The Relevance of Reading Teaching Material Using New Technology

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Abstract. This research was conducted to find a clear picture of typical reading teaching materials and to find out what principles are in determining teaching material, and in what form teaching material is manifested. In the process of making teaching materials very much related to several principles, among others; the principle of response, cohesion and stability. Affective curriculum must be responsive to the needs of stakeholders, market needs, and ongoing research. Cohesion shows that teaching is made according to what has been learned and what will be learned by students. And stability is a technique of testing teaching material in the language learning process. Based on expert opinion that the embodiment of teaching material is print and electronic media. The use of electronic media has advantages. In accordance with the description above that learning by e-learning can use teaching materials/materials independently, can determine learning schedules, can increase active student participation, can improve the quality of learning materials and exercises. In the end, in determining the relevant teaching material has to do with several principles, among others; the principle of response, cohesion and stability. In the realization of this teaching material can be through print media such as books, and through electronic media such as; Computer Based Training (CBT), Web Based Training (WBT), Internet (Interconnection Networking), etc.

Keywords: Teaching material, Form of teaching material principles; responsive, cohesion and stability.

I. Introduction

Background Teaching material is a tool used in the learning process. Widodo and Jasmadi in Ika Lestari (2013: 1) state that teaching materials are a set of learning tools or tools that contain learning materials, methods, boundaries, and ways of evaluating systematically and attractively designed in order to achieve the expected goals, namely achieving competence and subcompetence with all its complexity. Based on the opinion above that teaching material is very important in the learning process.

Where the teaching material must pay attention to the content must be in accordance with its users, the limits mean for whom the teaching material is prepared for example; for junior high school students or high school students, the design is like what so this material has an appeal for readers. Thus, teaching materials can be understood easily, so that learning objectives are reached optimally. When teaching material is related to the context of reading, effective reading involves complex processes, such as; level of ability, age, motivation, and reading goals. What is meant by the purpose
of reading according to Rosenblatt (1978, 1991) identifies two attitudes of readers when reading text, which depends on their purpose for reading: aesthetics and efference. When readers take the aesthetic attitude of reading a story, poem, or play, their attention shifts inward and focuses on what is being made during the actual reading: personal feelings, ideas, and attitudes. When taking an efferent attitude in reading, readers' attention narrows in order to establish meaning and ideas to be maintained. However, in practice the reader makes a shift along the continuum from aesthetic to efferent attitudes, so that the text can be read properly [1]. Thus the purpose of reading is closely related to reading ability. Therefore, practitioners who develop teaching materials/reading material must understand the process- the process and teaching that is appropriate to the context of learning, and where the teaching material will be used. In addition, the effective work of language developers more specifically reading teaching material must be guided by theory and principle. Curriculum principles that need to be considered when making teaching materials, there are three principles, namely responsiveness, cohesion, and stability in guiding.

Language teachers will face challenges in teaching second languages to students, so that they can successfully understand reading material. Educators need to prepare appropriate teaching materials so that readers have speed reading skills. The process of making teaching materials must be based on principles that balance theory and practice. This balance is often difficult to achieve, but it is very important in determining effective teaching materials.

In accordance with the above explanation that the basic principle in guiding the making of appropriate reading teaching material is understanding the purpose of reading, understanding the context, level of ability, age, motivation. The purpose of reading is intended for readers to master the content, develop common language, or improve certain reading skills. In addition, there are a number of things put forward by experts that, all teachers/teachers must be aware of ways to adapt to the required textbooks or develop new texts and teaching materials to meet the needs of individual readers is very important. Three important principles in determining teaching material are responsiveness, cohesion and stability. To understand how teaching materials can be responsive, cohesive and stable namely; we must first consider the individual and collective meaning of the terms in the curriculum framework of the program and then adjust it in the context of the development of teaching material. Tomlinson (2007: p. 2) states that teaching material is everything that can be used to facilitate language learning. The teaching material can be linguistic, can be through visual, auditory, or kinesthetic, and the teaching material can be realized through actions or performances, through tapes, CD-ROMs, DVDs or the internet. Tomlinson's opinion is very supportive where teaching material can be realized through electronic media. With the development of current technology, a lot of teaching practitioners and learners who access teaching materials through electronic media or learning e-learning. Rosenber 2001 in [2] stating that the characteristics of e-learning are networked which makes it able to improve quickly, save or re-emerge, distribute, and also share learning as well information.

II. Research Methodology

This study used descriptive qualitative method. Bogdan and Taylor Define "qualitative methodology" as a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. (Bogdan, n.d.) (https://www.dosenpendukasi.co.id/kqualitative_research/). Descriptive is a form of research aimed at describing the phenomena that exist, both natural phenomena and man-made phenomena. According to Whitney (1960: 160) the descriptive method is the search for facts with appropriate interpretation. (Rosenber, 2001) (https://idtesis.com/method-deskriptive/). Data collection is done by library study (library research) and data collected, then processed and analyzed by using qualitative method analysis technique. Library research is an activity to observe various literatures related to issues raised either in the form of books, papers or writings that are helpful so that it can be used as a guide in the research process. According to Kartini Kartono (1986: 28) in the Introduction book of Social Research Methodology suggests that the purpose of library research is to collect data and information with the help of various materials available in the library, the result is used as a basic function and the main tool for research practice in the field.
III. Results and Discussion

Reading is an activity to find out what message is conveyed by the author. Meanwhile, Smith; Goodman: Meredith, 1979 in sakura [7] revealed that, reading is a complicated process, because the reader performs reconstruction at a certain level of the message poured by the author in written language.

The basic principle in guiding the development of appropriate reading material is to understand the purpose of reading and opportunities for readers to practice to improve their abilities. All teachers / teachers must be aware of how to adapt to the required textbooks or develop new texts and teaching materials to meet the needs of individual readers is very important. Three important principles in developing teaching materials are responsiveness, cohesion and stability. To understand how teaching materials can be responsive, cohesive and stable namely; we must first consider the individual and collective meanings of terms in the curriculum framework of the program and then adapt them to the context of reading development.

Responsiveness, from the perspective of curriculum development, is very important. The main component of each curriculum development is a thorough needs analysis, which identifies the content that needs to be taught to whom and why [8]. The point of this analysis is to make the curriculum responsive to stakeholders, program objectives, an ever-changing environment, and most importantly learners. In addition, language program curricula must be responsive to quality research results, such as teaching or learning experiences. According to (Stark and Lattcuta 1997 in [9] that, the success of curriculum development will be uneven and stagnant if it does not respond and do not adapt to research insights.

Cohesion in the curriculum shows that there is a logical relationship between curricular elements. According to [9] that, curriculum can occur cohesive in the level, class, skills and materials. Cohesion in levels occurs in the horizontal syllabus. Where students are placed at the same level in all language skills. The cohesion is marked by the contribution of learning materials in one class which builds what is taught in other classes at the same level. Cohesion in this class is most effectively achieved through an outline of planning or syllabus. For example, lessons given every week must relate to what happened in the previous week, as well as for the future. The cohesion material shows lessons, chapters and activities will contain internal links. What is taught in one chapter at a time will make students ready for the next chapters (Stoller & Grabe: 1977).

As an example; what material / teaching materials are taught to students at level 3 (three), must be built on the basis of levels 1 and 2. This is intended to prepare students' language needs at the next level such as; university studies, jobs and so on. This is in accordance with what was expressed by See Brown: 2001, Kumaravadivelu: 1994, Selingker & Tomlin 1986 that, the strength such cohesion or integration brings to a language class is well documented; namely that, the power of cohesion or integration brought into language classes is well documented. Stability and cohesion are complementary principles. Stability in the curriculum is the idea that change occurs on the basis of needs, research and resources.

The curriculum must respond to the needs of students, cohesive focus on the objectives of the learning program in accordance with the level of proficiency. To achieve a curriculum that is responsive, cohesive and has stability, developing and selecting teaching materials must use these principles as filters.

Responsiveness is an important filter in developing language teaching materials that meet the needs of students in a program. Cohesion shows that teaching is made according to what has been learned and what will be learned by students. And stability is a technique of testing teaching material in the language learning process. Table 1 Use of Response, Cohesion and Stability in the development of reading teaching materials

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Table 1 describes the use of response, cohesion and stability as filters to develop content based on reading teaching material. List column 1 shows the three principles related to general development. (Ricahard: 2001, Starks & Lattuca 1997) examples; affective curriculum must be responsive to the needs of stakeholders, market needs, and ongoing research. Cohesion in the curriculum connects among curricular elements such as lessons, levels, classes, and skills. Stability in the curriculum will maintain the consistency of objectives, planned changes in principles. List column 2 contains specific examples of how the theoretical principles in column 1 can be practiced in content-based instructions (CBI). For example, curriculum in theory must be responsive to environmental changes, practically the rise of the internet. In practice learners must learn the difference between reading online and reading printed materials and strategies [10].

Tomlinson's opinion which states that there are teaching material manifestations that refer to print media such as books, handouts, modules, brochures, while those that refer to the use of electronic media on CDs, DVDs, the Internet, etc. This is in line with technological developments, where teaching materials can be provided through electronic media. nowadays, there is a lot of teaching practitioners and learners who access teaching material through electronic media called e-learning. E-learning is a system or concept of education that utilizes information technology in a teaching and learning process. electronics such as; Computer Based Training (CBT), Web Based Training (WBT), Internet (Interconnection Networking), etc.

IV. Conclusion
In the world of education the task of reading is something that must be done. Reading is a complicated process. Reading is a process used by someone to get a message delivered by the author without limits
and space. Like, reading individually and in groups or classes is very different. So, in determining teaching material also depends on the needs.

In the process of making teaching materials related to several principles, among others; the principle of response, cohesion and stability. affective curriculum must be responsive to the needs of stakeholders, market needs, and ongoing research. Cohesion shows that teaching is made according to what has been learned and what will be learned by students. And stability is a technique of testing teaching material in the language learning process.

Based on expert opinion that the embodiment of teaching material is print and electronic media. the use of electronic media has advantages. In accordance with the description above that learning by e-learning can use teaching materials / materials independently, can determine learning schedules, can increase active student participation, can improve the quality of learning materials and exercises.

In the end, in determining the relevant teaching material has to do with several principles, among others; the principle of response, cohesion and stability. In the realization of this teaching material can be through print media such as books, handout modules, brochures, and through electronic media such as; Computer Based Training (CBT), Web Based Training (WBT), Internet (Interconection Networking), etc.

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