

CHAPTER I

INTRODUCTION

A. Background of the Research

In Indonesia, English is considered as the first foreign language which taught formally from elementary school to the university level. Being successful in teaching English is the dominant factor that English teacher should pay attention. One factor that needs to be known well by English teacher to be success in teaching English is selecting, evaluating and developing material. As Allah said in holy Qur'an (Al-Mujadilah; 11)

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ
اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا
الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

And the hadith of the Prophet which forms the basis of educational material is:

قَالَ الْإِمَامُ أَحْمَدُ، وَالتَّانَفِيعِيُّ: حَدَّثَنَا سُفْيَانُ، عَنْ أَيُّوبَ، عَنْ نَافِعٍ، عَنْ ابْنِ
عُمَرَ، أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: "لَا يُقِيمُ الرَّجُلُ الرَّجُلَ
مِنْ مَجْلِسِهِ فَيَجْلِسَ فِيهِ، وَلَكِنْ تَفَسَّحُوا وَتَوَسَّعُوا."

Materials development is a studies the principles and procedures of the design, implementation and evaluation of language teaching materials (Tomlinson, 2001). Material development is an important step in

language teaching and learning, especially when textbooks or other ready-to-use materials are not available (Perdhani, 2013). There is no textbook can be ideal for any particular class and that, therefore, an effective classroom teacher needs to be able to evaluate, adapt and produce materials so as to ensure a match between the learner and the material they use. In some ways, this is a formalization of the implicit understanding that a teacher should provide additional teaching materials over and above textbook material.

Based on the researcher's experience when doing teaching practice II in SMK Bina Banua Banjarmasin, the researcher found that English teachers there only used one textbook for teaching and learning process and they sometimes used authentic materials in their classes. Thus, the researcher believes that they can use English teaching materials from other resources such as authentic materials and it is important for them to have capability in selecting and developing materials in case the textbook they use not satisfy the objectives of the lesson or the curriculum.

Moreover, English teachers are free to choose method and material but they should pay attention to students' need and improvement. Also, students need to be familiarized with the real forms of communication and cultural knowledge are crucially exposed. There are many alternative approaches and methods to facilitate this purpose (Kirana, 2014).

Therefore, the researcher decided to look closely at one of the alternative ways. One of the most influential strategies used in ESL and

EFL teaching today is the use of authentic materials in EFL classroom. Authentic material is known as real-life or genuine materials. According to Martinez (2002) as cited in Al-Azri and Al-Rashdi (2014), authentic materials are aimed at native speaker daily life and not for teaching purposes. It is created and used for a social purpose in the language community of the native speaker. Peacock (1997) stated that authentic materials are the materials that have been produced to fulfill some social purposes in the language community. While Nunan (1999) states that authentic materials whether spoken or written materials which are not intended for use in teaching. In addition, Kelly, Offner & Vorland (2002) believed that authentic materials are a useful means, to bridge the gap between students and the real world. Thus, the teachers need to engage the students in EFL class with the authentic materials in order to make the students familiar with the real situations.

According to Gebhard (1996), there are many examples of authentic materials which can be used in EFL classroom. Some examples that English teachers can use are news clips, TV commercials, documentaries, cartoons, movies, news, songs, wordless street signs, stamps, newspaper articles, restaurant menus, advertisements, novels, greeting cards, invitation cards, brochures, etc.

They are sometimes underestimated since teachers attempt to explore only textbooks most of the time. But, the researcher believes if authentic materials were used more, English teaching would be not only

more effective, but also more interesting. Also, the researcher believes by giving the students in EFL class authentic materials will help the students to learn as well as prepare for real life situations. Thus, the researcher wants to conduct the research about how English teachers develop authentic materials for English teaching and learning and their consideration in preparing the authentic materials.

The field about developing material had been conducted by some researcher before, such as a research by Irmawati and Widiati (2016), the research talked about the ways of developing teaching materials and dealing with consideration in preparing teaching material. The results are divided into two aspects. The first aspect is the ways of developing teaching materials. The findings show that they mostly make use of internet to find the materials, compile and adapt from other handbooks, discuss with colleagues, make use the environment, and cooperate with IT students who do internship at the school is undertaken. The second aspect is consideration in preparing teaching materials. The findings show that there are four considerations that include competence as stated in the curriculum, students' proficiency, and students' interests.

Another research is from Maromon (2016), the research is about developing instructional design teaching material based multimedia to be used as source in instructional design course as one of compulsory subject for English Study Program learner in Artha Wacana Christian University. In the result, it shows that developing instructional design teaching

material based multimedia is feasible to be used as one of learning sources in instructional design.

The other research is from Gultom (2016), the research is about how to develop appropriate English learning materials for nursing students of Borneo University of Tarakan in learning English. The result showed that the developed materials were appropriate with the range of the mean value was 3.12 to 3.64 that means in the good category.

Though, the study about this theme is already conducted by some researchers, the researcher believes that this field still needed to conduct especially with theme authentic materials in order to know how English teachers develop their authentic materials. Thus, the researcher entitled “Developing Authentic Materials for EFL Classes at SMK Bina Banua Banjarmasin” will be conducted.

B. Research Problems

It is important for teachers to have capability in developing materials especially authentic materials which can elicit the interest and to explore the creativity of their students so that they will be more motivated to learn. Based on the previous explanation before, the research questions are formulated as:

1. How do English teachers in SMK Bina Banua Banjarmasin develop their teaching authentic materials?

2. What considerations do English teachers in SMK Bina Banua Banjarmasin take in preparing teaching authentic materials?

C. Research Objectives

Related to the research questions, the objectives of the research are:

1. To know how English teachers in SMK Bina Banua Banjarmasin develop their teaching authentic materials.
2. To know the consideration of English teachers in SMK Bina Banua Banjarmasin in preparing teaching authentic materials.

D. Significance of the Research

The present research hopefully makes several significances for theoretical and practical benefits.

1. Theoretically, the result of this research is expected to give significant contribution toward the research about developing authentic materials for English teaching.
2. Practically, the result of this research is expected to provide information to the teacher in developing authentic materials and also beneficially useful to students and readers who are interested in developing materials, and for future researcher, it is expected that this research can be a reference for them who wants to conduct a research on the similar field.

E. Definition of Key Terms

For the purposes of avoiding misunderstanding, the following important terms need to be operationally defined.

1. English as a Foreign Language classes or EFL classes is eleventh grade classes and twelfth grade classes where students in SMK Bina Banua Banjarmasin learn and use English as additional language.
2. Authentic materials are all kinds of authentic text or printed material which are not intentionally used as teaching materials in teaching and learning process that are chosen or collected from internet sources and printed sources by two English teachers in SMK Bina Banua Banjarmasin for teaching and learning process.
3. Authentic materials development is about the stages and considerations in developing and preparing the authentic materials of English teachers in SMK Bina Banua Banjarmasin.