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**Terbit dua kali setahun, Pebruari - Agustus berisi Artikel Praktik kependidikan dan kebahasaan, ditulis dalam bahasa Indonesia maupun bahasa asing. Memuat artikel berupa analisis, kajian dan aplikasi teori, hasil penelitian dan kajian pustaka**

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Penyunting menerima sumbangan tulisan yang belum diterbitkan dalam media cetak lain. Naskah diketik dalam spasi ganda pada kertas ukuran kuarto panjang 10-20 halaman 1 eksemplar (baca petunjuk bagi penulis pada sampul dalam bagian belakang). Naskah yang masuk akan dievaluasi oleh Staf Ahli. Penyunting dapat melakukan perubahan pada tulisan yang dimuat untuk keseragaman format tanpa mengubah maksud dan isinya.

## **MATERIAL DEVELOPMENT DISCOURSE: EFL, MATERIAL, LOCAL CONTENT**

*Agustinus G.W. Leihitu & Welma Noiija<sup>1</sup>*

**Abstract.** As professional English teachers, instructional material development discourse may bring a breakthrough in answering the needs of students, teachers, and institutional in EFL teaching and learning. The influence of discourse analyses in material design give many evident for EFL. Material development design can adjust to the level of the target group. Local content as a part in this discourse to giving deeper understanding about the concept of local content. This study uses qualitative method to make an observation about students' response for a text and library study to discuss about the theories in EFL and material development with some key features of materials as guidance in material development. The term discourse was invoked to refer to text in a wider sense to open language with meaning in context of material development.

**Keywords:** *Discourse, EFL, Material Development, Local Content*

The Material Development Association was founded in 1993 by Brian Tomlinson and has given many contribution for the quality of materials for learners of second or foreign languages. Material development becomes phenomenon when teachers are facing some difficulties or problem in classroom. The condition of theory as idealism and fact found in field are sometimes different. Materials development designers with various motivation creating instructional material development, taking some teachers, researchers or publishers into conversation about quality and motivation of instructional material development. These bring questions of the necessary discourse condition that allow pedagogic researchers to discuss seriously about standard instructional materials development that meet the needs of students, teachers and institution properly.

### **English as Foreign Language (EFL)**

The quality of English as Foreign Language in teaching and learning activity and students' achievement of English in Indonesia are still low, especially in Maluku. Most would place it as the lack of professional teachers as a fact when they found many teachers only teach the book without experiencing the students

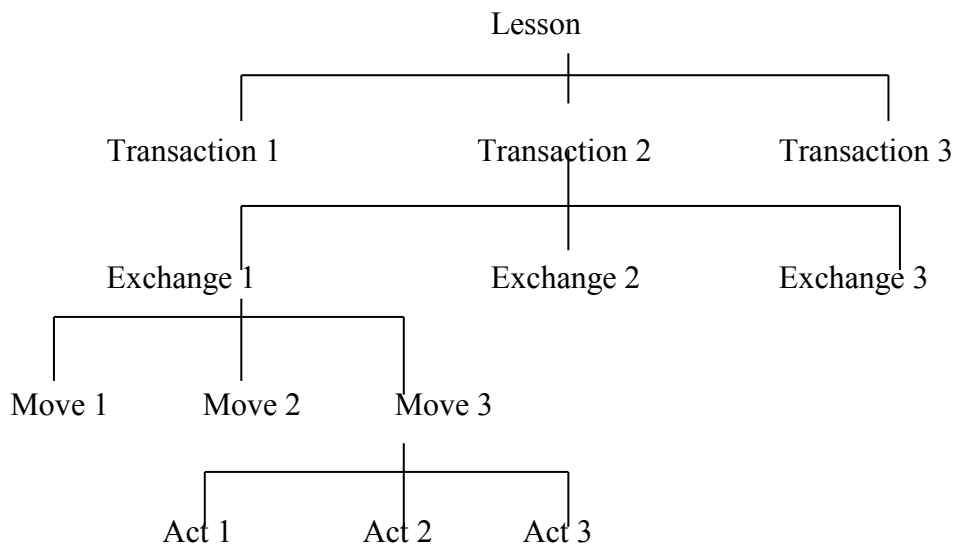
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about the materials being taught. But some would draw on English is only as foreign language that its position only to fulfill the need of curriculum. Others might account for it in terms of foreign language that English can decrease the nationalism spirit of the students. Finally, some might see it as a manifestation of western culture that can influence local culture. Thus the ascription of the lack of teaching EFL for teachers and students' achievement in discourses work should replacing the many different perspectives, bringing it into motivation to change the mind set and come to new model in EFL teaching.

**Materials Development**

The term materials in materials development can be seen from many aspects. Materials can be informative that informing the learner about the target language. Materials provide many aspect of language of how new vocabularies are introduced or new input for the learners about general or specific knowledge. Materials also can be instructional to guide learners in practicing the language. Teacher may starts to design learning activity as shown on the figure below where lesson plan is arranged based on syllabus and make negotiation to choose one topic and develop into lesson plan and go to exchange phase where teacher and students sharing each other about the topic of the lesson in classroom discourse. The learning teaching activity then come to move phase where it is the time for students experiencing the material based on instructional given by teachers. The last phase on classroom discourse, planned by teacher, is act where learners do performance of the material been discussed as the proof that they already understand the lesson.

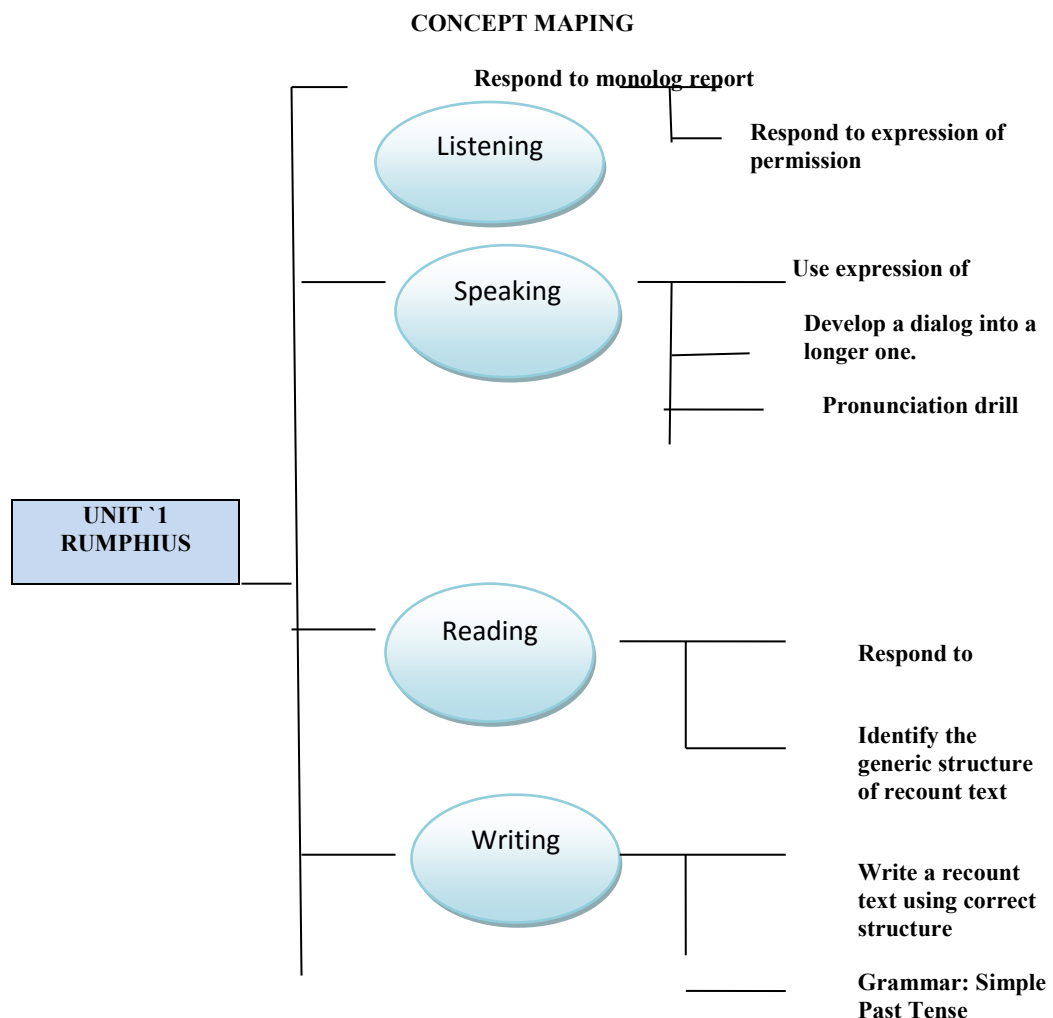


Moreover, materials can also be as explotary where material can help learner to make discoveries about the language. Teacher can develop a comprehensive system on classroom action and consist of five ranks, they are lesson, transaction, exchange, move and act as shown at the hierarchy adapted from figure above where the role of materials implied in the activity.

Moreover, Brian Tomlinson (2011) describes key features of materials and summarized them as follows:

1. Context, understanding how the text links to context but also to users, producers and learners him/herself.
2. Purpose, understanding the functional motivations of overall text and of its specific parts.
3. Staging, understanding how the text typically unfolds and the extent to which the stage are variable.
4. Lexis and Grammar, understanding patterns in wording that typically occur within the text type.
5. Authenticity, understanding what real texts are link in contexts likely to be encountered

Therefore, Tomlinson states that materials development refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, design, production, explotation and reserach. The material development can be created into units where the four skills are integrated as shown in concept mapping below.



From the concept mapping above, material designer may start to develop instructional material. Let us take an example reading instructional material development. When the term reading become focus, many conversation would be showed up. The thought about reading assessment, component of reading, reading strategy and more. The discourse about reading comprehension is described as the base to develop good reading material.

### ***Local Content***

The term of local content in general is bringing different perspectives. Some would assume that local content is about the culture or custom in certain area. On the other hand, others would have opinion that local content is about the language used in a region. From natural resources aspect, local content can be assumed as oil, natural gas, fishery and others. The term of local content for those in vocational school can be adjusted to the needs of each institution. For example, students at Xaverius senior high school Ambon, the potential topic for material development using local content may take the story of Rumphius where the statue of George Rumphius is located at the area of the school.

Based on the explanations above, the understanding of the term local content can be seen from some different perspective. Local content term according to Cambridge dictionary states that the materials, the workers, etc. used to make a product that are from the area where the product is made rather than being imported. This means that local content material are taken from one place and the product is used at the same place or area. In material development for language learning, local content should meet with the need and the characteristic of the students, teachers and institutions.

It is commonly found that most publishers of English textbooks provided by school are not accomodate Maluku culture or suitable with students' life in Maluku region, meanwhile some consist of international level content. The instructional material which appropriate with students' environment or prior knowledge can rise the motivation of students to learn L2 through C1. This in line with Prastiwi's opinon (2013) that to produce school graduates who are competent in English and who have absorbed local cultural knowledge at the same time.

Moreover, in an observation at second grade of SMKN 1 Ambon, when the text of Rumphius was introduced, most of the students were enjoyed the lesson when Rumphius story inserted in recount text. The usage of past tense tense form, organisastion structure of recount text and new vocabularies were achieved by almost all of the students and only two students could not absorb the lesson.

### **Discussion and Conclusion**

In some ways, discourse knowledge more complicated than language teaching field. However, there are three continuing contention: grammar, authenticity and ciritcal pedagogy. Grammar is Attempted to place communicative language teaching within a theory of 'communicative competence' have troubled over a suitable approach to lexicogrammar. As Canale (1983) concedes: 'It is still not clear that any current theory of grammar can be

selected over others to characterize this competence nor in what ways a theory of grammar is directly relevant for second language pedagogy.

Moreover, authenticity with the most common definition of the word ‘authentic’ by Morrow(1997) states that authenticity is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort. Authenticity in material development not only pure material design by developer but must be related to students’ life. The discourse approach is closely related to the use of authenticity materials because it makes naturally occurring language the focus of learner’s attention such as contrived materials are often design around target structures or function to suit syllabus and language made for learning is real for students context.

Furthermore, instructional framework should be agree with exercises, task and activities employed in materials as described on concept mapping above to avoid complicated materials. Next, an example of reading instructional material development is given as sample for discourse analyses through recount text about Rumphius.

#### A Sample of Reading Instructional Material Development Discourse.

Paragraph	Organisation Structure
Ambon had a great Botanist since sixteenth century. His name is G.E. Rumphius.	Oreientation
George Everhard Rumphius was born in Hessen, German in 1627. He joined with VOC and landed with a ship named “Muijden” in Ambon in 1654. He was a soldier but then he decided to work in civil as Junior Merchant at Larike, West Coat of Hit. He married with local woman named Susanna and had one daughter and son.	Event 1
Beside working as merchant his curiosity about local plants as alternative medicine in Ambon become stronger. He wrote some books and started to drawing and describing many plants that was growing in Ambon islands. He also gave the Latin name surrounding Ambon islands and for about 500 species of fishes.	Event 2
Rumphius then got blind but he still continued to write and draw many books assisted by some helpers from Batavia. One of his known book is Herbarium Amboinense.	Event 3
Rumphius passed away in 1702 at the age of 75 and to commemorate him, his memorial and library were built at the near of Cathedral Chruuch at Batu Meja area Ambon.	Re-orientation

When the topic about Rumphius is selected, designer can create this topic into some text genres based on syllabus of the school. There are narrative, descriptive, report, and recount text. When the decision goes to recount text, the generic structure and purpose of the recount or short biography text should be come to attention.

On the other hand, evaluation of the text to measure learners’ comprehension about the text should be provided. Tasks and exercises should be developed based on the concept mapping. For the lexical tasks, activities such as matching, naming pictures or synonym words exercises are provided. Grammatical explanation and then followed by evaluation are also offered to

measure learners' mastering of grammar in the text. Spoken or oral activities to develop learners' oral reading skill in phrasing, expression and pitch such as dialog performance, diphthong or triphthong to drill learners' pronunciation take place on each part of the units.

The role of syllabus and material development principles that lots of spoken and written text, the authenticity, contextualized language in use, and make sure that the learners are exposed to sufficient samples of language in authentic use to provide natural re-cycling of language items and features which might be useful for the learners to acquire. These bringing designer into cycle of material development. Starting with text collecting sample of teaching, and then deciding selected text to development where all steps completely described in text-driven approach suggested by Tomlinson as the guide for the effectiveness of the material. Moreover, the use of ADDIE model as one model in Research and Development can extend the material development process into validity and the final product.

This paper has highlighted many perspectives and examples in material development how practitioner, English teacher or designer can arrange their lesson by designing discourse based material. The same principles can be applied in listening, speaking, reading and writing skills. The development of instructional material should provide activities to produce the knowledge of how a text is well organised to enhance language learning among English as a Foreign language learners.

Finally, educational implications that we as teacher can reach from material development discourse may enrich our insight in EFL teaching in Indonesia, especially in Maluku context and to help our students to learn English easier.

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