

CHAPTER II

LITERATURE REVIEW, RELEVANT STUDIES AND CONCEPTUAL FRAMEWORK

A. Literature Review

There are some related theories based on the aim of the study to develop the English learning materials for the grade VIII students at MTs N Yogyakarta I. Those are English for the MTs, the school based curriculum in MTs N, and developing learning materials for MTs N.

1. English for the MTs

MTs N is a formal institution that is under two ministries based on the government regulation. Those are the Education Ministry and Religion Ministry – referring to the National Government Regulation No. 17 article 1 verse 11 of 2010 stating that Madrasah Tsanawiyah which is abbreviated as MTs is one form of formal education institutions controlled by the Religion Ministry that promotes general education with the peculiarity in basic education level for continuing elementary school or MI or other forms which are equal or sustainable of study result that is approved equal or the same as elementary school or MI by the government. This government regulation strengthens the situation in MTs

N Yogyakarta I which is religious and the English materials in MTs N Yogyakarta I must be in line with the Muslim religion.

a. Position of English in MTs N

In MTs, English is in the second position after Muslim religion subjects and English is the same as other subjects. The English subject becomes important when the government decides English as one of the subjects which is tested in the national examination. If the students cannot pass the standard score of the national exam, they will fail in the national exam and cannot continue their study to the next level.

b. Objectives of English in MTs N

Every educational institution definitely has objectives in the teaching and learning process. These are significant parts of the educational institution to improve and develop their institutions. The objectives of the English subject in MTs N Yogyakarta I are mentioned in the content standard of English; the students are supposed to have the following abilities:

1. Developing communicative competence in the form of oral and written competences in order to reach functional literacy.

2. Having the awareness of the importance for improving people's competitions in the global era.
3. Developing understanding about the relation between language and culture.

To reach the objectives of English teaching in MTs N Yogyakarta I based on the English content standard, English should be taught through literature, situational context, and teaching context considering the competition in the global era and relation between language and culture. Therefore, those objectives of teaching English in MTs N Yogyakarta I are specified through certain characteristics and implemented in the school based curriculum.

2. The School Based Curriculum in MTs N

The handbook of the school-based curriculum mentions that a curriculum is a set of plans and arrangements which contain aims, contents, and materials. It also includes some ways or methods as a manual of learning activities in order to achieve some specific educational purposes (BSNP, 2006:4). Developing English learning materials cannot be separated from the school based-curriculum in MTs N Yogyakarta I. As a government regulation, it gives authority to schools and teachers to make their own materials based on the school based curriculum in MTs N Yogyakarta I. The school based curriculum itself consists of standard

competency and basic competency. The content of standard competency and basic competency are the whole English materials that students have to learn to have a good mastery of English during the semester. Those standard competencies and basic competencies are

Grade VIII, Semester 2

Table 1: A list of standard competency and basic competency

Standard competency	Basic competency
<p>Listening</p> <p>1. Understanding the meaning of conversations in the form of short and simple transactional and interpersonal texts for the interaction with the environment.</p>	<p>1.1 Responding to meanings in short transactional conversations (<i>to get things done</i>) and short simple interpersonal conversations (socialization) accurately, and appropriately to interact with the surrounding that involve speaking: asking, giving, refusing help, asking, giving, refusing thing, and asking, giving and rejecting information, asking, giving, and refusing opinion, and offering/accepting/refusing something.</p> <p>1.2 Respond to meanings in transactional conversations (<i>to get things done</i>) and interpersonal conversations (socialization) and short simple texts accurately, fluently, and acceptably to interact with the surrounding that involve speaking: asking, giving agreement, responding statement, giving attention to speaker, opening, lengthening, closing conversation, and opening, lengthening, and closing</p>

Standard competency	Basic competency
	conversations on the telephone.
<p>2. Understanding meanings of spoken functional and monolog texts which are short and simple in the form of narrative and recount texts to interact with the surrounding</p>	<p>2.1 Responding to meanings in the spoken functional texts that are short and simple accurately, fluently, and appropriately to interact with the surrounding.</p> <p>2.2 Responding to meanings in the short simple monolog accurately, fluently, and appropriately to interact with the surrounding in the forms of narrative and recount text.</p>
<p>Speaking</p> <p>3. Expressing meanings in transactional and interpersonal spoken texts that are short and simple to interact with the surrounding.</p>	<p>3.1 Expressing meanings in short and simple transactional conversations (<i>to get things done</i>) and interpersonal conversations (socialization) using various spoken language accurately, fluently, and appropriately to interact with the surrounding that involve speaking: asking, giving, refuse help, asking, giving, refusing things, asking, giving, and rejecting information, asking, giving, and refusing opinion, and offering/accepting/refusing something</p> <p>3.2 Expressing meanings in short simple transactional conversations (to get things done) and interpersonal conversations (socialization) using various spoken language accurately, and appropriately to interact with the surrounding that involve speaking: asking, giving agreement, responding statements, giving attention to</p>

Standard competency	Basic competency
	speaker, opening, lengthening, and closing conversations, and also opening, lengthening, and closing telephone conversations.
4. Expressing meanings in functional spoken texts and short simple monologs in the forms of recount, and narrative to interact with the surrounding	<p>4.1 Expressing meanings in short simple spoken functional texts using various spoken language accurately, fluently, and appropriately to interact with the surrounding</p> <p>4.2 Expressing meanings in short simple monolog texts using various spoken language accurately, fluently, and appropriately to interact with the surrounding in the forms of recount and narrative texts.</p>
<p>Reading</p> <p>5. Understanding meanings in short simple essays in the forms of recount, and narrative text to interact with the surrounding</p>	<p>5.1 Reading aloud meaningful functional texts and short simple essays in the forms of recount and narrative texts with speaking, stress, and intonation acceptable related with the surrounding</p> <p>5.2 Responding to meanings in short simple written functional texts accurately, fluently, and appropriately related to the surrounding</p> <p>5.3 Responding to meanings and rhetorical steps in short simple essays accurately, fluently, and appropriately that relate to the surrounding in the forms of recount and narrative texts</p>

Standard competency	Basic competency
<p>Writing</p> <p>6. Expressing meanings in functional written texts and short simple essays in the forms of <i>recount</i> and <i>narrative</i> text to interact with the surrounding</p>	<p>6.1 Expressing meanings in the form of short functional written texts using various written languages accurately, fluently, and appropriately to interacting with the surrounding.</p> <p>6.2 Expressing meanings and rhetorical steps in short simple essays using various written languages accurately, fluently, and appropriately to interact with the surrounding the form of <i>recount</i> and <i>narrative</i> texts</p>

Regarding the content of standard competency and basic competency, the English learning materials in the MTs is the same as the content of standard competency and basic competency in the general junior high school in Indonesia, but limitation of the English learning materials' context and criteria of appropriate English learning materials are clear that English learning materials should be in the Muslim religious context and criteria referring to the National Government Regulation No. 17 article 1 verse 11 of 2010.

3. Task Design

The approach in designing the tasks was Task Based Language Teaching (TBLT). Completing Task Based Language Teaching in the task design includes: definition of task, components of task, a framework for task, task principles, and unit design development.

a. Task Based Language Teaching

From the term task based language teaching, it can be concluded that the approach uses tasks as the basic components in teaching language. Nunan (2004) proposes six principles and practices that strengthen task based language teaching, namely:

- 1) A needs-based approach to content selection
- 2) An emphasis on learning to communicate through interaction in the target language
- 3) The introduction of authentic text into the learning situation
- 4) The provision of opportunities for learners to focus not only on language but also on the learning process itself
- 5) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
- 6) The linking of classroom language learning with language use outside the room.

b. Definition of Task

Task is an important element in developing English learning materials, designing unit and course grid for grade VIII at MTs N Yogyakarta I. Moreover, tasks for task based language teaching that all of the teaching learning process activities in the class depend on the tasks. Nunan (2004) defines task as real-world or target tasks: as

the name implies, refers to uses of language in the world beyond the classroom, and classroom or pedagogical tasks: are those that occur in the classroom. Long in Nunan (1985:89) argues that a target task is:

a piece of work undertaken for oneself or for others, freely or some reward. Thus examples of tasks include painting a fence. Dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between.

From the definitions above, we should notice first that task is non-technical and non-linguistic. Another thing to notice is that target task is focused on the purpose of learners in learning or the reason why they learn the language. For example, if we ask why they are attending an English course, they are more likely to say, "So I can pass the English national examination".

The Pedagogical task, according to Nunan (2004:4), is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.

The definition above is emphasized on involving communicative language use in which the user's attention is focused

on meaning rather than grammatical form. In addition, Nunan's definition above refers to the deployment of grammatical knowledge to express meanings, highlighting the fact that meaning and form are highly interrelated, and that grammar exists to enable the language user to express different communicative meanings.

In developing tasks for English language materials for grade VIII MTs the researcher has to consider a number of different factors according to Spratt, Pulvernes, and William (2005); (1) the teaching aim, (2) the learning style of the students, (3) the ability and level of the students, (4) personality of the students, (5) the class size, (6) the previous experience of the students, (7) the activities that researcher have choose, (8) the balance of interaction patterns in a lesson, (9) the group dynamics of the class. There are also three typical activities that Richard states (2001:16) the researcher can use to develop communicative tasks. Those are mechanical, meaningful, and communicative practice.

c. The Components of Tasks

In the task components, there are six elements referring to Shavelson and Stern (1981:478) in Nunan (2004). Those elements are (a) content: the subject matter to be taught, (b) materials: the things that learners can observe/manipulate, (c) activities: the things that

learners and teachers will be doing during a lesson, (d) goals; the teachers' general aims for the task (these are much more general and vague than objectives), (e) students: their abilities, needs, and interests are important, (f) social community: the class as a whole and its sense of 'groupness'.

Candlin, Wright and others (1987) in Nunan (2004) state that task components are; (a) Goals, (b) Input, (c) Procedures, (d) Teacher role, (d) Learner role, and (e) Setting.

Task components based on some experts have similar forms: goals, input, procedures, teacher role, and setting although the experts mention those components in different terms.

d. A Framework for Task

A framework for task is a design formed by the task components which are adapted and taken from the real-world or target tasks. A framework for task is proposed for materials design and consideration in planning lessons, materials and units of work. It is underpinned on the real-world or target tasks. Referring to Nunan in the task-based language teaching, it is stated that a framework for task is to create learning opportunities in the classroom; the researcher (teachers) must transform these real-world tasks into pedagogical tasks.

Based on Nunan (2004), the following schema is a framework for task process:

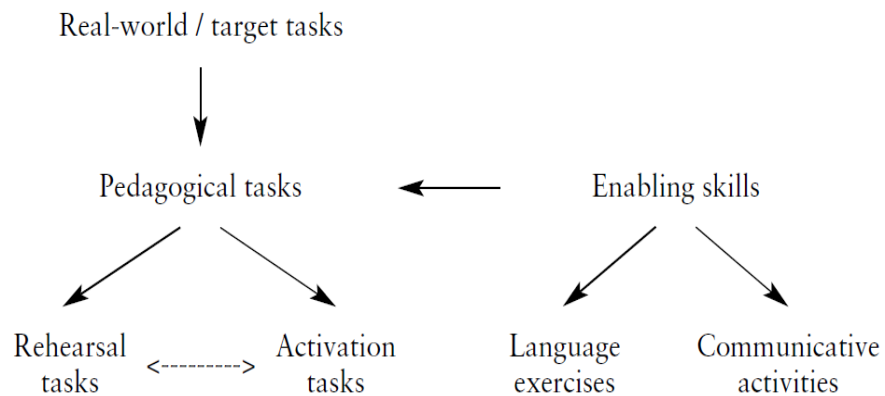


Figure 1: Schema framework of task

Pedagogical tasks which have been transformed from the real-world task consist of some activities such as rehearsal tasks, activation task, and enabling skills which are formed from language exercises and communicative activities.

e. Task Principles

In Task Based Language Teaching (TBLT) there are six principles and practice. Nunan (2004) states that pedagogically task based language teaching has strengthened the following principles and practices:

- 1) A needs-based approach to content selection
- 2) An emphasis on learning to communicate through interaction in the target language
- 3) The introduction of authentic text into the learning situation
- 4) The provision of opportunities for learners to focus not only on language but also on the learning process itself
- 5) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
- 6) The linking of classroom language learning with language use outside the room.

Those principles are implemented in the unit design development. They are used as the basic principles in developing the unit design.

f. Unit Design Development

The unit design development consists of two sections. Those are instructional sequences of task development and task grading and sequences.

1) Instructional Sequences of Task Development

In this section, the researcher describes how instructional sequences around tasks are developed. There are six-step procedures proposed by Nunan (2004:31) and this is set out below:

a) Step 1: Schema building

The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set of context for

the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task.

b) Step 2: Controlled practice

The next step is to provide students with controlled practice in using the target language vocabulary, structures and functions.

c) Step 3: Authentic listening practice

The next step is to involve learners in intensive listening practice.

d) Step 4: Focus on linguistic elements

The students now get to take part in a sequence of exercises in which the focus is on one or more linguistic elements.

e) Step 5: Provide freer practice

At this point, it is time for the students to engage in freer practice, where they move beyond simple manipulation.

f) Step 6: Introduce the pedagogical task

The final step in the instruction sequence is the introduction of the pedagogical task itself.

2) Task Grading and Sequencing

This is the grading and sequencing section for examining the unit design development which has been discussed in the previous section. Grading is the arrangement of the content of course or textbook presented in a helpful way (Richards, Platt and Weber 1986:125 in Nunan (2004)). Brindley (1987) in Nunan (2004) states some questions that need to be considered in relation to the learner factors (confidence, motivation, prior learning experience, learning pace, observed ability in language skills, cultural knowledge/awareness, and linguistic knowledge). Those questions and learners factors are as follows:

Table 2: A List of Questions for Task Grading and Sequencing

Factor	Question
Confidence	<ul style="list-style-type: none"> • How confident does the learner have to be to carry out the task? • Does the learner have the necessary level of confidence?
Motivation	<ul style="list-style-type: none"> • How motivating is the task?
Prior learning experience	<ul style="list-style-type: none"> • Does the task assume familiarity with certain learning skills? • Does the learner's prior learning experience provide the necessary learning skills/strategies to carry out the task?
Learning pace	<ul style="list-style-type: none"> • How much learning material has the learner shown he/she is capable of handling? • Is the task broken down into manageable parts?

Observed ability in language skills	<ul style="list-style-type: none"> • What is the learner's assessed ability in the skills concerned? • Does this assessment conform to his/her observed behavior in class? • In the light of the teacher's assessment, what overall level of performance can reasonably be expected?
Cultural knowledge / awareness	<ul style="list-style-type: none"> • Does the task assume cultural knowledge? • If so, can the learner be expected to have it? • Does the task assume knowledge of a particular subject?
Linguistic knowledge	<ul style="list-style-type: none"> • How much linguistic knowledge does the learner have? • What linguistic knowledge is assumed by the task?

4. Developing Learning Materials for Grade VIII of MTs N Yogyakarta

I Students

In developing learning materials there are three aspects that should be discussed. Those are needs analysis, syllabus, and learning materials design.

a. Needs Analysis

Needs analysis are procedures used to collect information about learners' needs (Richards, 2001:51). Richards adds that the discipline of needs analysis is to determine the kinds of communication learners would need to master when they are in specific occupational or educational role, and the language features of particular settings.

When the focus of a language is used for specific rather than general purposes such difference, it might include:

- 1) difference in vocabulary choice
- 2) difference in grammar
- 3) difference in the kinds of text
- 4) difference in functions
- 5) difference in the need for particular skills

(Richards, 2001:52)

Needs analysis in language teaching may be used for a number of different purposes, for example:

- 1) to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university students;
- 2) to help determine if an existing course adequately addresses the needs of potential students;
- 3) to determine which students from a group are most in need of training in particular language skills;
- 4) to identify a change or direction that people in a reference group feel is important;
- 5) to identify a gap between what students are able to do and what they need to be able to do;

(Richards, 2001:52)

In needs analysis, the quality of the data collected depends on the appropriate data collection techniques. Accordingly, teachers need to be selective about what type of data to be collected. Needs analysis offers detail information about linguistic and cognitive challenges students face in academic settings through analyzing data collected from questionnaire, analysis of text books, classroom observation, and interviews with students to develop English for Academic Purposes (EAP), Syllabi and instruction appropriate for particular context (Benesch, 2008:57)

b. The Syllabus

One of the fundamental questions for language teaching is what language to be taught is. In order to specify what language will be taught, items are typically listed and referred to as the syllabus (Basturkemen, 2006:20-21)

Richards (2001:38) points out ten components of syllabus.

They are

- 1) the purposes
- 2) the setting
- 3) the role of the learners and the role of their interlocutors
- 4) the communicative events
- 5) the language functions
- 6) the notions
- 7) the discourse and rhetorical skills
- 8) the variety or varieties of the target language
- 9) the grammatical content
- 10) the lexical content

c. Learning Materials

The first step in developing learning materials for MTs N students is knowing and understanding what materials are. The core of developing learning materials is the materials themselves.

The essences of materials are to facilitate the students in the language learning process and also facilitate the students to reach the goals of the teaching and learning. Tomlinson (1998) states materials are used to help to teach language learners and these can be in the form of a textbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard, or

anything which presents or informs about the language being learned.

It can be concluded that the forms of materials can be many things and anything that help teachers to teach the public MTs students and make them understand what their teachers are teaching.

d. Learning Materials Design

After knowing about what materials are, learning materials design is the next step in developing learning materials. Learning materials design consists of three parts. Those are material development, criteria of good materials, and materials evaluation.

1. Materials Development

To reach appropriate English materials for MTs N Yogyakarta I students, developing English materials cannot be avoided. In developing materials, there are some points that should be implemented in materials. Masuhara (2008) states the points that should be implemented:

- a) Introduce interesting people and their views and opinions from different ethnic groups (e.g. novels, articles, news reports) as well as from British or American points of view.
- b) Offer opportunities for language/culture/critical awareness that helps learners to reflect on their own use of language as well as those of others (Material 6 Culture corner and Language Awareness sections seemed to me to be an attempt in this direction)
- c) Explore different varieties of language (e.g. social, ethnic, gender, age)
- d) Offer opportunities to consider effective ways of communication with people with various backgrounds and sense of values

- e) Help teaches and learners to realize that there are no neutral, correct and perfect language users.

Completing the statement of Masuhara (2008) about the points that should be implemented in the materials, the following is a list of factors in developing materials which also cannot be avoided as proposed by Graves (2000). Those are

- a) Learners
 - 1) Make relevant to their experience and background
 - 2) Make relevant to their target needs (outside of class)
 - 3) Make relevant to their affective
- b) Learning
 - 1) Engage in discovery, problem solving, analysis
 - 2) Develop specific skills and strategies
- c) Language
 - 1) Target relevant aspects (grammar, functions, vocabulary, etc.)
 - 2) Integrate four skills of speaking, listening, reading, and writing
 - 3) Use / understand authentic texts
- d) Social context
 - 1) Provide intercultural focus
 - 2) Develop critical social awareness
- e) Activity / task types
 - 1) Aim for authentic tasks
 - 2) Vary roles and groupings
 - 3) Vary activities and purposes
- f) Materials
 - 1) Authentic (texts, realia)
 - 2) Varied print, visual, audio, etc)

2. The Principles of Good Materials

The second part in learning materials design is the principles of good materials. Principles of good materials are needed for selecting and choosing the appropriate materials for MTs N Yogyakarta I students. According to Masuhara and Tomlinson (2008:24), there are fourteen questions to be included in the

criteria of good learning materials that we can use to examine materials:

- 1) To what extent do the materials provide exposure to English in authentic use?
- 2) To what extent is the exposure to English in use likely to be meaningful to the target learners?
- 3) To what extent are the texts likely to interest the learners?
- 4) To what extent are the activities likely to provide achievable challenges to the learners?
- 5) To what extent are the activities likely to engage the learners affectively?
- 6) To what extent are the activities likely to engage the target learners cognitively?
- 7) To what extent do the activities provide opportunities for learners to make discoveries about how English is used?
- 8) To what extent do the activities provide opportunities for meaningful use of English?
- 9) To what extent do the materials provide opportunities for the learners to gain feedback on the effectiveness of their use of English?
- 10) To what extent are the materials likely to sustain positive impact?
- 11) To what extent do the materials help the learners to make use of the English-speaking environment outside the classroom?
- 12) To what extent do the materials help the learners to operate effectively in the English-speaking environment outside the classroom?
- 13) To what extent do the materials treat English as an international language?
- 14) To what extent do the materials provide opportunities for cultural awareness?

In line with Mashura and Tomlinson (2008), according to Tomlinson (1988: 7-22), criteria of good learning materials are

- 1) Materials should achieve impact.
- 2) Materials should help learners to feel at ease.
- 3) Materials should help learners to develop confidence.
- 4) What is being taught should be perceived by learners as relevant and useful.
- 5) Materials should require and facilitate learner self-investment.
- 6) Learners must be ready to acquire the points being taught.
- 7) Materials should expose the learners to language in authentic use.
- 8) The learners' attention should be drawn to linguistic features of the input.

- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- 10) Materials should take into account that the positive effects of instruction are usually delayed.
- 11) Materials should take into account that learners differ in learning styles.
- 12) Materials should take into account that learners are differ in affective attitudes.
- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
- 15) Materials should not rely too much on controlled practice.
- 16) Materials should provide opportunities for outcome feedback.

Those principles of good materials are selected and chosen in the content of the materials for general junior high school. Considering the basic education of MTs N is Muslim religion, those principles of good materials should be completed with principles of good materials for MTs N. Based on the Government Regulation No. 17 article 1 verse 11. The researcher proposes principles of good materials for English MTs materials as follows:

- 1) all of the theme and topic of materials do not against Muslim religion.
- 2) the materials can be implemented and found in their daily activity as Muslim.
- 3) if the materials use authentic text, the materials should use Muslim authentic texts.
- 4) the pictures, examples, video, and other Medias should be in Muslim context.
- 5) the materials consist of cultural Muslim values.

After the materials have been developed, the next section is materials evaluation to evaluate the materials.

3. The Materials Evaluation

The materials made must be evaluated and edited to get the best whole package of materials not only the content, but also all of parts of the materials, are related to each other and meaningful and communicative. To reach the goal of materials evaluation, there are ten criteria for evaluating materials as follows.

a. Criteria for Evaluating Materials

According to Tomlinson (2008:77), he lists criteria for evaluating materials in questions namely,

1. Do the materials provide exposure to English in authentic use?
2. Is the exposure to English in use likely to be meaningful to the target learners?
3. Are the texts likely to interest the learners?
4. Are the activities likely to provide achievable challenges to the learners?
5. Are the activities likely to engage the learner affectively?
6. Are the activities likely to engage the learner cognitively?
7. Do the activities provide opportunities to make discoveries about how English is used?
8. Do the activities provide opportunities for meaningful use of English?
9. Do the activities provide opportunities to gain feedback on effective use of English?
10. Are the materials likely to sustain positive impact?

B. Conceptual Framework

The main purpose of this research is to develop appropriate English learning materials for the grade VIII students at MTs N Yogyakarta I. To reach the purpose of this research, the school background should be analyzed. Referring to the National Government Regulation No. 17 article 1 verse 11 of 2010 stating that Madrasah Tsanawiyah which is abbreviated as MTs is one form of formal education institutions controlled by the Ministry of Religion that promotes general education with peculiarity in basic education level for continuing elementary school or MI or other forms which are equal or sustainable of study result that is approved equal or the same as elementary or MI by the government. From the government regulation the appropriate learning materials for the grade VIII at MTs N Yogyakarta I should be relevant with Muslim religion. Since there are no English learning materials relevant with Muslim religion as the school background, the English learning materials are developed.

In developing the English learning materials for the VIII grade of MTs N Yogyakarta I, some factors are worth to be considered. Those factors are needs analysis and syllabus for grade VIII students of MTs N Yogyakarta I. Needs analysis are procedures used to collect information about learners' needs (Richards, 2001:51). In addition, needs analysis is not only procedure to collect information about learners' needs but also target needs and input for

the learners'. One of the fundamental questions for language teaching is what to be taught is. In order to specify what language will be taught, items are typically listed and referred as the syllabus (Basturkmen, 2006:20-21). Completing understanding about syllabus, Richards (2001:38) points out ten components of syllabus which are derived from needs analysis and school based curriculum. A curriculum is a set of plans and arrangements which contains aims, contents, and materials. It also includes some ways or methods as a manual of learning activities in order to achieve some specific educational purposes (BNSP, 2006:4). Based on the definition of curriculum, the school based curriculum is a curriculum formed from school's obligation including standard competence and school competence. Based on the second semester of the grade VIII of MTs N Yogyakarta I, genres which are taught, are recount and narrative texts. Needs analysis and syllabus are used to develop task design. Based on Nunan (2004) task is defined as (1) real-world or target tasks: as the name implies, refers to the use of language in the world beyond the classroom, and (2) classroom or pedagogical tasks: are those that occur in the classroom. In the task design development there are task components based on Shavelson and Stern (1981, schema of framework of task based on Nunan (2004), and task principles based on Nunan (2004)). The last section after task design development is learning materials design which consists of points that should be implemented in the materials points that should be implemented in material (Masuhara, 2008), principles of good

materials (Hitomi Masuhara and Brian Tomlinson, 2008:24) that completing with principles good materials for MTs (government regulation PP No. 17 1 verse 11), material evaluation about criteria for evaluating materials (Tomlinson, 2008:77).