

JURNAL EDUCATIVE : *Journal of Education Studies*

INSTRUCTIONAL ENGLISH READING MATERIALS USED BY TEACHER AT GRADE X SMKN I PANGKALAN KOTO BARU 50 KOTA REGENCY

Nofrika Sari

*Dosen Sastra Inggris STBA Haji Agus Salim Bukittinggi
e-mail : nofrikasari81@gmail.com*

Diterima : 11 April 2016

Direvisi : 17 Mei 2016

Diterbitkan : 21 Juni 2016

Abstract

Reading material is a crucial element in the learning process of reading to achieve the learning objective. Considering the importance of it, it needs to analyze the teaching material used in English subject at the grade X of SMKN 1 Pangkalan. The criteria include authenticity, reliability, context, students-need based. This research belongs to descriptive qualitative research with the instruments of questionnaire, observation sheet, and interview guide. The sources of the data are teaching material used by teachers, agriculture students of grade X at Pangkalan, and an English teacher.

The finding reveals that teaching materials used by the teacher meet the good criteria of a book. Teaching materials fulfill the criteria of authenticity, reliability, context, students-need based. It can be concluded reading materials used by teachers at SMKN Pangkalan are good.

Keywords: *Reading, Teaching Material of Reading for English Subject*

Abstrak

Materi bacaan adalah hal yang sangat penting dalam proses pembelajaran membaca untuk mencapai tujuan pembelajaran. Mengingat pentingnya peranan bahan ajar membaca, maka bahan ajar membaca perlu dianalisa. Tujuan penelitian ini adalah untuk mengetahui bagaimana bahan ajar membaca pada bidang studi bahasa Inggris yang digunakan oleh guru di kelas X SMKN 1 Pangkalan memenuhi kriteria bahan ajar membaca yang bagus. Tujuan ini dipecah menjadi beberapa aspek : autentisitas, realitas, konteks dan berpusat pada kebutuhan siswa. Jenis penelitian ini adalah deskriptif kualitatif. Angket, lembar observasi dan wawancara merupakan instrumen yang digunakan pada penelitian ini. Sumber data pada penelitian ini adalah bahan ajar membaca bahasa Inggris yang digunakan oleh guru, siswa SMKN 1 Pangkalan kelas X khususnya jurusan pertanian yang berjumlah 50 orang, dan 1 orang guru bahasa Inggris. Data dikumpulkan dengan menyebarkan angket, observasi dan wawancara.

Hasil penelitian menunjukkan bahwa bahan ajar membaca pada bidang studi bahasa Inggris yang digunakan oleh guru belum memenuhi semua kriteria bahan ajar membaca yang bagus. Bahan ajar membaca tersebut belum memenuhi kriteria autentisitas, realitas, konteks, dan berpusat pada kebutuhan siswa. Dengan demikian dapat disimpulkan bahwa bahan ajar membaca pada bidang studi bahasa Inggris yang digunakan oleh guru pada kelas X di SMKN 1 Pangkalan Koto Baru Kabupaten 50 Kota tidak dapat diklasifikasikan ke dalam bahan ajar membaca yang bagus.

Kata Kunci: Membaca, bahan ajar membaca bahasa Inggris

INTRODUCTION

Instructional materials are a number of materials or a substance of the courses which is

sequentially and systematically set up for the purpose of teaching and learning. It describes the complex materials of the competencies that are going to be mastered by students in learning activities.

Selecting the instructional materials is one of the teachers' tasks. Emphasizing on selecting the interesting and relevant instructional materials plays the important role in teaching and learning. It is caused by English competence in learning activities that must be mastered by the students can be seen from instructional materials selected especially in instructional English reading materials. To improve the student' mastery in reading, it needs good reading materials. So, the English teacher should be selective in choosing a good reading material presented in the textbooks in order to achieve the objective of education.

A vocational school must provide the instructional materials based on the school's curriculum and learning goals. There are many majors in vocational school such as agriculture, and technology. It means that if the vocational school focuses on agriculture, the materials must be provided for agriculture studies, if it focuses on technical it must be provided for technical studies.

In recent year, the teachers are free to choose instructional materials. Teachers may construct the instructional materials from many sources. But there are still some problems in instructional English reading materials used by teachers. On the preliminary study, the researcher found that some students are not interested in reading the instructional English reading materials, the English teacher spend much time using textbooks, and most of the texts used in reading section were not related to students' major as agriculture students. The impacts of those problems make them lack of English reading materials knowledge on agriculture studies.

This study is aimed to find out whether instructional English reading materials used by

teacher at grade X SMKN I Pangkalan Koto Baru have fulfilled the criteria of good instructional materials or not. Good instructional materials should be authentic, realism, match with the context, and focus on the learners' needs.

Talking about instructional Materials, Brown stated that learning material is the systematic description of the techniques and exercises to be used in language teaching classroom. In line with this,¹ Tomlison defines learning material as anything which is used by teachers or learners to facilitate the language learning.² It means that learning materials are not only textbooks, but it covers everything that can be used in teaching and learning process.

Richards states that learning materials serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In other words learning materials is so much related to the students as the ones who receive input during the teaching and learning process.³

Dealing with that theory above, Depdiknas states those instructional materials in general, it consists of knowledge, skill, and behaviors that must be studied by the students to achieve standard competence which is determined. In specific, instructional materials are some kinds of instructional materials which consist of knowledge (facts, concepts, principles, and procedures), skills and behavior or values.⁴

In addition, the components of instructional materials are knowledge, skills, and behavior or values. First, knowledge

¹ Brown H. Douglas.(2000) *Teaching by Prinsiples: An Interactive approach to Language Pedagogy*. San Fransisco: Longman, h. :139

² Thomlison, Brian (2008) *English Language Learning Materials: A critical Review*. London: Gontinum International, h. :2

³ Richards, Jack (2001) *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press, h: 251

⁴ Depdiknas (2006: 4)

consists of facts, concepts, principles and procedures. Facts refer to students' ability to tell about the specific materials such where, what, when, and how they are occurred. Concepts refer to students' ability to definite, classify, and tell the criteria. Principles refer to students' ability to apply, formulate the materials. Procedures refer to students' ability to know the step to do it. Second, skills refer to students' ability of language skill such listening, speaking, reading and writing. Third, behavior or values refer to the instructional materials or the lesson can be taken from the instructional English reading materials.

The function of the instructional materials can help the teachers and students in the instructional activities to achieve learning's goal and curriculum target. Instructional materials are used to support the teaching and learning process. They are not only used to increase students' comprehension, interpreting and gaining the accurate information, but also can determine who passes from instructional objective, and who are the talented students in learning activities. In other word, the materials are very important to build students' knowledge in English and students' characters, especially for English reading skill.

Furthermore, instructional materials have several roles. There are many roles of instructional materials in teaching and learning activities. Maxine states that the role of instructional English reading materials are to provide the basis for what students can learn and what teacher should teach, the process used to select those materials is critical to providing students and teacher with a solid foundation for achievement and successful teaching.⁵ Based on the theory above, materials used have role in instructional activities. The role for a teacher is to give a target to achieve the instructional goal, and for the learner is to

give some beneficial information or knowledge. It also can build the students' character in learning from the materials given; the best choosing materials will give the particular values for the participants.

In addition, Cunningsworth in Richard notes that instructional materials have several roles in language teaching, as follows :

- (a) A resource for presentation instructional materials (spoken and written),
- (b) a source of activities for learner practice and communicative interaction,
- (c) a reference source for learners on grammar, vocabulary, pronunciation, and so on,
- (d) a source of stimulation and ideas for classroom activities
- (e) a syllabus (where they reflect learning objectives that have already been determined),
- (f) a support for less experienced teachers who have yet to gain in confidence.⁶

Then, Dudley-Evans and St. John in Ricard states that materials have four functions, namely; as a source of language, as a learning support, for motivation and stimulation, and for reference

Furthermore, Richards and Rodgers in Nunan note that the role of instructional materials within communicative methodology might be specified in the following terms:

- a. Materials will focus on the communicative abilities of interpretation, expression, and negotiation.
- b. Material will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.

⁵ Maxine, Siregaer (1999) *Selecting Instructional Materials: Guide for K12 Science*. Washinton: National Educational Press, h. 41

⁶ Richard (2001:251)

- c. Materials will involve different kinds of texts and different kinds of media, which the learner can use to develop their competence through a variety of different activities and tasks.

Then, there are some kinds of instructional English reading materials that can be used by the teachers in English teaching. Depdiknas instructional materials consist of printed materials such as hand out, module, students' work sheet, leaflet, wall chart; audio-visual such as film, VCD; Audio such as radio, cassettes, CD, audio; visual such as photographs, picture, model, and multimedia such as Interactive CD, computer based, and internet.⁷

Heinich, et al. support that in teaching and learning process teachers can use the printed materials include textbooks, fiction and non-fiction books, booklets, pamphlets, study guides, manuals and worksheets.⁸

Next, Gujjar & Malik explain that there are three kinds of materials such; specially written correspondence texts or lessons, textbooks; specially written or already published, supplementary items; notes on broadcasts, assignments, instructions, drawing, photographs, maps, charts, journal, newspapers, periodicals, reading guides, and bibliographies.⁹

It can be concluded that there are many kinds of sources of instructional material that can be used by the teacher in teaching and learning activities. In this study the printed materials were chosen to be analyzed.

Furthermore, Good instructional English reading materials have some criteria. Clarke (1989) states that communicative

methodology is important to be included in the learning materials. It means that a good learning material has to contain communicative aspects in order to be able to fulfill their role in the learning process. The aspects are:

1. Authenticity

A communicative learning material should be authentic. Authentic materials mean materials that have been produced to fulfill some social purpose in the language community (Peacock, 1997). It exposures to real language and its use in its own community. Authentic materials can provide real life situation to the classroom so the students will be able to learn a meaningful communication. Jordan (1997:113) discusses about authentic texts. He states that authentic text is a text that is not written for language teaching purposes. For examples; newspaper, magazines, film, photographs, Brochures, songs, etc. In addition, Martinez (2002:1) defines authentic materials as the materials designed for native speakers of English used in the classroom in a way similar to the one it was designed for.

More detailed definition of authentic materials is given by Richards (2001:252) who states that authentic materials refers to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specifically prepared for pedagogical purposes. Then, Wallace says "as soon as texts, whatever their original purpose, are brought into classroom for pedagogic purposes they have, arguably, lost authenticity." It means that authentic materials are materials which are produced not for pedagogical purposes. From the previous definitions stated by experts, it can be summarized that authentic materials is the materials which are naturally created for native speakers for communicative purpose but can be used

⁷ Depdiknas (2007: 148)

⁸ Heinich, Robert, et al (2002). *Instructional Media and Technologies for Learning*. 7th ed. Merrill Prentice Hall. Pearson Educational, Inc. h. 75

⁹ Gujjar, Aijaz A dan Malik, M. Ashraf (2007) *Preparation of Instructional Material for Distance Teachers Education*, h. 56

as a material in the classroom, either spoken or written, or the materials which are created not specially for pedagogical purposes.

It is significant since it increases students' motivation in learning, makes the learner be exposed to the real language. Phillips and Shettlesworth in Richards notes that advantages claimed for authentic materials are:

- a. They have a positive effect on learner motivation because they are intrinsically more interesting and motivating than creating materials
- b. They provide authentic cultural information about the target culture
- c. They provide exposure to real language
- d. They relate more closely to learners' need and hence provide a link between the classroom and students' needs in the real world
- e. They support a more creative approach to teaching."

Then, Martinez (2002:1-2) also stated several advantages of using authentic materials, they are as follows:

- a. Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist
- b. Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value
- c. Textbook tend not to include incidental or improper English.
- d. They can produce a sense of achievement, e.g., a brochure on England given to students to plan a 4-day visit

- e. The same piece of material can be used under different circumstances if the task is different
- f. Language change is reflected in the materials so that students and teachers can keep abreast of such changes.¹⁰

From the advantages of authentic materials previously mentioned, it can be seen that authentic materials as a material which is originally not purposed for pedagogical purpose can bring beneficial value if it is applied properly in the classroom

2. Realism.

A communicative learning material has to be real. It is something that can be seen and can be touched by the learners. It is important to increase the students' curiosity as well as their understanding toward the subject matter.

3. Context

A communicative learning material should match with the context. It includes to the situation of the classroom, the students, and the subject being taught.

4. Focus on the learners' needs

In teaching and learning, students should be the focus of the learning process. Communicative learning materials have to make the students become its focus in the process of learning in order to achieve the learning goals. It means that students are the intended audience for the instructional English reading materials. Instructional English reading materials used by the teacher should be focus on the needs of the students.

¹⁰ Richards (2001:252-253)

Talking about students' needs, it is very important to be analyzed by the teacher before constructing the instructional materials. Students' needs means what the students know already and what they have to know. According to Nunan, needs analysis is set of tool, techniques, and procedures for determining the language content and learning process for specified group of learners. In addition, Richards states that needs analysis refers to the activities involved in gathering information that will serve as the basis for developing curriculum that will meet the learning needs of a particular group of students.¹¹ It means that needs analysis is very important to make sure that the course will contain relevant and useful things to learn.

Furthermore, needs analysis is conducted to gather information about the students' needs to create learning materials that suit to the needs of the students so that the perfect course can be created. Richards (2001:52) notes that there several different purposes of needs analysis, as follows:

1. To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university students.
2. To help determine if an existing course adequately addresses the needs of potential students.
3. To determine which students from a group are most in need of training in a particular language skills.
4. To identify that change of direction that people in a reference group think is important.

5. To identify a gap between what students are able to do and what they need to be able to do.
6. To collect information for a particular problem learners are experiencing.

Based on the explanation above, it is clearly stated that good learning materials should have the characteristics above. It should be authentic, realism, based on the context, and focus on the learners' needs.

METHOD

This research is classified into descriptive qualitative research. The purpose of this research is to gain the information about phenomena in order to describe existed condition in the field. Gay points out that a descriptive study determines and describe the way things are. In addition, he also states that descriptive qualitative is based on the collection and analysis of non numerical data such as questionnaire, interviews, and other more discursive sources of information.

This research was conducted at SMKN I Pangkalan Koto Baru 50 Kota Regency especially at agriculture classes of grade X academic year 2011 / 2012. The researcher chooses the agriculture classes because agriculture is the new major at this school. So the researcher wants to analyze the reading materials used by teacher at these classes. The data were collected on 8-12 September 2011.

In this study, the source of the data is the instructional English reading materials used by the teacher at grade X of SMKN 1 Pangkalan Koto Baru 50 Kota Regency. To get more information about the instructional English reading materials used by the teacher, the researcher did the observation, distributed questionnaire to the students, and interviewed the English teacher. It means the teacher and students are also source of the data.

¹¹ Richards (2001:252-253)

Based on the information from the headmaster of this school, there is one English teacher who teaches at grade X of SMKN 1 Pangkalan Koto Baru, and agriculture class has two classes. Each class consists of 25 students. So there are 50 students at the agriculture class.

Furthermore, in this study, the questionnaire, observational checklist, and interview were used as the instruments.

1. Questionnaire

The researcher used questionnaire to gain information about reading materials from the students. As Brown stated that questionnaires of all kinds may turn out to very useful in gathering large-scale information on the needs of the students.¹² The scale that was used in this affective test was Likert scale which required respondents to respond to a series of statements by indicating whether she/he strongly agree (SA), agree (A), is undecided (U), disagree (D), or strongly disagree (SD)¹³. The example of questionnaire can be seen on Appendix 1.

2. Observation

Observational checklist was used as the other instruments in this research. This was because the researcher did observation as one of the technique of data collection. The researcher used observational checklist to record the real situation in the classroom in reading section when teacher used reading materials and other indicators as listed in appendix. The form of observational checklist can be seen on Appendix 2

3. Interview

The third instrument that was used is the interview. The researcher used interview as an enrichment

instrument to collect additional data about reading materials used by teacher. Interview permits researcher to obtain important data they cannot acquire from observation alone; although pairing observations and interviews provide a valuable way to gather complementary data¹⁴.

In collecting data, the questionnaires were distributed to the students. After the students return the questionnaires to the researcher, the researcher read the students answers in the questionnaire and counted them in order to get the data of this research. Meanwhile, recording of classroom activity about instructional English reading materials used by teacher in the form of observation checklist was gathered in two meeting. The researcher took a role as a nonparticipant observer and had a seat at the back of the classrooms to prevent disturbing students' concentration. A non participant observer is an observer who visits a site and record notes without becoming involved in the classroom activities¹⁵. The researcher took notes about issues or things that being observed during the observation.

For teacher, the researcher conducted an interview in order to gather deeper information from teacher. The researcher asked general questions about reading materials used by teachers. The researcher recorded teacher's answers and make the transcription of it.

In analyzing the data, technique of data analysis proposed by was used. Gay states that there are five steps of analyzing qualitative data, they are; data managing, reading or memoing,

¹² Brown (1995: 51)

¹³ Gay, (2009:150)

¹⁴ Gay, (2009:370)

¹⁵ Cresswell, (2008:222)

describing, classifying, interpreting, and representations the finding in a written report.¹⁶

1. Data Managing

Data managing involves creating and organizing the data collected during the study. The researchers gave the questionnaire to the participants, and then collect them after the participants answer the questionnaire. The researcher interviewed the participants to gain more data about the materials are taught during the teaching and learning in classroom activities.

2. Reading/Memoing

In this step, the researcher read the answer of the questionnaire and writes into research report. The data came from interview were made into transcript as a researcher report.

3. Describing

Describing involves comprehensive descriptions of the participants, setting, and the phenomenon studied to convey complexity of the research. In this step, the researcher made the description based on the participants' answer of questionnaire and interview taken during in the field.

4. Classifying

Classifying is the process of breaking down data into smaller units. In this research, the data gathered was classified into; each of indicators of the research

questions toward the instructional English reading materials.

5. Interpreting

In this step, the data were interpreted into conclusion. The interpretation involves the understanding about the data from each of research questions. Finally, it was drawn into the research report.

DISCUSSION

The discussion of research finding is about instructional English reading materials used by the teacher. Dealing with this research finding above, it can be seen that there were some aspects in instructional English reading materials that can be analyzed. This research analyzed it based on the criteria of good instructional English reading materials namely; authenticity, realism, context, and focus on the learners' needs. It was supported by the theory proposed by Clark who stated that communicative methodology is important to be included in the learning materials.¹⁷ It means that good instructional English reading materials have to contain communicative aspects in order to be able to fulfill their role in the learning process. The aspects are authenticity, realism, context, and focus on the learners' needs. The result of this research showed that instructional English reading materials used by the teacher did not fulfill all of the aspects of good instructional English reading materials. Teacher did not use authentic materials because it was difficult to find such materials. When the teacher was interviewed, the teacher answered that it is difficult to find instructional English reading materials from the magazine, newspaper, television, internet, etc. The teacher also lack

¹⁶ Gay (2000: 241)

¹⁷ Clark (1989)

of knowledge in browsing the internet so that instructional English reading materials could not be found from the internet. Then, the supporting facilities at this school were not complete. There is no magazine, journal, and books related to agriculture except the textbooks.

The instructional English reading materials used by the teacher also did not fulfill the realism aspect. Teacher did not use realistic materials in teaching reading. It was also caused by the difficulty in finding the realistic English reading materials. Then, the instructional English reading materials used by teacher did not match with the context since it was not related to the students' major. Teacher only use texts in the textbooks for tenth grade student of SMK without selecting the texts which match with the context. It was caused by the lack of books which related to agriculture that can be used by the teacher for the sources of the instructional English reading materials at this school.

Furthermore, the instructional English reading materials used by the teacher also did not focus on the learners' needs. When the teacher was interviewed, the teacher said that instructional English reading materials used in teaching reading were not specially chosen based on the learners' needs. It was only taken from textbook for tenth grade of SMK without considering whether it focused on the learners' needs or not. It was caused by the lack of teacher's knowledge about learners' need and its importance in constructing instructional English reading materials. All of the cases above were also caused by the headmaster of this school did not complete the facilities of this school that supported the teacher task in constructing instructional English reading materials. Then, the teacher almost never follow seminar on instructional materials construction so that the teacher lack of knowledge about how to construct good

instructional materials especially instructional English reading materials

CONCLUSION

There are several conclusions, as follows:

1. Instructional English reading materials used by the teacher at grade X SMKN I Pangkalan Koto Baru are not authentic.
2. Teacher used instructional English reading materials which are not fulfill the realism aspect.
3. Instructional English reading materials used by the teacher do not match with the student major; it means teacher used instructional English reading materials which do not match with the context.
4. Instructional English reading materials used by teacher do not fulfill the aspect of focus on the learner' needs.

In short, instructional English reading materials used by teacher at grade X SMKN I Pangkalan Koto Baru 50 Kota Regency do not fulfill yet all the criteria of good instructional English reading materials. It means that the instructional English reading materials used by teacher cannot be classified into good instructional English reading material.

REFERENCES

- Ary, Donald, Jacobs, and Asghar Razavieh. (1985). *Introduction to Research in Education*. (3rd ed). New York: CBS College Publishing.
- Brown, H. Douglas. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed). San Francisco: Longman.

- Clarke, D.F. (1989). *Communicative Theory and Its Influence on Materials Production*. *Language Teaching*, 22, 73-86. Cambridge: Cambridge University Press.
- Cresswell, John. (2008). *Educational Research*. New Jersey: Pearson Merrill Prentice Hall.
- Darsono, M. (2000). *Faktor yang Mempengaruhi Keberhasilan Belajar Siswa*. Semarang: IKIP Press.
- Depdiknas. (2006). *Pedoman Memilih dan Menyusun Bahan Ajar*. Jakarta: Depdiknas.
- _____. (2007). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru*. Jakarta: BSNP.
- _____. (2007). *Materi Sosialisasi dan Pelatihan Kurikulum Tingkat Satuan Pendidikan (KTSP) SMK*. Jakarta: Depdiknas.
- Freeman, Donald. (2000). *Designing Language course, a guide for teacher*. New York: Heinle & Heinle Publisher.
- Gay, L.R, Mills, and Peter Airasian.(2009). *Educational Research: Competencies for Analysis and Application*. New Jersey: Pearson.
- Gujjar, Aijaz. A. & Malik, M. Ashraf. (2007). "Preparation of Instructional Material for Distance Teachers Education." *Journal of Distance Education*. Turkish: TOJDE. https://tojde.anadolu.edu.tr/tojde25/pdf/article_4.pdf
- Harlen, Wynne. (1994). "Evaluating curriculum materials." Edinburgh: *The Cottish Council Research in Education*. <http://english.moe.gov.tw/public/Attachment/6679511871.pdf>
- Harmer, Jeremy. (2002). *The Practice of English Language Teaching*. (3rd ed). Completely revised and updated. Cambridge UK: Longman.
- Heinich, Robert, et al. (2002). *Instructional Media and Technologies for Learning*. 7th ed. Merrill Prentice Hall. Pearson Education, Inc.
- Jackson, Robert, et al. (2010). *Materials used to teach about world religions in schools in England*. London: University of Warwick.
- Johnstone, Richard. Jounghin Gordon. (1997). *Designing Print Materials for Flexible Teaching and Learning in Law*. Sydney: NSW.
- Jotia, Lathi & Matlale. Jubi. (2011). "Use of Instructional materials in social studies: impact on students' performance in primary school leaving examinations in Botswana." *European Journal of educational studies*. Botswana. Ozean Publication. http://www.eurojournals.com/ejsr_43_3_12.pdf
- Karnes, A. Frances & Bean. M. Suzanne. (2009). *Method and Materials for Teaching the Gifted*. (3rd ed). Texas: Prufrock Press. Inc.
- Kastaredja, Suhanto. (2008). "Developing the English Instructional Materials through the Genre Approach for the First Semester of Year Twelve at the State Senior High School 14 and 17 of Surabaya." Surabaya: *Unpublished Thesis of the Instruction Technology Program*. The Graduate Program. The University of PGRI Adi Buana of Surabaya.
- Kumar, Anil. (1999). "Development of Evaluation Criteria for Self – Instructional Materials for Distance Education." New Delhi. http://cemca.org/disted/Kumar_Anil_0284.pdf

- Martinez, Alejandro G. (2002) “Authentic Materials: An Overview.” (Online). Retrieved from <http://www.3telus.net/linguisticissues/authentic-materials.html> on July 9th 2011 at 11:41 A.M.
- Maxine, Singer. (1999). *Selecting Instructional Materials: Guide for K-12 Science*. Washington: National Education Press.
- McArdle, Geri. (2010). *Instructional Design for Active Learning*. New York: AMACOM.
- Nunan, David. (1999). *Second Language and Learning*. Boston: Heinle and Heinle.
- (2000). *Language Teaching Methodology: A textbook for teacher*. Kuala Lumpur: Pearson Education Ltd.
- O’Malley, J. Michael & Pierce Lorraine Valdez. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. New York: Addison-Wesley Publishing Company.
- Rea-Dickins, Pauline & Germaine Kevin. (1993). *Evaluation*. New York: Oxford University Press.
- Richards, Jack. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Rohmawati, Ria. (2011). “An Analysis of Reading Materials in “Interlanguage” Textbook for the Tenth Grade of Senior High School Published by Grasindo.” *Unpublished Thesis. Universitas Muhammadiyah Gresik*.
- Sunday, Afolabi.s. Joshua. Adeleke. (2010). “Assessment of Resources and Instructional Materials Status in the Teaching of Mathematics in Southwestern Nigeria.” *European Journal of scientific research*. Nigeria.
- http://www.eurojournals.com/ejsr_43_3_12.pdf.
- Tahir, Irfawati. (2011). “Reviewing Reading Materials in the “Interlanguage: English for Senior High School Students XI” Textbook.” *Unpublished Thesis*. Graduate Program of English Language Teaching of State University of Malang.
- Tim Peyusun. (2010). *Pedoman Umum Penulisan Bahan Ajar*. Malang: Program Pascasarjana Universitas Brawijaya Malang.
- Tomlinson, Brian. (2008). *English Language Learning Materials: A critical Review*. London: Continuum International Publishing Group.
- Trianto, (2009). *Mendesain Model Pembelajaran Inovatif–Progresif: Konsep, Landasan, dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Kencana.
- _____ (2010). *Model Pembelajaran Terpadu: Konsep, Strategi, dan Implementasinya dalam Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Bumi Aksara.
- Weir, Cyril. J. (1990). *Communicative Language Testing*. New York: Prentice Hall.