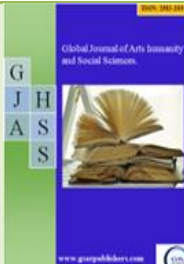
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## DESIGNING ENGLISH INSTRUCTIONAL MATERIALS FOR EFL JUNIOR HIGH SCHOOL STUDENTS BASED ON SCHOOL CURRICULUM

BY

M. Syawal. W<sup>1</sup>, Andi Sadapotto<sup>2</sup>, Andi Asrifan<sup>3</sup>, Jamaluddin Ahmad<sup>4</sup>, Rustam Efendi<sup>5</sup>, Sam Hermansyah<sup>6</sup>

<sup>1,2,3,4,5,6</sup>English Department of Postgraduate Program, Universitas Muhammadiyah Sidenreng Rappang



### Abstract

This study focuses on the design of English instructional materials for EFL (English as a Foreign Language) junior high school students, based on the existing school curriculum in Indonesia. The study aims to address the challenges faced by students in mastering the English language due to limited classroom exposure and the inadequacies of current teaching materials, which often do not align with the curriculum requirements. The research employs a developmental approach, which includes need analysis, design, development, implementation, and evaluation of the instructional materials. Through this process, the study seeks to create materials that are not only effective in enhancing students' English proficiency but also well-received by both teachers and students.

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Corresponding author

**M. Syawal. W**

The findings indicate that instructional materials developed in alignment with the school curriculum, and utilizing a combination of presentation, practice, and production methods, significantly improve the English language achievement of students. Both teachers and students responded positively to the materials, recognizing their effectiveness in the learning process.

**Keywords:** instructional materials, EFL, school curriculum, English proficiency, presentation practice production.

## INTRODUCTION

The teaching of English as a Foreign Language (EFL) in Indonesia presents unique challenges due to the limited use of English in daily communication and the classroom setting, where it is often mixed with the Indonesian language. These challenges are compounded by the lack of sufficient instructional time dedicated to the development of comprehensive language skills as outlined in the school curriculum. This situation demands a strategic approach from educators to overcome the barriers to effective language learning. Many studies have highlighted the low proficiency levels in English among Indonesian students, attributing this to various factors such as monotonous teaching strategies, insufficient teaching media, and the reliance on commercial textbooks that do not align with the school curriculum. These textbooks often lack the necessary structure to support the development of essential language skills, leading to suboptimal learning outcomes.

In response to these challenges, this study aims to design instructional materials that are aligned with the school curriculum and tailored to meet the specific needs of junior high school

students learning English as a foreign language. The materials are intended to provide a more structured and effective learning experience, utilizing a combination of presentation, practice, and production methods to enhance students' language proficiency. By focusing on the development of instructional materials that are both relevant and engaging, this study seeks to address the existing gaps in English language education and improve the overall achievement of EFL students in Indonesia.

## LITERATURE REVIEW

This chapter reviews previous research findings, theories, and models relevant to the design of English instructional materials for EFL (English as a Foreign Language) students at the junior high school level. The review includes discussions on English competency, school curriculum, instructional design models, and various approaches to language teaching. Previous studies have shown that the English proficiency of Indonesian students is generally low due to various factors, including monotonous teaching strategies, lack of appropriate teaching media, and the use of commercial textbooks that do not align with the school



curriculum. Research by Syatriana (2011) and Hamra (2009, 2010) emphasized the importance of contextually appropriate materials and the need for teacher-produced materials that are tailored to the specific needs of students. These findings highlight the necessity for developing instructional materials that are not only curriculum-based but also engaging and effective in improving students' language skills. English competency in EFL contexts typically includes listening, speaking, reading, and writing skills. These competencies are critical for students to communicate effectively in both verbal and written forms. The development of these skills requires instructional materials that are well-structured and cater to the different levels of students' abilities. Research suggests that integrating these skills into the instructional materials through well-designed exercises and activities can significantly enhance students' overall language proficiency.

The school curriculum in Indonesia, as mandated by national education standards, serves as the foundation for developing instructional materials. The curriculum outlines the competencies and content that students are expected to master at each educational level. The literature emphasizes the need for instructional materials that align with the curriculum and support the achievement of the curriculum's objectives. Effective instructional materials should also consider the unique needs and context of the students, ensuring that the content is relevant and applicable to their everyday experiences.

Various instructional design models, such as ADDIE (Analyze, Design, Develop, Implement, Evaluate), Dick and Carey, and Hannafin and Peck, provide systematic approaches to developing educational materials. These models emphasize the importance of a structured process in creating instructional materials that are both effective and adaptable to different learning environments. The ADDIE model, in particular, is widely used in the development of instructional materials for EFL students due to its comprehensive and iterative nature, which allows for continuous improvement of the materials.

The literature identifies several approaches to language teaching that are relevant to the design of instructional materials. The Presentation, Practice, and Production (PPP) approach is particularly effective in EFL contexts, as it provides a clear structure for teaching language skills in a way that is both systematic and flexible. This approach ensures that students are first introduced to new language concepts (Presentation), given the opportunity to practice these concepts in a controlled environment (Practice), and then encouraged to use the language in more creative and spontaneous ways (Production). Additionally, the Communicative Approach and Cooperative Learning Model are also discussed as effective strategies for fostering language acquisition in EFL settings. These approaches focus on authentic communication, collaboration among students, and the use of language in real-life contexts, which are essential for developing practical language skills.

## RESEARCH METHOD

This chapter outlines the research methodology used in the study, which aims to design English instructional materials for EFL junior high school students based on the school curriculum. The research follows a developmental approach, comprising several stages including need analysis, design, development, implementation, and evaluation. Each stage is carefully structured to ensure the effectiveness and relevance of the instructional materials.

### 1. Research Design

The study employs a developmental research design, which is appropriate for the creation of instructional materials. This design involves iterative processes where materials are continuously tested, evaluated, and refined. The research is divided into five main stages: need analysis, design, development, implementation, and evaluation. Each stage builds upon the previous one, ensuring a systematic approach to material development.

### 2. Need Analysis

The need analysis stage is crucial for identifying the specific requirements of students and teachers regarding English language learning. This involves gathering data on students' current proficiency levels, the existing instructional materials, and the expectations set by the school curriculum. Methods used for need analysis include surveys, interviews, and classroom observations. The data collected helps in understanding the gaps in current teaching practices and the areas where new materials can make the most impact.

### 3. Design Phase

Based on the findings from the need analysis, the design phase involves the creation of a prototype for the instructional materials. This phase includes outlining the content, structure, and instructional strategies that will be used. The design phase also incorporates feedback from educational experts to ensure that the materials are pedagogically sound and aligned with the curriculum goals. The Presentation, Practice, and Production (PPP) method is the primary instructional strategy adopted in the design phase, as it has been proven effective in EFL contexts.

### 4. Development Phase

In the development phase, the instructional materials are fully developed based on the design specifications. This includes the creation of teaching modules, lesson plans, and assessment tools. The materials are developed to be engaging, interactive, and suitable for the cognitive level of junior high school students. After the initial development, the materials undergo expert validation to ensure their quality and effectiveness.

### 5. Implementation Phase

The implementation phase involves the actual use of the developed instructional materials in a classroom setting.

The materials are tested in several junior high schools to assess their practicality and effectiveness in real-world teaching scenarios. Teachers are trained on how to use the materials effectively, and students' progress is monitored throughout the implementation period.

#### 6. Evaluation Phase

The evaluation phase is critical in determining the success of the instructional materials. This phase involves both formative and summative evaluations. Formative evaluation occurs during the development and implementation stages to make ongoing improvements, while summative evaluation takes place after the materials have been fully implemented to assess their overall impact on students' English proficiency. Data collection methods during this phase include pre-tests and post-tests, surveys, and interviews with both students and teachers. The evaluation results provide insights into the effectiveness of the materials and identify areas for further refinement.

- Enhance Language Proficiency: Focusing on the four language skills (listening, speaking, reading, writing) with an integrated approach.
- Provide Teacher Support: Offering detailed lesson plans, teaching strategies, and assessment tools to assist teachers in delivering the content effectively.

#### 1.3. Implementation Phase Results

The instructional materials were implemented in three junior high schools, involving both teachers and students. The implementation phase revealed that:

- Student Performance: There was a noticeable improvement in students' English proficiency, particularly in speaking and listening skills. The pre-test and post-test results showed significant gains in language competency.
- Teacher Feedback: Teachers found the materials to be user-friendly and adaptable to various classroom settings. They appreciated the clear structure and the availability of diverse activities that cater to different learning styles.
- Student Engagement: Students responded positively to the new materials, showing increased interest in learning English and participating more actively in class activities.

#### 1.4. Evaluation Phase Results

The evaluation phase included both formative and summative assessments:

- Formative Evaluation: Ongoing feedback during the implementation led to minor revisions in the materials, such as adjusting the difficulty level of certain exercises and providing additional multimedia resources.
- Summative Evaluation: The final evaluation confirmed that the materials were effective in enhancing students' English skills and were well-received by both students and teachers. The materials met the objectives set out at the beginning of the study, aligning with the school curriculum and addressing the identified gaps.

#### 2. Discussion

The findings of this study underscore the importance of designing instructional materials that are both curriculum-aligned and engaging for students. The significant improvement in students' English proficiency highlights the effectiveness of the PPP approach, particularly in the EFL context where students have limited exposure to English outside the classroom.

#### 2.1. Implications for Curriculum Design

The results suggest that instructional materials need to be continuously updated to reflect the evolving needs of students and the curriculum. Incorporating real-life contexts and interactive activities can greatly enhance student engagement and learning outcomes.

#### 2.2. Implications for Teaching Practices

The positive feedback from teachers indicates that providing comprehensive support through well-structured lesson plans and

## RESEARCH RESULT AND DISCUSSION

This chapter presents the findings of the study and discusses the implications of these results in the context of designing English instructional materials for EFL junior high school students based on the school curriculum. The discussion also relates the findings to the broader literature on instructional design and language teaching.

### 1. Research Results

#### 1.1. Need Analysis Findings

The need analysis conducted in several junior high schools revealed that the existing English instructional materials were insufficient in meeting the needs of both students and teachers. The analysis identified several key areas requiring improvement:

- Alignment with the Curriculum: Many of the existing materials did not align well with the school curriculum, leading to gaps in content coverage and skill development.
- Engagement and Relevance: Students reported low engagement with the materials, which were often perceived as outdated and not relevant to their daily lives.
- Teacher Preparedness: Teachers expressed a need for materials that are not only content-rich but also come with clear guidelines and strategies for effective classroom implementation.

#### 1.2. Design and Development Phase Results

Based on the need analysis, a set of instructional materials was designed and developed following the Presentation, Practice, and Production (PPP) approach. The materials were structured to:

- Improve Student Engagement: Incorporating more interactive and contextually relevant content to increase student interest and participation.



diverse teaching strategies is crucial. This not only aids in the effective delivery of content but also boosts teachers' confidence in managing their classrooms and addressing the varying needs of students.

### 2.3. Limitations and Recommendations for Future Research

While the study achieved its objectives, there are some limitations to consider:

- **Sample Size:** The study was conducted in a limited number of schools, which may affect the generalizability of the findings. Future research should involve a larger and more diverse sample to validate the results.
- **Long-term Impact:** The study focused on the immediate effects of the instructional materials. Further research is needed to explore the long-term impact on students' language proficiency and retention.

Future studies could also investigate the integration of technology in instructional materials to further enhance learning experiences, particularly in remote or under-resourced areas.

## CONCLUSION

This study set out to design effective English instructional materials for EFL junior high school students, based on the Indonesian school curriculum. Through a comprehensive developmental research approach, which included need analysis, design, development, implementation, and evaluation, the study successfully produced instructional materials that significantly improved students' English proficiency. The findings indicate that when instructional materials are carefully aligned with the curriculum and incorporate sound pedagogical strategies such as the Presentation, Practice, and Production (PPP) approach, they can effectively enhance language learning outcomes. The materials developed in this study were well-received by both teachers and students, leading to increased engagement, motivation, and language skill acquisition.

Moreover, the study underscores the importance of involving both educators and learners in the material development process to ensure that the content is relevant, practical, and enjoyable. Continuous feedback and iterative improvements were key factors in the success of the instructional materials. However, the study also highlighted the need for ongoing teacher training and support to maximize the effectiveness of new instructional materials. Additionally, continuous monitoring and evaluation are essential to keep the materials relevant and aligned with any future changes in the curriculum. In conclusion, this research contributes valuable insights into the development of curriculum-based instructional materials for EFL contexts. The successful implementation and positive outcomes of this study provide a robust foundation for further research and the potential application of these materials in other educational settings where English is taught as a foreign language.

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