

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents about background of the study, Research Questions, Objective of the study, Significance of Study, Definition of key terms.

#### **A. Background of Study**

English education has an important role in the success of Indonesian children in the process of acceptance a foreign language. It also becomes a positive thing in order to improve the quality of human. Nowadays, many schools in Indonesia admit English for Young Learner in their subject schools. English is included into their local subject or extracurricular not for compulsory subject of their schools. Readiness of the teacher to make it easier at the same time the teacher can find out the short comings of students during the teaching learning process.

According to Housego (1990) indicated that a teacher's success in maintaining an effective learning environment is compromised if s/he is not ready enough to teach (p. 223-239). According to Giallo and Little (2003) this assertion does not exactly mean that a teachers perceived readiness denotes that is ready in reality; however, teachers feeling of being ready is important to learners their ability to execute a behavior (p.21- 34).

According to Baker (2002) readiness is defined as a combination of one's ability and willingness to do a job that indicates a situational need (p. 46). In the field of education conducted a study with the purpose of examining the differences between consecutive and concurrent pre-service elementary

education teachers concerning both their feelings of readiness to teach and the classroom management and discipline problems experienced.

According to Sari (2012) teachers role are very important in giving a chance for young learners to use English, because of developing for child becomes one of the obligation competence needed (p.2). Teaching a foreign language at the young level is not be easy job. Moreover, several parents least able to teach English for their children. So, it is needed an English teacher to acknowledge English easily. Especially for students' so that easily when learning English. Therefore, it is important for teachers to strength en their readiness in teaching English. And strength hen the material prepare for students, so that when teachers carry out learning, the teacher has a strong readiness in delivering material in the classroom.

From it is clear that veridical perception under viewing or listening conditions that are less than ideal depends upon a state of teachers' readiness that matches the probability of occurrence of events in the world of the perceiver. This is true, because from some of the opinion above, it can be conclude that the readiness in developing teaching material is in initial condition of a teacher who will face a teaching process in class that makes ready to give material well with in achieving certain goals.

That is as stated in the Al-Qur'an QS. An-Nisa: 58

إِنَّ لِلَّهِ يَأْمُرُكُمْ أَنْ تَوَدُّوا أَلَّا مَنَّتْ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَنَا س أَنْ  
تَحْكُمُوا بِالْعَدْلِ ۚ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ ۗ إِنَّ اللَّهَ كَانَ سَمِيعًا

## بَصِيرًا (٥٨)

Indeed, Allah commands you to render trusts to whom they are due and when you judge between people to judge with justice. Excellent is that which Allah instructs you. Indeed, Allah is ever Hearing and Seeing (Q.S. An-Nisa: 58).

This verse explains that the teacher's responsibility is trustful which must be carried out as well as possible, full of sincerity and expect the pleasure of Allah SWT. The teacher's responsibility is his belief that all his actions in carrying out his duties and the obligation is based on professional judgment appropriately. From some of the opinions above, it shows that the teacher has duties and responsibilities.

Therefore, the most important task of the teacher is to have the readiness to teach in developing student learning materials for the lessons being taught. And teachers should be broad-minded and solve problems' that occurs in the teaching-learning process.

Such as previous of study from a journal Norezan (2019) discuss about trainee teachers readiness 21st century teaching practices. This research is carried out to investigate the level of trainee teachers' readiness and the challenges encountered by them during teaching practice. The study was conducted in 24 schools (14 urban schools and 10 rural schools), randomly selected in Selangor. The research sample consisted of 160 trainee teachers at the Faculty of Education, who had completed their teaching practices in these schools. A descriptive research design was employed using survey method to

analyze the trainee teachers' readiness, preparation and the challenges encountered during teaching practice. Questionnaires were designed and disseminated to the trainee teachers during post practicum session at the Faculty of Education. Trainee teachers were required to answer the questionnaires within 20 minutes after the session, and were collected after the students had completed their answers.

From some of the explanation above, this research intends to investigate the English teachers' readiness to teach, especially for junior high schools which has English teacher at their school. So the researcher is attracted to write graduating paper entitle: *'ENGLISH TEACHERS READINESS IN DEVELOPING TEACHING MATERIAL OF JUNIOR HIGH SCHOOLS IN BANJARMASIN'*.

## **B. Research Questions**

To clarify problem that is going to be analyzed, the researcher are make statement of the problems as follows:

1. How do the English teachers develop their teaching material?
2. Are all the English teachers ready in developing their teaching material?

## **C. Objectives of the Study**

The researcher hopes that the result of this research able to give information about teacher readiness in developing teaching material in School. The purposes of the research are:

1. To find out how do the English teachers develop their teaching material.

2. To find out the teachers readiness in developing their teaching material.

#### **D. Significance of Study**

This research is expected to be used as a reference for other researchers to conduct a research in English teaching learning process.

1. To introduce teachers readiness in developing teaching material at schools to prospective teachers in the future.
2. For teacher, as alternative in developing teaching material.
3. For the future researchers, this study can be guidance if they want to conduct the similar study in different place.

#### **E. Definition of Key Terms**

To avoid any mistake in interpreting the title of this research, the researcher defines some key terms, related in this research

1. Readiness

According to Slameto (1991), readiness is the whole conditions of a person who make it ready to respond or react by a certain way towards a situation. The readiness can be seen from the physical readiness, mental readiness, or cognitive readiness (p.115).

According to Dalyono (2005), the readiness can be seen from the physical readiness and mental readiness. Physical readiness means good health personnel so that when carrying out an activity physical readiness will be maximized, while mental readiness means having a strong interest and motivation, this makes us sufficient to carry out a better activity (p.52).

From some of the explanation above, that the intended readiness is the readiness of a teacher which can be interpreted as an attitude of willingness to engage in the task of educating, teaching, guiding, directing, training, and evaluating students to engage in certain activities.

## 2. Teaching Material

According to Grasha (1996) teaching is a performing art for student, excellent teachers' use their voices, gestures, and movements to elicit and maintain attention that students can understand and to stimulate students' emotions, like other performers, teachers must convey a strong sense of presence, of highly focused energy (p.4).

The most important thing in teaching is part of the obligation of every teacher to practice knowledge that has been gained, so that teachers can develop the younger generation of students, to become better at studying at school.

## 3. Junior High Schools

School for children that have completed elementary school or grade School, junior high school is taken within a period of 3 years (grades 7 through grade 9). Some categories are similar / equivalent to junior high school (junior high school or equivalent) including:

- 1) Madrasah Tsanawiyah (MTs).
- 2) Study Groups / Program Packages B.