

The Power of Instructional Materials in Teaching Students' Speaking Skill

Rina Asrini Bakri

rinaasrini@yahoo.com

STKIP YPUP Makassar

Saiful

saiful@unismuh.ac.id

Universitas Muhammadiyah Makassar, Indonesia

Hamid Ismail

hamidismail.mid@yahoo.co.id

STKIP Kie Raha Ternate

Nur Aeni

nur_aeni@unm.ac.id

Universitas Negeri Makassar

St. Asriati AM

sittiasriati@unismuh.ac.id

Universitas Muhammadiyah Makassar, Indonesia

Abstract

Teaching English is very difficult and it is not an easy job. It is different from another subject as it is not our language. In teaching English, the English teacher should have some strategies and they are supposed to build up the students' motivation, help and mediate the students with some strategies, techniques, and also method of learning therefore they can reach the language development. In SMAN 1 Bontonompo Selatan Gowa the English teacher contributed such many ways in help their students, the researcher is interested in observing and requiring such the information related to the teaching speaking and formulated this research that analyzed (1) the teachers' strategy in developing students' speaking English with instructional material (2) the implementation of instructional material. The research design described through descriptive as the result taken from observation, interview, and documentation. The result of this research finds that the teachers develop their strategy with instructional material and the students have good response towards the strategy.

Keywords: *Speaking skill, instructional material, students' responses.*

INTRODUCTION

Education is a process of human growth by which one gains greater understanding and control over one self and one's world. It involves our minds, our bodies and our relations with the people and the world around us. Whereas education takes many institutional forms, strictly speaking it is a process of an activity characterized by continuous development and change. Education is important because it equips us all that are needed to make our dreams come true.

Education gives us knowledge of the world around us. It develops us a perspective of looking at life. It helps us to build the opinions and have points of view on things in life. There are many kinds of educations. One of them is English language study. Learning English is needed since it is a global language used in both pleasure and business, such as wider network of relationship, ease to travel to any English countries without translator and more job opportunities opened. In English, there are four skills that must be mastered well: reading and listening as receptive skills, speaking and writing as productive skills (Harmer, 1998: 285). Receptive skill means comprehending the meaning of the word in the target language and relating them to the native language. Meanwhile, in mastering productive skill, students are expected to put their ideas into conversation or written form. English is well-known used as the international language, it is very important to learn and have to be learned by Indonesian's students although it cannot be denied that English is very difficult for them. They consider that English is difficult and lack of interest and motivation to study due to this cause. It is the role of English teacher to make English classroom more interesting and motivates students in learning. Besides that, English teacher should have some strategies in teaching and always looks for ways to make the teaching of English more interesting to the students.

Teaching English is very difficult and it is not an easy job. It is different from another subject as it is not our language. In teaching English, the English teacher should have some strategies and they are supposed to build up the students' motivation (Saiful, 2019). It is not only by asking them to study hard but how to make them interested in and we should have strategies or good model that suitable with the students' need in learning English and also we present the material in teaching learning process by using some comfortable strategies which can make students interested in (Tomlinson, 2008). However, in our daily lives, most of us speak more than write. Speaking is fundamental in human communication. It can be seen by comparing the different conversation we have done in one day with how much written communication we do in one day. In teaching speaking, some teachers get difficulties in choosing right instructional material. Instructional material is the kind of material that used by the teacher in learning process. It is written or non-written materials (Amri, 2010: 159). There are several purposes of using instructional material: the instructional material provides the material that students need, helps the students to get the alternative textbook, eases the teacher in learning process, and makes the effective communication in learning process (Amri, 2010: 160). The good material would give the deeply understanding to the student and catch their interest in learning process. The types of instructional material are various: visual, audio, audio visual, interactive instructional material. It is important to know the types of the instructional material, because it can influence the result of the instructional material that is developed by the teacher. If we know the types of the instructional material, the teacher will easy to develop it. Based on the description above, the researcher believes that English for Senior High School will be understood by the students if they have high interest with this lesson and the various strategies in teaching English are needed to make English will be more effective and activated them in the classroom. The researcher formulated the following research questions: Based on the problems stated above, the objectives of this research are:

1. How does the teacher develop the speaking English teaching strategy with instructional material in SMAN 1 Bontonompo Selatan?
2. How does the teacher implement the instructional material in teaching speaking at the twelfth grade students of SMAN 1 Bontonompo Selatan?

METHOD

In this research, the researcher used the descriptive research. The researchers choose this design because this research obtains information concerning the current status of the phenomena to describe “what exists” with respect to variables or conditions in a situation. The researcher used descriptive as the research method to describe about the use of instructional material as the strategy in teaching speaking English in SMAN 1 Bontonompo Selatan Gowa, the way how teacher developed the speaking English teaching strategy by using instructional material, and the implementation of the instructional material in teaching speaking. Subject is an individual who participates in the research, or is someone from whom the data are collected. The researcher chose three English teachers of the third grade of SMAN 1 Bontonompo Selatan Gowa. The teachers were invited to participate in this research because of some criteria such as the teacher’s educational background, experience, and knowledge that they have. The instrument of this research used observation checklist, interview, field notes and documentation.

FINDINGS AND DISCUSSIONS

Based on the result of the interview in SMAN 1 Bontonompo Selatan Gowa., there are two kinds of instructional materials; the first instructional material is visual instructional material and the second instructional material is audio instructional material. Based on the observation in SMAN 1 Bontonompo Selatan Gowa, the visual instructional material is textbook. Teachers used textbook to provide the speaking English material in the classroom. Since the materials in the textbook should be able to give stressing point and value to the students or give benefit, it is important to investigate the strength of the textbook. In the textbook, the materials are written based on the value and benefit. It is shown by some materials such as: questions, dialogues, jumbled sentences, language in use and etc. Those materials are very useful for the students’ reality life because they will need those materials in communication.

The appropriateness of the speaking materials to the students’ interest are very important because it will arouse the students’ motivation in the learning process, since the students’ motivation rise when they enjoy the materials. This is indicated by the presentation of the speaking materials that present some types of speaking materials, such as giving response, delivering expressions, and etc. These expressions can motivate the students to practice and apply these expressions with their friends or family in their social relationship. Textbook uses the authentic sources. It is proven by the presentation of the speaking materials that presents the materials which are taken from the authentic sources such as from the authentic interaction, pictures, photographs, song lyric and etc. The textbook needs to be designed attractively. It helps the students to comprehend, build interest and motivation.

Based on the documentation of the textbook, there are five forms of speaking materials which are presented in the textbook. First, the language function which are implemented in transactional and interpersonal talks, presented in the form of dialogues. The students are asked to practice the dialogue after they learn it. It may help the students act as they are in the real situation. Second, the speaking materials are presented in the form of incomplete dialogue. The students are asked to complete the dialogue with the words or sentences provided. Third, make up dialogue are also presented in the textbook, the students are asked to create a dialogue based on the given situation, and they must act out those dialogues. Fourth, the speaking materials of the textbook are presented in the form of made up oral monologue based on the situation. Last, the speaking materials in the textbook are presented in the form of expression, by presenting the

speaking materials in the form of expression; it can make the students comprehend the materials easily. All materials used are based on the standard content of curriculum.

In the interview, teacher said that most of the students have the textbook. It makes the teacher easy to give the materials, because they learn it at home before coming to school.

1. The teachers' strategy in developing students' speaking English with Instructional Material

Based on the interview with the teachers, the purposes of developing the materials are to achieve the goal of learning, and to ease the students in the learning process. The preparation of the students' activity is the important aspect in the learning process at the classroom. It is important because without any preparation it will make the learning process ineffective.

Based on the observation and interview, each teacher has respective way in developing the speaking English teaching strategy with instructional material. One of the teachers showed her own way in developing the speaking English strategy with instructional material in which by grouping the students that the teacher could check or control the students' participation in group. And the one also showed his way by giving direction to the students to make them speak confidently. The teacher gave the appropriate materials with the students need. Teacher made the students become more active in the classroom with the chance to deliver their ideas. It is happened because the students' existence in delivering their ideas is the part of the thinking process and it can show that the students understand the lesson. While the one also showed her way in which the teacher created a good technique to deliver the lesson so that the students feel interested to the lesson. In the other hand, the teacher gave the written information to the students, not only from one book but also from various books. This shows that the teacher has readiness in the learning process.

In the observation at the classroom, students gave a good response to the development of the instructional materials. It was shown when the teacher gave the students the chance to make a statement; most of the students raised their hands and ready to give the statements about the lesson. This is the great achievement of the teachers to catch the students' interest and attention. Therefore, it is important to give the motivation to the students in the learning process.

Based on the interview and the documentation in SMAN 1 Bontonompo Selatan Gowa., teachers use 3 textbooks in teaching English, they are "Get Along with English, Global Excess, and English Grammar by Betty". In the interview, one of the teachers said that he would also try to catch the students' interest with Power point slide. The summary of the material sometimes is delivered through power point presentation; it successfully catches the students' attention. The learning process becomes more enjoyable. The material served so attractive, colorful and has a sound. It makes the effective learning process and makes the teacher becomes easier to give the explanation.

2. The Implementation of Instructional Material in the Classroom

Based on the interview at SMAN 1 Bontonompo Selatan Gowa, there are two kinds of instructional materials used by teachers in teaching speaking to the third grade students. There are visual and audio instructional materials. When the researcher conducted the observation, however, the sole instructional material used was textbook. The implementations of speaking instructional material used by teacher are presented as follows:

The speaking learning process needs the instructional material that can stimulate the students to study harder, especially for visual instructional material. It is happened because in the visual

instructional material or textbook, there are some exercises that must be done by the students. Based on the observation at SMAN 1 Bontonompo Selatan Gowa., the teaching speaking by using instructional material in the classroom was designed to make the students speak. The researcher observed three English teachers in separated occasions and classes according to their schedule. The researcher conducted the observation four times for whole teachers being observed. Two of them were only observed once as they had no more speaking class on the time. The teachers taught in their own ways .The following are the implementation of the textbook in the classroom held by each teacher in SMAN 1 Bontonompo Selatan Gowa.

3. The result of the first observation

The 1st observation was held on Tuesday, February 9th, 2021, at 09.00 through google meet platform, the teacher began the class in due course. At the beginning of the lesson (pre activity) teacher greeted the students by saying “Assalamu Alaikum, good morning, how is life today? Do you like study English? Are you ready to study? “Then the teacher checked the attendance list. After that the teacher stated the goal or objective of the lesson for the period, it was dealing with “reservation”. Afterwards the teacher reviewed the previous lesson by giving some questions and short conversation. Here, the teacher did a brainstorming technique by asking the students some questions existing in the book such as “what would you say if you wanted to make a reservation? What kinds of question does a receptionist usually ask when you make a reservation? What information should you give to a receptionist? So, the students were anticipated to be able to express possible answers, relevant words and ideas. This activity encouraged students to focus on a topic and contribute to the free flow of ideas. Some students answered those questions in their own ideas in line with the situation given.

The teacher came into the whilst activity: in this phase, the teacher gave instruction to the students to see material and have them to read the dialog in the book. When students reading the dialog, the teacher paid much attention to their pronunciation as the teacher wanted to recognize when students do not understand. Here, a few students could not pronounce some words accordingly. It was not only the pronunciation affair but also in mentioning the same numbers that come repeatedly like in the following phone number: 75554321. They mentioned them one by one” five, five, five”. It should be “triple five”. These problems were fixed by the teacher. After reading the dialog, the teacher applied the role playing technique to bring the material into the students’ mind. Role playing allows students to take risk-free positions by act out characters in hypothetical situation. It can help them comprehend the range of concerns, values, and position held by other people. Role playing is an enlightening and interesting way to help students see a problem from another perspective.

Here, the teacher forced the students to express their ideas through conversation. Teacher suggested the students to create their own dialog but it still appropriated with the content of the dialog existing in the book. The students simply changed the information revealed by the caller or guest as stated in the dialog. The teacher ordered the students to do any kinds of reservations like room reservation, food reservation, seat reservation in a restaurant or ticket reservation. Here, the teacher allowed sufficient time for completion, and instructed them to do the dialog in-pairs, had them to present it in the virtual class afterwards.

After several minutes, almost of the whole pairs finished. Before starting, the teacher clearly explained directions or procedures in which the teacher had the students to show their pens and books forward to the camera, and pleased them to have a seat. They did not look at each other as they were ordered to sit in counter direction. One student acted out as a receptionist while the

one acted as a caller/guest. The dialog finally started. The information from the caller was really noted by the one playing as a receptionist as he/ she had to repeat the information in detail at the end of conversation. Each pair came to take action position in front of the camera to practice their own dialogue. In presenting the dialog, a pair of students could not mention the phone number properly. Here, the teacher strictly gave a comment to all students regarding the stressing point in mentioning the caller/ guest's phone number. Teacher said that each digit of the phone number must be stressed. For instance in phone number 0411 the students read with "zero, four, one, one". The teacher fixed it by "zero, four, double one". Teacher asked them to imagine where they did the dialogue and made the right expressions. The whole class was laughing when one of the pairs made a funny dialogue. Teacher gave comments to the students about their dialogue and praised them for contributions that deserve commendation. In this occasion, the researcher was asked by the teacher to go along the dialog with one of the students. I played role as a caller/ guest, while one of the student pointed acted as a receptionist. The dialog was fabulous. This was about how to handle and how to make a room reservation.

Almost whole of the class did it great, but there were some students who had not fully used the common expression dealing with reservation in their practice. Teacher explained that common expressions are very essential especially in making a reservation, helping with reservation, confirming a reservation, canceling a reservation, complaining about something, making arrangement or appointment. In post activity, the teacher gave a chance to the students to make comment or asked about the lesson. Students gave a good response to the teacher, they raised their hands and gave comment and also asked to the teacher when they did not understand with teacher's explanation. The teacher answered students' questions clearly and directly. After that, the teacher summarized and distilled main points at the end of class, then extend the motivation to make them active in practicing speaking, and closed the lesson by saying, "thank you and good morning".

4. The result of the second observation

The second observation was conducted on Tuesday, February 16th, 2021 at 09.00 a.m. Before the teacher began the class, the students made a report to the teacher concerning their readiness in following the lesson. The report was done under the command of a student standing in front of the camera. The wordings of the report were: "stand up please....., let's greet to the teacher", then others students responded and greeted enthusiastically by saying "good morning Sir", we are the third students of "Food and Beverage Product and Food and Beverage Service" ready for studying English. Then a student giving a command asked another student to take a pray in their respective faith. After praying, the teacher asked the students' condition and gave a short motivation to make the students speak. Teacher had one student who did not concentrate to come forward to repeat what her friends had just said when making a report to the teacher and the student acted it out. This aimed to make a practice of speaking. Ensuring the students that they have the book. The teacher then checked the students' homework submitted through google form. Later, he pleased the students to open the book. Here, she stated the topic of the lesson to be learned. It was about reservation. Before coming to the main topic, he addressed some questions existing in the textbook to the students as warming up and brainstorming. Those questions were: who have ever stayed in a hotel? Some students answered "yes", while the others said "no". What should you do first before you go there? Various answers appeared like: prepare clothes, prepare money, etc. In peak seasons, what should a person do before they stay in a hotel in order to get a room? The students could not answer it. Here, the teacher included illustration to

make the students understand this question. The teacher said: if the hotel is in Jakarta, while you are living in Makassar, must you go to Jakarta to book the hotel in the morning, and then come back in the afternoon for the day simply want to book the room? Students said "no". Teacher: So, what do you have to do? Some students finally found the answer. Students: "Book the room by phone". Teacher said: "that's right!!! You can also book the room by e-mail."

In whilst activity, the teacher had the students to pay attention to the picture and pleased them to answer the questions. The picture is about the two people being in a receptionist counter. The man is the receptionist and the woman is the guest. The teacher then asked the following questions: Where are these people? What are they doing? The teacher wanted the students to mention where it was and what the people were doing on the picture. The students answered in various comments.

Furthermore, the teacher created a warm atmosphere in the class by singing. The title of the song was "the more we get together". The students were divided into two groups. The students being by the right side of teacher began in advance then followed by the students being by her left side. The volume of their voices sometimes changed (high and low) according to the command shown by the teacher in front of the class. They sang the song several times. Both teacher and students sang enthusiastically. After singing, the teacher continued the lesson. Here, the teacher had the students to arrange the jumbled sentences to make a good dialog. The dialog was about room reservation. The teacher allowed sufficient time for completion of the students' activity. Here, the teacher was not standstill, but used a variety of spaces in the classroom from which to present material. When the student finished, the teacher provided practice time, provided opportunities for dialogue about the activity with peers. He communicated a sense of enthusiasm and excitement toward the content. Explaining difficult terms, concepts, or problems in more than one way. In post activity, students made the report of their discussion and the teacher concluded the lesson instructed then by giving questions to some of the students at random. Teacher gave them an assignment. Teacher told them of the next meeting lesson. Teacher suggested to the students that they keep studying hard. Closed the class by saying "thank you and Assalamu Alaikum".

5. The result of the third observation

The 3rd observation was undertaken on Tuesday, February 22nd, 2021, at 09.00. In pre activity, the teacher greeted the students "good morning everybody, how are you and the students responded" good morning sir, we are fine". Teacher: thank you. Teacher then reviewed the previous lesson. It was about the reservation as well but they talked about listening. The teacher then stated the topic and explained objective of the lesson for the day. Teacher: well, we would continue about reservation, I hope that every one of you has the ability in question, I give response; I give statement, then I want to see how you respond. The teacher pointed one student named Ikhwan to give response to what he would say. He said, please give me response: "may I reconfirm my flight sir? The student did not answer it right away, he took time to think. After a few seconds he finally answered," can I know your name?". Yes....., that is, teacher said. That's a good response (teacher praised the student for contributions that deserve commendation). Here, the teacher gave additional explanation regarding the importance of asking the caller's name when handling or helping the confirmation of a reservation.

In whilst activity, the teacher pleased the students to read the book for five minutes and had them to give response without looking up on the textbook afterwards. After the given time was up, the teacher allowed opportunity for individual expression. Here, all students took their turn to

express their ideas. It was good of the teacher to have the students to be active in learning process. The teacher pointed two students in different times to become a pair in conveying the expressions dealing with reservation. The teacher chose two students all at once on purpose; with the result that they could express the different ideas. The expression used by the second speaker depended on the kind of expression revealed by the first speaker. The teacher did not tell the students what they should say. The teacher simply directed the students, and then they could choose any expressions (whether in making, helping, confirming or canceling a reservation). After clearly explained the directions or procedures, later the teacher called the first pair. Teacher: Ahmad Yaftah? , you partner with Indriani. Ahmad: good morning, Ahmad speaking may I help you? Indriani could not respond. The teacher then pleased another student named Ikhwan. Ikhwan: I want to make a reservation. After that, the teacher had the next two students to mention the kind of expressions used by the first and the second speaker (whether it was making, helping, confirming or canceling a reservation). The first student answered, "Helping" Sir. And the second one answered, "Making" Sir. The teacher praised them. The teacher continued to have the next pair to do the same thing and had another student to mention the kind of expressions delivered by their friends. The teacher encouraged students to respond to each other's questions. The teacher did it until all the students got their turn to speak. Each student revealed the different kind of expression.

After finishing that session, the teacher gave a short explanation concerning the use of modal auxiliaries. The teacher wrote those modals on the white board (may, will, would, could, can). Teacher said that those modals could not be followed by "to infinitive". They must be followed by infinitive without "to". Teacher gave the example: I can read, I can speak. The teacher also gave an example of wrong sentence that the teacher found on students' writing in using modal before. Teacher: "I can to speak". The teacher pleased the students to repeat it. They all laughed of it. The teacher gave more examples. Teacher: I can make a reservation or can I help you? or can I make a reservation? The teacher gave the example of a negative sentence as well. Teacher: "I can't make a reservation".

Before coming to the next step, the teacher asked the students whether they had a question or not. But the students gave no question. Teacher then had them to look activity nine in the textbook and afterward asked the students to make group of four. Grouping the students would help the teacher in checking or controlling their participation easily. In this phase, the teacher wanted the students to create their own reservation dialog based on the situations stated on the textbook. The two situations were about room reservation and table reservation which were written in the form of paragraphs. The students rearranged them become a dialog. One group made two dialogs, since one group consisted of four students, so, they divided into two without moving from their seats. The teacher then appointed two students to read the text in situation 1 and situation 2. After that, the teacher read the text sentence by sentence then pleased the students to translate it. Here, the teacher helped the students to explain difficult terms, concepts, or problems in more than one way. Knowing that the students have understood the situations, the teacher allowed sufficient time for completion afterwards. Varied the pace to keep students alert. The teacher provided practice time soon after the students having arranged the dialogs. The dialog was done smoothly.

In post activity, the teacher summarized and distilled the main point and then put a hope to the students that they would find the goal of learning. The teacher also gave a motivation to the students in which they had to master the material, particularly the expressions commonly used in a reservation. Hoping that, the students could cope with their problems when they face the final

examination then and they could use the expressions when they are in the field work someday. The teacher finally closed the class and greeted.

CONCLUSION

The researcher analyzes the data from the interview, observation, field notes, and documentation during the research in SMAN 1 Bontonompo Selatan Gowa. The data collected are analyzed based on the statement of the problems. This is the analysis of instructional material in SMAN 1 Bontonompo Selatan Gowa. Instructional materials are those used in the learning process. Instructional materials are also important part in the teaching and learning process. Because of that, we should give a lot of attention to use the instructional materials in teaching. The students' response is good in English learning process. It is supported by the attractive instructional material in SMAN 1 Bontonompo Selatan Gowa. Theoretically, the students' interest to the lesson can be seen through the learning process. They have a note or not, or they give attention or not to the lesson. Based on the data from the research, teachers in SMAN 1 Bontonompo Selatan Gowa. Use textbook as visual instructional material or as the strategy to deliver the lesson. The teacher explained that using the material is very helpful for teacher in the teaching learning process. It also gives a big advantage not only for teacher but also for the students. Textbook is a good instructional material. Moreover, it is suitable with the three principles in choosing instructional material, there are relevance, consistence and adequate. According to Amri (2010:162), the relevance instructional material means that learning materials should be relevant and suitable with the achievement of standards competence and basic competence. In the textbook, the material includes the standards of competence and basic competence. It is shown from the teacher's syllabus. The consistence instructional material means that there is the firmness between the instructional materials with the basic competencies that must be mastered by students.

The textbook also contain so many exercises that help the students to master the basic competence. The adequate instructional material means that the material should be quite adequate to help the students to master the basic competencies. The textbook is adequate material to the students, not too much and not too less. Using the textbook in teaching English especially for speaking avoids the students from confusion with the lesson. They can learn at school or home. The obstacle in using the textbook is the students' mood. Sometimes they feel bored with the textbook. But, it is not discouraging the students' interest in learning English because they can learn the textbook at home. It makes them feel confidence in facing the learning process in the classroom. Based on the description above, the textbook is very helpful and good for students in the learning process. According to Richard (2001:258), there are four criteria to evaluate textbook. The first criterion is textbook should correspond to the learners' needs. The textbook that is used in SMAN 1 Bontonompo Selatan Gowa is appropriate with these criteria. The speaking material contains the material that the students usually do in their daily life. The second criteria is textbook should reflect the uses (present or future) that learners do in using the language. This criterion is also represented in this textbook because teacher use seven kinds of textbooks. Teachers use the textbook that also provide the materials about the science. So, in the other subject they will accustom with the term. In this school, not only the English subject that taught in English but also another subject. So, English teachers make them accustomed with the term of science from the appropriate textbook. The third criteria is textbook should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method. This textbook facilitates the students with detail

explanation, examples and also many kinds of exercises. It will make them feel excited. This textbook gives the possibility that they can learn it at home. The last criteria is textbook should have a clear role as a supplemented materials for learning. Like teacher, they mediate between the target language and the learner. The various textbook give the clear explanation about the lesson. The students can combine from the one to another. So they will know little bit more about the lesson. The teacher's purposes in using visual instructional material are to facilitate the student, to motivate students to study hard, and also to get a better achievement. As data obtained from the research, the English teacher needs preparation in teaching speaking lesson with using textbook to make a good interaction with the students. The preparation makes teacher do what they have to do. It makes teacher do the lesson plan smoothly. Teacher does not lose the words when teaching speaking. Teacher can lose the words when the teacher does not prepare their learning process well.

Teacher is important in the learning process. The ways they deliver the lesson also influence the students' interest, likewise in the development of the instructional material. In SMAN 1 Bontonompo Selatan Gowa., teachers develop the speaking English teaching strategy with instructional material in which by grouping the students in which they can check or control the students' participation in group, giving the appropriate materials with the students need, making the students become more active in the classroom with the chance to deliver their ideas, creating a good technique to deliver the lesson so that the students feel interested to the lesson, giving the written information to the students, not only from one book but also from various books. Teachers summarize the material from various sources and make the slide about it. This power point can make the students understand the lesson and interested it. In a good presentation and delivered material draw the students' attention to the lesson. Power point also an effective material in learning, it can abbreviate the time. After the lesson, the students can make their own slide. As suggested by Richard (2001: 263) that the material should help learners at ease and power point gives the brief explanation but at the right way. It helps the students to understand the lesson easily. Similarly, textbook help the student in many ways, they can read it repeatedly because the material is written there. The materials should help learners to develop confidence. Textbook can make the students confidence, because they can learn it at home, it makes them ready to the learning process. The materials should facilitate learner self-investment. Basically, textbook and power point are complementary for each other. So, it makes the learning process more interesting. Teacher uses it alternately, when the students feel bored with the textbook, teacher use another one to reduce it and vice versa.

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