

DEVELOPING VOCABULARY MATERIALS FOR TEACHING LEARNING PROCESS

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Abstract

Language instruction has five important components that they are students, a teacher, materials, teaching methods and evaluation. Teaching materials should help the students to learn or as a part of the class activities of instruction learning in the class. The materials should help the teacher and the students. Ideally, teaching materials will be tailored to the content in which they are being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all in common the ability to support students learning. So, teaching materials can support students learning and increase students' success. Hence, instructional materials for effective teaching. The quality of those materials is a valuable skill that the teacher must be mastered. The materials chosen in teaching learning include textbook that extent to which a curriculum that will involve teacher made material, which content of additional activities and exercises, handouts, charts, review sheets, etc.

Keywords: Materials, vocabulary and teaching-learning

A. Introduction

Language instruction has five important components that they are students, a teacher, materials, teaching methods and evaluation. The learners are the center of instruction and learning. The curriculum, the methods of learning and also the teaching material is a statement of the goals of learning process for both teachers and learners. So, a teacher has to follow the curriculum and provide the materials for teaching class.

Most people think of teaching process as the overt presentation of information by teachers to learners. Teaching is any activities done in the class room as learning ways. Tomlinson (1998:3) states that teaching is anything done by materials developers or teachers to facilitate the learning of the language. Hence, a teacher often prepares exercises or sets of materials for his/her own classes, which can be refined over a period of time on the basis of topics that will be taught for the students in the class.

Teaching materials are the resources that a teacher uses to deliver instruction. Tomlinson (1998:2) views that “materials is used to refer to anything which is used by the teachers or the learners to facilitate the learning of a language. Materials could obviously be cassettes, videos, CD-Rom, dictionaries, grammar books, readers, workbook, or photo copied exercises. In other words, they any be anything which is deliberately used to increase the learners’ knowledge or experience of the language”. Each teacher requires a range of tools to draw upon in order to assist and support students learning. These materials play a large role in making knowledge accessible to learner and can encourage a student to engage with knowledge in different ways.

B. The Useful of Teaching Material

The teachers can do everything to help their learners learn more effectively, developing teaching material is very important to increase the students’ skill from lower to the higher. As Burkhill and Eaton (2011:18) state that the teacher need to do is develop materials that move the learners from the low or bottom end of the ladder to the high or top no matter what their level of ability. It is mean that the quality of those materials directly impacts the quality of teaching.

Teaching materials should help the students to learn or as part of the activities of instruction learning in the class that help both teacher and learners. O'Neill (1990) argues that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lesson. So, the materials of teaching have function to control the instruction in teaching learning process. Here some principles of the useful the relevant development of materials for teaching according to Tomlinson (1998:7-21);

1. Materials should achieve impact

Impact is achieved when materials have a noticeable effect on learners that is when the learners' curiosity, interest and attention are attracted. Materials can achieve impact through; a) novelty, e.g. unusual topics, illustrations and activities. b) Variety, e.g. breaking up the monotony of a unit routine with an unexpected activity, using many different text type taken from many different types of sources, using a number of different instructor voices on a cassette or audio visual. c) attractive presentation, e.g. use the attractive colors, lots of white space or use of photograph. d) appealing content, e.g. topics of interest to the target learners, topics which offer the possibility of learning something new, engaging stories, universal themes, local references.

2. Material should help learners to feel at ease

Comfortable class is one of teacher's responsibility and guarantee to the students during teaching learning in the class. Materials can help learners to feel at ease in a number of ways. For example;

- a. Feel more comfortable with lots of white space than they do with materials in which lots of different activities are crammed together on the same page.
- b. Feel more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them. Feeling at ease can also be achieved through a 'voice' which is relaxed and supportive, through content and activities which encourage the personal participation of the learners.
- c. Informal discourse features for example contracted forms, informal lexis
- d. The active rather than the passive voice
- e. Concreteness like example and anecdotes
- f. Inclusiveness, for example not signaling intellectual, linguistic or cultural superiority over the learners.

The teacher must prepare the comfortable materials for teaching learning and avoid of feeling anxious, uncomfortable or tense of learner feeling. Making comfortable materials is the responsibility of the teacher to help the students to feel ease.

3. Materials should help learners to develop confidence

Most materials developers recognize the need to help learners to develop confidence. They become aware that the process is being simplified for them and that what they are doing bears little resemblance to actual language use. The students also become aware that they are not

really using their brains and their apparent success is an illusion, and this awareness can even lead to reduction in confidence.

4. Materials should require and facilitate learner self-investment

The learners profit most if they invest interest, effort and attention in the learning activity. Materials can help them to achieve this by providing them with choices of focus and activity, by giving them topic control and by engaging them in learner- centre discovery activities. Other ways of achieving learner investment are involving the learners in mini-projects, involving them in finding supplementary materials for particular units in a book and giving them responsibility for making decisions about which texts to use and how to use them.

5. Materials should provide the learners with opportunities to use the target language

Learners should be given opportunities to use language for communication involves attempts to achieve a purpose in a situation in which the content, strategies and expression of interaction are determined by the learners. Such attempts can enable the learners to check the effectiveness of their internal hypotheses, especially if the activities stimulate them into pushed output.

6. Materials should take into account that the positive effects of instruction

It is important for materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use. It is equally important that the learners are not forced into premature production of the instructed features that the teachers will

get the students wrong, and that tests of proficiency are not conducted immediately after instruction that they will indicate failure.

7. Materials should take into account that learners differ styles

Different learners have different preferred learning styles. So, for those learners with a preference for learning are much more likely to gain from explicit grammar teaching than those who prefer experiential learning. Those who prefer experiential learning are more likely to gain from reading a story with a predominant grammatical feature, e.g. reported speech than they are from being taught that feature explicitly. This means that activities should be variable and should cater for all learning styles.

8. Materials should take into account that learners differ in affective attitudes

Ideally language learners should have strong and consistent motivation and they should also have positive feelings towards the target language, their teachers, their fellow learners and the materials they are using. The ideal learner does not exist and even if she did exist one day should no longer be the ideal learner the next day. Each class of learners using the same materials will differ from each other in terms long and short term motivation and of feelings and attitudes about the language, their teachers, their fellow learners and their learning materials. Obviously, no materials developer can cater for all these affective variables but it is important for anybody who is writing learning materials to be aware of the evitable attitudinal differences of the users of the materials.

9. Materials should permit a silent period at the beginning of instruction

The silent period can facilitate the development of an effective internalized grammar which can help learners to achieve proficiency when they eventually start to speak in the L₂. The important point is that the materials should not force premature speaking in the target language and they should not force silence either. Give the possibility time for the learners until they ready to speak.

10. Materials should not rely too much on controlled practice

Controlled practice activities in the classroom are valuable. Ellis (1990: 192) conforms that controlled practice appears to have little long term effect on the accuracy with which new structures are performed. So the materials are created as a control the process in the class.

11. Materials should provide opportunities for outcome feedback

Feedback which is focused first on the effectiveness of the outcome rather than just on the accuracy of the output can lead to output becoming a profitable source of input. In the other words, if the language that learner produces is evaluated in relation to the purpose for which it is used that language can become a powerful and informative source about language use. It is very important that materials developers can make the language production activities have intended outcomes other than just practicing language. The value of outcome feedback is stressed to find out more some of the principles of language learning.

C. The Standardization of Teaching Material

Preparing the materials before starting class is the first important step that a teacher must be done. The material have to reach the goal of learning process, it is meant that there are some standardizations in arranging the material. There are three domain objective of teaching learning process, so the materials that the teacher provided have to follow the standard of teaching materials. Bloom in Burkhill and Eaton classifies (2011:18) all learning process into:

- Cognitive : knowledge, knowing (how and why) thinking skills.
- Psychomotor : motor skills or physical skill
- Affective : feeling, attitudes, emotions and values.

The teaching materials designed according to syllabus that is to create a good communicative among learners or between students and teacher. The following statements taken from a number of standard published materials based on McDonough and Shaw (2003: 20):

1. 'for students interested in using language rather than learning more about structure.. students learn to use the appropriate language they need for communicating in real life'
2. '... is a dynamic, functionally-based course book. It is an intensely practical book, giving the students opportunity for thorough and meaningful rehearsal of the English they will need for effective communication'
3. '... to use the language to communicate in real life'

4. '... teaches students to communicate effectively by understanding and controlling the relationship between language forms and function'
5. '... places emphasis on developing skills of discourse within a wide range of communicative settings. It actively trains the learner in important discourse functions... All the language practice is presented in real-life contexts and related to the learner's own experience.'

Ideally, teaching materials will be tailored to the content in which they are being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all in common the ability to support students learning. So, teaching material can support students learning and increase student success, because instructional materials for effective teaching. The quality of those materials directly impact to the quality of teaching. Knowing how to find the best instructional materials is a valuable skill for a teacher to have.

Materials chosen in teaching learning include textbooks that extent to which a curriculum will involve teacher made materials which content of additional activities and exercises, handouts, charts, review sheets, etc. J. Brown in Brown (2007: 158) lists five major categories to consider in choosing a text book;

- (a) Author's and publisher's reputation
- (b) Fit to the curriculum, included meeting needs, goals, etc,
- (c) Physical characteristics (layout, organization, etc
- (d) Logistical Factors; price, auxiliary aids, workbooks
- (e) Teach ability especially the usefulness of a teacher's edition.

The other element as content of teaching materials can be considered is technology, such as OHP, slides, video and audio, tape recorders, video cameras, computer software, and visual aids. These elements influence the content and the procedures of learning. The varieties content of material can make the students learn to deal with different forms. Cunninghamworth in Richards (2001:258) gives criteria as a set of guidelines in making the materials;

1. They should correspond to learners' needs. They should match the aims and objectives of the language program.
2. They should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
3. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".
4. They should have a clear role as a support for learning. Like teacher, they should mediate between the target language and learner.

Material can be in the form of textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on whiteboard and everything which presents or informs about the language being learned. Henceforth, anything that is used to help the teacher to teach language learners. The last important material that must be given to the students is evaluation. Evaluation as the systematic appraisal of the value of materials in relation to teachers' objectives during the teaching process and to the objectives of the learner using materials during learning process in the classroom. Tomlinson (1998:3) states that

evaluation refers to attempts to measure the value of materials and it forms can be pre-use and therefore focused on predictions of potential value. It can be whilst- use and therefore focus on awareness and description of what learner are actually doing in whilst the materials are being used. Evaluation can also be post-use and therefore focused on analysis of what happened as a result of using materials.

D. The Teacher's Role in Implementing Teaching Material

Teacher in the class room can be the main actor that presented the comfortable condition. Graves Kathleen (2010: 171) argues; "teacher is the person with the most powerful role in the classroom. The initial structuring of learning communities depends on the teacher's using her agency to change the relationships and roles in the classroom". The impact of the modernization of education and society has been to multiply and diversify the roles of the teacher such that many strategies or method that different from the conventional one. Teacher demanded to prepare the objective of learning. Kohenen in Nunan (1999:7) states that the potential for a learning atmosphere of shared partnership, a common purpose, and a joint management of learning and in the classrooms infused with the vision promised by experiential learning behavior is a joint responsibility of the whole class, and that the teacher is only one member within that class.

Teaching learning process in the classroom cannot separate from the materials prepared in instruction class. The materials function as a channel between teacher and learners. The role of the teacher in an integrated teaching and learning that is to assist students with making connections and therefore finding meaning of an educational process. The teacher communicates with and obtains feedback from students in a

manner that enhances student learning and understanding, so, material used to help both teacher and student to run the learning process well.

E. Conclusion

Teaching is any activities done in the class room as learning ways. Most people think about teaching process as the overt presentation of information by teachers to learners. The real teaching learning process is not only sharing information, but also depends on how the teacher and the learner feel comfortable in the situation class during that process.

Ideally, teaching materials will be tailored to the content in which they are being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all in common the ability to support students learning. So, teaching material can support students learning and increase the students' success in learning, because instructional materials for effective teaching. The quality of those materials directly impact to quality of teaching. Knowing how to find the best instructional materials is a valuable skill for a teacher to have. Materials chosen in teaching learning include textbooks that extent to which a curriculum will involve teacher made materials which content of additional activities and exercise, handouts, charts, review sheets, etc.

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