

CHAPTER I

INTRODUCTION

Chapter I presents the introduction of the study, which consists of background, statement of the problems, objective of the study, significance of the study, and the definition of key terms. The description of the subchapter is presented as follows:

A. Background of Study

Teaching English as foreign language in Indonesia is not a thing that we can do easily. Since English is not second language for Indonesian people. English in Indonesia is a foreign language that means Indonesian rarely use English in their daily life. As English teacher in the future, English Department students expected to master English well not only for themselves but also for their students later. Therefore, English Student needs special skills to make the teaching and learning activities run well and make the students enjoy accepting the materials. Beside that the way teachers teach English itself could be the most crucial thing to make students interested in learning English.

Language teaching has five important components. They are students, teachers, materials, teaching methods and evaluation. In this research, the researcher concern about the materials itself. Today, English teachers in Indonesia definitely have a lot of alternatives in terms of instructional materials. (Nunan, 1992) states that teaching materials are often the most substantial and observable component of pedagogy. In addition, (Richards,

2003) summarized the role of materials (particularly textbook) in language teaching as a resource for presentation materials, activities for learners practice and communicative interaction for learners on grammar, vocabulary, pronunciation stimulation and ideas for classroom activities and a support for less experienced teachers.

According to Harmer (2010) a decision about course content are very often not taken by teachers, but by some higher authority. Even many institutions present the syllabus in terms of the main textbook to be used by a certain date, teachers are expected to have covered a certain number of units in the book. At the same time teachers are often provided with a list of supplementary material and activities available. Yet, the graduates of such programs as English teacher training are often required to carry out course design task without having received sufficient training to do so. As a matter of fact, course design requires specialized expertise which can be gained through learning and practice. Designing courses is unlike preparing one's own teaching as it should be understood by others who will use the design. Therefore, it is very urgent to equip the English students with the basic competence of course design.

Developing material mentioned on Botswana Training Authority (2005) that the process of making and developing a material in which very beginning step is the developer have to establish the need for the learning materials and matches it to the target learner. Needs analysis is used to collect information about learners' needs (Richards, 2001: 51). Learning needs refer to what the learner needs to do in order to learn. It is concerned with the method and activities in a learning

process. To decide the method and activities, the teacher should understand the learning goals, the preferred styles of learning, and the commitment to learn of the learners. Nation and Macalister (2010: 24-25) divide needs into target needs and learning needs. Target needs refer to what the learner needs to know in order to function in the target situation, what they know already, and what they need to know. Target needs make sure that the course contains relevant and useful things to learn. It is more useful to look at the target situation in terms of necessities, lacks, and wants. Necessities refer to what the learner has to know in order to function effectively in the target situation. Lacks refer to the gap between the target proficiency and the existing proficiency. On the other hand, wants refer to what the learner wishes to learn. In this case the needs that found by the students connected with the materials known as authentic materials.

In this millennial era classroom materials should as far as possible mirror the real world and use the real world or “authentic sources” as the basic of classroom learning. Classroom activities should parallel the ‘real world’ as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium. The purpose of reading, writing and the other skills should be the same in class as they are in real life.

Talking about authentic sources or authentic materials it seems like they are still underestimated since very seldom to use in teaching and learning activities in school area or university. Materials sources used tends to the available textbook and even from the students works sheet or we know it as *LKS* That is why it really

important for the English Education Department students to demonstrate and make learning materials with the authentic materials.

Generally, teachers or students from English Department tend to use all guidance provided by a textbook. However, it is a fact that a textbook does not always meet the variety of conditions in a language class (Richards, 2003). Sometimes, students need to explore teaching materials outside textbooks and modify them in order to be relevant to the need and demands of particular group of teaching object. Students' experiences and understanding of their teaching object need is very important in materials development, so that the teaching object are motivated in learning the target language.

In English Education Department of UIN Antasari provided a course Curriculum and Material development (CMD) which contains many topic related how to make a good materials based on the curriculum applied and exactly appropriate to the situation and condition to the learner. By the end of the course lecturer always give final project to make a syllabus which called integrated syllabus which contains material development as the attachment.

The word 'integrated' in Cambridge dictionary means with two or more things combined in order to become more effective. Meanwhile 'syllabus' from Stanford University means a guide to a course and what will expected of a course. Bambang Irfani (2014) in his monograph stated that integrated syllabus is when some attempt is made to interrelate content item. It means when a developer or in case students from English Education Department start to make an integrated

syllabus they have to understand the whole kinds of syllabus first. Then it integrating between two or more kinds of English syllabus in order to make the teaching and learning activities become more complex.

In the Qur'an in surah Al-Baqarah verse 286 which reads :

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۗ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ ۗ رَبَّنَا لَا
تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا ۗ رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إِصْرًا كَمَا حَمَلْتَهُ عَلَى الَّذِينَ مِنْ
قَبْلِنَا ۗ رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا طَاقَةَ لَنَا بِهِ ۗ وَاعْفُ عَنَّا وَارْحَمْنَا ۗ أَنْتَ مَوْلَانَا
فَاَنْصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ [٢:٢٨٦]

In the verse has been explained that, Allah will not give a burden that we can not handle. It means that every problem that Allah has given to us surely we able to face and solve it. Depending in our self whether we want to end it or not. Exactly as a normal person we want every trouble that we have solved clearly and must be solved in the right ways. Then the explanation of al-Quran verses can be concluded that any problems are sure there will be a solution.

According to the phenomenon explain above, researchers interested in conducting research with the title: "**The Problems of English Department Students In Developing English Authentic Materials Using Integrated Syllabus.**" This will answer any problems and difficulties of students in making authentic materials development.

B. Research Questions

Based on the background above, researcher proposes a statement of the issues below:

1. What are the problems faced by students when developing English authentic materials using integrated syllabus?

C. Objective of Study

Based on the statement of the problem above, the objectives of the research is to reveal the problems faced by students in developing English authentic materials using integrated syllabus.

D. Significance of Study

The result is expected to have advantages, such as:

1. Enrich the knowledge and experience of the authors in this particular study.
2. Provide information and knowledge about the problems of students in developing English teaching materials using integrated syllabus
3. Provide motivation to the students of English education that is not afraid to face problems in developing English teaching materials using integrated syllabus
4. Provide a valuable contribution to all English teachers in the English Department to improve the teaching and learning of English, especially in the subjects concerned with developing English teaching materials using integrated syllabus.
5. Consideration for education administrators as input to enhance and improve the quality of teaching writing.

6. Provide information and considerations for researchers in the future.
7. Enriching literary sources in the library UIN Antasari Banjarmasin.

E. Definition of Key Terms

In order the misinterpretation does not occur when exploring the content of this research, the researcher needs necessary to explain several key terms :

1. Students are materials that will be used as subjects in this study, the students in English Education Department in the 4th semester, in Tarbiyah and Teachers Training Faculty UIN Antasari.
2. The problem here is the difficulties was faced by students of English Department of UIN Antasari Banjarmasin when they were developing authentic English material.
3. Authentic materials is real-life materials are those that a student could find in their daily life, such as magazine, newspaper, pictures, etc.
4. Material development here is materials that made base on the need analysis from English Education Department.
5. Integrated syllabus is an attempt to interrelate some kinds of syllabus in teaching and learning activities. Actually this integrated syllabus is not part of English syllabus. It kind of an approach in integrating some English syllabus but early known as kind of syllabus since the output of this approach is a syllabus design.