called projects and involve pairs or groups of learners in some kind of freer creative work. They also tend to have more stages than other tasks and can involve combinations of task types above. Out-of-class research is sometimes needed. Teamwork are important in getting the task done.

### 2.3 Developing Learning Media

The development model of ADDIE is a development cycle. The flow of multimedia development can be described as follows :



#### a) *Analysis*

The purpose of the analysis is the process of identifying and evaluating the learners' needs in order to adapt with the learners' requirement. Ali R.Fatihi, (2003) states that need analysis is a process to identify and draw a valid curriculum, related materials, and management target to provide learning facilities in environment which is very close and related with the real situations of learners'. Before we create the syllabus we should know about the student's needs. Based on Hutchinson and Waters, (1987) what should be included in syllabus, that is target situations what will considered as acceptable and reasonable content in the language course.

Before arranging the syllabus of developing materials, the needs of students should be known. The needs are divided into two divisions that are target needs and learning needs. The target need is what the learner needs to do in the target situations, but in learning needs it is what the learner needs to do in order to learn.

### **1. The Target Needs**

The target need is one of the important factors that influence the development material. The definition of the target need, based on Hutchinson and Waters, (1987) the target need as an analysis which should be investigate in order to find out what are able the learners need to do in target situation. It means that the target need should know the first before we create a course design and developing material. There are three terms that is important in target situation. They are necessities, lack and wants.

The necessities are like observation, to know about the situation that will need by the learners to function in and then analyze the principal parts of them. The lack is a gap between target and existing proficiency. Beside an analysis the target situation necessity, for example read the text in particular subject area, the learners need the instruction to do it. The wants in target need it also well known as subjective needs. It means that the learners will give course based on the text from their subject specialism.

### **2. The Learning Needs**

The purpose of learning needs is to identify the frameworks or the learning needs to motivate students to increase their competencies

in English. Hutchinson and Waters, (1987) explain that the learners should feel comfort and enjoy during in learning process. So we should understand first about the learning situations that can increase the student's motivation.

**b) *Design***

The second step is design, after analysis phase. This is about the instruction. According to Nada (2015) that design phase is a step of applying the instruction. In this step thinks about how can design instruction be the effective ways to facilitate in learning.

**c) *Development and Implementation***

Development phase means that enlarge design phase that have been determining. The researcher develops the materials depending on the design phase and the analysis. The design phase should be developed into larger and more specific project. Nada, (2015) stated that analysis and design are the basic of development.

Implementation is a continuation step from developing material. Implementation is a step to put the material that has been made into the application. In this phase, the product will be given to the developer of the application.

**d) *Evaluation***

It is the last stage after the development and implementation stage. After multimedia enters the post-production stage and quality checks, the next step is to test the product. According to Lee and Owens, (2004) this stage tests interactive instructional media applied to the first user (teacher) and end-user (student) to get an assessment of the whole.

**2.4 Previous Study**

Relevant research studies supports the development learning media as follows :

Fitri Gusmaidar's Research, (2015) Developing Speaking Material using Task Based in Autorun for Seventh Grade students at SMP Islamic Qon

shows validation results from media experts declared eligible, validation of material experts declared eligible, and the results of field trials declared eligible. Trial conducted to 10 students SMP Islamic Qon GKB Gresik. The development model used is the ADDIE model. Based on these data can be said that the learning material developed by Fitri Gusmaidar's worthy of use as a medium of learning on Junior High School Students.

Khoirul Anwar and Yudhi Arifani's research, ( 2015 ) Development of CALL using Task Based Language Teaching conclude that Task based learning can optimize scientific approach for the learners. Khoirul and Yudhi declared learners need variation media of learning that using IT.

The differencess between the researcher and the two researchers above lies in the media used. Fitri's using Autorun, Khoirul and Yudhi using CALL that can be used in offline mode without internet access, while the researcher using Aplication Web Basis that the user must use internet access.

