

## CHAPTER 1V

### RESEARCH FINDINGS AND DISCUSSIONS

In the previous chapter the writer had discussed the method which is used in this research. Through this chapter, the writer presents the result of the research. It covers research findings and discussion.

#### A. Research Findings

The research finding is answering of the problem statements that formulated before. Here the researcher discuss the result of the researcher by observing the data with process standard of curriculum 2013 for the seventh grade of Islamic junior high school and applying the scientific approach. For this developing materials, the writer will discuss some items including nalysis Questionnaire, interview and book analysis, guidelines for the proposed supplementary materials and proposed supplementary materials development for chapter 1 and 2.

##### 1. Analysis Questionnaire

The data are presented based on Questionnaire was addressed to the students of Islamic junior high school as an instrument to collect information about target need and learning need. All questions were in the form of multiple choice in which the students could choose more than one answer in each question. The data also presented with interview the teacher. Interview is used by asking teacher several questions to obtain their responses in the forms of opinions and impressions during they use English textbook "*When English Rings the Bell*" when she/ he teach.

Evaluating current textbook was done by researcher. The aim was to measure the quality of the textbook in terms of applicability and suitability. To evaluate the current textbook, the researcher used a checklist that consists of two terms, "yes" and "No". If they answered one of the items of the questions was "yes", it means that quality of part of textbook has met the criteria of good textbook that requires no revision.

Meanwhile, if the answered was “No” the materials should be discarded because the materials aren’t relevant.

The result of item 13 showed that 4 out of 24 students said that they answered “yes” . Meanwhile, 20 out of 24 students said that they answered “No”. It indicate that the materials Required a revision.

## 2. Analysis of Interview

The interviews to the teachers showed that both of them have got *sarjana* degree in English Education. One of them has been teaching English at SMPIQu Al Bahjah Tulungagung for more about four years. The other has been teaching English at SMPIQu Al Bahjah Cirebon more about six year. Furthermore, they have experience in teaching and learning English and they are academically and pedagogicalli capable enough of becoming the English teachers and experts of validation of this study.

Based on the result of interview conducted with some English teachers in the researcher’s school and other schools, it could be concluded that the material development for junior high school is really needed. The unavailability of appropriate materials gives effect on the students’ competency in using English for communication. The students have limited vocabulary of a religious context. They are not able to explain their daily activitiesin the context of religious activities. Additionally, Polly (2009) find out that developing materials could help students to achieve the objective of learning English. Materials are important because they can make students’needs. Finally, it is very beneficial to develop an appropriate supplementary book.

## 3. Analysis of Textbook

Here the writer discusses the research by observing the data comparing the data with Proses Standard of curriculum 2013 for the seventh grade of Islamic junior high School and applying Islamic character. For this developing material, the writer discussed some items

including book analysis, guidelines for the proposed supplementary material development and proposed supplementary materials development for chapter 1 and chapter 2.

a. Book Analysis

For book analysis, the writer describes two kinds of books use in curriculum 2013. They are teacher book which is used by the teacher as guidance along the teaching learning process and student book which is used by the students in learning English.

1) Book Teacher

There are two points chosen by the writer in analyzing the teacher book, such as the content and the description of teacher book's content.

a) The content

The teacher book is divided into four main parts, such as general guidance, specific guidance, classroom language for teacher, and English syllabus for the seventh grade of Junior High School. The Teacher book is also completed by acknowledgement from the Minister of Education and cultural, table of content, glossary and bibliography.

b) The description of teacher book's content

The general guidance contains core and basic competence of English for the seventh grade of Junior High School, the spread of English discourse for the seventh grade of Junior High School, learning process, assessment process, and the detail aspects of assessment, examples of assessment form, time allocation, opening activities and closing activities.

The specific guidance contains eight chapters with a theme, such as *how are you, it's my birthday, I Love People around me, I love things around me, I love my town, She's so nice, What do they look like, and attention please.*

The classroom language for teachers contains some simple instructions:

- (1) Remind the students about homework or other assignments.
- (2) Give praise to the students.
- (3) Claim right what is expressed by learners.
- (4) Claim less true what is expressed by learners.
- (5) Ask students to stop working on the task.
- (6) Ask students not to open the book while doing test.
- (7) Reprove the students who make noise or problem.
- (8) Give simple instruction.
- (9) Check the students to repeat what they've said.
- (10) Give simple instruction related to the reading of the text.
- (11) Repeat the previous lesson.
- (12) Sort the class activities.
- (13) Explain and ask the students' homework.
- (14) Devide handout book or picture.
- (15) Give simple instruction related to using of the book.
- (16) Ask the students to open the certain chapter.
- (17) Announce the examination/ test.
- (18) Ask whether students have found the pages that have been looked for.
- (19) Check whether students have understood the texts that have been read.
- (20) Apologizes to the students
- (21) Ask other students respond the opinion.
- (22) Ask students to explain his opinion.
- (23) Reveal turn to do the task.
- (24) Offer who want to do.
- (25) Respond students' opinion.
- (26) State that you are not so fine.
- (27) Inform students to move to the other room.

- (28) Inform students to pay attention.
- (29) Give simple instructions related to blackboard using.
- (30) Ask students to re read the text.
- (31) Give value to the exercises.
- (32) Explain the rules in the class.

They can be used by the teacher as classroom language variations. They are hopes can enrich teachers' and students' vocabulary in creating English environment. And the last main part of teacher book contains the English syllabus for the first and the second semester for the seventh grade of Islamic Junior High School.

## 2) Student book

For analyzing the student book, the writer prepares four points to be discussed. They are the content, the theme development, the topic developed and the last about the material developed.

### a) The content

The student's book contains eight chapters with the same theme as written in the teacher book. There are some tasks in each chapter for students along the teaching and learning process. This book is completed by the classroom language for students, such as questions to ask to the teacher, expressions to tell the teacher about classroom problems, expressions to continue the conversations with partner. There are also acknowledgement from the Minister of education and Culture, table of content, glossary and bibliography.

### (1) The theme developed

As writer stated before, the student book has the same theme as written in the teacher book. They are *how are you, it's my birthday, I Love People around me, I love things around*

*me, I love my town, She's so nice, what do they look like, and attention please.*

(2) The topic developed

Each theme has different amount of topic. There are twenty four topics for these eight themes. There are *greeting, introduction, leave taking, names of the day, time, names of the months, dates, years, myself, everybody in my family, things in the classroom, think sin my bag, parts of the house, animals in my school and my home, what people do/job, where people do their job, what they are like, what they do, people, animals, things, instructions, short notices, and warning.*

4. The material developed

In this case, the writer will describe the material in the English textbook entitled “When English Rings the Bell for the Seven Grade of Junior High School.” The first chapter is preceded by a song entitled “good morning”. Then, it discusses *greeting in the morning, asking condition / feeling, introducing oneself, greeting in the evening, expressing farewell, and tasks related to the topic. This chapter is ended by song entitled “how are you”.*

The second chapter discusses some materials. *They are the days in the week, numbers, daily activities, times, names of the months, dates, and national days in Indonesia, song entitled “the names of the months”, and also tasks related to the topics. The materials in the third chapter are introducing oneself, introducing other people, spelling alphabet, family, some tasks related to the topic and also a song entitled “mother, how are you today?”*

There are some materials in chapter four which should be mastered by the students. They are *things in the classroom, rooms in the school, things in the bag, parts of the house and the things in it, animals in the backyard, and adjectives.* In chapter five the writer just

finds two materials. They are *profession and public places*. This chapter was ended by *some tasks related to the topic*. For chapter six, there are some materials prepared for the students. They learned *descriptive text*. They will learn how to describe people, animals, characteristics, and physical appearance. They will also learn expressing gratitude, apologizing, asking for and giving help, and also doing some tasks in chapter six.

Chapter seven discusses *how to describe people, how to describe animals, how to describe things, pronoun, demonstrative adjectives, and also some tasks which are used to train and measure the student's understanding*. Chapter eight is the last chapter in this textbook. *In the last chapter, the students will learn about instruction, short notice, and warning / cautions, some tasks, and also game*.

## 5. Guidelines for the proposed supplementary material Development

Here the writer discussed some aspects which become consideration in developing materials. They are competency which should be developed in the first two chapters, topics in the first two chapters and materials development in the first two chapters.

### a. Competencies which should be developed in chapter 1 and 2

In this chance, the writer presented the core and basic competencies for chapter 1, the core and basic competencies for chapter 2 and learning cycles with Islamic character.

#### 1) The core and basic competencies for chapter 1

In the teacher book entitled "*when English Rings The Bell*" the core competencies and the basic competencies to be achieved in chapter 1 with the theme of "how are you" have been imprinted. They are stated as follows:

### **Core competence**

Teacher book of when English Rings the Bell ( 2013:28-30)

1. Responding and practicing the teaching of their religion.
2. Rewarding behaviour (honest, discipline, responsibility, caring, polite, curious, tolerant internal motivation, healthy lifestyle, and environmentally friendly) to interact effectively with the social and natural environment in a range of socially and existence.
3. Understanding knowledge (factual, conceptual and procedural) in science, technology, arts, culture, and humanities with religion insight, national environment in a range of socially and existence.
4. Trying, processing, and presenting a variety of things in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and fabricated) according to learned at school and from various sources another similar in viewpoint/ theory.



Basic Competence	Subject Matter
<p>1. Grateful for studying the international language</p> <p>2.1 Appreciate manned and caring behaviour in implementing the communication between personally with teacher and friends</p>	
Basic Competence	Subject Matter
<p>1.2 Appreciate honest behaviour discipline, confident, and responsible in implementing transactional communication with teachers and friend.</p> <p>1.3 Rewarding responsible behavior, caring, cooperation, and peace-loving, in implementing communication functional.</p>	
<p>3.1 Understanding the spoken text in the form of greeting and farewell and response.</p>	<p>The social Function</p> <p>Maintain interpersonal relationships with teachers and friends.</p> <p>Structure of the text</p>

<p>4.1 Develop spoken text to express and respond to greeting and farewell with correct linguistic elements and in context</p>	<p>a. Good morning. How are you ? Fine, thank you. And you ? And such.</p> <p>b. Goodbye. Bye. See you later. See you. Take care, and such.</p> <p>Elements of language Greeting, word stress, intonation, spelling, punctuation, and handwriting and print clearly and neatly.</p>
<p>3.2 Understanding social functions, text structure, and linguistic elements of a very short and simple oral and written text for self – introduction.</p> <p>4.2 Develop oral and written text to express and respond to a very short and simple self-introductions, with attention to the social function, the structure of the text, and linguistic elements correctly and in accordance with the context.</p>	<p>The social function Introduce yourself to establish interpersonal relationships with teachers and friends.</p> <p>Structure of the text My name is..., I'm ..., I live in ... and such.</p> <p>Element of language Greeting, word stress, intonation, spelling, punctuation, and handwriting and print clearly and neatly</p> <p>Topics Your self, the name and residence.</p>
<p>3.12 Understand the</p>	<p>The social function</p>

message in the song	<p>Entertain, express feelings and appreciate a moral message.</p> <p>Elements of language</p> <ol style="list-style-type: none"> <li>1. Words, phrases and grammar in artwork in the form of a song</li> <li>2. Spelling and handwriting and printing clearly and neatly</li> <li>3. Speech, word stress, intonation, when presented orally.</li> </ol> <p>Topics</p> <p>The things that provide exemplary behaviors.</p>
<p>Taken From : The teacher book of when English Rings the Bell, 2013:28-30</p>	

2) The core and basic competencies for chapter 2

The following are the core and the basic competencies to be achieved in the second chapter with the theme of “ it’s my birth day”

Core competence

1. Responding and practicing the teachings of their religion.
2. Rewarding behaviour (honest, discipline, responsibility, caring, polite, curious, confident, tolerant, interenal motifation, healthy, livestyle, and environmentally friendly) to interect effectively with the social and

natural environment in a range of socially and existence.

3. Understanding knowledge (factual, conceptual, and procedural) in science, technology, arts, culture and humanities with religious insight, national state, and civilization-related phenomena and events that seem eye.
4. Trying, processing, and presenting a variety of things in the realm of concrete (using, parse, compose, modify and create) and the realm of the abstract (writing, reading, counting, drawing and fabricated) according to learned at school and form various sources another similar in viewpoint/theory.

Basic Competence	Subject Matter
<p>1. Be grateful for the opportunity to learn English as a language of international communication.</p> <p>2.1 Appreciate mannered and caring behavior in implementing the communication between personally with teachers and friends.</p>	
Basic competence	Subject Matter
<p>1.2 Appreciating honest behavior, discipline, confident and responsible in implementing</p>	

<p>transactional communication with teachers and friends.</p> <p>1.3 Rewaeding responsible behavior, caring, cooperation and peace- loving, in implementing communication functional.</p>	
<p>3.3 Understanding the social function, the structure of text, and linguistic elements of oral and written text to describe the day, month, the name of the time in days, the time in the foritem of a number, date and year.</p> <p>3.4 Developing oral and written text to mention the name of the day, the month, the name of the time in days, the time in the form of numbers, dates, and years with proper linguistic elements and the appropriate context</p>	<p>The social function</p> <p>Recognizing the importance of the name of the day, the month, the name of the time in a days, the time in form of a number, date, and year to manage human life.</p> <p>Structure of the text</p> <p>a. What day is it today? It'sMonday today. It is Tuesday tomorrow. When do we have English?, and such.</p> <p>b. What month is it? What month is before Juli?, after March is April, i was born in January, and such.</p>

	<p>c. In the morning, at noon, in the afternoon, in the evening, at night, at midnight.</p> <p>d. What time is it ? what time do we have English on Tuesday? One, two thirty, half past eight, a quarter to five and such</p> <p>e. What date is it?what date is the kartini day? When were you born? The fist, the fifth, the twenty first and such.</p> <p>f. What year is it? When were you born? Nineteen ninety eight. Two thousand and three and such.</p> <p>Element of language</p> <p>1. Words related to the day, month, the name of the time in days, time in the form of number, date, and year.</p>
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	<p>2. The verb in the simple present tense: be , have.</p> <p>3. Question word : what the pronoun it.</p> <p>4. Speech, word stress, intonation, spelling and neat handwriting.</p> <p>Topics Day, date, hour, month, year, etc., which are important and relevant to the lives of yyoung people, with provide exemplary of behavioral discipline, self-confidence, responsibility, and honest.</p>
<p>3.12 Understand the message in the song</p> <p>4.11 Get the message in the song</p>	<p>The social function Entertain, express feelings, and appreciate a moral message.</p> <p>Elements of language 1. Words phrases and grammar in artwork in the form of a song.</p>

	<p>2. Spelling and handwriting and printing clearly and neatly.</p> <p>3. Speech, word stress, intonation, when presented orally.</p> <p>Topics: The things that provide inspire exemplary behaviours.</p>
<p>Taken from : the teacher book of when English Rings the Bell, 2013: 52-55</p>	

### 3) Learning Cycle in Scientific Approach

The writer started these discussions by presenting five steps in scientific approach. They are called as learning cycle which applied along the teaching and learning process. The writer described each cycle and also the stages in it.

#### a) Observing

##### (1) Observing cycle in scientific approach

Learning using scientific approach would require the role of learners or students to be more active in learning. Method of observing indirectly makes students active in learning. Learning will also be more beneficial to the fulfillment of the student's curiosity, so the learning process has a high level of meaningfulness (Kemendikbud, 2013: 4). Students could observe the media or objects that have been provided by the teacher, and then record everything they observe.



The observing activity prioritize the meaningful learning process. This activity has certain advantages, such as presents the media in real object, makes the learners happy, gives challenges and makes it to be easy in implementation. Observing activity in teaching learning process generally takes a long and careful preparation, a relatively large cost and effort, and if unchecked obscure the meaning and purpose of learning.

## (2) Stages in observing cycle

Observing activities are very beneficial for the fulfillment of learner's curiosity. So that, the teaching and learning process has a high meaning. With this method of observing the students found the fact that there is a relationship between the object being analyzed with learning materials used by the teacher. There are some principles in doing observing. They are:

- (a) Carefully, objective, honest, and focused on object that is observed for the learning needs.
- (b) A lot or a little and homogeneity or heterogeneity of subject, or situation that is observed. The more and heterogen subject, object or situation that is observed, the more difficult the observation of activities performed. Before observation carried, teachers, and learners should determine and agree on ways and procedures of observation.
- (c) Teachers and learners need to understand what will be noted, recorded, and the like, as well as how to take notes on the acquisition of observation,

observing activity in the study carried out by taking steps as follows:

- (1) Determine what objects were observed.
- (2) Making the observation guidelines in accordance with the scope of the object to be observed.
- (3) Determine where to place of the object to be observed.
- (4) Determine how and keep records of the results of observations, such as using a notebook, a camera, a tape recorder, a video recorder, and other stationery.  
(Nuh,2013:145)

In the method of observing, the teacher asks the students to observe the examples of real problems about greetings contained in the students book or Powerpoint slide provided by the teachers and then the students record everything they observe. For example, the teacher asks then the students record everything they observe. For example, the teacher asks the students to observe image and conversation about greetings. After that, students record everything observed to solve the problems that be provided by the teacher.

## b) Questioning

### (1) Questioning cycle in Scientific approach

Learning activities in the second step of scientific approach is questioning. At this stage, the students ask questions about information they have not understood from what is observed. Competence developed is curiosity, the ability to formulate questions to establish the critical thinking necessary for intelligent life and lifelong learning, asking is one of the entrances to acquire knowledge. Therefore, asking in the learning

activities to encourage guide and assess students' thinking ability.

A few point which need to be considered in the ask stages are as follows:

- (a) The material is interesting and challenging and has a high application value.
- (b) The questions varied, includes closed questions (questions that may have one answer only) and open question (questions with many possible answers)
- (c) The answer of that question is obtained from the refinement of students' answer.
- (d) Do the good questioning techniques. (Department of Educatioun and Culture (1996) in Hosnan (2014:51)).

## (2) Stages in questioning cycle

Some steps in "questioning" which can be developed in learning activities are as follows:

- (a) Choose one of the appropriate basic competencies.
- (b) Determine the contextual media, appropriate to the core competencies and can stimulate students to ask or develop questions.
- (c) Make a groub or pair of students to each creates a question.
- (d) Provide time for students to create questions based on the media that has provided by the teachers.
- (e) Turn the questions that have been made by a student or group of students to a student or other groups.
- (f) Hold a discussion under the guidance of a teacher.

## c) Experimenting

### (1) Experimenting cycle in scientific approach

At this stage the students do experiments, read other sources besides textbooks, observe objects / events / activities, interview with sources. The competence developed is to develop conscientious, honest, polite, respect the opinion of others, the ability to communicate, apply the ability to gather information through various ways learned, develop the habit of learning and lifelong learning. Each student is required to try to practice what is learned. Experiment / try can be defined as detailed activities which are planned to generate the data to answer a problem or test a hypothesis.

### (2) Stages in experimenting cycle

To obtain a real or authentic learning outcome, learners have to try or experiment, especially for compatible materials or substance. Trying / experimenting activities are intended to develop various domains of learning objectives, such as attitude, skills and knowledge.

Real learning activities for this are:

- (a) Determine a theme suitable with the basic competencies according to the demands of the curriculum.
- (b) Learn the ways to use the available tools and materials and must be provided.
- (c) Study the relevant theoretical basis and the results of previous experiments.
- (d) Conduct and observe the trial.
- (e) Record phenomena, analyze, and present data.
- (f) Interest conclusions on the results of the experiment.
- (g) Create reports and communicate the result of the experiment. (Nuh, 2013: 155)

d) Associating

(1) Associating cycle in scientific approach

The term “associating” in the framework of the learning process with a scientific approach, illustrates that teachers and learners are active participants. The learners should be more active than the teacher. Associating is the process of thinking logically and systematically upon the word empirical facts that can be observed to obtain a conclusion in the form of knowledge. Associating referred to scientific associating. There are many associations learning theory or associative learning referenced by associating activities in the learning context with scientific approach.

The term associating in learning refers to the ability to associate various ideas and associate many events, for later put it into a fragment of memory. During transfer the special events to the brain, the experience stored in a reference with other events. The experiences that have been stored in the memory of the brain relate and interact with available previous experience. That process is known as association or reason. From the psychology perspective, the association refers to the connection between the mental or conceptual entity as a result of the similarity between the mind or proximity in time and space. Scientific approach is more emphasis on inductive reasoning. Inductive reasoning is a way of associating by making conclusions from phenomena or specific events for the general matters. Thus, inductive reasoning is the process of making conclusion from the real cases

individually or specifically becomes general conclusions. Associating activities inductively is more grounded in observation and reasoning

## (2) Stage in associating Cycle

In this associating activity, students are expected to analyze the work that has been carried out and compare with the work of other students. Teachers can also play an active role in guiding and directing this associating phases to run properly. Here are examples of activities that may be conducted in the associating:

- (a) The teacher divides the students into groups.
- (b) Each group consist three / four students.
- (c) The teacher asks the students to observe the images on this page.
- (d) The teacher asks the students to be able to explain the character and activities carried out with respect to each image in detail.
- (e) The teacher asks the students to compare the types of animals found in their home environment.
- (f) The teacher asks the students to discuss and associate with each group.
- (g) Make sure that students keep using the three main features in the descriptive text that is the name, character, and action performed.
- (h) Students record the things-things they found, by working with the group, giving each other support information, provide input on the character and activities of the images they observe.
- (i) Teachers supervise the learning process, to ensure that all students are actively involved in the discussion each group.

- (j) The teacher can direct a group that needs help, so that students can focus / more focused on describing the characters and events in each image.

e) Communicating

(1) Communicating cycle in Scientific approach

After going through the above four processes, in presenting this process, the students returned to play his role. As presented in the Law of Ministry of Education and Culture No. 81A in 2013, the learning activities are express the observation results, conclusions based on the results of the analysis of oral, written, or other media. This communicating activity can be provided the clarification by the teacher in order to make students know correctly whether their answer is correct or should be corrected. It can be focused on Islamic Character.

The competence which developed is to develop an honest attitude, meticulous tolerance, to think systematically, to express their opinions briefly and clearly, and to develop good and correct language skills. At this stage, students presented their capabilities regarding what they have learned while other students respond. The response from another students can be in the form of questions, refutation or support of presentation materials. The teacher acts as a facilitator of this activity. In this activity, all students will get the same obligations and rights proportionally. Students will be trained to be a resource person, be the one who will defend scientific ideas and be the one who can be independent and be the one who can be trusted. All

learning activities will return to the realm of learning achievement that is the realm of attitudes, cognitive and skill domains.

(2) Stage in communicating cycle

Here the author conveys examples of steps that can be applied in communicating activities:

- (a) Each group worked together to describe the character and activities on the column provided in the student book.
- (b) Each student understands how to describe people and animals in the environment around their house.
- (c) Students read their work in front of the class.
- (d) Each group listened well, and can provide additional / input on the character and activities done.
- (e) Each group took turns reading the group's work in front of the class.
- (f) The teacher directs and ensures the process of this application activity can run properly.
- (g) All students must be actively involved in this communicating activity.
- (h) After all the groups present their group's work, and accommodate input from other groups, the teacher explains in front of the class. (Hosnan, 2014:76)

b. Topics in the chapter 1 dan 2

In the textbook entitled "*When English Rings the Bell for the Seventh Grade of Junior High School*" the teacher is demanded to be able to develop the material in teaching learning process. It is also stated in the teacher book that the teacher has chance to make the material more varieties. Because of that, the writer tries to develop the materials in that textbook. The theme in the first chapter is "how are you" which consists of three topics. They are about greeting, introduction and take leave. In the teacher book, especially in the specific guidance, the first chapter contains the core competence, basic competence, the detail explanation about the learning materials completed by the activities for the teacher and students along the teaching and learning process. While in the



student book, the first chapter contains some activities for the students with the same topics as stated in the teacher book.

The theme in the second chapter is “it’s my birthday” consists of 5 topics. They are about names of the days, time, and names of the months, dates and years. In the teacher book, especially in the specific guidance, the second chapter contains core competence, basic competence, and also the details explanation about the learning materials completed by the activities for the teacher and students along the teaching and learning process. While in the student book, the Second chapter contains some activities for the students with the same topics as stated in the teacher book.

c. Context Based Material Development with Islamic character

Curriculum 2013 gives expectations to the birth of productive, creative, innovative and character the nation’s next generation so that they can answer the challenges of the future that is complicated and complex. To achieve these expectations and realize the goal of national education in establishing the character and dignified civilization is determined by several factors, including school leadership, creative teachers, learners activity, socialization, facilities and learning resources, conducive academic environment, and participation of school citizens. Talk about the creativity of teachers, which is one of the factors that determines the success of curriculum 2013 implementation is very necessary to be considered because the teacher is an important factor that has big influence, even determines the success or failure of students in learning.

Curriculum 2013-based character and competence among others, want to change the education pattern from the orientation towards results and materials to education as a process through an integrated thematic approach with contextual teaching and

learning. Contextual teaching and learning is a learning concept that helps teachers in aligning the material learned to student's real life situations and encourage students to make connections between knowledge possessed and its application in daily life by involving seven components of effective learning. Nurhadi (2005) in Hosnan (2014:267)

Therefore, learning must involve students as much as possible; so that they are able to explore to establish competence by exploring the scientific potential and truth. In this context, the teacher's creativity is needed, so that they can be a facilitator and learning partner for learners. Contextual learning with constructivist approach is seen as one of the strategies that meet the principle of competence-based learning. With five contextual teaching and learning strategies, namely relating, experiencing, applying, cooperating, and transferring, the students are expected to be able to achieve the maximum competence.

According to Nurhadi (2003) as cited in Hosnan (2014: 277), the characteristics of contextual teaching and learning is cooperation, mutual support, fun and exciting, not boring, studied by excited, integrated learning and using various sources of active students. Based on the presentation, the author tries to develop materials on English text book entitled "When English Rings the Bell for the Seventh Grade of Junior High School". The material in the textbook of curriculum 2013 is the material minimum standards nationally that must be submitted by teachers in the learning process. So in this case, the materials still need to be developed based on the context.

Besides that, the researcher also develop this material based on the student need in need analysis. Because it is Islamic school so the student need supplementary book which support their daily activity. For example, in this case the researcher uses the names of

Muslims for all the characters in the text or dialogue, the material developed researcher also adjusted by minimal abilities of students in islamic activity, the researcher also provides a role in Islamic religion related to the theme in the main book, for example first theme about introductions, the researcher gives an overview of the etiquette in Islam. Thus, it is expected to facilitate the students to understand the material when the learning process takes place.

#### 6. Proposed supplementary Materials Development for Chapter 1 and 2.

Here, the writer will present the developing materials which may be applied in the teaching learning process. She develops tree topics from chapter 1. They are greeting, introduction and take leave. In chapter 2 she develop five topics. They are names of the days, time, names of the months, dates and years.

##### a. Chapter 1

There are three topic which were be developed in chapter 1, such as greeting, introduction and take leave.

##### 1) Greeting

The writer gives some classroom activities as the example for developing the material with the topics about greeting. She applied five cycles of scientific approaches based on islamic character. They are observing, questioning, experimenting, associating and communicating.

##### a) Observing.

For observing cycle, the writer divides the discussion into two parts. They are skill to develop and classroom activiities.

##### (1) Skill to develop





For the first activity, the writer take the topic about greeting. She prepares some pictures to differentiate the greeting whether it is used in the marning, noon,

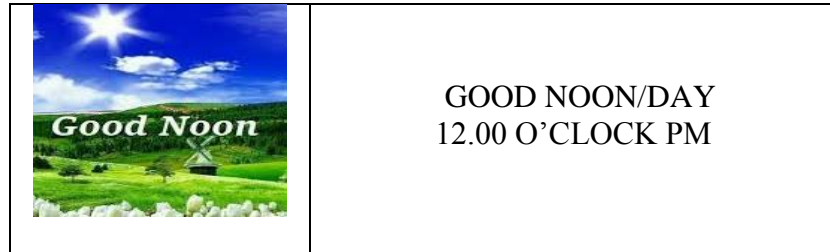
evening and night. Here, the students asked to pay attention to the picture and the expression of greeting based on the picture. Through this period the students observe by themselves to differentiate them. In this observing activity, the students are hoped to master listening and speaking skill better than before. From this short explanation the writer can sum up the purpose of observing activity with the topic greeting as follows:

- Students can understand a spoken text above greetings.
- Students can compose spoken text to say and respond the greetings with the right linguistic elements and appropriate context.

## (2) Classroom activities and the Guidelines

Activity 1 : Look at the picture carefully ! Listen and repeat the sentence correctly!

	<p style="text-align: center;">GOOD MORNING 0.00 UNTIL 12.00 AM</p>
	<p style="text-align: center;">GOOD NIGHT to go bed-06.00 pm to mid night time</p>
	<p style="text-align: center;">GOOD AFTERNOON 12.00 UNTIL 06.00 PM</p>
	<p style="text-align: center;">GOOD EVENING 06.00 UNTIL 09.00 PM</p>



To make the first activity more clearly, the writer presented the guidelines which are hoped to be useful in teaching learning process as follows:

- (a) The students are asked to observe the picture in order to understand the different situation from those pictures.
- (b) The teacher asks the students to guess the suitable greeting for each picture.
- (c) If the students' answer is wrong, the teacher can correct it.
- (d) But if the students' answer is right, the teacher can continue the activity by correcting the pronunciation in spelling for each greeting.
- (e) The teacher asks the students to listen the correct pronunciation carefully, then they repeat it after that.

Activity 2 : Look at the picture, listen and practice the dialogue!

Mr ahmad : Assalamu'alaikum.

Good morning. How Are You ?

It has been a long time not to see you.

Mr. Abdullah : Wa'alaikum Salam

Good Morning. Alhamdulillah

I'am Fine. How Are You ?

Mr. Ahmad : I'am fine too, Thanks you.



In the second activity, the writer also presents the guidelines which can be used along the teaching learning process. They are :

- (a) The teacher asks the students to focus on the picture and the time.
- (b) The teacher asks the students to carefully when the dialog read by the teacher.
- (c) The teacher asks the students to practice the dialog with the right pronunciation.

By giving the clear and colorful picture, the writer hopes the students more interesting in learning process. The certain time which written in the picture, it will ake the students easier in differentiating the use of greeting.

#### b) Questioning

For questioning cycle, the writer devides the discussion into two part. The are skill to develop and classroom activities.

##### (1) Skill to develop

There are two kinds of activities for this questioning cycle. The first is by referring the question of teachers, students questioned about social function, expression and structure of the text, linguistic element, and writing format used in the text being studied. The second is learners acquire additional knowledge about the social function, expression and structure of the text, linguistic elements, and format of the writing/ delivery of a variety of sources, including from teachers. In this questioning cycle, listening and writing still become the skill that should be developed. From this explanation, the writer can sum up the purpose of questioning activity with the topic greeting as follows:

- (a) Students can understand a spoken text about greetings by rising questions to the teacher.
- (b) Students can compose spoken text to say and respond the greetings with the right linguistic elements and appropriate context.

## (2) Classroom activities and the Guidelines

The following is the example for questioning cycle in scientific approach

Activity 1 : Fill the bubbles with the sentences from the box!

Listen to the recording of text carefully to check your answer!

The text for the first picture which will be read by the teacher is as follows:

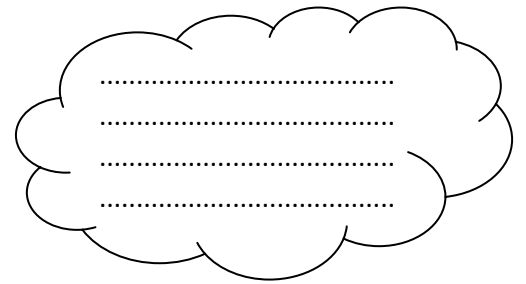
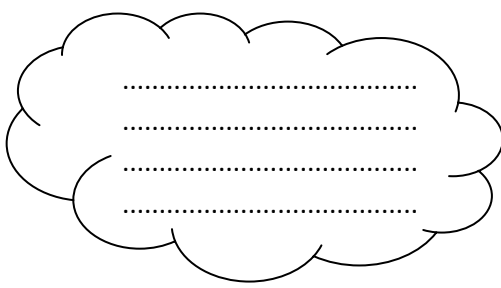
Picture 1 Greeting

Good morning, Aisyah and Maryam

Assalamu'alaikum

Good morning, Mrs Khodijah

Wa'alaikum salam



Picture 2 Greeting

Good Evening, Mr. Abu Bakar. Welcome in In Indonesia  
Assalamu'alaikum. Good Morning Mr. Ali  
Nice to meet you too.  
Wa'alaikum salam Good Morning  
Good Morning, Mr. Fatimah. Nice to meet you.





- (a) The teacher gives some pictures to the students which are completed with the bubbles and some sentences in the box.
- (b) The teacher ask the students to complete dialog by cloosing the sentence in the box.
- (c) The students ask to listen the recording to check the students' answer.

c) Experimenting / Explaining

For experimenting cycle in writer divides the discussion into two parts, they are skills to develop and clasroom activities.

## (1) Skill to develop

In this cycle, the skill that may be developed in the students' activities are listening, writing and speaking. This cycle gives chance to the students to enrich their knowledge by reading / listening/ watching another text learned from the different sources, text book by paying attention, expression and text learned.

## (2) Classroom activities and the Guidelines

Activity 1 : Listen to the recording carefully and complete the following dialog ! then, practice the dialogs in pairs!

1. Umar : Assalamu'alaikum Umar. Good morning  
Ali : .....
2. Hasan : Assalamu'alaikum. My name is Hasan What's your name ?  
Husain : Wa'alaikum salam My name is Husain. How do you do.  
Hasan : .....
3. Aisyah : Good afternoon Maryam. How are you today  
Mryam : .....
4. Fatimah : Good Evening. I'm Fatimah Azzahra. You can call me Fatima  
Muthi'ah : .....Fatimah. Nice to meet you  
Fatimah : .....
5. Mr. Usman : Assalamu'alaikum. Good morning, Students. How are you today?  
Students : .....

To make this experimenting cycle easy to understand, the writer present the guidelines for this as follows:

- (1) The students are asked to listen to the recording carefully.
- (2) While listening to the recording, the students have to complete the dialogs.
- (3) The dialog recording may be replayed twice.
- (4) After that, the students are asked to practice the dialog in pairs.

d) Associating

For associating cycle, the writer divides the discussion into two parts. They are skill to develop and classroom activities.

(1) Skill to develop

In group work guided learners can learn to text mention social function, expression and structure of the text, linguistic elements, as well as the format of the writing of the text type being studied learners gain feedback from teachers and friends about each is what he said in the group work. The skill developed in this cycle is writing.

(2) Classroom activities and the Guidelines.

Activity 1 : Arrange the jumbled sentences into the correct order.

Activity 1 : Arrange the jumbled sentences into the correct order.

A. .... Teacher : Assalamu'alaikum. Good Morning Students.

..... Teacher : how Are You ?

..... Teacher : I'm fine too, thanks you. Now, Listen and

Repeat After Me !

..... Students : We are fine, thank you. And you?

- ..... Students : Wa'alaikum salam, Good Morning Sir.
- B. .... Bilal : Assalamu'alaikum. I'm Bilal
- ..... Bilal : You are the new neighbour, right?
- ..... Bilal : Well, nice to meet you, Umar
- ..... Umar : Wa'alaikum salam. I'm Bilal
- ..... Umar : Yes, I'm. I just moved from Padang
- ..... Umar : Nice to meet you, too.

The following are the guidelines for the students' activities in associating cycle:

- (1) The teacher divides the students into some groups.
- (2) The teacher divides the worksheet for each group.
- (3) The teacher asked the students to rearrange the Jumbled dialog in the correct order.
- (4) When the time is up, each group should practice the dialog which they arranged in turn.

e) Communicating

For communicating cycle, the writer divides the discussion into two parts. They are skill to develop and classroom activities.

(1) Skill to develop

Here the students can improve their skills in reading/ listening/ presenting/ demonstrating / publishing/ speaking/ reading/ watching the texts studied. Then, they will gain feedback from teachers and friends about the work of the produced/ captured and conveyed the message, and others. They can also express the difficult and easy things to learn and strategies those have been done to overcome them.

## (2) Classroom activities and the Guidelines

The activities which may be developed for communicating cycle in the classroom are communicating the result of the associating cycle, but the teacher still have chance to design/ develop the new activities for communicating cycle as follows:

Activity 1 : Work in pairs complete the folklowing dialog. Then, practice it !

Activity 1 : Work in pairs complete the folklowing dialog. Then, practice it !

Zahra : .....Nice to see you again.

Hafiza : ..... Zahra

Zahra : How are you doing ?

Hafiza : .....

Zahra : How is zainab :

Zahra : .....

Activity 2 : Work in pairs. Make a dialogue that involves greeting. One of you pretends to be the teacher.

You : .....

Your teacher : .....

You : .....

Your teacher : .....

You : .....

Your teacher : .....

You : .....

Your teacher : .....

The following are guidelines for the students' activities in communicating cycle:

- (a) The teacher asks the students to work in pairs.
- (b) The teacher devides the worksheet for each group.
- (c) The teacher asks the students to complete the dialogue. (for the first activity)

- (d) The teacher asks the students to make the dialog (for the second activity)
- (e) The teacher asks the students to practice the dialogue in front of the class.

## 2) Introduction.

Introduction is the second topic of the first chapter that the writer will try to develop the material. It has the same steps as in the first topic. The material development will be conducted by using scientific approach along the teaching and learning process.

### a) Observing

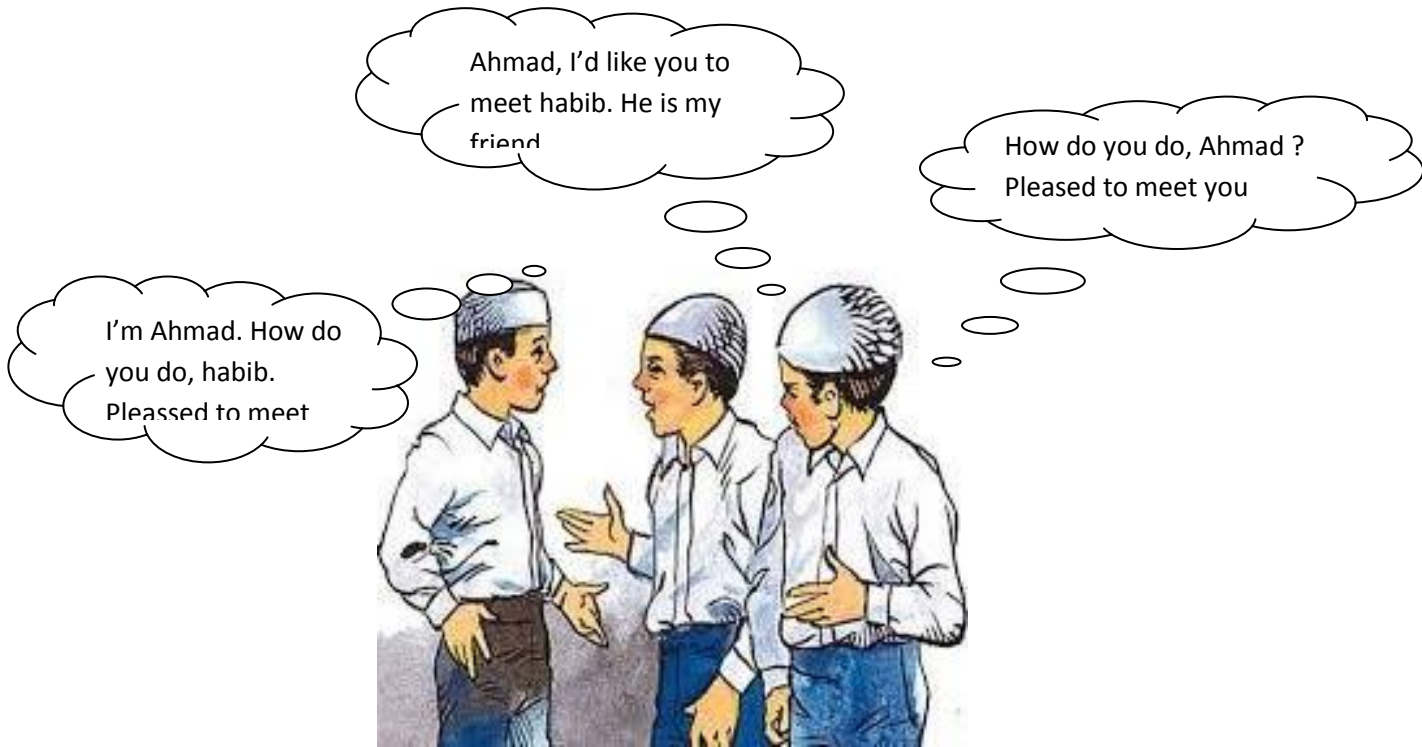
As we know that this is the first step in scientific approach where the students try to observe the material will be studied, in this case is about introduction contains introduce oneself and other people. This observing cycle has two purposes, such as the students are able to identify the social function, text structure, and language features in introduction text.

#### (1) Skill to develop

The four skills in English can't be separated in teaching and learning process. In this observing cycle, listening and speaking are the skills to be developed.

(2) Classroom activities and the Guidelines

Activity 1 : Listen and practies the dialogue !



Dialogue 2



The guidelines for this cycle are:

- (1) The teacher shows / presents two kinds of dialogues. The first dialogue is about introducing oneself and the second is about introducing other people.
- (2) The students are asked to observe those dialogues.
- (3) The students are listened to the teacher reading those dialogues.

b) Questioning

This is the next step after the students follow the observing cycle which has purpose, such as give the students chance to ask questions about the pictures, to understand the text structure, and to differentiate the expression about introduction in the observing cycle. They are also hoped to be able to differentiate the introduction expression both in indonesia and english.

(1) Skill to develop

According to the purpose stated above, in this cycle are trained to improve their ability in speaking and reading. They are hoped to be able to ask how to introduce oneself and other people by using the correct text structure.

(2) Classroom activities and the Guidelines

Activity 1 : Raise some questions related to the dialogue given.

- I'm .....
- My name is .....
- I live .....
- What is your name ?
- Where were you born ?
- Where is are you from ?
- What is your address?



- What is your hobby?

Activity 2 : Read the text aloud and answer the question!

On this occasion, allow me to make an introduction to who I am. My name is Fatimah Azzahra. I am the first of three children. I was born in Bekasi, July 14<sup>th</sup> 2005. Currently, I live in Jalan Kebon Waru number 33, Tangerang, South Jakarta.

Archery is one of my hobbies. I can play this since 4<sup>th</sup> grade and now I have joined competition. I have a dream to become a professional Archer, because it is one of Sunnah. Hopefully, my dream can come true.

I have 2 siblings who are still in elementary school, Hilwa and Nida, they're twins. My father works for a prominent contractor company and my mother works in the hospital. I guess that's all I can say about this introduction. Thank you very much for your attention.



### Questions

1. Who is the girl ?
2. What is his nick name ?
3. How old is she ?
4. What is his hobby ?
5. Why did he introduce himself?

The guidelines for this questioning cycle are :

- (1) The teacher asks the student to raise the questions about the dialogues in observing cycle.
- (2) The teacher gives stimulus in order the students are able to ask.
- (3) The teacher gives another activity by presenting the text.
- (4) The teacher asks the students to read the load.

(5) The teacher asks the students to answer the following questions orally.

c) Experimenting / Explaining

The students can experiment, explore, and collect the information through this cycle in teacher’s guidance.

(1) Skill to develop

In this chance, the writer develops both the students’ listening and speaking skill.

(2) Classroom activities and the Guidelines

Activity 1 : Make a dialogue about introduction with your partner.

You : .....

Your Partner : .....

You : .....

Your Partner : .....

You : .....

Your Partner : .....

Activity 2 : Listen to the dialogue carefully. Then complete the dialogue!

Umi : Assalamu’alaikum ! I’ve never seen you before.

(1).....

Aisyah : Wa’alaikum Salam I’am Aisyah. (2) .....

Umi : I’m Umi (3).....Lia.

Nice to meet you, too,

Lia : Wa’alaikum salam . (4) .....Student, Aren’t you ?

Aisyah : Yes, (5) .....

Lia : look ! We have a nice classroom. Let’s go.

The guidelines for these activities are as follows:

- (1) For the first activity, the teacher asks the students to do a dialogue with his/ her partner. This activity will apply the role play technique. One student should introduce her/ himself and the other will ask the some information related to her / his friend. This activity will do in change in turn.
- (2) The second activity, the teacher has to prepare some pieces of students' worksheet contain incomplete dialogue. The students have to complete the dialogue through Listening to the full text prepared.

d) Associating

As the cycles before, in this associating cycle the writer also divides into two parts, skill to develop and the classroom activities.

(1) Skill to develop

In associating cycle, the writer develop students' writing skill.

(2) Classroom activities and the Guidelines

Activity 1 : Complete the following Text !

Hasan : Excus me. My I sit Here?

Husain : Yas yoou may.

Hasan : I (1) .....Hasan. What is your name ?

Husain : You can call (2) .....Husain.

Hasan : what are you doing here Husain?

Husain : I am waiting for (3)..... mother. How about you ?

Hasan : I just from musque for pray Dhuhur and waiting my father too.

- Husain : we have the same purpose actually. Where do you  
(4).....hasan
- Hasan : (5) .....in hasanuddin street 05, and you?
- Husain : I live next to your street. It is Jayabaya Street 05.
- Hasan : Nice. I am waiting for your coming.
- Husain : InshaAllah. Wassalamu'alaikum
- Hasan : Wa'alaikum salam.

The guidelines for this cycle are:

- (1) The teacher prepare the students' worksheet contain incomplete text.
- (2) The students should complete the blanks with the proper words.
- (3) At the end, the teacher should correct whether language features true or false.

e) Communicating.

In this cycle, the students should present / communicate their ability in introducing oneself / other people.

(1) Skill to develop.

For this, the writer presents the materials to be observed by reading comprehension. It is easier to understand because the writer give some examples complete with the picture.

(2) Classroom activities and the Guidelines.

Activity : Introduce yourself to your friend in front of the class!

Tell your friends the following personal information :

- Name
- Nick name
- Age

- Address
- Hobby
- Phone number



- The teacher reads sentence by sentence then followed by the students.
- The teacher show the take leave expressions.
- The teacher explains meaning of each dialogue.

b. Chapter 2

There are five topics which will be developed in chapter two. There are names of the days, time, names of the month, date and years.

- 1) Name of the days
  - a) Observing

The writer prepares a calendar or show a calendar from the LCD. So, the students can see clearly and also learn the names of the day easily. This cycle contains two steps.

(1) Skill to develop

In this step, the students' skill which will be developed in listening and speaking.

(2) Classroom activities and the Guidelines

Activity 1 :

Activity 1 : Pay attention to the following Table to learn the name of the day





The guideline for this activity are :

- The teacher prepares/ show the picture of calender.
- The teacher asks the students to observe the picture in order to find out the names of the days.
- The teacher asks the students to listen to the teacher who says the names of the days.
- The teacher asks the students to listen to listen to the teacher who says the names of the days.
- The teacher asks the students to repet after her or him.

b) Questioning.

The students is allowed to ask the teacher about everything they haven't understood or want to know, the right sequence of the days, how to pronounce the name of the days, the content of the text, the text structure, and the communicative function of the text. The teacher has to answer and explain all the students' questions.

(1) Skill to develop

The writer prepares the activity which can enable the students to improve his/ her ability in speaking.

(2) Classroom activities and the Guidelines

Besides answering the questions from the students related to names of the days, the teacher also must give another activity for the students.

Activity 1:

Activity : Answer the Following Questions!

1. How many days in a week ?
2. What is the Third day of the week?
3. What is the Muslim weekly holiday?
4. What is your favorite day ?
5. What day were Nabi Muhammad were Born?

The guidelines for this activity are

- The teacher prepares the list of the questions.
- The teacher gives the questions to the students randomly.

c) Experimenting / Explaining

The teacher may ask the students to identify the function and kind of text related to the days and sentence structure in order to complete their understanding about the names of the days and how to use them.

(1) Skill to develop

The writer prepares the activity to develop the students' ability in writing the sentence about the name of the days.

(2) Classroom activities and the Guidelines

Activity : Complete the sentences below!

- ✓ Today is .....
- ✓ Yesterday was .....
- ✓ Tomorrow will be .....
- ✓ The day after tomorrow will be .....
- ✓ The day before yesterday was .....



- ✓ Two days ago was .....
- ✓ Two days later will be .....

The guidelines for this cycle are :

- The teacher divides the worksheet.
- The teacher asks the students to complete those sentences.
- The teacher and the students discuss the result together.

d) Associating

The students should associate the material about names of the days by learning the text structure and also the language features in order to make their understanding about the material better than before.

(1) Skill to develop

The writer prepares the activity which enables the students to improve their ability in writing.

(2) Classroom activities and the Guidelines

Activity :

Monday		Senin
Wednesday		Selasa
Tuesday		Rabu
Friday		Kamis
Sunday		Jum'at
Monday		Sabtu
Thursday		Minggu

The guidelines for this cycle are :

- The teacher divides the students into some groups.
- The teacher divides the envelopes contains day cards.
- The teacher explains how to arrange the day cards.

- The teacher asks the students to discuss it with their groups in the limit time.

e) Communicating

In this cycle, the students should present/ communicate their ability in expressing names of the days.

(1) Skill to develop

In this cycle, the writer prepare the activity to improve students' ability in speaking because the students should communicate their result in associating cycle.

(2) **My Daily Activities**

Day	Time	Activities
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

t

ivities and the Guidelines

Activity 1:

In this chance, each members of the group mention the names of the days in change to present their discussuon result. They should mention them in correct pronunciation.

The students are still in their groups when the teacher gives the other activity for communicating cycle.

The guidelines for this cycle are :

- (1) The students are still in their group.
- (2) The teacher asks the students to tell his / her daily activities to his / her friends in a group.
- (3) The teacher gives a table to help the students to make a concept about daily activity.

## 2) Time

### a) Observing

The writer shows some example about the time in order to make the students easier in understanding how to express the time correctly.

#### (1) Skill to develop.

The students' skills which are developed in this cycle are listening and speaking.

#### (2) Classroom activities and the Guidelines

Activity 1 : pay attention to the clock below!

## Telling the time





2:00 - It's two <b>o'clock</b> .	2:30 - It's half <b>past</b> two.
2:05 - It's five <b>past</b> two.	2:35 - It's twenty-five <b>to</b> three.
2:10 - It's ten <b>past</b> two.	2:40 - It's twenty <b>to</b> three.
2:15 - It's quarter <b>past</b> two.	2:45 - It's quarter <b>to</b> three.
2:20 - It's twenty <b>past</b> two.	2:50 - It's ten <b>to</b> three.
2:25 - It's twenty-five <b>past</b> two.	2:55 - It's five <b>to</b> three.

We use **AT + TIME** when giving the time of a specific event.

- The class starts at nine o'clock.
- The flight leaves at ten to three.

We use **IT IS** or **IT'S** to answer a question that asks for the time right now.

What time is it? - It is half past four.  
 What's the time? - It's twenty to five.

The guidelines for this cycle are :

- (1) The teacher shows the pictures of which show the different time.
- (2) The teacher read the time with the correct pronunciation and then followed by students.
- (3) The teacher explains when the students should use the term past, to, a quarter, a half.

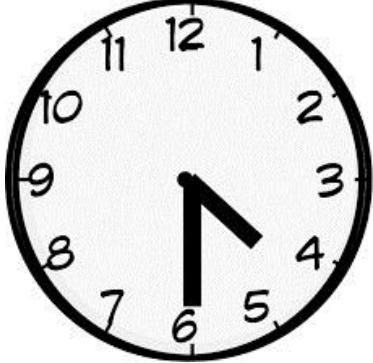

b) Questioning

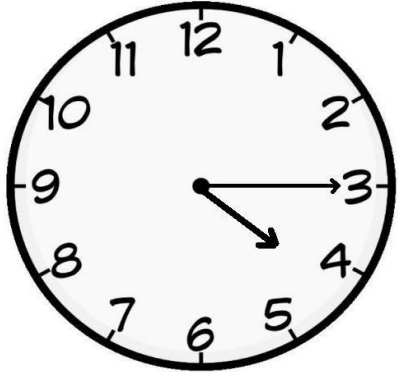

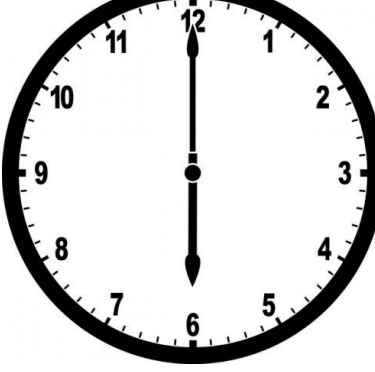
The students may ask some questions to the teacher related to the use of the certain expression to state the time.

(1) Skill to develop

The students' skills which are developed in this cycle are listening and speaking.

(2) Classroom activities and the Guidelines

Clock	Questions and answers
	<p>Teacher : what time do you pray Ashar ?</p> <p>Students :.....</p> <p>Teacher : Please, do it Ontime.</p> <p>Students : InshaAllah. Oke</p>
	<p>Teacher : what time do you pray Dhuhur ?</p> <p>Students :.....</p> <p>Teacher : Please, do it Ontime.</p> <p>Students : InshaAllah. Oke</p>

	<p>Teacher : what time do you pray Subuh ?</p> <p>Students : .....</p> <p>Teacher : Please, do it Ontime.</p> <p>Students : InshaAllah. Oke</p>
	<p>Teacher : what time do you pray Isya' ?</p> <p>Students : .....</p> <p>Teacher : Please, do it Ontime.</p> <p>Students : InshaAllah. Oke</p>
	<p>Teacher : what time do you pray Magrib ?</p> <p>Students : .....</p> <p>Teacher : Please, do it Ontime.</p> <p>Students : InshaAllah. Oke</p>

The guidelines for this cycle are :

1. The teacher answers the students' questions related to time.
2. The teacher explains when the students should use the terms past, to, a quarter, a half.

c) Experimenting / Explaining

After raising some questions to the teacher about the topic studied, the students may do experiment / exploration or such kinds of this activity in order to make them more understand about it.

(1) Skill to develop

In this occasion, the writer presents activity for the students which enable them to improve their ability in writing.

(2) Classroom activities and the Guidelines

Activity : Write down the time in the word form.

No	Time	Time in the form of Word
1	04.30	A quarter past four
2	07.30	
3	08.15	
4	02.10	
5	06.55	
6	07.40	
7	09.15	
8	12.35	
9	06.45	
10	11.05	

The guidelines for this activity are as follows :

- (1) The teacher divides the students' worksheet.
- (2) The teacher explains what the students should do.
- (3) The teacher asks the students to collect their worksheet after they finish it

## d) Associating

This cycle is chance for the students to learn more about the time. Whatever related to the topic studied, the students should be able to understand it.

## (1) Skill to develop

In this cycle, the writer still prepares the activity related to writing skill.

## (2) Classroom activities and the Guidelines

Activity : match the time with the time in the form of word

08.15		Ten to eight
09.40		A quarter past eight
07.50		Half past four
10.20		Twenty to ten
04.30		Twenty past ten
04.15		Five to Elevent
01.40		Twenty past Elevent
11.50		A half pas two
12.20		Twenty to Two
02.30		A Quarter past Four

The guidelines for this cycle are :

- (1) The teacher groups his / her students in group of four.
- (2) The teacher divides some envelopes for them. It contains card time and in the form of words.
- (3) The teacher explains the steps to do the activity.
- (4) The students match them with their group.
- (5) The teacher limits the time in order to discuss the result together.





### 3) Names of the months

#### a) Observing

The writer prepares a chart of months from the LCD. So, the students can see clearly and also learn the names of the months easily. This cycle contains two steps.

#### (1) Skill to develop

In this step, the students' skill which will be developed is listening and speaking.

#### (2) Classroom activities and the Guidelines

Activity 1 : Pay attention to the following chart!



The guidelines for this cycle are :

- (1) The teacher shows the name of the months.
- (2) The teacher read the months with the correct pronunciation.
- (3) The students follow what the teacher said

b) Questioning

The students are allowed to ask the teacher about everything they haven't understood or want to know, the right sequence of the months, how to pronounce the names of the months, the content of the text, the text structure, and the communicative function of the text. The teacher has to answer and explain all the students' questions.

(1) Skill to develop

The writer prepares the activity which can enable the students to improve his/ her ability.

(2) Classroom activities and the Guidelines

The teacher answers the questions from the students related to the names of the months complete with the examples as follows.

Activity 1 : Answer the following questions!

1. How many months are there in a year?
2. What is the first month of the year?
3. What is the last month of the year?
4. In what month were you born?

The guidelines for this cycle are :

- (4) After that the teacher also shows some sentences related to the names of the months to the students.
- (5) The teacher explains when the students should use the terms of this month, last month, and next month.

## c) Experimenting / Explaining

The teacher may ask the students to identify the function and kind of text related to the months and sentence structure in order to complete their understanding about the name of the months and how to use them.

## (1) Skill to develop

The writer prepares the activity to develop the students' ability in writing the sentence about the names of the months.

## (2) Classroom activities and the Guidelines

Activity 1 : Complete the sentences below!

1. This month is .....
2. Last month was .....
3. Next month will be .....
4. The month will be .....
5. The month before month was .....
6. Two months ago was .....
7. Two months later will be .....

The guidelines for this cycle are :

- (6) The teacher divides the worksheet.
- (7) The teacher asks the students to complete those sentences
- (8) The teacher and the students discuss the result together.

## d) Associating

The students should associate the material about names of months by learning the text structure and also language

features in order to make their understanding about the material better than before.

(1) Skill to develop

The writer prepares the activity which enables the students to improve their ability in writing.

(2) Classroom activities and the Guidelines

Activity 1 :Arrange these cards in the right order.

Activity :Arrange these cards in the right order.

<b>Month</b>	<b>Number</b>
<b>April</b>	
<b>September</b>	
<b>February</b>	
<b>March</b>	
<b>Oktober</b>	
<b>July</b>	
<b>December</b>	
<b>August</b>	
<b>January</b>	
<b>May</b>	
<b>June</b>	
<b>November</b>	

The guidelines for this cycle are :

- (9) The teacher divides the students into some groups.
- (10) The teacher divides the envelopes contains month cards
- (11) The teacher explains about what they should do with the cards.
- (12) The teacher explains how to arrange the month cards.

- (13) The teacher asks the students to discuss it with their groups in limit time.

e) Communicating

In this cycle, the students should present / communicate their ability in expressing names of the months

(1) Skill to develop

In this cycle, the writer prepares the activity to improve students' ability in speaking because the students should communicate their result in associating cycle.

(2) Classroom activities and the Guidelines

Activity 1 :

In this chance, each members of group mention the names of the months in change to present their discussion result. They should mention them in correct pronunciation.

The students are still in their groups when the teacher gives the other activity for communicating cycle.

Activity 2 : choose a month in the year. Tell the members of your group about your activities on the month ! the following table may help you to make a concept.

The guidelines for this cycle are :

- (14) The students are still in their group.
- (15) The teacher asks the students to tell his/ her monthly activities to his / her friends in a group.
- (16) The teacher gives a table to help the students to make a concept.

#### 4) Dates and Years

##### a) Observing

In this path, the writer tries to develop the material by combining topic 4 about dates and topic 5 about years from chapter 2.

##### (1) Skill to develop

Through this learning cycle, the students will train to develop their listening and speaking skills, especially in telling dates and years. They will do some activities related to those topics.

##### (2) Classroom activities and the Guidelines

The writer gives some classroom activities as the example. For the first activity, the writer takes the topic about dates. She prepare the table of numbers. Here, the students asked to pay attention to the number and the way how to read it. Through this period the students observe by themselves to differentiate them. From this shoet explanation, the writer can sum up the purpose of observing activity with the topic greeting as follows:

- The students can understand the social function, the structure of the text, and linguistic elements of oral and written text to describe date, and year.
- The students can develop oral and written text to mention the name of the dates and years with proper linguistic elements and the appropriate context.

Activity 1 : Let's learn the cardinal number. Listen and repeat!

1 one	11 eleven	21 twenty-one	31 thirty-one	41 forty-one
2 two	12 twelve	22 twenty-two	32 thirty-two	42 forty-two
3 three	13 thirteen	23 twenty-three	33 thirty-three	43 forty-three
4 four	14 fourteen	24 twenty-four	34 thirty-four	44 forty-four
5 five	15 fifteen	25 twenty-five	35 thirty-five	45 forty-five
6 six	16 sixteen	26 twenty-six	36 thirty-six	46 forty-six
7 seven	17 seventeen	27 twenty-seven	37 thirty-seven	47 forty-seven
8 eight	18 eighteen	28 twenty-eight	38 thirty-eight	48 forty-eight
9 nine	19 nineteen	29 twenty-nine	39 thirty-nine	49 forty-nine
10 ten	20 twenty	30 thirty	40 forty	50 fifty
50 fifty	60 sixty	70 seventy	80 eighty	90 ninety
51 fifty-one	61 sixty-one	71 seventy-one	81 eighty-one	91 ninety-one
52 fifty-two	62 sixty-two	72 seventy-two	82 eighty-two	92 ninety-two
53 fifty-three	63 sixty-three	73 seventy-three	83 eighty-three	93 ninety-three
54 fifty-four	64 sixty-four	74 seventy-four	84 eighty-four	94 ninety-four
55 fifty-five	65 sixty-five	75 seventy-five	85 eighty-five	95 ninety-five
56 fifty-six	66 sixty-six	76 seventy-six	86 eighty-six	96 ninety-six
57 fifty-seven	67 sixty-seven	77 seventy-seven	87 eighty-seven	97 ninety-seven
58 fifty-eight	68 sixty-eight	78 seventy-eight	88 eighty-eight	98 ninety-eight
59 fifty-nine	69 sixty-nine	79 seventy-nine	89 eighty-nine	99 ninety-nine
60 sixty	70 seventy	80 eighty	90 ninety	100 one-hundred

Activity 2 : Let's learn the ordinal number. Listen and repeat!

## Ordinal Numbers

1 <sup>st</sup> - first	17 <sup>th</sup> - seventeenth
2 <sup>nd</sup> - second	18 <sup>th</sup> - eighteenth
3 <sup>rd</sup> - third	19 <sup>th</sup> - nineteenth
4 <sup>th</sup> - fourth	20 <sup>th</sup> - twentieth
5 <sup>th</sup> - fifth	21 <sup>st</sup> - twenty-first
6 <sup>th</sup> - sixth	22 <sup>nd</sup> - twenty-second
7 <sup>th</sup> - seventh	23 <sup>rd</sup> - twenty-third
8 <sup>th</sup> - eighth	24 <sup>th</sup> - twenty-fourth
9 <sup>th</sup> - ninth	25 <sup>th</sup> - twenty-fifth
10 <sup>th</sup> - tenth	26 <sup>th</sup> - twenty-sixth
11 <sup>th</sup> - eleventh	27 <sup>th</sup> - twenty-seventh
12 <sup>th</sup> - twelfth	28 <sup>th</sup> - twenty-eighth
13 <sup>th</sup> - thirteenth	29 <sup>th</sup> - twenty-ninth
14 <sup>th</sup> - fourteenth	30 <sup>th</sup> - thirtieth
15 <sup>th</sup> - fifteenth	31 <sup>st</sup> - thirty-first
16 <sup>th</sup> - sixteenth	

(1) The teacher shows the table which content is the list of cardinal number.

- (2) The teacher will read the cardinal number with the correct pronunciation and then followed by the students.
- (3) After that the teacher also trains the students by using the ordinal number.
- (4) The teacher will show the differences and the usages of those numbers.

Activity 3 : listen Carefully and repeat!

5th October 2004	The fifth of october two thousand and four
7 th juli 1999	The seventh of juli nineteen ninety-nine
2 nd april 2004	The second of april two thousand and fourteen

Here are the guidelines for the third activity :

- (1) The teacher gives some examples of writing the date, month and year.
- (2) The teacher explains how to write the date, month and year in the form of words.
- (3) The teacher reads one by one than the students should repeat after him/her.
- (4) Finally the teacher hopes understand it well and they are able to do the exercises.



b) Questioning

In this cycle, the students have chance to ask everything about dates and years. The teacher may give some answers or explanations related to the students' questions. If the students don't raise such questions to the teacher, he / she may give some questions to dig up the students understanding. In this case, the students have more chances to ask when they find difficulty or when they feel that they have not understood yet. It may be happened or even very often where the students realize that they have not understand after getting question from their teacher and they are not able to answer.

(1) Skill to develop

The skill developed is still the same as in the previous topics. The students are trained to be able to develop their speaking ability.

(2) Classroom activities and the Guidelines

Activity 1 :Ask the following questions to your tablemate! Do it in turn !

1. What is your Favorite number?
2. What date is today?
3. When were you born
4. In what year you were boarn ?
5. When will you celebrate Idul fitri?

The writer presents some guidelines to do this activity in order to make easier in the class appication:

- (1) The teacher gives a questions list related to date and years to each pairs.
- (2) One of the members asks his / her partner based on the questions list and the other should answer.
- (3) They will do this in turn.

c) Experimenting / Explaining

After raising some questions, the teacher may ask the students to identify the sentence structure of dates and years. Yhthey will learn more how to say and write them correctly.

(1) Skil to develop

The writer prepares the activity to develop the students' ability in reading about the dates and years.

(2) Classroom activities and the Guidelines

Activity 1 : look at the example below. They, read aloud the following dates as the example.

d) Associating

The students should associate the material about dates and years by learning the text structure and also the language features in order to make their understanding about the material better than before.

(1) Skill to develop

The teacher prepares the activity which enables the students to improve their ability in writing.

(2) Classroom activities and the Guidelines

Activity 1 : Now, in turns, ask your classmates when they were born. Put the data in the table below! Number 1 has been done for you

<b>01-07-1945</b>	The first of Juli nineteen forty five
<b>24-01-1999</b>	
<b>03-01-1980</b>	
<b>27-11-1989</b>	
<b>16-12-2003</b>	
<b>04-05-1990</b>	
<b>09-07-2009</b>	
<b>03-12-2013</b>	
<b>07-05-2020</b>	
<b>06-07-1999</b>	
<b>08-08-2008</b>	
<b>12-09-2020</b>	
<b>03-12-2003</b>	
<b>07-01-2008</b>	

The guidelines for this cycle are :

- (5) The teacher divides the worksheet to all the students.
- (6) The teacher explains what the students should do.
- (7) The students should fill the table in the time given.

e) Communicating

In this cycle, the students should present / communicate their ability in expressing dates and years.

- (1) Skill to develop

In this cycle, the writer prepares the activity to improve students' ability in speaking because the students should communicate their result in associating cycle.

(2) Classroom activities and the Guidelines

Activity 1 :Report the result of your interview in associating cycle orally!

Name	Data of birth	Age
Muhammad Jaze	19th November 2007	13 year old

The guidelines for this cycle are :

- (8) The teacher calls the students one by one .
- (9) The students are asked to tell/ communicate the result of their interview.
- (10) The students should mention the name of his/ her friends then continued by the date of birth and the age.

B. Discussions of Findings

In this discussion, the author discussed the results of research on the development of the material in English textbook entitle "*when english rings the bell*" for the seventh grade of islamic Junior high School. The authors set up the development of the material in this English textbook based on the prossess standards of curriculum 2013 for Islamic junior high school and the concept of contextual learning. It can be said as a learning approach that recognizes and shows the natural conditions of knowledge where experience is more relevant and meaningful for students in building

the knowledge that they will apply in lifelong learning. The findings above can be summarized in the following table :

Material Development of English Textbook “*When English Rings the Bell*” For the seventh Grade of Islamic Junior High School Based on Islamic Character

Chapter	Theme	Topik	Learning Cycle		
			Original Material Development	Supplementary Material Development	
1	How are you	Greeting	A song entitled “Good morning”	Observing	There are two activities for this cycle. For the first activity, the students are asked to observe the picture, to listen and repeat the sentence in order to understand the different situation and to decide the suitable greeting. The second activity the students are asked to observe, listen and practice the dialog
			The material about greeting especially”good morning” in the form of short dialog	Questioning	The students are asked to fill the bubbles in order to arrange the conversation about greeting after they listen to the teacher.
			A task for students(the students are to complete the column)	Experimenting / Exploring	In this cycle, the students work in a group. They are asked to complete the dialog through listening to the recording. Then, they are asked to practice the dialogs in pairs.
			The material about asking condition / feelings in the form of short dialog	Assosiating	In this cycle, the students are asked to rearrange the jumbled sentences to make a meaning full dialog.
			A task for students (the students are asked to complete the column)	communicating	There are two activities in this cycle: 1. The students are asked to work in pairs to complete the dialog and then practice it. 2. For the second activity, the students are asked to make a dialog that involves greeting.

Islamic Character		<ol style="list-style-type: none"> <li>1. Give daily activities in the context of religious activities.</li> <li>2. give examples of dressing well, behaving well in relationships with others</li> <li>3. Give examples of Islamic greeting along with the basis (hadith or the Qur'an)</li> </ol>			
		Introduction	The material about introducing one self in the form of short text	Observing	The teacher presents two dialogues. The students are asked to listen and practice it.
			Some tasks about introduction (the students are asked to complete the column and the cards)	Questioning	There are two activities in this cycle. <ol style="list-style-type: none"> <li>1. The students are asked to raise some questions related to the dialogues observed.</li> <li>2. The students are asked to read a short text then answer the questions.</li> </ol>
			The Material about greeting in the evening in the form of short dialog	Experimenting / Exploring	There are two activities in this cycle. <ol style="list-style-type: none"> <li>1. The students are asked to do a dialog with his/ her partner with the topic introduction.</li> <li>2. The students are asked to complete the dialog through listening to the teacher and than practice it.</li> </ol>
			A task for the students (the students are asked to arrange a short dialog based on the pictures given	Associating	The teacher prepares students worksheet which contain incomplete dialog. The students are asked to complete it with the proper words.
				communicating	The students are asked to introduce themselves in front of the class
Islamic Character		<ol style="list-style-type: none"> <li>1. Give daily activities in the context of religious activities.</li> <li>2. give examples of dressing well, behaving well in relationships with others</li> <li>3. Give examples of Islamic introduction along with the basis (hadith or the Qur'an)</li> </ol>			
		Take leave	The material about expressing farewell an the form of short dialog	Observing	The teacher shows some pictures completed with the dialog. He/ she reads it first then followed by the students.

			A task for students (the students are asked to complete the column, complete the dialog, and complete the poster)	Questioning	The students are asked to match the sentence in the right and left side to make a dialog with the topic about take leave.
			Ended by presenting a song entitled “ how are you “	Experimenting	The students are asked to listen to teacher then complete in dialog.
				Assosiating	The students are asked to put the sentences in the correct order to make a meaningful dialog, then practice it
				Communicating	The students are asked to work in group to make a dialog that involve take leave.
Islamic Character		<ol style="list-style-type: none"> <li>1. Give daily activities in the context of religious activities.</li> <li>2. give examples of dressing well, behaving well in relationships with others</li> <li>3. Give examples of Islamic take leave along with the basis (hadith or the Qur'an)</li> </ol>			
II	It's my Birthday	Names of the Days	Presenting a calender in order to learn about days in the week	Observing	The students are asked to pay attention to the calender to learn the names of the days.
			Showing some expressions of days especially the use of “before, sfter, today, yesterday and tomorrow”	Questioning	The teacher prepares some questions related to the topic. Then, he / she gives questions to the students randomly.
			Some tasks related to the names of the days	Experimenting / Explorating	The students area sked to complete the sentences which are related to the names of the days.

			(the students are asked to tell the class about days, to write the schedule, to answer to the question based on pictures given)		
			The example of weekly activities in the form of short text which is followed by a task where the students are asked to tell the class about the daily activities.	Associating	The teacher gives envelope contains day cards. The students are asked to put them in the correct order.
			The material about cardinal numbers	communicating	For this cycle, there are two activities. For the first activity, the students are asked to mention the names of days in turn and also to tell their daily activities to the members in their group.
Islamic Character		<ol style="list-style-type: none"> <li>1. Give daily activities in the context of religious activities.</li> <li>2. Give examples of dressing well, good behaviour in relationships with others</li> <li>3. Give examples of Islamic introduction along with the basis (hadith or the Qur'an)</li> </ol>			
		Time	Some tasks about daily activities and times (the students are asked to tell the class about the picture, to write down the activity and the time)	Observing	The students are asked to observe the picture of clock in different time. The teacher reads them and the students repeat what the teacher said. The teacher also explains how to use past, to, a quarter and a half.



			in each picture given and to write down the daily activities)		
				Questioning	The teacher gives chance to the students to ask about the time
				Experimenting / Exploring	The students are asked to write down the time in the word form
				Associating	The students are asked to match the time in the form of word.
				communicating	This cycle consists of two activities. 1. The students are asked to tell the time in change to present their discussions result. 2. The students are asked to make the timetable.
Islamic Character		<ol style="list-style-type: none"> <li>1. Give daily activities in the context of religious activities. Ex. Time to pray.</li> <li>2. Give examples of dressing well, good behaviour in relationships with others</li> <li>3. Give examples of Islamic introduction along with the basis (hadith or the Qur'an)</li> </ol>			
		Names of Months	The material about months of the years and some expressions of it	Observing	The students are asked to pay attention to the names of the months given. They will read them in correct pronunciation as the teacher said.
			A song about the name of the months	Questioning	The students are asked to answer the question related to the topic
				Experimenting / Exploring	The students are asked to answer the questions given
				Associating	The students are asked to rearrange the month cards in the right order.
				communicating	There two activity 1. The students are asks to mentions the name of the months in change to presenttheir discussion result. 2. The students are asked to tell about the activities in a month.

Islamic Character		<ol style="list-style-type: none"> <li>1. Give daily activities in the context of religious activities.</li> <li>2. Give examples of dressing well, good behaviour in relationships with others</li> <li>3. Give examples of Islamic introduction along with the basis (hadith or the Qur'an)</li> </ol>			
		Dates and Years	Ordinal Numbers which followed by some tasks about date of birth and also national days in indonesia	Observing	The teacher shows cardinal and ordinal numbers to be observed by the students. She / he also shows how to say the years. The students should listen and repeat them.
				Questioning	The teacher gives list of questions to the group related to the dates and years. One of the group members should ask those questions to his / her partner. This is done in turn
			The last is calender games	Experimenting / Exploring	The students are asked to look at the example of the data and the way to read it in the form of word. Then the teacher gives them some exercise about dates that they should read them aloud.
				Assosiating	The students are asked to ask their classmate about when they were born. They should put the data in the table given.
				communicating	The students are asked to report / communicate the result of their interview in associating cycle orally
Islamic Character		<ol style="list-style-type: none"> <li>1. Give daily activities in the context of religious activities.</li> <li>2. Give examples of dressing well, good behaviour in relationships with others</li> <li>3. Give examples of Islamic introduction along with the basis (hadith or the Qur'an)</li> </ol>			

From the table above, the writer described the material development of English textbook “When English Rings the Bell” for the Seventh Grade of Islamic Junior High School. *The first* is the theme. In this research, the writer only takes two chapters. They are chapter 1 and chapter 2 of English textbook with the theme how are you and it’s my birthday.

*The second* is about the topic. Here, the writer divides the discussion from chapter 1 and chapter 2 into some topics. This is intended to make the students easier in learning the materials. Chapter 1 is divided into three topics. They are greeting, introduction and take leave. Chapter two is divided into four topics. They are names of the days, time, names of the months, and date and years.

*The third* is the original materials of English textbook. The original materials for chapter 1 are preceded by presenting a song entitled “Good Morning”. Then, it’s continued by such kinds of examples about greeting especially “good morning”, a task for students, asking condition / feelings, a task for students, introducing one self, some tasks about introduction, such kinds of examples about greeting in the evening, some tasks should be done by the students, expressing farewell which followed by some tasks, and ended by presenting a song entitled “how are you”. The original materials for chapter 2 are started by presenting a calendar in order to learn about days in the week. After that, the material is continued by showing some expressions of days especially the use of “before, after, today, yesterday, and tomorrow.” Then, it’s followed by some tasks related to the names of the days, weekly activities, cardinal numbers, some Tasks about daily activities and times, months of the years and some expressions of it, a song about the name of the months, ordinal numbers which followed by some tasks about date of birth and also national days in Indonesia, and the last is calendar games.

*The fourth* is the supplementary materials for each topic given. In this part the writer presents some tasks that may be used in teaching learning process. The materials are given to the students based on the process standard in curriculum 2013 for Islamic Junior high school which applied the scientific approach. The process standard in curriculum 2013 has been regulated in Regulation of the Minister of Education and Culture Number 65 Year 2013. There are thirteen learning principles which are called as standard process in curriculum 2013 suitable with competency standard and content standard. For example, from learners

are given out to the students find out, from the teacher as the sole source of learning into a learning-based a variety of learning resources, and others. The writer has discussed it in the review of related literature.

Associated to the competency standard, the learning objectives include the development of attitudes, knowledge, and skills realm elaborated for each educational unit. Skills acquired through five activities. They are observing, questioning, gathering information / experimenting / exploring, associating / information processing and communicating. Regulation of the Minister of Education and Culture Number 65 in 2013 about Standard Process stated that the learning process using the appropriate learning method to the characteristics of learners and subjects. Among the methods recommended in the Standards Process are the scientific method / scientific inquiry, problem-based learning and project-based learning in all subjects. Approach / other methods that can be implemented include contextual learning and cooperative learning. (2013:3)

Tomlinson in the authentic material development (2007: 9-21) stated that

There are some requirements for the materials development, such as materials should permit a silent period at the beginning of instruction, materials should be perceived by learners as relevant, and many others. The writer has presented them in chapter two of this thesis.

The materials developed cannot be separated from the four basic skills in English. They are listening, speaking, reading, and writing. The writer started this point from Brown's statement (2004) that offers a simplified list of micro-skills and macro-skills for English skills. The materials developed also consider how to increase the student's capability in mastering English. The writer completes the findings with the skill to develop, classroom activities, and guidelines for each learning cycles.

After developing materials, the draft of the course book was checked by the expert of material development and expert of the material

content of textbook. The experts evaluated the materials can effectively guide the students to improve their skills and their knowledge.

Table of Expert Review Summary

Aspects of Evaluation	No	Sub Aspects of Evaluation	Fulfillment
Content	1	The Appropriateness of Materials with standard of competence and Islamic Character	83%
	2	The Material Accuracy	90%
	3	Supporting Learning Materials with Islamic character.	90%
Language	4	Language Appropriateness	100%
Presentation	5	Presentation Tecnique	100%
	6	Teaching and Learning Tecnique	75%
	7	Presentation coverage	80%
Graphic	8	Book size	100%
	9	Cover design	-
	10	Content Design	92%
	Average %		90%
	Criteria		Good
	Catagory		Appropriate

Based on the data presented on table above Developing English textbook entitled “When English Rings a Bell” for grade VII for Islamic junior High School was categorized “good” by achieving average score of 90%. Of the Nine proposed criteria, the eight criteria could be classified “good” namely the appropriateness of materials with standard of competence and Islamic character (83%), the material accuracy (100%), supporting learning materials with Islamic character (90%), language appropriateness (100%), presentation technique (100%), book size (100%), content design (92%). Another aspect i.e. teaching and

learning technique was “fair” by achieving 75%. Presentation coverage which was the remaining aspect achieved 64% which meant that it was “fair”.

Beside answering the questionnaire, the first expert gave some comments and suggestions. The first expert stated that it was a good supplementary book for Islamic junior high school. However, it still needed to be revised especially grammatical errors and non- English word the researcher should write them in italic way. Besides, she stated that the text which were too long should be shortened to make them brief. Moreover, she suggested the researcher insert fun activities like games, puzzles or songs. She also suggested explaining the aim of putting qur’an verses in the materials. But the other side, she said that she disappointed because the writer does not develop the material for all chapters in the english textbook entitle “*when english rings the bell*” for the seventh Grade Of Islamic Junior High School.

After studying all feedback from the first expert, researcher analyzed feedback from the second expert. The researcher found that the second expert answered and gave comments and suggestion that if researcher want to continue the development, she have to compare or develop textbook from islamic institution. So that it would be fair and get maximal result because the researcher developed in straight way.

In the end of this discussion of findings, the writer needs to underline that in this study the author only develops the existing materials in English textbook. The materials developed in this study function as supplementary. It means that the teacher still can use the materials and exercises/ tasks that already exist in the textbooks, even add the materials developed.