

Materials Selection in Teaching English Skills for Teachers of Senior High School in Serang City

Nurhaedah Gailea¹, Syafrizal², Iin Indasari³

¹ Associate Professor, Master of English Education Study Program,
Postgraduate of University of Sultan Ageng Tirtayasa

² Associate Professor, Master of English Education Study Program,
Postgraduate of University of Sultan Ageng Tirtayasa

³ Student, Master of English Education Study Program,
Postgraduate of University of Sultan Ageng Tirtayasa

Abstract

This study aims to find out whether English teachers at Senior high schools in the City of Serang have carried out learning based on the procedures for selecting learning materials before it begins to teach. In this study, the researchers used qualitative research. The instruments of this study are observation, documentation, questionnaire, and interview. The teachers and students took part in completing questionnaires and interviews for the purpose of study. The final goal of this study is that English teachers have certain theory and strategy in selecting materials that will be brought into classroom. The result of this study showed that the teachers designed the activities in teaching and learning based on curriculum, but most of teachers of Senior High School in Serang City did not use the theories and procedure to select the materials in teaching learning process. The result also showed that the students were not interested in reading materials, and understood the reading text easily or they had low motivation in reading. To overcome this, it needs special training for teachers, and the schools should have literature facility of self-access center.

Keywords: material selection, English skills

1. Introduction

English language teaching materials are of significant importance for foreign language education. They determine the quality and quantity of input, the affective and cognitive involvement of learners in the language learning process, what is to be taught, language teaching methodology, syllabus organization, teacher training, and learner training (Brown, 2007; Grossman and Thompson, 2008). Materials selection becomes fundamental in the process of teaching and learning especially in English language Teaching. It becomes vital since the course book has an almost universal part in the daily teaching and learning. Teachers or educators are automatically obligated to select the course books which is the most appropriate to fulfill

the students' need in teaching English. The wealth of published materials that is available on the market today makes the selection of the right course book a challenging task that requiring teachers to make informed and appropriate choices when selecting course books and supporting materials (Cunningsworth, 1995).

Materials should be selected appropriately as it is published in very complex content. Therefore it is necessary for teachers to select in order to develop the more qualified teaching in English classroom. Indeed, materials have more and more come to be viewed as 'an embodiment of the aims, values and methods of particular teaching learning situation' (Hutchinson, 1987: 37) therefore the selection

of materials is likely to become the most important decision that teachers have to make.

A number of criteria is certainly must be taken by English teachers in the case of material selection. Those criteria in selecting material will be appropriate to literature related to student goals and needs, learning styles, background of students' literary and students' culture, linguistic proficiency levels, language teaching methods, even classroom context and the potential of materials for generating motivation and interest. The more selective the teacher select the materials, the more attracted students in the classroom, and at last the more effective the process of teaching and learning will be. The selection of materials influences the language teaching / learning process and the success of English language teaching (Cunningsworth, 1995; Harmer, 2003; McGrath, 2006).

Based on the theories above, the researchers found some problems while they had observation at Senior High Scholls in Serang City. The teachers faced the some prolems because it was very difficult to apply the theory in selecting the materials or books before they started to teach. The students also are not interested in to read the book or materials because one of the factors is the reading is not in accordance with their interest. The important things that the students are interesting to learn or to read if the materials or stories, for example, is the favorite of the students' reading.

2. Theoretical Review

As everyone has already known that teaching is the simple structure of the process in which the learner-teacher make relationship initiated by teacher, teaching is not as simple as that. More than that, teaching is the process within the interest and challenge are engaged in. Obviously, determining what is in the interest of the learners is the problem of what are the objectives of teaching are, or what should be. When teachers improve the quality in teaching: technique, method and approach, teachers might achieve the objectives that in line with the learners interest. When teachers' effort doesn't make much energy and thought, then it determine the teacher successful concept of teaching.

Basically, one of the most fundamental things about teaching is that teacher should never stop learning. Since the complexity of the dynamic interplay between teachers and learners and subject matter is endless. Teacher will always find the issues of how well a technique of teaching can works, how a student process the lesson understanding, how classroom interaction can be improved, or how teacher teaching style can affect students. Richard and Farrel (2005) frame this process in terms of four conceptualizations of teacher in teaching: (1) Skill learning, (2) Cognitive process, (3) Personal construction, and (4) Reflective practice.

While, Brown (2007) listed the good teaching characteristics into: Technical knowledge, Pedagogical skills, Interpersonal skills, and Personal quality. Further, McDonough (2006) added that the key to

healthy teaching is to take a reflective approach which requires teachers to observe, evaluate, and reflect systematically on the classroom practice to promote the understanding and self-awareness.

Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner. Learning is internal to learners. Teacher cannot motivate students if they are not self-motivated as motives are not seen, but behaviors are seen. Therefore, teaching is both a motive (internal) and behavior (external).

Teachers tend to think that teaching is all about teachers and the role; in fact the most important aspects of the educational process are the students and what they learn.' This leads teacher to consider what it means by 'learning'. Learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. But learning is a relatively permanent change, usually brought about intentionally. When students attend a class at school or course, search through a book, or read a discussion paper, students set out to learn.

There has been a change from the Traditional role to the Modern role in the present context. The learning increases when the teacher builds on the previous experience of the student. However, individual's learning differs and each individual learns at his or her

own pace. Identifying the slow learners and individual attention of the teacher may be required. Thus, effective learning is to a great extent based on experiences. Direct experiences are student centered and participation in problem solving. While in indirect experience, the contents are carefully designed and organized by teacher.

Traditionally, the role of the teacher has been as a purveyor of information: the teacher was the fount of all knowledge. This suggests a picture of students sitting in rows in front of the teacher who is talking and passing information to students with the aid of a blackboard, while the students either listen passively or, if the teacher is lucky, take their own notes. This, of course, is not true at all.

In fact, teachers fill a complex set of roles, which vary from one society to another and from one educational level to another. Some of these roles are (1) Mediator of learning, (2) Disciplinarian or controller of student behavior, (3) Judge of achievement, (4) Organizer of curriculum, and (5) Expert in some area of knowledge or skills.

The better role of teacher is a facilitator: a person who assists students to learn for themselves. Instead of having students sitting in rows, they are likely to be in groups, all doing something different; some doing practical tasks, some writing, some not even in the room but in another part of the building using specialist equipment or looking up something in the library. All of the students might well be at different stages in their learning and in consequence, the learning is

individualized to suit individual requirements and abilities. Therefore, teacher's role is to individualized students based on their character, interest, background, as well as motivation.

The teachers believe that as long as teachers play their best role and do their profession responsibly, and as long as teachers concern on the concept of teaching, the objectives of teaching and learning will be achieved.

Teacher professionals are able to work effectively in the school environment and be trained on teaching in the different ways referring to the various type of classrooms. For students, to learn effectively in the school environments, teachers need to be well-trained, well-resourced and hold positive attitudes to the teaching. However, still many teachers are left alone without resources and support to handle the teaching at classes. In fact, it has serious negative impact on teachers' psychology and attitude towards the teaching at classrooms, and affects in a negative way their teaching performance. Therefore, teacher professionals should realize their capacity and should pay attention to their task in doing their job as teachers before they perform in the classroom teaching.

Most teachers assume that student will learn good reading simply by absorption through offerings of reading opportunities. In fact, teachers have much to be focused on reading skill. Teachers have to make sure that students have enough time to reading extensively. Silent reading then becomes an

excellent method for self-instruction on the part of the students.

Teachers must also think what makes relevant and interesting reading for students. What are students' goal in learning reading? Then choose materials that are relevant to the goals. As Brown (2007) stated that Language Experience Approach (LEA) is one popular motivating approach to reading instruction where students create their own material for reading in which students are given choices in selecting reading material. Christine Nuttall (1996) has offered three criteria for teachers to select reading text for students; suitability of content, exploitability, and readability. The material that students will find must be interesting, enjoyable, and challenging. The texts has been selected also must facilitate the achievement of certain goals whether viewed from language function or content.

Teachers need to pay attention to the procedure of approaching a reading text: Survey, Question, Read, Recite and Review (SQ3R). This procedure may not fit to a all classes but it is general guide (Brown).

In the field of teaching speaking, the question may teachers face is: how will teachers prioritize the two important speaker learner goals of accurate language and fluent language. In teaching speaking, classrooms must not become linguistics courses but rather the place where students involve the more meaningful language. Therefore, fluency may be best achieved by allowing the 'stream' of speech to 'flow'. Then some details of

phonology, grammar, or discourse can channel the speech on a more purposeful course.

Teachers techniques in teaching speaking should be message oriented (teaching language use) instead of language oriented (teaching language usage) since teaching approaches toward message orientation will strongly offering a supporting role in language teaching and learning. Then the teacher's job is to provide the kind of warm embracing climate to encourage students to speak since many students feel that keep their mouth closed is better than to open it and remove all anxiety. This affective factor must be there in teaching speaking skill. As Elaine Tarone (2005) reported on a number of studies that claim a crucial role for communication strategies in learning to participate in speaking discourse especially conversation. In other word, teachers must make sure that students can deal with both interpersonal and transactional dialog or conversation.

The first consideration that teachers must take in teaching listening skill is the role of techniques in their classes. Teachers must question what students have taken in from comprehension activity. Some different contextual characteristics can show on how they affect the speed and efficiency of processing oral language. Teachers then need to pay attention to some factors that affect the oral language processing. They are: text, interlocutor, task, listener, and process characteristics (Rubin, 1994). Rubin emphasized on text as the first factors. It means that the selection of text will affect

much to the success of teaching speaking. Even though types of meaning also involved in the act of comprehending language (Flowerdew and Miller, 2005). Listening comprehension is obviously an interactive process. The process is important for teachers to keep in mind when teachers teach in classroom. To do so, teachers need to concern with the following principles of teaching listening skills (Brown: 2007). There are (1) Focus on listening in an integrated-skills course, (2) Use techniques that are intrinsically motivating, (3) Utilize authentic language and contexts, (4) Consider the form of listeners' responses, and (5) Encourage the development of listening strategies.

In the case of listener's student responses, Lund (1990) offered nine different ways to check it: doing-choosing-transferring-answering-condensing-extending-duplicating-modeling-conversing. In the case of encouraging the development of listening strategies, when teachers teach students how to learn by helping them to develop their overall strategic competence, strategies for effective listening can become a highly significant part of students' change for successful learning (Brown,2007).

The last skill of four English skill is writing skill. The face of writing classes has been changed by the recognition of compositional writing classes. If the teaching writing in since many years ago were mostly concerned with the final product; (essay, report, story, etc). Recently teaching writing was supposed to meet certain standards of

English rhetorical style, reflect accurate grammar, and to be conventional. In other words, how well student's final product is more important. Teachers became better to concern to the advantage that can be given to learners when they became language creator, when they focus on content and message, and when their motivation are the center of learning. Here, students began to develop the process approach. In which the process approach is an attempt to take advantage of the nature of the written code to give students a change to think as they write. It means that writing need a thinking process.

In the process writing, the role of teacher must be one of facilitator and coach, not an authoritative director and arbiter. As facilitator, the teachers offer guidance in helping students to engage in the thinking process of composing. Student writing must gone too far. In appropriating students' text, teacher must offer useful feedback that respect students' values and beliefs. Therefore, what teacher can do as a teacher, guide and facilitator to help students to revise and refine their work before final submission will help give them confidence in students work.

In addition, giving appropriate stretches of time for students in writing can make students develop efficient process for achieving the final product and become a good writer student. Giving chance for student to make self-writing (diary or journal) will also help much.

Instructional materials are essential tolls in the English language arts classroom, they

allow students to intract with words, images, and ideas in ways that develop their abilities in multiple literacies such as reading, listening, viewing, thinking, speaking, and technology. Because instructional materials are primary resource for English language arts teachers, they must be selected wisely (NCTE, 2014). Anything which is used to help language learners to learn is material. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned. Making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Most teachers adapt materials every time they use a textbook in order to maximize the value of the book for their particular learners.

Instructional materials in the past are very simple, they are textbooks and workbook. Today, however, the range has broadened considerably, including young adult and graphic novels, informational text, websites, and ever changing technology. The focus of this document, then, is not on selection in the narrow sense of textbook adoption, but on curriculum and program planning that entails selection of a wide range of materials, both print and digital, that can be used in whole-class study, small group work, and by individual students in extensive study.

The selection of materials involves matching the given materials against the context in which they are going to be used and

the needs and interest of the teachers and learners who work within it, that it finds the best. Teachers should make priority. As Littlejohn observes: “we need to be able to examine the implications that use of a set of materials may have for classroom work and thus come to grounded opinions about whether or not the methodology and content of the materials is appropriate for a particular language teaching context” (Littlejohn,1998). Teachers’ responsibility is not only to use the materials with appropriate particular language teaching context, but also to understand many aspects in selecting materials. There are three aspects that teachers should pay attention in selecting materials, especially text that use the literary texts. They are types of course, type of students, and the relevance of the text. The selecting texts as follows; (1) The types of course consist of level of students, kind of English required on the course, (2) The types of students consists of age of students, interests/hobbies of students, cultural or ethnic background/nationality of students; students’ previous experience of reading literary texts, and (3) The relevance of the text consists of age of students, intellectual maturity of students, students’ emotional understanding, students’ linguistic proficiency, students’ literary background, and students’ cultural background (Lazar, 2009). Next, the following are the reasons why should material be selected. According to Tomlinson (2011) materials should: (1) Help the learner to develop cultural awareness and sensitivity, (2) Reflect the reality of language use, (3) Help

learners to learn in ways similar to the circumstances in which they will have to use the language, (4) Help to create readiness to learn (e.g. by helping learners to draw their attention to the gap between their use of a feature of communication and the use of that feature by proficient users of the language, or by involving the learners in a task in which they need to learn something new in order to be successful, and (5) Achieve affective engagement.

Brown (1995) lists five major categories to consider in selecting materials: a) author’s and publisher’s reputation; b) fit to the curriculum; c) physical characteristics; d) logistical factors; and e) teach ability. He added that a further consideration in selecting materials is the extent to which a curriculum will involve material which is made by teachers such as exercises, handouts, charts, review sheets, etc. It is a motivating factor for teacher and also student in teaching and learning activities.

Finally, each school should basically develop its own criteria for selecting materials of teaching. However it should relate to two general requirements for selections; 1) have a clear connection to established educational objectives and 2) address the needs of the students for whom they are intended. In short, materials selection is certainly a time-consuming undertaking. Teachers need to pay attention to the criteria, to the students’ need. But approaching it in the principled and systematic suggested above can not only help to make and record vital discoveries about the

materials being selected but can also help the teachers to learn a lot about materials, about learning and teaching and even about themselves.

3. Method

In this research, the researchers used qualitative research. Qualitative research is an approach for exploring and understanding the meaning individuals or groups describe to social or human problem (Creswell, 2014). The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researchers making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

Thus, this research conducted qualitative research design since this research concern with the opinions and experiences of individuals producing subjective data. This research also explore the object of research dealing with the behavior, perception, motivation as well as action especially in the case of materials selection. Therefore, descriptive method is appropriate for this study as it investigates the phenomena of the teachers' action and experiences in selecting material before they come to the classrooms.

The data collection of this research is by observation, interview, questionnaire and also added by documentation to support the data. Firstly, the researchers observed the school where the teachers teach. The researchers choose Senior high school in Serang City to observe. Questioner is given in order to know the schools socialization and facilitation dealing with the teaching material provided by school or team teachers at Senior High Schools. Secondly, the researchers conducted interview as an instrument to obtain more detail information. Interview is a proper way to know about whether and how do teachers conducted the material selection before doing teaching at class. In this way, the researchers conducted interview by coming to some Senior high Schools in Serang City which there are eight schools. Thirdly, the researcher took the data by documentation when the teachers conducted teaching at classes. The questioner is also given to the students to know the condition of them in learning process and the result of teaching and learning process.

4. Result

From the data that researchers obtain, it indicates that most Senior High School in Serang city provide or facilitate textbook for teachers to be given to the students. In other words, schools give access for teacher to find out the proper textbooks that can be taken by teachers. Nevertheless, some teachers can also find the textbooks out of school. There are two kinds of book facilitation by schools. First is textbook facilitated by government which is

arranged based on government’s curriculum. Second is textbook that schools get from textbooks publisher.

The result of the research of data above showed that the English teachers of Senior High School in Serang used both the textbooks which set by the School or government and by private publisher. The English teachers used the books in teaching and learning process which the title are “The Bridge English Competence” and Path Way to English”. The use of these books showed 100% that the English teachers of Senior High School in Serang City used them, whereas the books which published by private publisher is 65 %. The English teachers at these schools tend to use the books which prepared by government than private publisher because it is easy to find them and the books are recommended by curriculum at the school. The teachers are still low to use the supporting materials, for example young dult and graphic novelss, informational text, websites, and ever – changing technology because they should find out by themselves and the schools did not prepared.

Other cases found by the researchers were that teaching and learning activities in the classroom were more likely to use student work sheets than textbooks and onather supporting materials. It seems that the English teacher focused on textbooks and students work sheet in teaching and learning activities in the classroom. According to Tomlinson (2007) all good materials have for flexcibility, adaptability and relavance to the changing

needs, goals and interests of modern – day language learner. And on the digital era, the important point that teacher provide materials not only using textbooks but able to combine teaching material in accordance with the development of the era. The focus of material is not on selection in the narrow sense of textbook adoption, but on curricuculum and program planning that entails selection of a widw range of materials, both print and digital, that can be used in whole – class study, small – group work, and by individual students in extensive study.

The researchers found that all teachers investigated do selecting material before they teach. 100% of English teachers of Senior High School in Serang agree that selecting material is a must which consideration that students come from different level and need, different background, different interest or hobbies. However, not every the English teachers have certain theory of selecting material. They also have different procedure in selecting material. Some teachers of Senior High School in Serang city have the following reasons in selecting material before it is given to the students.

Table 1. Teachers’ Reason in Selecting Materials

Students’ Condition	Teachers’ Reasons
Student’s level and need	Students’ competence are not same. So teacher should understand their needs by observing and analyzing them personally.
	Teacher should make sure that the material to be taught is in accordance with their own ability.
	Teacher should select the material

	<p>based on students' level and need in order that the students understand the material easily.</p> <p>Teacher should select material properly because teacher must pay attention to students' intake.</p>
Student's background	<p>Teacher should pay attention to students' background because every student adapt the circumstances in their surroundings so they can understand the material easier if it is given based on their background.</p> <p>Teacher must understand every student's condition</p>
Student's interest or hobbies	<p>Teacher should choose the material that make students feel happy so that they will have better motivation in learning.</p> <p>Every student has their own interest. So teacher must give material that is most suitable with their interest or hobbies.</p> <p>When students have interest in music, teacher is better to consider that. When students have interest in art, teacher must also make it consideration in choosing better material that can be understood well.</p> <p>Students will understand the material given by teacher quickly when it is given based on their interest.</p>
Student's linguistic proficiency	<p>Teacher should consider students' linguistic proficiency to make the material given is easier to understand.</p> <p>A student's linguistic proficiency at home will be different with other so teacher must pay attention to it.</p> <p>Some students' linguistic proficiency is still low and some others' is relatively high. So teachers must also pay attention to this.</p>

It was stated in above table that teacher should select the material based on students' level and need in order that the students understand the material easily. Of course it is in line with the theory of Tomlinson (2011) that materials should help learners to learn in ways similar to the circumstances in which they will have to use the language.

It is also shown in the above table that teachers must also pay attention to student's linguistic proficiency since it is different condition for every students based on what

they have got at home or environment and their previous school. Materials and classroom activities should meet the linguistic, cognitive, and academic levels and interests of learners and be designed in such a way that learners can easily relate themselves to them and have optimal exposure to L2. Hence, one of the teachers stated: "I don't prepare the material based on hobbies and interest because the time is limited. We need the time for preparing the material selectively". It implies that selecting material needs a little bit effort to apply. But it depends on teachers need and goal themselves.

This research then found that giving the proper materials to the student in classroom make a positive contribution to heightening and sustaining the students motivation and self-confidence in studying. One of the teachers are interviewed added that students are center of learning. So that students must have good motivation and good self-confidence in initiating lesson. Therefore, proper material selection by teachers will make their motivation and self-confidence increase naturally. Further, another teacher stated that students will understand the lesson well if they have self-confidence. And the students will be motivated well when they meet suitable materials that match their interest. It is in accordance with the theory of Tomlinson (2011) that materials that have been selected must help to create readiness to learn. It is also stated that the level of interest determines the level of motivation and high level of student interest ensures high motivation. The further result shows that 80% of English teachers of

Senior High School in Serang City agree that materials they have been selected make a positive contribution for students' motivation. It is in line with Tomlinson (2010) that materials should achieve affective engagement.

Based on the investigation on the activities of the teachers in selecting materials showed that they understand well the procedures in preparing the materials but the facility of the schools do not still support the English teachers to selected the materials that related to the students' level, need, background, and interest. And this condition affects the success of students, especially reading subject is on average 70. It means that reading score of students do not meet the standard set by goverment or Education office of Serang City. And it found that the English teachers are still less to use a variety of materials as explained earlier.

Based on the result of research showed that the materials given to the students of Senior high school are the textbooks as mentioned above. The textbooks are the Bridge English Competence" and Path Way to English, and the student also used work books sheet. A teacher has the responsibility of selecting instructional material according to students' interest of Senior high school in Serang City. According to Tomlinson (2007) pleads for creative learner involvement in material adaptation and shows how giving learners a more contributory role can serve not only to make existing materials more relevant but also more motivating for the learner. So, it is clear that the student's interest is also

important in teaching and learning process because the material is in accordance with the student interest.

In choosing a material for students, a teacher should think about the type of students who are doing the course and certain factors connected with the text itself. According to Lazar (2009) the type of students consist of age of students, interests or hobbies of students, background of students, and students' experience. Related to this, it found that the students of Senior high school in Serang City in joining the materials only follow the learning rules set by the school or teacher in relation to material selection. The English teacher of Senior high school did not give opportunity to the students in choosing the material based on their interests or hobbies.

Related to the explanation above, it found that the English teachers of Senior high school in Serang did not apply methods or theory of selecting material in accordance with the students' interest or hobby. The students' interests influence the learning and teaching process because there are many students which find in the classes or big classes. Therefore, independent learning can be applied in the learning and teaching process. According to NCTE (2014) the average classroom includes students reading at several levels of proficiency, materials judged as inappropriate for whole class instruction might be suitable for small group use or for independent reading by more capable reader. This way also supported by Lazar (2007) that is students' interests or hobbies can use a factor

to solve out students' problem in big class because a teacher can prepare the materials in accordance with their interest. It means that a teacher asked students to read a book that they are like. The book relate to literature reading, for example a story which the genre are romance story, detective, or adventure and etcetera. This activity relate to independent learning and it is appropriate the big class which the class consists of more forty.

5. Conclusion

Material selection is conducted due to helps teachers to achieve program goals in teaching and learning. It also helps the schools protect the integrity of programs. Teachers in certain schools have policy that the materials should reflect local interest and issues besides curriculum. Schools or teachers may develop their own strategy or procedure in selecting materials as a primary resource for teaching. Further, good schools will recognize the importance of support a framework for democratic local of decision making. And materials selection is an important part of that framework.

The teachers of Senior High School in Serang city have good responsibility in presenting good and proper material for the students in the classroom. However, in getting applying the responsibility, the teachers are certainly meet obstacle either in engaging with students' personality or in meeting with the strategy, even obstacles that come from the teachers themselves. Hence, creative teachers take advantage of opportunities to select and

use materials that appropriate for their classrooms and will take the responsibility but the materials based on the books which prepared by school.

The data showed that the English teacher focused on textbooks and students work sheet that prepared by the school in teaching and learning activities in the classroom. In the digital era, the important point that teacher provide materials not only using textbooks but able to combine teaching material in accordance with the development of the era. The schools tend to use the books which prepared by government than private publisher because it is easy to find them and the books are recommended by curriculum at the school.

The teacher rarely pay attention to the students' interest in developing teaching materials. This condition affects learning interest, especially the students learning interest, because the students reading showed an average score of 70. This condition is not in accordance with the standards for achieving school grades because the score is 75. It showed that the teachers of Senior High School of Serang of Banten provinsi depend on using the instructional materials sets by the school even though these materials are still limited and they did not use varied materials.

The factor of some students did not get the school standard score because the selection materials or books are given to the students are not based on the students interest. To solved out this problem, it is better the teachers also consider or to find out the reading books that the students are interested in. It means that the

teachers should consider the hobby of students while they select the reading subjects. Giving the reading material based on the students interest, it can encourage them to read. And the teachers can also create independent learning.

6. References

- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed). White Plains, NY: Pearson Education.
- Brown, H. D. (2007). *Teaching by Principal Pedagogy*. (3rd ed). White plains, NY: Pearson Education.
- Brown J.D. (1995). *The Element of Language Curriculum*. Boston, Heinle & Heinle.
- Byram, M. and Masuhara, H. (2013), 'Intercultural competence', in B. Tomlinson (ed.), *Applied Linguistics and Materials Development*. London: Bloomsbury, pp. 143–60.
- Cunningsworth, A. (1995) *Choosing Your Coursebook*. Oxford: Heinemann
- Flowerdew, J., & Miller, L. (2005). *Second Language Listening*. Cambridge, UK: Cambridge University Press.
- Grossman, P. and Thompson, C. (2008). *Learning from curriculum materials: scaffolds for new teachers?* Teaching and Teacher Education, 24, 2014– 2026
- Hadley M. Cantril (1951) *The why of Man's experience*. Newyork: Mcmillan Compan
- Harmer, J. (2003). *The practice of English language teaching*. Essex: Longman
- Hedcock, J. (2005). *Handbook of research in second language and learning* (pp. 597-613). Nahwah, NJ: Lawrence Erlbaum Associates.
- Hutchinson, T. and Waters, A. (1987) *English for Specific Purposes: A LearningCentred Approach*. Cambridge: Cambridge University Press.
- Krashen, S. (1982), *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon
- Littlejohn, A. (1998), *The analysis of language teaching materials: inside the Trojan Horse*; in B. Tomlinson (ed.) *Materials Development in Language twaching* , Cambridge: Cambridge University Press, pp. 190-216.
- McDonough, K. (2006). *Action research and the professional development of graduate teaching assistants*. Modern language journal, 90,33-47.
- McGrath, I. (2006). *Teachers' and learners' images for coursebooks*. ELT Journal, 60 (2), 171-180.
- Nutall, C. (1996). *Teaching Reading Skills in a Foreign Language*. (2nd ed). Oxford, UK: Heinemann.
- Richards,j., and Farrel, T. (2005). *Professional development for language teachers; strategies for teacher learning*. Cambridge, UK. Cambridge University Press.
- Rubin, J. (1994). A review second language listening comprehension research. *Modern Language Journal*, 78, 199-221.
- Schullstrom, F. 2012, *Guidelines for Selection of Materials in English Language Arts Programs*. <http://www.ncte.org/positions/statements/selectingelamaterial> (February 22, 2013).
- Stevick, E. (1976), *Memory, Meaning and Method*. Rowley, MA: Newbury House
- Tarone, E. (2005). Speaking in Second Language. In E. Hinkel (Ed)., *Handbook of research in second language teaching and learning* (pp. 485-502). Mahwah, NJ: Lawrence Erlbaum Associates.
- Thi Cam Le, Nguyen (2005). *Passive Participant to Active Thinker: A Learner-Centered Approach to Materials Development*. The English Teaching Forum Online. VOI.43, No.3. Available at:<http://exchanges.state.gov/forum/vols/vol43/no3/p2.htm>
- Wenden, A. and Rubin, J. (1987), *Learner Strategies in Language Learning*. Hemel Hempstead: Prentice Hall.
- Yuen, K. (2011). *The representation of foreign cultures in English textbooks*. ELT Journal, 65 (4), 458-466.